

EDUCATION AND EXAMINATION

REGULATIONS 2024 - PART A:

INSTITUTION

**UNIVERSITY OF APPLIED SCIENCES
EUROPE**

Master International Business Management

University of Applied Sciences Europe

Passeerdersgracht 23

1016 XG Amsterdam

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FOREWORD: CONTENT EER

These Education and Examination Regulations provide information for students on education and testing in the BBA, MSc IBM programs (Croho 39226, BRIN 27 WK, to be determined) and future programs. We refer to the Education and Examination Regulations hereafter as the EER. The EER also contains the rules that apply to education and testing.

The EER deals with the education of the program in all its variants and forms and entry moments.

This EER consists of two parts:

Part A: The institution-wide provisions, applicable to all Applied Science programs at UE Amsterdam.

Part B: The program-specific provisions per program and program variant.

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CHAPTER 1: GENERAL

Article 1.1 Definitions

Concept	Definition
Academic year	The academic year runs from September 1 to August 31.
Admissions Committee	The committee mandated to take and monitor admission decisions to the program on behalf of and from the Examination Board.
Admissions Office	The department mandated on behalf of UE Amsterdam to admit or reject students to the UE Amsterdam program(s) through the established admission procedure(s) by comparing the student's knowledge, experience and prior education with the established admission requirements of the program.
Advisory Board	Advisory board consists of representatives from the professional field and advises on the professional profile and the connection of the program(s) and institutional policy to the labour market.
Advisory Council	Experts from the program's professional field, who advise a program's developers on the content, final qualifications and quality of the program in terms of its alignment of the curriculum with the needs of the professional field.
Applied Science	Applied Science, or University of Applied Science is the international translation for Hoger Beroeps Onderwijs (HBO) used in the Netherlands. UE Amsterdam only offers courses at HBO and thus Applied Science level.
Assessment	The determination by an examiner to what extent the student or external student has met the requirements formulated for a particular unit of study or part thereof.
Assessment Portfolio (AP)	A form of test in which the student demonstrates mastery of the various learning outcomes of a unit of study/module.
Associate Degree (AD)	A two-year higher vocational program at NLQF 5 level as described in the Law 'introducing Associate Degree education'. The Associate Degree Diploma is in between an MBO-4 (NLQF 4) and a Bachelor's degree (NLQF 6) and is introduced in the European Qualification Framework (EQF) classified as level 5.
Bachelor's degree program	Program as referred to in section 7.3a, second paragraph, under b, of the HESRA;
Binding study advice (BSA)	Study advice to which a binding rejection as referred to in Article 7.8b, third paragraph, of the HESRA is attached for the study program concerned, or for the study programs with which the study program concerned has a common propaedeutic phase;
Block (Quarter)	A defined part of the academic year in which Modules are taught and completed in according to an issued timetable. At UE Amsterdam, a standard Block consists of modules with a total academic load of 15 EC. Each academic year consists of 4 Blocks.
Body of knowledge/ Professional profile	The report from which a profession derives its knowledge, insights and methodological approaches (BoK). These are provided as professional educational profiles (PEP or Frameworks) created by national framework committees of the various disciplines. At UE Amsterdam each program selects an appropriate professional profile. They are taken up in Part B of the EER for each individual program

Central Student Administration	Collective name for all departments, functions and tasks related to study planning and progress as well as the registration of all study, student, lecturer, and educational data including data on attendance, (final) exams, tests, internships, grades, and diplomas.
Coach	A lecturer who maintains contact with a student throughout their study at UE Amsterdam. They are the contact person for both students and lecturers regarding study progress. The Coach works closely with the student advisor and graduation supervisor to ensure study progress and successful completion of the program.
Code of Conduct	An overview of the rules of conduct that students, faculty, staff and others involved in UE Amsterdam are expected to observe while studying and while using UE Amsterdam facilities.
Competence	An integral set of professional knowledge, attitudes and skills required to function adequately within relevant occupational contexts.
Contact hour	Clock hour during which teaching is timetabled under the supervision of a lecturer, or a clock hour during which a test or examination is timetabled;
CROHO	Central Register of Higher Education Study Programs, which lists all programs which, if successfully completed, produce an official certificate within the meaning of the HESRA with the corresponding degree (Associate Degree, Bachelor Degree, or Master Degree);
Curriculum (Education program)	A curriculum is a plan for learning. It is the coherent sum of all educational units, which should lead to the desired final qualifications of a specific program.
Curriculum Committee	The committee responsible for proposing and implementing curriculum changes based on feedback and suggestions from the PDCA cycle and other developmental activities.
Degree	By resolution of the Examination Committee, the Executive Board may award the degree of Bachelor to the person who has successfully completed the final examination of a Bachelor's degree program in higher vocational education (Applied Science), or other accredited degrees as may be the case from time to time;
Diploma / certificate	Officially recognised certificate, including appendix (grade list), and if applicable a supplement; within the meaning of Article 7.11 of the HESRA.
DLWE	The digital learning and working environment within UE Amsterdam where information related to the program can be found. The definition of DLWE includes, in addition to the general DLWE, other digital communication tools or IT systems that are possibly be in use alongside the DLWE for learning and working
Double degree program	Two degrees Two degrees of equal standing are awarded to a student who completes an intensive joint program in which two universities of applied sciences collaborate because of an agreement. It presupposes intensive cooperation between the two institutes; usually students at both institutions follow a program that is complementary in structure. The governments of both states must also acknowledge the respective diplomas awarded within their jurisdiction.

Dual Education Program	A Work-Study Program that is designed in such a way that attending the educational program during one or more periods is alternated with professional practice in connection with that education. The program consists of an educational and a professional practice part, whereby the professional practice is part of the study program of programs, such as included in the appendices of Part B;
Education committee	The committee as referred to in Article 10.3c of the HESRA, consisting of students and lecturers, which, among other things, has advisory and consent rights regarding (Part B of) the education and examination regulations.
Education Week	Week in which educational activities are programmed, including exams and tests;
Educational program (Curriculum)	The coherent set of units of study that make up the program a student can follow.
Educational unit	Unit of study as referred to in Article 7.3 of the HESRA, which, in conjunction with other units of study, forms the curriculum of the program and to which a test and ECs are attached. A unit of study may relate to a practical exercise.
EEA	Education Executive Agency, or more accurately referred to as the Education Administration Agency of the Ministry of Education, Culture, and Science of the Dutch Government. In Dutch this is DUO from 'Dienst uitvoering Onderwijs'.
European Credit (EC)	The unit for calculating the study load as referred to in Article 7.4 of the HESRA where 1 study credit (EC) equals 28 hours of study. Credits are awarded if the examination of the unit of study has been passed;
Examination Board	The Examination Board, as referred to in Article 7.12 et seq. of the HESRA, is responsible for ensuring the quality of the tests and examinations, and thus of the diplomas. The examination committee is also the party that supervises compliance with the Education and Examination Regulations.
Examinations Appeals Board	Examination Appeals Board for members of the Dutch Council for Training and Education [NRTO], where they can appeal against decisions of an examination committee and/or the body of a education or examination institution that issues certificates, as referred to in articles 7.60 to 7.63 of the HESRA. Students can, among other things, appeal before this board against decisions of the examination board or an examiner.
Examiner	An officer appointed by the examination board as referred to in article 7.12 of the HESRA, who, under the responsibility of the examination board, is responsible for the design, assessment, correction and result determination of the tests and the analysis of the results per candidate and per test/examination. May also be called 'assessor'.
Executive Board	Institutional board/directorate of UE Amsterdam (MT).

Exemption	Exemption for taking one or more tests or examinations, at the discretion of the examination committee, based on previous successfully completed tests or examinations in higher education, or based on knowledge and skills acquired outside higher education, whether or not demonstrated by means of a RPL procedure.
External Student	An extraneous (<i>Lat.</i>) or external student is a university student who pays no or reduced tuition fees and is therefore exclusively entitled to take exams and examinations. As a rule, therefore, an external student is not allowed to attend classes or use the other educational facilities and facilities offered by the educational institute. (Article 7.32 HESRA)
Final Examination	The examination and defence of the Professional Product leading to completion and the degree certificate of the program.
Formative Examination	A formative examination of a student's achievement of a module intended learning outcome, the outcome of which is determined as an assessment by an examiner, who gives the student feed-up, feedback and feed-forward to allow the student to ultimately achieve at least the competent stage of learning to prove achievement of the learning outcome. The four stages of possible assessment outcomes are novice, developing, competent, and strong.
Fraud	Any act or omission by a student, of which he knew or should have known, that makes it wholly or partly impossible to make a correct assessment of his knowledge, understanding and skills.
Full-time Education	Education arranged without taking into account the performance of non-teaching activities.
Function limitation	All conditions that are chronic in nature and (may) lead to study delays. Conditions such as a motor or sensory impairment, mental disabilities, a speech disorder, dyslexia, dyscalculia, an autism spectrum disorder, AD(H)D and chronic illnesses are also included;
GALA	General Administrative Law Act (from Dutch "Algemene wet bestuursrecht - Awb).
HESRA	Higher Education and Scientific Research Act (in Dutch the acronym is WHW from "Wet op het hoger onderwijs en wetenschappelijk onderzoek."
Implementation regulations	Regulations specifying the way in which several provisions from the education and examination regulations are to be dealt with across the university, in particular with regard to rules on the proper conduct of examinations.
IND	Immigration and naturalisation service of the Netherlands. Part of Ministry of Justice and Security.
Irregularity	The situation in which the student, the program or UE Amsterdam does not follow the rules for good practice in testing and examination, included in the Student Handbook, or the situation in which the student is guilty of fraud or plagiarism. Fraud and plagiarism are also irregularities;

Joint graduation	Graduation program as referred to in Article 7.3c of the HESRA that is jointly provided by UE Amsterdam and one or more Dutch or foreign higher education/ Applied Science institutions;
Joint program	Program as referred to in Article 7.3c of the HESRA that is provided jointly by UE Amsterdam and one or more Dutch or foreign higher education institutions;
LAB (Field lab, experience lab, innovation lab)	Field lab, experience lab & Innovation lab may be parts of a module where students undertake a field trip/project in collaboration with experts from the field. During an experience lab, the expert joins the students at the institution.
Lecturer	Lecturer who delivers the lessons of one or more modules of an education program. A qualified lecturer may have other roles besides teaching including Program Leader.
Major	That part of the bachelor's program with a study load of 210 European credits (EC) that contributes to the development of the competences of the bachelor's program, included in Part B;
Mentor	the BBA EER Part B 2.0 equivalent of the Tutor/Coach in BBA as defined in this EER and in EER Part B 3.0.
Minor	A coherent deepening, widening or transfer program of choice taken in the third year of the bachelor's program, not being a main subject, with a study load of 15 EC or 30 EC, which contributes to specific or generic competences. The minors offered by the bachelor's program are listed in Part B;
Part-time Education	Program designed to consider the possibility that the student may also be engrossed in work other than education activities.
PDCA-cycle	PDCA stands for Plan-Do-Check-Act. It's a four-step iterative management method used for continuous improvement of processes and products.
Plagiarism	Plagiarism is a form of fraud and involves copying parts of another's work or ideas (almost) verbatim, without showing that they are someone else's words or without mentioning where the piece was found (intellectual property infringement), as further explained in these regulations;
Professional product	A component of an assessment or final examination. Occupational products are services or products that a professional must be able to provide in the exercise of his profession. You will graduate with a professional product at UE Amsterdam to demonstrate your competence as a starting professional.
Program	Bachelor of Applied Science or Master of Applied Science. Part B lists the specific study program.
Program Intended Learning Outcomes (PILOs)	Competencies and qualities a student must have when the student has successfully completed the program. They are supported by Module Intended Learning Outcomes (MILOs) that are aggregated into Year intended Learning Outcomes (YILOs)
Program leader	Head of program(s) within a department/faculty of UE Amsterdam
RPL	Recognition of previously acquired learning;

RPL procedure	Procedure conducted the Examination Board of UE Amsterdam, to arrive at the recognition of previously acquired competences and the appreciation of knowledge and skills gained outside education on the basis of thorough examination.
Specialisation	Specialisation within the study program as referred to in article 7.13 of the HESRA, not being an associate degree program or a minor. This part of the bachelor's program contributes to the generic or specific competences of the program, aimed at deepening in a particular direction of the program or the field of work. As part of the graduate program, bachelor's students in many cases take several minor modules in the third year of the program.
Student advisor	The Study Advisor is the substantive program expert about study progress and the various learning routes and specialisations. The student advisor draws up a study plan for each student and works closely with the tutor and coach to monitor and promote study progress.
Student Council	A council of students from the program who stand for the interests of students. Selected student council members are part of the program committee.
Study advice	Advice as referred to in article 7.8b of the HESRA, which in principle is issued by the program to the student at the end of the first year of enrolment in the propaedeutic phase of a study program regarding the continuation of studies within or outside the bachelor's program. This advice may be accompanied by a binding rejection (a binding study advice);
Study agreement (SOK)	The agreement with the student and the program of study to be followed. Fulltime, part-time, English-speaking, Dutch-speaking, intake, exemptions, etc.
Study credit/ European credit	The unit for calculating the study load referred to in Article 7.4 of the HESRA, where 1 study credit (EC) equals 28 hours of study. Credits are awarded if the examination of the unit of study is passed;
Summative Exam	A summative examination of a student's knowledge, understanding and skills, the outcome of which is determined as an assessment by an examiner, and which concludes a unit of study. An examination may consist of one or more tests;
Supplement to certificate	Document referred to in section 7.11 of the HESRA, which complies with the European established format, which is attached to the certificate, except for a propaedeutic certificate, and which states: the nature, level, context, content and status of the course
Test	Test: part of an examination. A test involves an assessment by an examiner and assesses whether a student has the necessary knowledge, certain understanding, certain skills and/or possesses competences belonging to (part of) a unit of study.
Testing committee	The committee responsible on behalf of the Examination Board for the Monitor the quality of tests and test processes.

Education year	A coherent part of the study program whose study load is 60 credits (EC), or 1680 hours of study. The 1st year is called the propaedeutic phase, the second year is the foundation phase, third year enrichment phase and the fourth year the graduation phase.
Trustee	The confidant is an impartial member of staff designated by the program whom students can confide in.
UE Amsterdam	University of Applied Sciences Europe is registered as such in the Chamber of Commerce (01079590). The name has changed in May 2024, and all relevant authorities have been informed to amend their records.
Working days	Monday to Saturday, excluding public holidays and schedule-free days.

Article 1.2 Scope of the scheme

1. Part A of these regulations has the description of the institution-wide provisions that apply to all undergraduate and postgraduate programs of the UE Amsterdam.
2. Part B of these regulations holds the description of the program-specific provisions.
3. These regulations apply to all students who are enrolled in the program at any time during the term of these regulations, the academic year 2024-2025, and to those who apply for admission to the program during the term of the regulations. These regulations also apply to extraneous students who by virtue of their enrolment are entitled to take part in an examination of the program or in tests and examinations thereof.
4. These regulations apply to joint education, if the education forms part of it, unless the agreement underlying the joint education provides otherwise.
5. If one or more joint graduation programs are provided within the program, these regulations apply in full to all joint graduation programs, unless the agreement underlying a joint graduation program stipulates otherwise.
6. These regulations or part of them may be declared applicable by analogy to a person, other than a student or external student, who participates in parts of the program.
7. These regulations (Part A and Part B) occasionally refer to other regulations, sources, etc. Students are expected, on their own initiative, to take note of these.
8. Wherever the pronoun "he" is used in these regulations, "she" may also be read, where appropriate.

Article 1.3 Adoption and amendment of scheme

1. Part A (the institution-wide provisions) is adopted annually by the Executive Board, after approval by the Joint Assembly.
2. Part B (the program-specific provisions) is adopted annually by the Executive Board before the start of the academic year. The Academic Director and the Programme Leader(s) are responsible for the timely preparation and delivery of the program-specific provisions. Adoption by the Executive Board takes place no earlier than after the relevant committees have been able to exercise their powers of advice and consent.
3. Modification of these regulations during the academic year shall only take place provided that the interests of the students concerned are not reasonably prejudiced as a result

CHAPTER 2: PRIOR EDUCATION, ENTRY REQUIREMENTS AND EXEMPTIONS

Article 2.1 Prior education requirements

1. Part B of these regulations describes which diplomas are required for admission to the program, apart from any other conditions that must be fulfilled.
2. If a student does not meet the required prior education requirements, Part B shows whether, and what possibilities there are for the student to be admitted to the program.
3. If any special further preparatory education requirements (as referred to in sections 7.25a and 7.25b of the HESRA) are mandatory, Part B describes which ones. If added requirements (as referred to in sections 7.26 and 7.26a of the HESRA) apply in addition to the above requirements, Part B describes which ones.
4. A certificate of a propaedeutic or final examination of a university or a university of applied sciences gives also access to the bachelor's program. Students must also meet any (special) further prior education requirements and any other requirements, as referred to in the other paragraphs of this article. In addition, requirements regarding employment in a part-time program may apply, as referred to in article 2.3 of these regulations.
5. Curriculum requirements.
6. The provisions of the second paragraph; and
7. In the case of a foreign certificate and/or certificate(s), the student must also demonstrate a written and oral command of the language of instruction to such a degree that he/she can be considered capable of following the course. See the requirements in Article 2.2 of these regulations. Part B describes how these requirements are assessed.

The Examination Committee determines whether the requirements of the above paragraphs are met before the student can be enrolled. The Examination Board is also mandated to grant exemptions to students.

Article 2.2 Foreign prior education

1. If a prospective student has a foreign previous education, not being a foreign diploma as referred to in Article 2.1 section 5 of these regulations, and requests admission to the study program, the Examination Committee will decide whether the foreign previous education is equivalent to the previous education referred to in Article 2.1 section 1 of these regulations. Among other things, NUFFIC assessments or other independent assessments by centres of expertise will be used to determine the level of the foreign diploma compared to the admission requirements. The person referred to in the first paragraph will be admissible if:
 - a. the foreign earlier education is at least equivalent to a Dutch earlier education that would give access to the program
 - b. he also proves a level of written and oral mastery of the language of instruction such that he is considered capable of following the teaching properly.

2. In any case, a foreign prior education is considered equivalent to that mentioned in Article 2.1 paragraph 1 of these regulations if the said prior education gives access to scientific or higher education in the country that has ratified the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Trb. 2002, 137).
3. Contrary to paragraph 3, the Examination Board or Admissions Board may decide on behalf of the Executive Board that there is no such equivalence. If this is decided, then article 2.1(2) of these regulations shall apply mutatis mutandis.
4. For education taught in Dutch, sufficient command of the language is demonstrated by passing the state examination Dutch as a second language (NT2), program II, the certificate for Dutch as a foreign language (CNaVT) or an equivalent examination. Whether there is an equivalent examination is at the discretion of the examination committee. Its procedure can be found in Part B.
5. For education given in English, sufficient mastery of this language is demonstrated via a recognised independent language test as set out in the "Code of Conduct for International Students in Higher Education", available at <http://www.internationalstudy.nl/pagina/gedragscode-en-regulations> . The admission procedure to be followed to demonstrate this is described in Part B.
6. The supporting document proving sufficient command of the Dutch or English language may not be older than 24 months at the time of first enrolment in the program.
7. Foreign students who do not have Dutch nationality, and who are 18 years of age or older on the first day of commencement of the program for which enrolment is applied for the first time, must be lawfully resident on that day within the meaning of Section 8 of the Aliens Act 2000.
8. For foreign students with a residence permit for study, there is a requirement to obtain a minimum of 50% (see Website IND [Residence permit study hbo or university | IND](#)) of the credits for the relevant academic year each year. A lower score will be reported to the Immigration and Naturalisation Service (IND). To this end, the program leader transfers the relevant information to Student Affairs.

Additional information on admission to the program with a foreign previous education can be found on the institution's website and in Part B of the EER and *UE Amsterdam Enrolment and Admissions 2024-2025*

Article 2.3 Job requirements part-time education

The programs offering a part-time variant state in Part B the specific admission requirements, including those relating to the job.

Article 2.4 Employment requirements dual education

The programs offering a dual variant state in Part B the specific admission requirements, including those relating to the job.

Article 2.5 Admission test

1. A person aged 21 or older who does not meet the prior education requirements referred to in article 2.1 of these regulations and is not exempt from them may be eligible to take an entrance examination ('colloquium doctum' as referred to in article 7.29 HESRA).
2. Participation in the entrance examination is possible only if the age of 21 has been reached at the time of the first year of enrolment in the program.
3. The examination committee may, on behalf of the Executive Board, decide to grant exemption from the age limit of 21 years, if: a. the person concerned holds a foreign diploma that gives access to an institution of higher education in his/her own country; or b. in special cases, no diploma can be submitted; or c. it concerns a study program in the field of arts.
4. The purpose of the admission examination as referred to in this article is to determine whether the candidate demonstrates suitability for the education of the program and sufficient command of the Dutch language for successful participation in the education of the program. The requirements imposed on the student are listed in Part B.
5. The procedure of the examination demonstrating whether or not the set requirement(s) have been met can be found in Part B. Based on the examination, the examination committee, on behalf of the Executive Board, decides whether the requirements referred to in the previous paragraphs have been met so that the student can still be enrolled.
6. The examination committee shall provide to the person rejected after the entrance examination, a written statement confirming the outcome of the admission examination. This declaration has a validity of 24 months from the date of signature. Upon admission to the program, a copy of this document will be filed by the examination committee in the student's file.
7. The person referred to in the first paragraph is responsible for ensuring that the documents referred to in the previous paragraphs of this article (in particular the result of the examination referred to in the fourth paragraph) reach the competent authorities or bodies (for example: the examination committee, the program leader or Student Enrolment) correctly and on time.

Article 2.6 Admission, diversity, inclusiveness, (other) enrolment conditions and deregistration

1. If a prospective student meets the requirements for admission to the program, included in this chapter, this will only lead to enrolment in the program as a student or external student if all other UE Amsterdam enrolment conditions are also met. The (enrolment and de-enrolment) conditions as well as the procedure for enrolment and de-enrolment at UE Amsterdam are included in the Enrolment Regulations UE Amsterdam 2024-2025 (for English-language programs, see *Enrolment and Admissions 2024-2025*).
2. A decision by the examination committee, on behalf of the Executive Board, to admit a person to the program on the basis of the special options in this chapter will only result in enrolment as a student or external student if all other UE Amsterdam enrolment conditions are also met. These conditions as well as the procedure for enrolment with the college are contained in the UE Amsterdam Enrolment Regulations 2024-2025.
3. UE Amsterdam attaches great value to quality and sees diversity, inclusiveness and internationalisation of both our student and work population as important preconditions for a high-quality education and learning environment. To increase the quality of the institution, UE Amsterdam therefore has, among other things, a *Student Quality & Inclusivity Policy 2024-2025*, which provides guidelines aimed at positively influencing the quality, diversity and inclusiveness of the student population.

Article 2.7 No admission on grounds of unfitness

1. If the Examination committee is aware of any behaviour or remarks by the person seeking admission to the program that indicate unsuitability for the practice of one or more professions for which the program trains, or for the practical preparation for professional practice, the Examination committee may issue a reasoned advice to the Executive Board with a request to refuse or terminate the enrolment of the person concerned. Such a recommendation may also be issued by the Program leader or jointly. In special cases and after careful consideration of the interests involved, the Executive Board may decide to refuse or terminate the enrolment of the person concerned in accordance with the established procedure.

Article 2.8 Exemption

1. Provide exemption

- a. Students may be exempted from units of study and associated examinations in the first year of study by the examination committee if:
 - a. The student has obtained at least 30 EC in the first year of a related program.
 - b. The student can submit all products and tests to the examination committee in addition to the marks list.
 - c. The entire unit of study can be exempted on the basis of certificates/documentation.
 - d. Exemption of a unit of study does not interfere with the alignment of the curriculum and an exemption does not harm the student's study progress.
 - e. The exemption does not impede the coherence of subjects within class blocks.
- b. A student can never be exempted from the parts of the examination program of a specific program.
- c. A student cannot be exempted for parts of a unit of study, meaning that no exemption can be granted for partial tests.
- d. Any further regulations on exemptions and recognition of acquired competences are listed in Part B of this EER..

2. Submission and assessment of exemption applications

- a. Students may submit their exemption request with their application for admission, or at the latest 6 weeks before the start of the program. Students requesting multiple exemptions on the basis of one or more certificates shall submit a written and reasoned request to the Admissions Committee. The student may substantiate his request (I) with a certified copy of the results of tests he has passed elsewhere in higher education that are comparable to the unit of study from which he seeks exemption, or (II) with proof of knowledge and skills acquired elsewhere that are comparable in scope and level to those of the tests from which he seeks exemption.
- b. The program leader forwards the exemption request along with an expert assessment to the Admission or Examination committee;
- c. The admissions committee shall grant or refuse exemption requests on behalf of the examination committee only for well-founded reasons.

3. Processing and validity of exemptions

- a) If the examination committee grants an exemption request, the applicant will receive a certificate of exemption from the examination committee. This certificate states:
 - a. The date the exemption was granted;
 - b. The examinations from which the candidate is exempted
 - c. The number of ECs associated with the unit of study from which the candidate is exempted

- b) The certificate of exemption is signed by the chairperson of the examination committee on behalf of the examination committee. UASE files a copy of this certificate in the personal student file.

CHAPTER 3: EDUCATIONAL PROGRAM

Article 3.1 Objective of education

1. The program aims to provide the student with a coherent set of knowledge, skills, attitude values, and ethics in the field of the subject areas mentioned in Part B, so that upon completion of the program, the student will be capable of the achieved learning outcomes in a professional manner.
2. All education programs originate from/are based on an institution-wide vision on learning and didactics, vision on testing and vision on the professional field. The vision on education and the translation of this vision to the specific study program is included in Appendix I of Part B.
3. The desired learning outcomes/ final qualifications to which the program trains are set out in Part B.

Article 3.2 Organisation of full bachelor's program

1. The full bachelor's program has a study load of at least 240 credits (EC), of which 60 credits (EC) belong to the propaedeutic phase and 180 credits (EC) belong to the post-propaedeutic phase.
2. The program consists of a coherent set of educational units, each of which concludes with an examination. In principle, whole credits are awarded to units of study. These are meaningful units of sufficient size and sufficiently coherent with each other.
3. The way in which the program is structured (full-time, part-time or dual) is described in Part B and is also visible in the complete curriculum overview i of Part B.

Article 3.2.1 Composition of the first year of study

- a) The first year of the program has a size of 60 credits (EC). This phase has three objectives: orientation to professional field, establishment of a sound knowledge base and selection, as referred to in article 7.8 HESRA. The propaedeutic phase is concluded with a propaedeutic exam, unless Part B provides otherwise.
- b) The propaedeutic examination of the program includes the units of study as described in Part B, indicating for each unit of study: the name, the codes, the study load in EC (60 EC in total), the test(s) forming the examination of the unit of study, the test/examination method, the language of instruction and the period in which the unit of study and the test(s) are offered.
- c) In the propaedeutic phase of a program, a minimum of 12 contact hours per week are programmed on average when the situation allows and the average number of contact hours can reasonably be required of UE Amsterdam.

Article 3.2.2 Composition of Deepening Phase (second year of study)

- a) The in-depth phase of the study program includes the units of study as described in Part B, indicating for each unit of study: the name, the codes, the study load in EC (60 EC in total), the test(s) forming the examination of the unit of study, the test/examination

method, the language of instruction, as well as the period in which the unit of study and the test(s) are offered.

Article 3.2.3 Composition of professionalisation phase (third year of study)

- a) The professionalisation phase of the program includes the units of study as described in Part B, indicating for each unit of study: the name, the codes, the study load in EC (60 EC in total), the test(s) that form the examination of the unit of study, the test/examination method, the language of instruction, as well as the period in which the unit of study and the test(s) are offered.
- b) Minors: If a program has Minors, the teaching of the third year of study consists of Minors for a minimum of 30 credits.
- c) If Minors are available, students can choose a minor aimed at specialisation in a specific field within the professional profile or a minor aimed at specialisation in a specific sector in which this professional profile acts.
- d) Part B of these regulations describes whether and which Minors a program offers, stating at least:
 - a. Whether or not offering a particular minor is tied to a minimum number of participants;
 - b. Which admission requirements apply to a minor.
 - c. The name of the minor, the name of the units of study within the minor, the codes of the units of study, the study load in credits/EC of the unit of study, the test(s) constituting the examination of the unit of study, the method of testing/examination, the language of instruction, the maximum number of participants as well as the period in which the minor and the test(s) are offered.
- e) In principle, the student can choose which minor(s) he wants to take, unless restrictions are placed on this freedom of choice in Part B because of requirements set by the professional field. Moreover, each minor is subject to the requirement that the student meets the admission requirements for that minor. The student takes hereby the correct route for registration as described in the Procedure for Registration of Minors. This procedure can be found in Part B and in the Implementation Regulations.
- f) Students wishing to take a minor at another educational institution at home or abroad at one of the partner institutions must request permission from the examination committee for the filling of the minor space in the examination program before starting the minor. The examination committee may stipulate that the student has to choose from a list of pre-composed minors. Part B describes the procedure to be followed by students.
- g) To participate in a minor, the student must complete a minimum of 105 credits (EC).
- h) Additional admission requirements may apply to participation in a minor. These admission requirements will be announced to students in advance.
- i) The penalising program of a minor shall ensure that the information referred to in the third paragraph is accessible to all potentially interested students before registration for the minor.

- j) Regarding when a student starts the minor, programs may impose additional requirements. These are listed in Part B.

Article 3.2.4 Composition of Graduation Phase, (fourth year of study)

- a. The graduation phase of the program includes the units of study as described in Part B, indicating for each unit of study: the name, the codes, the study load in EC (60 EC in total), the test(s) forming the examination of the unit of study, the method of testing/examination, the language of instruction, as well as the period in which the unit of study and the test(s) are offered.
- b. Annex IId shows the graduation program, which consists of 5 phases spread over the entire fourth year of study.
- c. If applicable, appendix IId of Part B lists the units of study belonging to the graduation/ pathways or a joint graduation program attached to the program and the specific supervision and design of the graduation internship is mentioned within the phases.

Article 3.3 Organisation of full HBO Master program

- 1. A master's degree at UE Amsterdam is a minimum of 60 credits (EC) and a maximum of 120 credits. The master's degree consists of a coherent set of educational units, each of which concludes with an examination. In principle, whole credits are awarded to units of study. This involves meaningful units of sufficient size and coherence.
- 2. The way the program is organised (full-time, part-time or dual) is described in Part B and is also visible in the complete curriculum overview in the annex of Part B.

Article 3.4 General provisions on the curriculum

- 1. Courses at UE Amsterdam are always initially offered in English; if courses are also offered in Dutch, this is stated in Part B of this EER.
- 2. The teaching is always examined in the language in which the teaching was offered.
- 3. In a course offered in Dutch, compulsory literature or visual and listening materials may be used.

Article 3.5 Student copyright

- 1. The copyright vested in works created by students or extraneans within the framework of the program shall belong to the student or extraneus, unless this is deviated from by agreement to which (a part of) UE Amsterdam or the student himself or herself is a party.
- 2. UE Amsterdam may agree with the student or external student that the institution will be exempted from the obligations arising from copyright or that the name UE Amsterdam will be mentioned on products. If exemption is opted for, this will be laid down in writing with the student or external student prior to the work being carried out. User rights may also be stipulated.
- 3. Notwithstanding the second paragraph, UE Amsterdam will receive a digital copy of a graduation assignment or graduation research which may be used by UE Amsterdam for educational and

publication purposes. This may be deviated from by an (additional) agreement, if it has been agreed that the thesis assignment or thesis research is confidential.

Article 3.6 Students with disabilities

1. Students with physical or sensory disabilities will be given the opportunity to take the examinations in a manner adapted as far as possible to their individual disability.
2. Permission for this is granted by the examination committee on the basis of a recent declaration to be submitted by the student from a doctor, psychologist or remedial educationalist with a recognised qualification registration. If necessary, the examination committee shall seek additional expert advice before deciding.
3. The educational institution will make adjustments as required, unless they place a disproportionate burden on the educational institution.
4. In appropriate cases, the examination committee may decide to allow students with disabilities to take the examinations in a different way, adapted to the individual situation of a student
5. however, in such a way that the quality and/or difficulty of an examination is not changed. In those cases in which UE Amsterdam incurs costs for facilitating non-standard forms of examination, these costs will be passed on in fairness and reasonableness to the students concerned.
6. For students who can submit a valid dyslexia and/or dyscalculia declaration from a registered institution, the regular examination time of written examinations will be extended by at least 20 minutes with a maximum of a quarter of the regular examination time. Dyslexia and/or dyscalculia declarations are archived in the personal student file.
7. For more information and examples of functional disabilities, see 'Mental and Physical Disabilities' (*Policy document Quality Assurance*).

Article 3.7 Education evaluation

1. The way education in the program is evaluated is described in Part B and the PDCA Cycle.

CHAPTER 4: EXAMINATIONS AND CERTIFICATES

Article 4.1 The examinations of the program

1. The examinations and the final examination of the program are passed as soon as the student has obtained all the corresponding units of study, with or without one or more exemptions. The conditions, agreements and processes regarding examinations are described for each program in the PDCA cycle and in Part B of the EER.
2. The examination committee determines the result of the examination referred to in the first paragraph after the examination committee has examined whether the student has fulfilled all the obligations applicable to the examination in question. To determine the result of the examination, the examination committee is, if desired, only allowed to take into account the results obtained.
3. Notwithstanding the first paragraph, the examination committee may decide that the examination also includes a final examination, to be conducted by itself, into the knowledge, insight and skills of the examinee. If the examination committee conducts such an examination, Part B states where the relevant information on this can be found.
4. At the beginning of each academic year, the chairperson of the examination committee shall set the dates on which the results of the examinations referred to in the third paragraph are determined. The foregoing with due observance of the other paragraphs of this article.

Article 4.2 Awarding degrees and Cum laude

1. The degree awarded by the Executive Board after the examination committee has determined that the student has passed the examination of the program is listed in Part B.
2. The degree may be supplemented with the mention of the subject area, Minor, Pathway or professional field covered by the degree.
3. The predicate "cum laude" is registered if: the weighted average final grade of all educational units is 8.0 or higher; and of those final grades, no uncompleted final grade is lower than 7.0; and the student has received exemptions for up to 50% of the program.

Article 4.3 Certificates

1. As proof of successful completion of the graduation track, a certificate is issued by the examination committee. The certificate is signed by the chairman of the examination committee or his deputy.
2. On a list of marks forming part of the degree certificate, the annual results of BBA 1 and the sections belonging to the examination (BBA 2/3 and BBA 4) are stated and signed by the chairman of the examination committee or his authorised deputy. Furthermore - if applicable - the mention 'cum laude' is included as a separate entry in the marks list. The student shall also receive a diploma supplement with the degree certificate. The certificate is awarded

only once. If the certificate is lost, a copy can be issued on the basis of the digitally archived data of the Education Implementation Service (DUO).

3. The certificate is drawn up in Dutch or English, the supplement is drawn up in English, and the marks list is drawn up in both Dutch and English.

Article 4.4 Declaration at departure

1. At the request of a person who has passed one (or more than one) examinations and to whom a certificate as referred to in this chapter cannot be awarded, the examination committee shall issue a statement listing at least the examinations passed by that person.

Article 5.1 Testing within the study program

1. An examination concluding a unit of study consists of one or more tests. Each test includes the examiner's examination of the competences (the knowledge, insight and skills) and also the assessment of the results of that examination.
2. A test is taken orally, in writing or in another way. The manner of testing is indicated for each unit of study before the unit of study starts in the appendices containing the programs of study in Part B of these regulations.
3. In special cases, the examination committee is authorised to determine, at the written and reasoned request of the student or extraneus, that a test will be taken in a manner other than that set out in these regulations.

Article 5.2 Frequency of testing, testing schedule, testing rules

1. An opportunity to take a test will be given at least twice per academic year. Any deviations from this can be found in Part B.
2. In special cases, the examination committee may decide, upon a written and reasoned request from a student or external student, to allow deviations regarding the number of opportunities for a test.
3. Participation in a test may be made a condition of registration for a test.
4. The test schedule is announced under the responsibility of the Program Leader, after consultation with the examination committee, through the channels and deadlines specified in Part B.
5. For each test, the examination committee appoints one or more examiners who meet the conditions set out in Article 7.1, paragraph 6, of these regulations.
6. The rules regarding the proper conduct of tests and examinations, as included in the Executive Regulations, also apply to each test. For certain forms of testing for which the Implementation Regulations do not or insufficiently provide, the program may lay down additional rules in Part B.
7. b.) If it is compulsory in a unit of study to be present, or to actively participate and to prepare matters, the examination committee may decide, at the suggestion of the lecturer, that the student may no longer participate. This applies, among others, to modules with group assignments in which and is only applicable if the necessary attendance or active participation is included as an obligation in the module description of the unit of study. Before the examination committee decides, it gives the student the opportunity to tell his/her story. A report will be made of that.
8. In special cases, the examination committee may determine that the student is not obliged to attend or prepare matters in full or in part. It will then impose requirements on the student to replace that obligation. The student shall submit a request to the examination committee for this. It shall decide within thirty days.
9. If a student or external student has received a failing grade for a test in the previous academic year 2023-2024 and still wants to take the test in question in the current academic year 2024-2025, the requirements in the current academic year (2024-2025) will apply. If the

requirements have changed substantially in the current academic year (2024-2025) compared to the previous academic year or if the test is no longer part of the educational program in 2024-2025, the student or external student will have the choice to:

- a. Retake the test following the requirements from the previous academic year; or
 - b. Take the (alternate) test following the requirements of the current academic year.
10. Whether the requirements for a test have changed substantially is at the discretion of the examination committee. No later than at the start of the unit of study to which a test is linked, the program's DLWE will announce whether the aforementioned requirements have changed substantially and in what way the student or extraneus can claim a transitional arrangement.
 11. The program leader is responsible for the publication of the transition regulation (also called: conversion list, transposition table or replacement regulation table) with the units of study (with the corresponding tests) that expire for the first time and the units of study (with the tests) from the current academic year (2024-2025) that are designated as replacements. The above applies if the curriculum for a study program has been/will be fundamentally changed. This may involve changes in the number of EC credits to be earned. This transitional arrangement is posted on the DLWE of the program.
 12. The date and time when a test from the previous academic year 2022- 2023 will be taken in the current academic year 2024-2025 will be determined by the program leader, after consultation with the examination committee, and announced through the program's DLWE.
 13. If a student or external student has not made use of the opportunities for resit referred to in the seventh paragraph, or has received a failing grade for this, the student or external student must take a test designated by the examination committee.

Article 5.3 Regulation on extra opportunity last unit of study

1. When student has completed all but one unit of study in the post-propaedeutic phase of a program, student may submit to the examination committee a motivated request for an extra opportunity if the following conditions are also met: - Student has complied with all previously offered
2. No regular/scheduled resit will take place in the next 10-week period after the date of the request.
3. The examination committee will decide whether the extra opportunity for the final unit of study will be granted.
4. An extra resit within the framework of these regulations is, in principle, offered at the end of a ten-week period, in the testing week. In any case, there must be a period of three weeks between the decision of the examination committee and the date of the resit. The examination committee may deviate from this deadline upon request.

Article 5.4 Method of assessment

1. The (different) courses have a large number of different test forms.
2. The appropriate methods (quality criteria) for quality assurance are used (applied) for the various forms of testing. These quality criteria are listed in the UE Amsterdam *Assessment Policy Plan*, which can be found on the website.

3. No more than one student or external student will be tested orally at the same time, unless the examination committee has determined otherwise. Part B lists (if applicable) the units of study in which students are tested simultaneously.
4. Oral examinations may be held in public. The examination committee is authorised to decide further on this, whether on its own initiative or at the student's request.

Article 5.5 Order of tests

1. Tests can in principle be taken in any order, unless exceptions to this are listed in Part B.
2. Insofar as Part B sets requirements for the sequence, students may request the examination committee in writing, stating reasons, to grant them exemption from requirements set out in Part B.

Article 5.6 Exemption from taking tests and examinations

1. Exemptions will only be considered if the student can prove that he has obtained at least 30 EC in a comparable program for programs that are more than 120 EC.
2. Certain diplomas and certificates entitle the student to an exemption from taking several tests. Part B describes which ones these are, and how the student or extraneous can apply to qualify for such an exemption.
3. Students or external students who believe they are eligible for an exemption from sitting multiple examinations (belonging to multiple units of study) on grounds other than those (if any) listed in the previous section must submit a written application to that effect within a period specified in Part B.
 - a. The student or examination student shall submit a substantiated request to the Examination committee.
 - b. The student or examination student shall motivate his/her request with the results of comparable tests or examinations that he/she has passed elsewhere in higher education, or with proof of competences acquired elsewhere (PAC) within or outside higher education.
 - c. The person who has completed a PAC procedure attaches the PAC report to the request. It is the responsibility of the student or external student to submit a request for exemption in good time.
4. The examination committee may, on behalf of the Executive Board, grant exemption from the propaedeutic examination for bachelor's programs on the basis of possession of a Dutch or foreign certificate at least equivalent to the propaedeutic certificate of the program.
5. The Examination committee will use the submitted evidence to assess whether the student or external student already meets the requirements for the test(s) of the unit of study in question. The Examination committee may also require the student or external student to demonstrate his/her level of competence in a test. If a test is decided upon, the Examination committee will provide the person concerned with a document detailing the content and procedure.
6. The board of examiners will grant a request for an exemption if, in its opinion, the student or external student meets the requirements for the test(s) of the unit of study in question. The examination committee will inform the student or external student of its decision in writing within 20 working days. The period of 20 working days starts from the moment the request is received complete by the examination committee (waiting for additional documents to complete the request thus suspends the aforementioned period).

7. If an exemption is granted, the student or external student will receive a written certificate of exemption signed by the examination committee. The examination committee, in cooperation with CSA, ensures the processing of the exemption in the Study Progress Administration and archiving a copy of the certificate of exemption.
8. In the Study Progress Administration, the signing date of the exemption certificate is, in principle, the date on which the unit of study or part thereof was passed.
9. The program may decide that it is not possible to obtain an exemption for a test, if the test was part of a program for which the student or external student, whether at UE Amsterdam or not, received a binding study advice. If the program decides to do so, this will be described in Part B.

Article 5.7 Assessment of tests, awarding of study credits (EC)

1. The assessment of a test by an examiner takes place on the basis of set criteria which have been made known to the student or extraneus via the DLWE of the program at the latest at the start of the unit of study concerned. The assessment and the substantiation of the assessment on the basis of the described criteria for assessment shall be given in writing by the examiner
 - a. And recorded.
2. The assessment of a test is expressed as a grade or a qualification.
 - a. A grade is a number rounded to one decimal place, ranging from 1.0 to 10.0 or an integer, ranging from 1 to 10.
 - b. A satisfactory assessment for a test is expressed in a grade of at least 5.5 or in a qualification such as "satisfactory" or "met". An unsatisfactory assessment for a test is expressed in a grade of not more than 5.4 or in a qualification such as "unsatisfactory", or "not met".
 - c. The program may also use qualifications other than those referred to in the above sections. Such qualifications are set out in Part B.
3. Notwithstanding the fourth paragraph, if the student or extraneus takes a test for which he has previously received an assessment, the highest assessment shall apply as the assessment for the test.
4. If an examination of the unit of study consists of several tests, the following rules apply.
 - a. The student or extraneus will receive a pass mark for the examination if he has received a pass mark for all tests. Program-specific deviations from this provision are allowed. If chosen, these can be found in Part B.
 - b. Without prejudice to sub a, to determine the grade, or any other type of assessment or qualification of an examination, if this examination consists of several tests, a weighting may be used. This weighting is mentioned in Part B.
 - c. How the (final) figures were arrived at is shown in Part B.
 - d. Education-specific additions with regard to this article can be found in Part B.
5. If a student or external student passes an examination, he or she will be awarded the study credits (EC) associated with the unit of study. If a student or external student has been granted an exemption for a unit of study, the unit of study has been passed and the associated credits (EC) will be awarded.

6. The student or extraneus can only earn credits (EC) by compensating a failing grade for an examination with one or more passing grades of other examinations, if this is stipulated in Part B or if the examination committee decides to do so. Units of study in which competences are tested at final level cannot be compensated.
7. If there is a duty of attendance, that duty is described in Part B.

Article 5.8 Validity period of assessments

1. The period of validity of an examination may be limited by the program leader only if the
2. Examined knowledge or understanding is demonstrably out of date or if the skills examined are demonstrably out of date.
3. If the program leader has attached a validity period to certain assessments, this is included in Part B.
4. The examination committee may extend the validity of an assessment, if any. The board of examiners can extend the period of validity on its own initiative or after the student has submitted a motivated written request to the board of examiners before the period of validity expires. In doing so, the board of examiners must reasonably take into account special circumstances as referred to in article 7.51 section 2 of the HESRA.

Article 5.9 Registration and publication of assessments received and credits earned (EC)

1. Each assessment must be recorded by an examiner in the designated study progress administration system. In case of a satisfactory assessment for an examination, the date on which the credits (EC) were obtained is recorded as the date on which the student took the last test forming part of the examination.
2. The designated examiner determines the assessment after a test has been taken and, before there is a right to inspection as referred to in Article 5.10 of these regulations, announces it by registration in the Study Progress Administration. The maximum fixed term for determination and announcement, counting from the test date, is for a:
 - a. Oral test: five (10) working days;
 - b. Written test: ten (10) working days;
 - c. Assessment portfolio consisting of multiple assignments/test forms: fifteen (15) working days.
3. The university is responsible for regularly updating the student's assessments registered with it in the Study Progress Administration. Students themselves are responsible for regularly consulting and checking their study progress overview in the Study Progress Administration, which is accessible via the DLWE/VLE.
4. In case of special situations, the examination committee decides whether the term mentioned in the second paragraph will be extended. If the term is changed, the student or external student will be notified via the program's DLWE.

Article 5.10 Right of inspection and preservation

1. A student is entitled to inspect his assessment, with inspection taking place no later than 20 working days after publication of the grade, and within a reasonable time for a renewed opportunity to take the test. A student has the right in case of:
 - a. Written tests, the right to inspect the written work assessed, the questions and assignments of the examination or test, as well as the standards by which the assessment was arrived at;
 - b. Oral tests, the right to an explanation using the standards by which the assessment was arrived at;
 - c. Review by other means, the right to explanation based on the standards on which the assessment was arrived at.
2. The arrangements for inspection are set out in Part B.
3. If the scheduled inspection time demonstrably conflicts with a student's internship or education in which compulsory attendance applies, the student is entitled to an alternative inspection time. To this end, the student must submit a request within twenty working days after the announcement of the inspection slot. Part B regulates whether this request should be submitted to the examination committee or the examiner. The examination committee/examiner shall consider the possibilities within the internship or education to which compulsory attendance applies and then determine a new inspection moment. If necessary, the examiner will be involved in this decision-making.
4. The assessed work, together with the assessment, is archived either by the program or by a centrally arranged facility. The retained work will not be destroyed until two years have elapsed since the assessment was determined and published in the Study Progress Administration
5. Notwithstanding the fourth paragraph, the final papers (theses, final examinations or exams) that have been passed, together with the assessment, shall be kept for seven years, after publication of the grade.
6. Visual material used in assessments and containing personal data is in principle kept for two months after the assessment. If the visual material concerns a final work, it will be kept for a maximum of seven years

Article 5.11 Irregularities and academic misconduct

1. The definitions below apply to all students of the institution. If an irregularity, fraud or plagiarism is suspected, this suspicion is reported by the staff member or lecturer concerned according to the procedure mentioned in the 'fraud plagiarism' policy document. This document also contains the follow up steps and appeal procedures and also the guidelines for the permissible use of A.I. software such as ChatGPT.
2. In any case, irregularity means:
 - a. A disturbance of order or good order during the time of taking a test or examination, as a result of which the examination committee can no longer reasonably ensure that the results of the test or examination realistically reflect the level of knowledge of the students who took the test or examination;
 - b. Taking photographs or otherwise duplicating the test (questions) prior to the test, during its taking, or after taking the test;

3. Serious fraud as referred to in section 7.12b(2) HESRA shall in any case mean:
 - a. Impersonating someone else during an exam;
 - b. Being represented by someone else during an examination;
 - c. Obtain or have obtained the examination papers at the time of the examination;
 - d. Wilful misrepresentation of research data in a research report;
 - e. Fraud during or outside the period of inspection of an assessed paper/exam;
 - f. Cheating with exam results;
 - g. Repeated fraud;
 - h. Being guilty of serious forms of plagiarism as referred to in (paragraph 4 of this article);
4. Fraud is further understood to mean in any case:
5. Consulting sources not permitted during the review;
6. Adopting or copying from the work of others, including students who participate or have participated in the assessment, and then presenting it to examiners as authentic work of their own;
7. Using artificial intelligence (A.I.) large language models to write in whole or in part work that is handed in for assessment
8. Wilful misrepresentation of research data in a research report;
9. Knowingly giving opportunity to others to engage in fraud;
10. And attempted fraud;
11. In any case, serious forms of plagiarism means:
 - a. Substantially copying or copying from the work of others without attribution and then offering it as authentic, one's own work;
 - b. Copying or copying from the work of fellow students and then presenting it to examiners as authentic, one's own work;
 - c. Presenting the structure or central ideas as one's own work or thoughts from third-party sources;
 - d. Copying image, sound or test material, software and program codes of others without reference and passing it off as one's own work;
 - e. Submission of papers written (whether for payment or not) by someone else, including papers acquired from a commercial institution;
12. Plagiarism is further defined in any case:
 - i. Paraphrasing the content of other people's texts without sufficient source reference;
 - ii. Failure to indicate clearly in the text, for example through inverted commas or a particular design, that text has been taken verbatim from another author's work, even if a correct source citation is included;

- iii. Adopting the structure or central ideas of another author's work and presenting it as authentic, one's own work
- iv. Knowingly giving opportunity to others to engage in plagiarism
- v. Resubmitting previously created own work without mentioning the source, and allowing this to be passed off as original work produced in the context of a test. Only the study guide, examiner or examination committee may grant an exception to this.

13. Disorder

- i. Does a student disturb order during a test in such a way that other students are inconvenienced while taking the test? Then the invigilator may order the student to leave the test room. The invigilator records this on the protocol. The examination committee decides as soon as possible whether the invigilator was justified in giving that order. It follows the procedure as indicated below.
- ii. A disturbance of order or good order during the time of taking a test or examination, as a result of which the examination committee can no longer reasonably ensure that the results of the test or examination realistically reflect the level of knowledge of the students who took the test or examination.
- iii. Taking photographs or otherwise duplicating the test (questions) prior to the test, during its taking, or after taking the test is also a case of disorder.

Article 5.12 Objection and appeal

1. UE Amsterdam has established an independent appeal body, the Examination Appeals Board (through the NRTO*), where appeals can be made against decisions of the examination committee.
2. A student may appeal to this committee against a decision on the appeal filed with the examination committee. Contact details and procedural information can be found on the website or requested [directly at cvbe@nrto.nl](mailto:directly@cvbe@nrto.nl).
3. The notice of appeal should be submitted in accordance with the procedure as used by the Examination Appeals Board.
4. The appeal period is four weeks and starts the day after the date of the decision by the examination committee.
5. The grounds of appeal used by the committee concern procedural errors regarding the institution's actions. Examples include:
 6. Violation of a generally binding rule;
 7. Use of authority for a purpose other than that for which it was granted;
 8. Failure to take reasonable account of the interests of the student(s) concerned;
9. A decision of the examination committee that violates the HESRA and/or a general principle of good governance.

10. Appeals committee rulings are binding.

11. *The NRTO (Nederlandse Raad voor Training en Opleiding) is the umbrella organisation for all private training and education institutions in the Netherlands (www.NRTO.nl).

CHAPTER 6: STUDY CAREER GUIDANCE AND (BINDING) STUDY ADVICE

Article 6.1 Study career guidance

1. In collaboration with the tutor, coach and graduation supervisor, the program leader (most senior lecturer of the program, appointed function) facilitates the student's study career counselling on behalf of the Executive Board, partly for the benefit of his orientation on possible study paths within and outside the program. The program leader is also responsible for publishing the study career guidance provided via the program's DLWE.
2. In the first and second year of the bachelor's program, the student is assigned a tutor. The tutor, in the role of Personal Development lecturer, directly signals the student's study attitude and progress. In addition, the tutor is informed by lecturers about the student's study attitude and progress. The tutor discusses his/her students with the study advisor every three weeks.
3. For a good transfer to a related master's program in university education, the way in which the program provides for this is included in Part B.
4. To discuss problems directly related to the program, students may turn to their designated study advisor. Similarly, for problems of a personal nature that may or may not be directly related to the study program, a student may contact the student advisor if he so wishes. However, a formal report of personal circumstances that (may) affect the binding study advice can only be made in accordance with Article 6.4, ninth through twelfth paragraph of these regulations.
5. With problems of a personal nature that may or may not be directly related to the program, the student can also turn to the student advisor or confidential advisor.

Article 6.2 Study advice

1. On behalf of the Executive Board, the program leader provides each student with a written study advice on the continuation of his studies within or outside the study program no later than at the end of his first year of enrolment in the propaedeutic phase of the program. In deviation from the previous sentence, Part B may provide that a non-binding study advice is issued by the program leader.
2. For a part-time study, the moment at which a study advice is issued may be at a different time from that of the full-time or dual study. If this is the case, that moment is included in Part B.
3. If personal circumstances have influenced the student's study progress, the program leader may, in addition to the recommendation at the end of the first year (referred to in the first paragraph), also issue a (binding) study advice to a student after the first year of enrolment. This possibility remains as long as the propaedeutic examination of the program has not been passed and no binding recommendation has yet been issued

Article 6.3 Binding study advice (BSA)

1. On behalf of the Executive Board, the Examination committee may attach a rejection to the study advice, as referred to in article 6.2, hereinafter referred to as: binding study advice. Part

- B describes whether the program may attach a rejection to the study advice and under which conditions the program will in that case proceed to rejection for the program.
2. If the program chooses not to use binding study advice, the program provides insight in Part B into how the conditions for a studyable pathway are met by:
 - i. Provide students with a personal and substantiated study advice on their suitability for the program at the end of the first academic year;
 - ii. The program's requirements for students' progression to the main phase (years 2, 3 and 4 of the program);
 - iii. To define the study deficit in relation to the progression requirements that can be bridged without students having to duplicate the program;
 - iv. Ensuring a studyable pathway for students who do not meet the transfer requirements after one year, but who have accumulated the bridging study deficit defined by the program.
 3. A binding study advice is only given if, in the opinion of the program leader, taking into account personal circumstances, the student is not considered suitable for the program due to his study results not meeting the requirements.
 4. A student who has received a binding study advice will have his enrolment in the relevant study program terminated (in accordance with Article 7.42, third paragraph, of the HESRA) with effect from the month following the month in which the decision on a binding study advice was taken. Moreover, the student cannot re-enrol in the same study program. The term "same study program" refers to the program variants full-time, part-time and dual, unless the decision to issue a binding study advice indicates otherwise.
 5. The provision in the fourth paragraph also applies to the program or programs with which the program for which the student was enrolled has a common propaedeutic examination, as laid down in the programs' curricula.
 6. Students themselves are responsible for the timely settlement of their study facilities, such as study financing and travel product.
 7. A binding study advice is not issued until towards the end of the first year of enrolment in the propaedeutic phase of the program.
 8. No binding study advice shall be issued to a student who submits a request for deregistration before 1 February of the first year of enrolment. Whether the previously obtained credits can be used after the student has re-enrolled depends on what is stipulated in Chapter 5 of Part B.
 9. For a part-time program, the time at which a study advice is issued may be at a different time from that of the full-time or dual program. If this is the case, the relevant provisions are set out in Part B.
 10. Students who have received a binding study advice and who wish to re-enrol in the same study program at a later date, or in another study program to which the binding study advice received applies, must submit a substantiated written request to the Examination committee.
 11. The Examination committee, on behalf of the Executive Board, only decides positively if the person involved has made sufficiently plausible that, during the period between receiving the binding study advice and submitting the request to be able to re-enrol in the same program, he has developed in such a way that he can still successfully complete the program. If the binding study advice has a limited or minimum period of validity, that period is included in Part B.

Article 6.4 Conditions for binding study advice

1. In case the program applies a binding study advice as referred to in article 6.3, the following conditions will also apply.
2. The student will receive a binding study advice based on the study standard used by the program, as reflected in Part B.
3. If there is a part-time program for which a different time is applied at which the BSA
4. is issued, then the relevant provisions regarding the standard and time are included in Part B.
5. In addition to the minimum credit requirements included in Part B, there may be program-specific or additional requirements on the basis of which a BSA is issued. If so, these requirements are listed in Part B.
6. Results achieved through an exemption count in determining whether the student has met the various standards referred to in the second to fourth paragraphs that apply to whether or not a binding study advice is issued.
7. A binding study advice can only be issued if the student has been warned on time and at least once in writing, by the examination committee, on behalf of the Executive Board, that he will receive a binding study advice in case of continuous unsatisfactory study progress. This warning shall state a reasonable period within which the student must have improved his study results to the satisfaction of the examination committee, and the possibilities offered by the program to this end. The warning also contains a description of the consequences of a binding study advice.
8. The examination committee only decides on issuing a binding study advice after the student has been given the opportunity to be heard by the examination committee or part of the examination committee prior to this decision.
9. A decision to issue a binding study advice shall be sent to a student in writing, stating reasons and including information on the possibility of appeal.
10. When issuing a binding study advice, personal circumstances of the student are taken into account.
11. If personal circumstances have influenced the student's study progress, it is the student's responsibility to make sure that the examination committee is informed of this in time, no later than during the hearing referred to in the seventh paragraph. The student shall ensure that the notification of the personal circumstances referred to in the ninth paragraph is supported by the necessary documentary evidence, which the student shall make available to the examination committee for inspection. The student may make the report through the student advisor. The student advisor and the Examination committee ensure that reports of personal circumstances are treated in the strictest confidence.
12. A student who fails to report his personal circumstances on time to the examination committee or to have them reported on time via the student advisor, cannot later invoke those circumstances when receiving the binding study advice, unless the student demonstrates that it was precisely the personal circumstances that prevented that timely reporting.
13. If a (binding) study advice is waived due to personal circumstances, the (binding) study advice will be deferred. Conditions may be attached to the deferred advice, such as having to pass tests or study credits for a
14. certain date. The examination committee shall ensure that the aforementioned conditions are laid down in writing. To promote study progress, the examination committee may have the student draw up a study plan. If the (binding) recommendation is postponed, it remains

possible to issue a binding study advice as long as the student has not passed the propaedeutic exam.

15. The study plan referred to in the twelfth paragraph shall in any case include a clear description of the agreements and a deadline by which these agreements must be achieved. If required, a student advisor or the student counsellor may assist the student in drawing up the study plan.

CHAPTER 7: ROLE AND TASK OF THE EXAMINATION COMMITTEE

1. The role, tasks and procedures of the Examination committee are described in the Examination committee Regulations and form part of this EER and available as an appendix to the EER.
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CHAPTER 8: FINAL AND IMPLEMENTING PROVISIONS

Article 8.1 Unforeseen cases

1. In cases not covered by these education and examination regulations and requiring an immediate decision, the management decides. Where proper, the management shall seek advice from the examination committee.
2. If application of the rules in this EER leads to unreasonable or unfair situations with regard to a student or group of students, the student or group of students in question may submit a written and reasoned request to deviate from these rules to the examination committee. The examination committee, or in urgent cases the chairman of the examination committee, shall give a reasoned advice on the request to the management. The management then makes a decision without delay and notifies the student or group of students accordingly.
3. In special cases, the management may decide, possibly after advice from the examination committee and after careful consideration of the interests involved, that a student will be rejected for an indefinite period of time and terminate or refuse his enrolment on that basis, if that student, by his behaviour or remarks, has shown himself to be unsuitable for the practice of one or more professions to which the study program he is following trains or will train him, or for the practical preparation for professional practice.
4. In cases not provided for in the Teaching and Examination Regulations, and in cases of disproportionate disadvantage or unfairness of predominant nature, the management decides, unless it concerns the competence of the examination committee.

Article 8.2 Further rules and interim amendments to the EER

1. These regulations may be amended during the academic year, if and to the extent that this does not place the student at a disadvantage. Interim amendments to these regulations will be communicated appropriately to students
2. The examination committee may, with due observance of the law and these regulations, lay down further rules on taking tests. These rules shall be communicated to students in an appropriate manner.
3. In case of unforeseen circumstances (force majeure), the management may temporarily deviate from the provisions of the EER in consultation with the examination committee. Interim changes shall be communicated to students in a timely and appropriate manner.

Article 8.3 Publication

These regulations can be viewed in hard copy at each branch and are provided to every student digitally via the intranet prior to the academic year.

Article 8.4 Entry into force

Parts A and B of these regulations and the processes, procedures and rules referred to in the regulations will come into force on the first (college) day of the 2024-2025 academic year.

EDUCATION AND EXAMINATION REGULATIONS:

BBA 3.1 PART B

ACADEMIC YEAR 2024-2025

BBA CROHO 39226, BRIN 27 WK

English Translation of the official UE Amsterdam document:

Onderwijs en Examenregeling: Deel B 3.1

Adopted by the Executive Board on: Effective

Date: 01/08/2024

Date of Revision: 09/09/2024

University of Applied Sciences Europe (UE Amsterdam) also operates internationally under the trade name registered with the Chamber of Commerce: University of Applied Sciences Europe

PREMISE: CONTENT OF EER B 3.1

These Education and Examination Regulations, in this text referred as EER (Education & Examination Regulations) provide information for UE Amsterdam stakeholders about education and assessment in the program (Croho 39226, BRIN 27 WK). The EER deals with the study program in all its variants and forms and intakes.

The EER consists of two sections:

Part A: The institution-wide provisions applicable to all Applied Science courses at UE Amsterdam.

Part B: The program specific provisions.

This EER Part B and contains the program-specific regulations of the Bachelor of Business Administration (BBA) 3.0 program at UE Amsterdam.

This EER applies to the teaching and assessment of the undergraduate Business Administration (BBA) program for all students who:

- Joined the English-taught BBA program in or after Academic Year 2021-2022
- Joined the Dutch-taught program that started in or after Academic Year 2022-2023

For students who started their studies at UE Amsterdam in the previous academic years, *EER Part B 2.0* applies.

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CHAPTER 1: GENERAL

Article 1.1 Definitions

For definitions, please refer to the definitions in Art. 1.1 of *EER Part A*.

Article 1.2 Scope of the Regulations

These regulations apply to the teaching and assessment involved in the Bachelor of Business Administration (BBA) program for all students who joined the English-taught variant in or after Academic Year 2021- 2022 and for all students in the Dutch-taught variant who started in or after Academic Year 2022-2023.

Article 1.3 Adoption and Modification of the Regulations

When amending the EER interim, the interests of students should be taken into account as much as possible. All interim changes in the EER are recorded and, after adoption by the Executive Board (also referred to as 'Direction'), is published on the UE Amsterdam website.

CHAPTER 2: PRIOR EDUCATION, ADMISSION REQUIREMENTS AND EXEMPTIONS

Article 2.1 Preliminary Education Requirements

The following Dutch secondary education diplomas from intermediate vocational education (MBO), higher general secondary education (HAVO) or preparatory scientific education (VWO) are accepted:

1. MBO lv. 4:
All profiles
2. HAVO:
All profiles
3. VWO:
All profiles
4. 'Propedeuse' from an accredited HBO institution:
All profiles
5. The certificate of an associate degree program

Article 2.2 Foreign Prior Education and Admission

The procedure after which the Examination Committee determines whether a foreign certificate of prior education is considered equivalent to the prior education programs referred to in Article 2.1, paragraph 1 is the following:

- a. The student submits a request for admission through the online application system with the attachments indicated on the application form.
- b. The request for admission is assessed by the Admissions Department in order to determine affinity with the prior education requirements of the BBA. In any case, the Admissions Department will assess a foreign diploma as equivalent if the independent assessment bodies listed in *EER A* regard the diploma as equivalent.
- c. The comparative assessments for the countries from which we receive the majority requests for admission are also listed on the UE Amsterdam website.
- d. The Admissions Department will issue a conditional or unconditional letter on behalf of the Admissions Committee if the student's documents are considered to be at least equivalent.
- e. Interview: If a student requires a student visa, or the equivalency of prior education is not sufficiently clear, an admission interview may also be included as an additional admission requirement to assess the student's knowledge, skills, suitability, aptitude, and English proficiency. The overall level of the student may be included as an additional admission requirement.
- f. For the English-taught BBA variant, a student who does not have a prior education from the Netherlands must have at least an IELTS overall test score of 6.5 overall (with 6.0 writing and no sub score below 5.5), In addition to the IELTS test, recognized alternative tests listed in *EER A* may be used to prove the student's language skills. Further information is available in *Enrolment and Admissions 2024-2025* for the most up-to-date requirements.

For Dutch-taught programs, the student must demonstrate that their language proficiency corresponds to the NT2 level if the student's prior education program mentioned under Article 2.1 was not taught in Dutch.

- g. More information about the admission process is available in the *Enrolment and Admissions BBA 2024-2025*.
- h. Where relationships exist with partnership institutions, on joint programs, credits will be recognized by participating entities.

Article 2.4 Admission Review

1. A person aged 21 or older who does not meet the prior education requirements referred to in Article 2.1 and is not exempted from them may be eligible to take an admission examination (a so-called 'colloquium doctum').
2. Through the admission examination, this person must demonstrate suitability for the education program in question as well as sufficient command of the Dutch/English language to follow the education.
3. The procedure of the examination demonstrating whether or not the set requirement(s) have been met is described below. unless indicated otherwise by the Examination Committee, the admission examination is conducted by [HBO 21+ Admission Examination | \(aobcompaz.nl\)](#).

4. On the basis of this examination, the Examination Committee decides, on behalf of the institution's Directorate, whether the requirements of paragraph 1, , have been met so that the student can still be enrolled. The Examination Committee reserves the right to decide positively or negatively on the admission of the person concerned to the BBA program, in deviation from the advice given by the Institution of Advice AOB Compaz.
5. The Examination Committee shall issue to the person rejected or admitted after the admission examination a written statement confirming the outcome of the admission examination. This statement has a validity of 24 months from the date of signing.
6. Upon admission to the program, a copy of this document will be added to the student's file by the Examination Committee and Admission Office.
7. This process must be concluded at least 6 weeks prior to the preferred enrolment date.
8. Credits are only granted in year one of study.

CHAPTER 3: BBA 3.1 DEGREE PROGRAM

Article 3.1 Objective of the Program

At the University of Applied Sciences Europe (UE Amsterdam), our mission is to empower students to become confident, authentic, and transformative business professionals through a student-centered learning approach. We are committed to creating an inclusive and diverse learning environment that fosters active engagement, collaboration, and personal growth. At our institution, we understand that the journey of learning is not just about acquiring knowledge, but also about understanding its purpose and relevance. Through our meticulously crafted curriculum, firmly rooted in the principles of constructive alignment, we guide our students on a path of discovery and growth. As they progress through the program, they will come to understand how each step, each assignment, and each assessment is carefully designed to help them achieve their intended learning outcomes.

Our faculty, more than just instructors, are facilitators and coaches, dedicated to supporting students as they construct their own understanding and develop a lifelong learning mindset. We believe that true learning happens when theory meets practice, and we strive to provide ample opportunities for our students to apply their knowledge and skills in meaningful, real-world contexts. In our classrooms, diversity is not just celebrated, but embraced as a fundamental strength. We bring together students from a wide range of backgrounds, each with their own unique perspectives and experiences, to create a vibrant, collaborative learning environment. Through open dialogue, critical thinking, and mutual respect, our students learn to appreciate the value of different viewpoints and to work effectively in diverse teams.

We measure success not just by grades and test scores, but by the personal and professional growth of our students. Through formative assessments and constructive feedback, we support them in their continuous development, helping them to identify their strengths and areas for improvement. Our ultimate goal is to empower our students to become ethical, socially responsible, and globally aware business leaders, ready to navigate the complexities of the modern world with confidence and integrity.

At UE Amsterdam we are not just building a student body, but a community of lifelong learners, ready to make a positive impact in their careers and in the world. We are committed to being a transformative force in business education. We strive to inspire and prepare our students to make a positive impact in their careers and the wider community. By fostering a culture of active learning, collaboration, diversity, and continuous improvement, we aim to create a learning community that thrives on innovation, excellence, and a shared passion for shaping the future of business.

All programs originate from/are based on an institution-wide vision of learning and didactics, vision of assessment and vision of the professional field. The vision on education and the final qualifications the program provide for are included in Appendix I.

Article 3.2 Organization of the Program

This is a full-time degree program.

Article 3.3 Structure of the First Academic Year: 'Propaedeutic Phase' BBA 3.1

(Academic Year 1)

The propaedeutic phase of the program includes the units of study and examinations as described in Appendix II of this EER

In the first year, we guide high school students in their transition to becoming engaged learners. During this foundational phase, we provide a nurturing environment that fosters active participation and a love for learning, while gradually introducing elements of autonomy and complexity.

Year 1 focuses on effective instruction, time on task, building a domain-specific knowledge base, and deploying effective learning strategies. As students progress through Year 2 and Year 3, there is a gradual shift towards more active, collaborative, and contextual learning within a rich, blended learning environment. By Year 4, students are engaged in highly active, contextual learning experiences, supported by scaffolding and a strong foundation of knowledge and skills.

Article 3.4 Structure of the Second Study Year: 'In-depth Phase' BBA 3.1

(Academic Year 2)

The in-depth phase of the program includes the units of study and examinations described in Appendix IIB of this EER.

Building upon the foundations of year one, the second year focuses on developing self-directed and responsible students. We challenge learners with increasingly complex tasks and encourage them to take greater ownership of their studies, while providing the necessary support and guidance.

Article 3.5 Structure of the Third Study Year: 'Professionalization Phase' BBA 3.1

(Academic Year 3)

The professionalization phase of the program includes the units of study and examinations described in Appendix IIB of this EER.

In the third year, students transition into exploratory professionals, venturing into more advanced and complex domains. We foster an environment that encourages critical thinking, problem-solving, and the application of knowledge to real-world scenarios, preparing them for the professional world.

Article 3.6 Structure of the Fourth Study Year, 'Graduation Phase' BBA 3.1

(Academic Year 4)

The graduation phase of the program includes the internship components described later on.

The culmination of the learning journey occurs in the fourth year, where students become authentic and transformative beginning business leaders. At this stage, students are exposed to work-like complexities and levels of autonomy, ensuring they are well-equipped to navigate the challenges and opportunities of the global business landscape.

At the same time students will learn in two 5 EC modules on how to conduct a consultation and how to write a consultancy report. This will further support the activities during the internship.

1. Consulting Essentials: Navigating the Client-Consultant Landscape (5 EC)
2. Crafting Impactful Consulting Reports (5 EC)

Article 3.7

Evaluation of Training

1. Teaching is periodically evaluated qualitatively and quantitatively. Both lecturers and students take an active role.
 2. The program manager coordinates the content and planning of this evaluation cycle annually with the Academic Committee and records it in the academic year calendar of the program.
 3. The program uses evaluation through surveys. Oral evaluation is conducted at least once a year through student panels. Evaluations will be conducted at a program level as well as of lecturers.
 4. All students are expected to participate, as this forms part of our continuous improvements and quality assurance process. Representatives from each intake are invited to participate. .
 5. A minimum of three evaluations will be conducted, during a term.
-

CHAPTER 4: ASSESSMENTS

1. The foundation of our assessment approach lies in the careful design of intended learning outcomes at the program (PILOs) and module levels (MILOs).
2. These learning outcomes, organized into Learning Lines and ultimately PILOs serve as the guiding framework for the development of our assessment program and curriculum.
3. By aligning assessment with these outcomes, we ensure that our assessment practices are meaningful, relevant, and supportive of student competence and knowledge development.
4. Our assessment vision informs our assessment policy, which is designed to ensure the quality of assessment at both the program and module levels.
5. We achieve this through the establishment of a robust assessment organization and the implementation of Plan-Do-Check-Act (PDCA) cycles.
6. These processes allow us to continually monitor, evaluate, and improve our assessment practices to

maintain the highest standards of quality and effectiveness.

Given that the achievement of Intended Learning Outcomes are threshold events, we aim to have more formative than summative assessments. This results in a learning environment in which we aim to assist students to achieve the intended learning outcomes and thereby accrue the following benefits:

1. **Continuous feedback and improvement.** Formative assessments provide students with ongoing feedback throughout the learning process, allowing you to identify areas for improvement and make necessary adjustments. This continuous feedback loop enables students to refine their understanding and skills, ultimately leading to better achievement of learning outcomes.
2. **Reduced stress and anxiety.** Summative assessments often carry high stakes and can be a significant source of stress and anxiety for students. By replacing some summative assessments with formative ones, students can focus on learning and growth rather than worrying about performance on a single, high-stakes assessment.
3. **Increased engagement and motivation.** Formative assessments often involve more interactive and collaborative activities, which can increase student engagement and motivation.
4. **Personalized learning.** Formative assessments allow educators to gather data on individual student progress, enabling them to tailor instruction and support to meet each student's unique needs.
5. **Emphasis on the learning process.** By shifting the focus from summative assessments to formative ones, students are encouraged to prioritize the learning process itself rather than just the final outcome.
6. **Development of self-regulated learning skills.** Formative assessments often require students to reflect on their own learning and make adjustments based on feedback. This process helps students develop self-regulated learning skills, which are crucial for lifelong learning and success beyond the classroom.

Our commitment to constructive alignment assessment reflects our broader vision of transformative, student-centred education.

EXAMINATION AND CERTIFICATES

Article 4.1 The Examinations/Assessments in the Program

1. The propaedeutic examination of the program is obtained 'cum laude' if the student has completed each unit of study of the propaedeutic phase. The overall grade must be at least 8.0.
2. The final examination/assessment of the program is obtained "cum laude" if all the following conditions are met:
 - a. The student has completed each unit of study of the post-propaedeutic phase, which is expressed in a grade, with a grade of at least 7.0; and

- b. The weighted average of the assessment of all educational units of the post-propaedeutic phase, which are expressed in a grade, is at least the grade 8.0; The student, when eligible, must apply for this to the Examination Board.

Article 4.2 Award Degrees

The Examination Board grants the degree 'Bachelor of Business Administration' if the examination committee has determined that the examination of the program has been passed:

- a. The student has passed the propaedeutic examination.
- b. The student has completed all 180 credits (EC) of the post-propaedeutic examination.

CHAPTER 5: EXAMINATIONS AND ASSESSMENTS

Our Assessment model

Pedagogical background

Our assessment model is based on something called SOLO (Structure of the Observed Learning Outcome). It's a way to look at how well you have learned something, not just how much.

How does it work?

1. **Modes of Learning:** These are different ways we learn throughout our lives. They start from basic (like a baby reacting to their environment) to complex (like challenging theories in a field of study).
2. **Levels of Understanding:** This is what we focus on in our assessments. It's about how well you understand and use what you've learned.

Our Four Levels of Achievement

We use four levels to assess your learning:

1. **Novice:** You know one basic thing about the topic. Your performance shows direct application of this single point, but lacks depth or connection to other aspects. The student struggles to see beyond this isolated piece of information, skill, attitude, or value.
2. **Developing:** You know several things, but they're not connected. For MILOs involving attitudes or values, students may express multiple viewpoints without reconciling them. Performance shows an ability to address these separate aspects, but you don't yet grasp how these elements relate to each other. The student's understanding is quantitative but not qualitative across the relevant KSAVE elements.

3. **Competent:** You can connect different ideas and use them together. At the Competent level, students can do several important things. They can use different skills together to solve problems. You understand that attitudes and values can change in different situations. You can break down complex ideas, compare things, and explain how one thing leads to another. Most importantly, you can use what you have learned to handle tricky problems in situations. It's not just about knowing facts - it's about using that knowledge in smart ways.
4. **Strong:** You can use what you've learned in new situations and come up with original ideas. Students at the Strong level exceed basic requirements, excelling across all KSAVE domains. They uniquely generalise understanding to new areas, creating novel meanings. These students may propose original theories, apply skills innovatively in unfamiliar contexts, or critically evaluate and propose new frameworks for attitudes and values.

The defining feature of Strong performance is the ability to transfer learning to unfamiliar contexts with originality and insight. These students make connections beyond the immediate task scope, showcasing not just proficiency but also the capacity to synthesize, innovate, and contribute original ideas to their field of study.

Article 5.1 Frequency of Assessment and Assignments: Schedule and Rules

1. An opportunity to take part in a formative/summative assessment session is offered at least twice per academic term.
 - a) Students are eligible to a second formative assessment opportunity if they can demonstrate that their attendance meets at least 75% of the classes of a module and adhered to the feed-up and/or feed-forward given by the lecturer.
 - b) These second opportunities relating to formative assessments, will be held in the Study period (fifth week) of the next term.
 - c) Submission of formative assessments are managed within the same teaching block.
 - d) In special cases, the Examination Committee may decide to grant exceptions regarding the number of opportunities for assessment upon a written and reasoned request from a student or study advisor Eg in the event of serious illness or death of a family member. These need to be supported by documentary evidence.
 - e) Participation in an assessment session may require a student to register for said session.
 - f) Should a student fail to utilize or pass their second assessment opportunity. Students will have to repeat the module.
 - g) It is mandatory for all students to attend the Challenge Weeks, in order to meet the overall module requirements. In the event that a student misses more than two final Challenge Weeks, in the entire program, the module will be deemed incomplete and the said student will have to repeat the module.
2. The schedule of assessment dates and deadlines will be announced through the available communication tools under the supervision of the Program Manager, in

consultation with the Student Desk.

3. In the Module outline and graduation guide (see *Afstudeergids BBA 3.1*), the assessment format, content, and dates are communicated in a timely and clear manner at the start of classes. The handbooks can also be found directly under the relevant module section of the digital learning environment in use.
4. All class dates and key dates are indicated on the program schedule as well, which is published in the student portal.
5. Information regarding (changes) assessment requirements with respect to previous cohorts is included in a conversion table.

Article 5.2 Mode of Assessment

1. Oral assessment sessions do not include more than one student at a time.
2. When assessing a group presentation or group work, the grade obtained is multiplied by the number of group members, the group members must redistribute the total grade with justification. If consensus is not reached, the first determined grade or the average of the total grade will still be awarded

Article 5.3 Sequence of Assessment Sessions and Study Units: Participation in Practical Exercises

1. For the following assessment sessions within a unit of study and/or examination, there are requirements for the order in which the assessments/or examinations are taken:
2. For examinations consisting of a structured assessment with multiple tests, a lecturer may require that tests must be delivered in a specific order. This is always clearly stated in the first lecture of a module.
3. Progression to the 'deepening phase' (academic year 2) can only be taken in if the student has obtained all 45 credits (EC) from the propaedeutic phase. In special circumstances this may be waived for students who have fewer than 45 ECs.
4. The student must have participated in all 60 EC units of study which falls under the attendance condition.
5. Education from the third study year, called 'professionalization phase', can only be participated in if the student has obtained all 60 credits (EC) from the first study year and 45 credits from the second study year. The student must have participated in all units of study of the first and second year of study and must have demonstrated an effort that falls under the minimum attendance condition.
6. Students who fall beneath the minimum attendance rate of 75% , without a valid

reason or without the consent of the examination committee are not directly entitled to a second test opportunity.

7. Students who have obtained 45 EC after the first year of study and have met the minimum attendance may advance to the second year of study and participate in the units of study and related tests.
8. For enrolled students, because of previous agreements and in the interest of study progress, departures from rules may be made upon suggestion of the study advisor/mentor.
9. The second term of the third year can be started if the student has had at least the minimum attendance rate in the previous term and has obtained at least 20 EC of the 30 EC included in the first two blocks.

The conditions which apply to the sequence of assessment sessions and participation in the 'graduation phase' are the following: (the different phases of the graduation program)

10. The student may start the graduation program phase 1, year of study 4, if he has obtained at least 170 EC.
11. The student may begin the graduation program phase 2, academic year 4, if the student has obtained at least 180 EC and has actively completed phase 1 with a satisfactory assessment of at least a 5.5 or higher.
12. After satisfactory completion and assessment of equal or higher than a 5.5 for all individual assessment items from phase 1, the student can and may start phase 4 (development of professional product).
13. After satisfactory completion and assessment of equal or higher than a 5.5 for all assessment and module requirements from phase 1, students may then proceed to the final internship phase 2.

Article 5.4 Requesting Exemption from Taking Examinations/module

1. Students who, on premise other than those mentioned in the previous paragraphs and believes that they are eligible for exemption from taking part one or more assessment sessions (belonging to one or more units of study), must submit a motivated request in writing to the institution in accordance with the procedure mentioned in EER part A no later than 6 weeks before the start of the module.
2. The student justifies his request with the official results of comparable tests or examinations he has passed elsewhere in higher education, or with proof of competencies acquired elsewhere (PAC) gained within or outside higher education.
3. The person who has completed a PAC procedure shall attach the PAC report to the request.
4. The Examination Board, on behalf of the Managing Direction, may grant exemption from the propaedeutic year based on the possession of a Dutch or foreign certificate at least equivalent to the propaedeutic certificate of the program.

Article 5.5 Assessment and Allocation of Credits (EC)

1. The established criteria for assessment can be found are the digital learning environment and more specifically in the module outline of the respective unit of study (module)
2. All modules have identical credits (5EC) and assessments of equal weightings. Except for the Capstone project, in year 4, which carries 50 credits.
3. For the allocation of the (final) grades for the units of study, please refer to the Assessment section.
4. The lecturer of the unit of study, after consultation with the Program Manager, clearly indicates in the module outline , under 'assessment', whether all components must be scored equal to or higher than 5.5 or whether a compensation is possible.
5. If a test is not assessed, this is expressed by the description 'NP', which stands for 'no participation'. This qualification may be given when the prerequisites of a test are not met, as a sanction for an irregularity that has occurred or when a student has not complied with an attendance requirement applicable to a module.
6. If an assessment (periodic examination aimed at one unit of study) consists of several tests, the way in which the final grade of the examination is calculated is described in the Module Outline , which can be found on the student portal.
7. Within the program there is an attendance requirement for pre-announced company visits and external LABS. It may be that the portfolio or assessment of the related unit of study is not assessed.

Article 5.6 Validity of Assessments

1. Assessments of tests and exemptions are valid for at least 5 academic years and may lose their validity after that period if knowledge, skill or understanding is demonstrably outdated.
2. The institution publishes annually which test results will be obsolete the following academic year and thus lose their validity, if applicable.
3. With respect to tests that constitute a single examination, the following derogations apply when an insufficient grade is obtained for the examination as a whole:
 4. 2 academic years as far as a test in the propaedeutic phase of the full-time program is concerned;
 5. 5 years of study as far as a test in the post-propaedeutic phase is concerned.
6. If the course code of a unit of study is changed to a new course code, related test(s) of this module will be offered in the new program structure. If the examination is not passed, the results of the test(s) will expire after this academic year. The program publishes course codes that are changed to a new course code in the digital learning platform at the beginning of academic year 2024-2025.

Article 5.7 Registration and Publication of Assessments and Credits (EC)

In case of special situations, the Examination Board will determine whether the assessment period for a test can be extended. If the term is changed, the student or extraneous will be notified via the digital learning platform or communication tools in use.

Article 5.8 Right of Inspection and Preservation

1. The manner in which inspections are arranged will be announced through the usual communication channels of the program.
 2. If the scheduled assessment sessions are visibly in conflict with a student's internship or education for which compulsory attendance applies, the student may request an alternative assessment session. This request must be submitted to the examiner or mentor.
-

CHAPTER 6: STUDY CAREER GUIDANCE AND (BINDING) STUDY ADVICE

Article 6.1 Study Career Guidance

1. The Program Manager will ensure communication around the academic counseling offered by UE Amsterdam via the program's communication channels, namely through the digital learning environment and/or the *Career Centre*.
2. For proper advancement to a related master's program in academic education, students will be paired with a study advisor and/or coach.

Article 6.2 Study Advice

The non-binding study advice is given each year by the Admin Manager and Program Manager and communicated to the student individually by the student advisor before August 31 each year. This advice is based on article 6.4 to 6.6 of these regulations.

Article 6.3 Binding Study Advice (BSA)

1. A binding study advice will only be given if, in the opinion of the Examination Board, although taking personal circumstances into account, the student is not considered suitable for the program because his study attitude and resulting results do not meet the requirements mentioned in articles 6.4 to 6.6.
2. Students may also receive Binding Study Advice if they do not meet the minimum standards for study progress or attendance under their residence permit for a student visa. The minimum requirements are listed in the *Code of Conduct 2024-2025* and currently include obtaining a minimum of 30 EC per academic year and sufficient attendance to plausibly demonstrate "study" as the primary purpose for residency in the Netherlands.

Article 6.4 Advancement from 'Propaedeutic Phase' (Year 1) to 'In-depth Phase' (Year 2)

1. Students in the program who have passed the propaedeutic examination the first year of study are directly admissible to the in-depth phase.
2. Students who have earned fewer than 45 credits (EC) at the time the study recommendation for the 1^e year referred to in Article 6.2 is issued may only take the courses of the propaedeutic phase, provided they are offered at that time, until the propaedeutic phase is completed.

Article 6.5 Advancement from In-depth Phase (Year 2) to Professionalization Phase (Year 3)

1. Directly admissible to the professionalization phase are students in the program who:
 - a. Have completed a minimum of 105 credits (EC);
 - b. have passed the propaedeutic exam, the first year of study;
 - c. Have actively participated in Personal development modules in both the first and second year of study and have a satisfactorily assessed portfolio PD;

- d. Students who have earned less than 105 credits (EC) at the time the study recommendation for the 2^e year is issued, may only take the courses of the in-depth phase, provided it is offered at that time, until the 120 EC have been earned.
- e. The professionalization phase has two starting moments: In September and in February. The professionalization phase always starts with the Q9 program.

Article 6.6 Advancement from Professionalization Phase (Year 3) to Graduation Phase (Year 4)

1. Directly admissible to the graduation stage (phase 1) students in the program who:
 - a. Have completed a minimum of 165 credits (EC);
 - b. Have actively participated in Professional Development modules and can provide a satisfactorily assessed portfolio.
2. Students who have earned less than 165 credits (EC) at the time the study recommendation for the 4^e year is issued, can only take the education of the professionalization phase, provided that it is offered at that time, until the 180 EC has been achieved.
3. The student may, under conditions mentioned under, start the graduation program and thus phase 1 of the graduation phase at two times: September and February.
4. When progressing from the professionalization phase to the final graduation phase, the student must have successfully completed all outstanding modules, including the first two modules of the final graduation phase and attained the 180 EC requirement.
 - a. If graduation begins in September, a consultancy proposal should be submitted and discussed by Aug. 31.
 - b. If graduation begins in February, a consultancy proposal should be submitted by Jan. 1.

Article 6.7 Year 4 Graduation Phase Program

The Graduation Phase (Year 4) Program is the final and defining year of the program. Students will experience the workplace with an internship and will be able to apply what they have learned throughout the first three years. During the internship, students will carry out a consultancy project that deals with a challenge, identified by the student in consultation with a company supervisor and the UE Amsterdam's team of consultancy project supervisor and the internship mentor. The process of identifying and arranging the internship begins at the start of the year. At the same time students will learn in two 5 EC modules, How to conduct a consultation and How to write a consultancy report. This will further support the activities during your internship.

6.7.1 Graduation Track: Stages Within Graduation Track and Study Progress

1. The consultant's toolkit -Consulting Essentials: Navigating the Client-Consultant Landscape

- 1.1 Introduction to business consulting: This topic provides an overview of the consulting industry, its role in helping organizations solve problems and achieve their goals, and the various types of consulting services offered (e.g., strategy, operations, IT, human resources).
- 1.2 Students will learn about the history and evolution of consulting, key players in the industry, and the value that consultants bring to their clients.

2. Crafting Impactful Consulting Reports

- 2.1 **Structuring and writing compelling consulting reports:** In this topic, students will learn best practices for organizing and writing reports, including how to create a clear and logical flow, use headings and subheadings effectively, and present information in a visually appealing manner.
- 2.2 You will also explore techniques for writing persuasively and adapting your style to different audiences.

3. The Capstone Experience: Bridging Theory and Practice (50 EC)

As you approach the final year of your Bachelor's degree in Business Administration, you are encouraged to embrace the role of a 'Business Transformer' - someone who thinks creatively and generates innovative business solutions. Having successfully achieved the Program Intended Learning Outcomes (PILOs), now referred to as Program Achieved Learning Outcomes (PALOs), you are well-prepared to apply these skills comprehensively during your internship and other final-year components. This year

represents the pinnacle of your three-year journey working with Intended Learning Outcomes at the module, year, and program levels, demonstrating your readiness for more advanced challenges.

Building on your experience with learning outcomes, you are now tasked with defining additional outcomes specific to your internship and area of specialization. A crucial deliverable this year will be a reflection on your PALOs and the two new PILOs you create. This exercise serves multiple purposes: it showcases your ability to reflect deeply on your learning journey, demonstrates your capacity to set and pursue your own educational goals, and positions you as a structured lifelong learner. Ultimately, this process is designed to empower you to take full control of your future educational and professional development in the business world, setting the stage for continuous growth and adaptation throughout your career as a Business Administration professional.

Please note: This Graduation Project Guide can change in content, assessment forms and/or processes due to new insight, feedback, evaluation or change in purpose. Dates can change over time, so always check the schedule and Canvas UE Amsterdam BBA Graduation Project for adjustments and new information/additions.

6.7.3 Important Information

Illness, vacation and working hours

1. The internship period covers 20 weeks (appr. 6 months), excluding holiday entitlement, public holidays and absenteeism due to illness.
2. The start of your internship is the date as mentioned in your agreement. If you are ill during the internship or want to take some leave, you will need to catch up on these days at the end of the internship.
3. During the internship, you will follow the normal working hours of the company/country concerned.

6.7.3 Challenges during the Internship

A variety of challenges may arise during the internship. Please take the following steps to find a solution:

1. Try to solve minor problems yourself, if necessary, through consultation with your Company Supervisor.
2. If the problems are of a more serious nature, please consult your Internship Coach as soon as possible.
3. In case of major problems arising during your internship could result in you leaving the internship company before completion of the internship agreement, you are required to inform your Internship Coach in writing and additionally having discussed it with your CPS. In consultation with

the Internship Coach and the Company Supervisor, an effort will be made to find a solution to the problem.

4. It is possible that this consultation will result in a decision to terminate the internship. In that case the student must contact the Internship Coach to schedule a 'termination conversation' and fill out the Termination Statement.
5. The **unilateral** breach of the UE Amsterdam Internship Agreement **by the trainee** without consulting the Internship Coach will always result in an unsatisfactory assessment by the Internship Coach and will mean that the entire internship has to be redone.
6. Please note that you have one chance to retake your internship. Moreover, your internship can only be redone again in a portfolio company in the Netherlands.
7. UE Amsterdam cannot be held responsible for any financial or other consequences caused by delays, termination, cancellation or postponement of an internship, as documented in the UE Amsterdam Internship Agreement.

6.7.4 Professional behaviour in the Graduation Project as Future Professionals

In the Graduation Project, you are required to maintain and uphold the same professional behaviour and attitude as required in your prior study period. You are the ambassador of our Business Administration Program, a future professional.

A notice to our students in the unfortunate events that you need to be attending your internship tasks online (in exceptional cases like long illness) we would like to emphasise the following:

1. In a situation in which an internship session takes place in an online environment, we expect you to be dressed according to the company culture just as you would join an offline session.
2. To show respectful behaviour as a Business Management program intern, we would encourage you to turn on your camera and when entering the online room greet others.
3. Furthermore, when you want to speak, raise your hand (digitally) and when you are allowed to speak, turn on the microphone.
4. You will be an active participant in the session.
5. In every circumstance, the internship culture/organisation culture has priority over UE Amsterdam BBA culture. You are representing our institution, but you are also part of the company as an internship trainee or employee. Therefore, you abide by the company policies on accepted behaviour.

6.7.5 Planning of activities *in* 20 weeks Internship

1. Minimum of two (2) internship performance reports. The student and Company Supervisor discuss if extra reports are required. The aim is to make sure the reports would be beneficial for you as a student to show performance and professional development in your tasks and role.
2. This signed agreement is mandatory as document in your Graduation Portfolio.
3. The 20 weeks internship consists of 2 units: the practical part/ training on the job and the Consultancy Project. Students receive 50 EC after fulfilling all elements of the internship, including the Consultancy project and passing the oral defence.
4. Based on the assumption that a week consists of 40 hours the time allocation on these 2 units is as follows: 4 days a week will be spent on training on the job; the remaining 1 day will be spent by the trainee on the Consultancy Project and internship reports.
5. The intern and Company Supervisor need to make time agreements about how and when this can be arranged. (*) An exemption is made for the first month of the internship. During this introduction period the student will spend 5 days per week on the practical internship.

Weighting of the Capstone Project

The entire project equals 50 ECs

1. The three capstone products are graded in a regular summative way.
2. The consultancy report represents 40%.
3. Reflection on the program learning outcomes makes up 20%.
4. The Oral Defence makes up 20%.
5. The Internship Reports make up the final 10%.

Structure, Requests to and Decisions of Exam Board and Examiners

1. The structure of the Examination Board is published via the digital learning environment and intranet.
2. Requests to the examination board may be made in the following manner:
3. digitally at the link examencommissie@ue-amsterdam.com.

CHAPTER 8: FINAL AND IMPLEMENTING PROVISIONS EDUCATION AND EXAMINATION REGULATIONS PART B

Article 8.1 Publication of Regulation

These education and examination regulations can be found on the UE Amsterdam website and LMS in use.

Article 8.2 Citation and Validity

These regulations may be cited as the program-specific part (Part B) of the Education and Examination Regulations 2024-2025 (see *EER A 2024-2025*) of the BBA of University of Applied Sciences Europe and shall be active starting from September 1, 2024.

ANNEX IA - VISION & MISSION BBA

UE Amsterdam trains students to become confident, authentic junior professionals in the business field. We do not just offer a degree in business administration, we guide a student towards taking the next starting point in their career and development. This program aligns with the philosophy of 'lifelong learning', where the learner is the core of their own educational and career path. The BBA at UE Amsterdam lays a solid foundation for further learning and development as a professional within the business field.

Vision of Occupational Field

In determining the desired skill sets and related learning outcomes of the entry-level business professional, the *Professional Profile of Business Administration* (see LOOBK, 2018) was used as a starting point¹. This profile emerged from extensive research by a multidisciplinary working group consisting of the professionals, lecturers, students (alumni) and experts.

The 'Business field' is no longer a purely defined working field for which we train business students. We find business graduates today in both private and public sectors at regional and international companies. We want our graduates to be able to work as entrepreneurs, self-employed, or as employees; in both the private and public sector and in both the Dutch and international business field.

Core business expert:

"A business expert is a self-confident and connecting professional with a vision of developments and trends of now, later and later, as well as the ability to translate that vision into innovative processes and collaborations, in order to make organizations and people function better in a sustainable way." (LOOBK,2018,p.12)

Business experts must be able to frame existing knowledge and translate it to a specific situation so that innovation becomes possible. They build bridges between disciplines, but also between structures (power relations), people, and technological processes; a so called 'boundary crossing' (Hawkins & Rezazade, 2016). They ensure that collaboration across boundaries is productive and also see when boundaries are actually needed.

"Training for corporate roles rather than functions..."

Given the broadening of the field, the 'shelf life' of functions within the field of business administration is also becoming shorter and shorter. Professionals are increasingly and broadly defined or even no longer used. We have therefore moved away from focusing on functions.

¹ Landelijk Opleidingsoverleg Bedrijfskunde (LOOBK) (2018). National Training Profile Business Administration: Passion for Connecting and Sustainable Improvement. Arnhem: LOOBK

Instead, we focus on a diversity of business 'roles' that allow the student to learn how to perform the tasks associated with a variety of roles.

These are the two basic roles² of a business professional:

Designer: analyze, improve and secure organizations and their internal and external processes by connecting relevant developments and trends occurring in the environment to the phase in which the organization finds itself. This allows organizations to organize their right to exist and take position, in the market and in society.

Change agent: guiding developments of people and organization and taking them along in changes by creating connection between disciplines, structures, people and processes. This enables co-creation. (LOOBK,2018)

Vision of society

We want to prepare our students for their future. In order to do so, we must also include them in the developments now and in the near future in our international, national and regional society, which is the playing field for the business student. The course and fulfillment of the assignments that the future business scholar must fulfill are largely determined by the current context, developments, and needs of society. Four main types of development are necessary: *Technology, Internationalization, Sustainability, and Agility of people and organization*. These factors are integrated to a greater or lesser extent in each module as part of the learning outcomes.

Technology

We live in the fifth industrial revolution in which the development and application of technology plays an important role in how we work and live. Three main currents can be distinguished in this: intelligent, digital and mesh. These three currents are closely interconnected and together exert an enormous influence on the business and social world (Panette, 2017; World Economic Forum, 2018)

Internationalization

In recent years we have seen the boundaries between markets become increasingly blurred and production processes increasingly look like long chains that cross national borders. This makes global cooperation on an economic and communication level increasingly important, but also more complex. For the field, this means

² Other roles that a business expert performs always interface with one or both of the basic roles. How a business expert fulfills a role depends on the combination of specializations on a particular topic or within a particular core field or area of work (industry/sector) in which experience has been gained.

economic market increasingly (implicitly and explicitly) regulated by European political policies (SER, 2018) and we see international collaborations concentrating locally "globalization.

Sustainability

Acting in a socially responsible way under the pressure of social developments, organizations are becoming increasingly responsible for the outcomes of the entire chain. Acting in a socially responsible manner has long since ceased to be a non-committal promise and is increasingly becoming a core value of the organization. In addition to the economic importance, there is increasing attention to the social importance of products and services offered by companies. In addition, it is less and less accepted when companies make profits at the expense of society.

Human and organizational agility

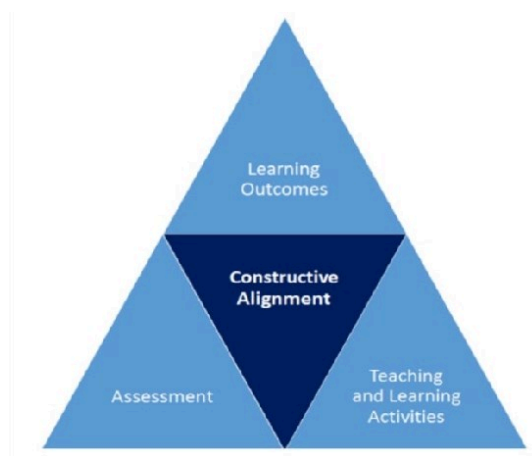
Holding your own through identity development and learning ability. Business issues are becoming increasingly complex due to the dynamics of all the developments mentioned above, and strategic planning has an ever-shorter lifespan. This means that both people and organizations (must) become increasingly agile. To do this successfully, it is necessary to be aware of your identity as a person and as an organization and to realize that there are 'more roads that lead to Rome'. It is also necessary to keep developing as an individual and as an organization: lifelong learning. So that you can keep moving and can help shape the rapid changes in society.

Vision of learning and development

In a dynamic world where new information is offered every second and new forms of work are increasingly visible and continue to evolve, UE Amsterdam sees the task of guiding young adults in their personal learning process at the stage from novice student to starter in the professional business field:

Vision of testing : constructive alignment

The vision of testing is guided by the principle of constructive alignment: In developing the assessments a balance has been sought as much as possible between selecting appropriate forms of testing and the being coherent with the intended learning outcomes, the functions of testing, the amount of testing and information necessary for a reliable decision about the student as well as the feasibility of the Assessment Plan.



ANNEX IB - FINAL QUALIFICATIONS OF THE BBA PROGRAM

"What should a graduate have accomplished by the end of the program?"

The target final level is established by the program director, educationists/educators. This includes the Dublin descriptors, Heo standards, Dreyfuss model and core subject areas. The learning outcomes (learning outcomes) of this BBA are based on the 2018 professional profile⁴, where the profile of a business administrator is described as follows:

Business Expert Profile:

"A business expert is a self-confident and connecting professional with a vision of developments and trends of now, later and later, as well as the ability to translate that vision into innovative processes and collaborations, in order to make organizations and people function better in a sustainable way." (LOOBK,2018,p.12)

For students to fulfill this premise, they must achieve certain learning outcomes (attainment targets). We base our learning outcomes on the 2018 professional profile of business administration (LOOBK,2018) where the switch was made from competencies to "Business Acting" and where the Dublin descriptors and HEO standard was incorporated into the "KSAVE model". In the following sections 1.1 and 1.2, respectively, business skill and the KSAVE model are discussed in detail. Section 2.3 explains the level they should eventually achieve and at what level of study the modules should be offered and tested.

'KSAVE model'

This explains how the *business acumen*, *KSAVE model* and appropriate *level* are translated through to course-level learning outcomes.

Like business actions, the KSAVE model has replaced competencies. The abbreviation stands for Knowledge, Skills, Attitude, Values, Ethics. This model justifies to the broad focus each student must develop. Attitude (attitude, values and ethics) deserves a prominent place in this model. KSAVE also provides a thorough interpretation of the general qualifications of the Dublin descriptors and the HEO standard.

Knowledge (K): interdisciplinary application of knowledge

Knowledge is acquired from four Core Subjects "Knowledge"(K1 t/ K4) and six Supportive Core Subjects "Supportive Knowledge"(SK 1 t/ m SK6).

Core subject area (K1-4)

The core subjects are named as follows:

K1: operation management, K2:organizational behavior, K3: strategic management, K4: information

management.

Supporting Core Subject (SK1-5):

The supporting subject areas are named as follows:

SK1: management accounting, SK2: Applied research, SK3: Finance, SK4: economics, SK5: Business law
SK6: language communication skills

On the following pages, these core subjects and supporting core subjects are explained in more detail. As with the Business practices (Business Acting), we adhere to the Dreyfus' designation - 1 through 3 - for determining the final level of desired learning outcomes.

Core subjects 'Knowledge'

Supportive core subjects 'Supportive

Knowledge' SK1: Management accounting

Management Accounting is about collecting, organizing and reporting information for planning and control, which allows guidance of processes and activities within an organizational enterprise. Students should achieve the knowledge and additional skills at least at level 2.

SK2: Applied research

The title of Bachelor of Science (BSc) expresses the importance of Applied Research within HBO and specifically for business administration because of the increasing significance of data analytics (quantitative research) as a source for developments in the field. For this, basic knowledge of mathematics, Excel and data analysis is of great importance. Students should acquire the knowledge and additional skills at least at level 2.

SK3: Finance

As a business professional, a thorough knowledge of Finance is indispensable, not only from a theoretical point of view, but also in terms of skills and the ability to handle money. When all goes well everything goes well, but when things get tough Finance usually shoots to number one on management's list. This can be due to, for example, a wrong product introduction, the general recession, increasing competition, image loss, new legislation, etc. Again and again when the wind is against us, it is often only about money. The trick is to get and keep finances in order in calmer waters. In Finance, students acquire insight and overview of the financial side of the business and the management of entrepreneurial risk. Students should acquire the knowledge and additional skills at least at level 1.

SK4: Economics

Economics is about gaining an understanding of how economics affects our society. Business students must learn about market forms, capital markets, and forms of competition. In addition, students should gain an understanding of how technological development and globalization affect market forms and

what this means for the individual, field, and society. Students should achieve the knowledge and additional skills at least at Level 1.

SK5: Business Law (business law & labor law).

Business Law should provide students with an understanding and practical knowledge of legal problems that arise in the field of international business, and equip them with the skills needed to prevent and address these problems. Students should achieve the knowledge and additional skills at least at Level 1.

Skills (S) : Deepening and broadening business skills

The entry-level skilled professional we coach has mastered a toolbox of skills necessary to apply the knowledge gained as a business professional. The business actions and core and supporting core subjects form the basis for the business expert's actions.

When it comes to knowledge, matching soft skills can be named that are needed to operate at an advanced or competent level. In addition, business management requires general skills that every bachelor's graduate masters and that are formulated in the HEO standard and the Dublin Descriptors.⁵ In addition to these skills, there are two skills that make a business administrator specifically 'business savvy' and that provide depth and breadth to the five formulated business actions:

Connect and switch / Connect & switch (CS)

The junior professional can establish valuable (international) relationships and alliances, within and outside their own organization and chain. They also know how to use these to obtain information, support and cooperation. Communication skills are indispensable here. They are able to oversee the entire playing field when addressing business issues and to act effectively. They use an integral approach and work in multi- and interdisciplinary ways, according to a varied a portfolio of roles. They have sufficient knowledge to determine what is needed and is able to make relevant connections between people and the various functional areas and levels. He can switch smoothly between them.

Business Reasoning/Business Reasoning (BR)

Looking at the nature of the business expert's work, the skills of 'complex problem solving' and 'critical thinking' from the top 10 skills in 2020 certainly apply. Therefore, critical thinking is the first tool that should be at the top of the business expert's toolbox.

By business reasoning we mean:

"the continuous process of data collection and analysis focused on the questions and problems of an organization and its stakeholders.

It is the skill of linking one's own observations and interpretations to business knowledge. This allows business experts to make a good case for what interventions to use and what follow-up steps to take.

Attitude - Values - Ethics (AVE)

The professional practice in which the entry-level professional engages requires a professional attitude and moral identity that enables them to solve business issues from an autonomous and authentic professionalism.

This attitude and morality receives attention in every program from three of the four pillars of the HEO standard. This HEO standard means that an education should ensure that - framed in a national as well as international context - students:

- Obtain a sound theoretical foundation;
- Acquire the investigative ability that will enable them to contribute to the development of the profession;
- Have sufficient professional competence;
- Develop the professional ethics and social orientation appropriate to a responsible professional.

The theoretical pillar has been discussed in 'knowledge'. The other three pillars are filled in below from a business perspective:

Investigative ability / Investigative ability (A)

Broadening and deepening your practice. A business expert has the investigative ability to improve business processes and strive for an optimal business and value case through reflection and evidence-based work.

During the training (in many cases during the graduation phase) he proves this research ability in a concrete business practice situation. The business expert has insight into the relativity and limited validity of theories and models. He demonstrates a reflective critical attitude. They are able to conduct his own research according to the work cycle of practice-based research' (Verhoeven, 2014). In addition, They are able to apply knowledge from others' research when performing the business actions.

Professional craftsmanship / Professional identity (V)

Professional craftsmanship means, first of all, that a business manager makes decisions based on well- developed judgment. To this end, he consciously goes through the regulatory cycle and makes trade-offs based on a wide range of factors (integrated action).

arriving at solutions is not a routine matter, but also requires sensitivity to be able to put oneself in the shoes of the "customer. A business expert has an eye for the context of the issue and an international orientation is also indispensable, as is an entrepreneurial attitude.

We strive for business soundness and relevance, which requires professional knowledge, skill and morality. And prepare our students for an unpredictable future in which creativity, anticipation and

'learning to learn' (lifelong learning), are important.

A good business professional continuously broadens and deepens their own actions by consciously drawing on the profession's constantly growing knowledge base and acting on solicited and unsolicited feedback.

Strengthening the investigative and learning capacity requires continuous reflection and leads to a higher level of autonomy. The urge to keep developing one's own talents, skills and expertise is a basis of the professional attitude: a professional will keep learning. A good connection between education, research and professional practice is an important starting point for further deepening and broadening the professionalism of all business experts and thereby developing it. The higher students get in their education, the more autonomous they are expected to be in their thinking, making choices and acting upon these choices.

Professional ethics and social orientation / moral compass (E)

BBA graduates are but professionals who establish relationships with social and sometimes ethical issues, who have their own cultural biases, who are critical and curious.

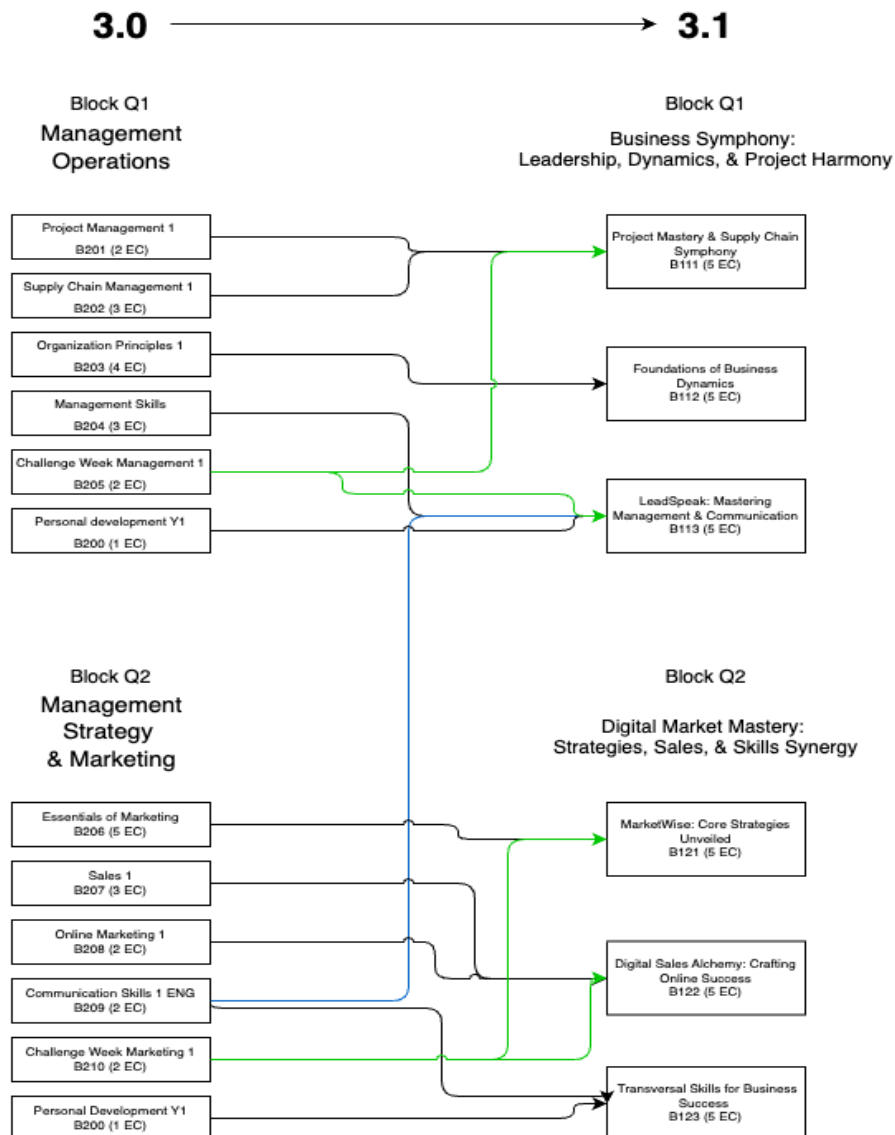
It is becoming increasingly important that professionals can reflect on and dare to question their actions based on values and norms. The professional can place acquired knowledge and skills in a social context, and in doing so has an eye for the possible long-term consequences of (conscious or unconscious) choices and actions.

Professionals should be expected to have the ability to evaluate solutions based on moral values. We want to teach our students to think and explore who they want to be and what they want to mean in the business profession. This creates engagement and personal leadership.

ANNEX IIA - 1 CURRICULUM PROPAEDEUTIC PHASE (Y1)

Educational Program Propaedeutic Phase: Q1 to Q4
(from high school learner to entry level university student)

Conversion of Curriculum BBA Q1 and Q2



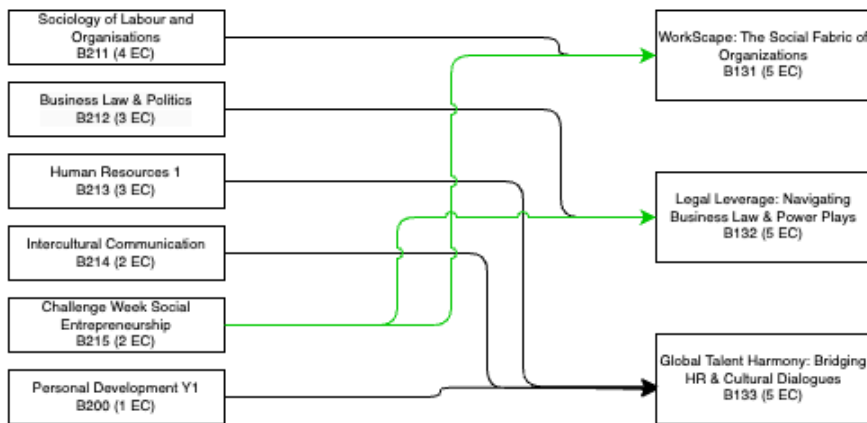
PROGRAM STRUCTURE

Conversion of Curriculum BBA Q3 and Q4

3.0 → 3.1

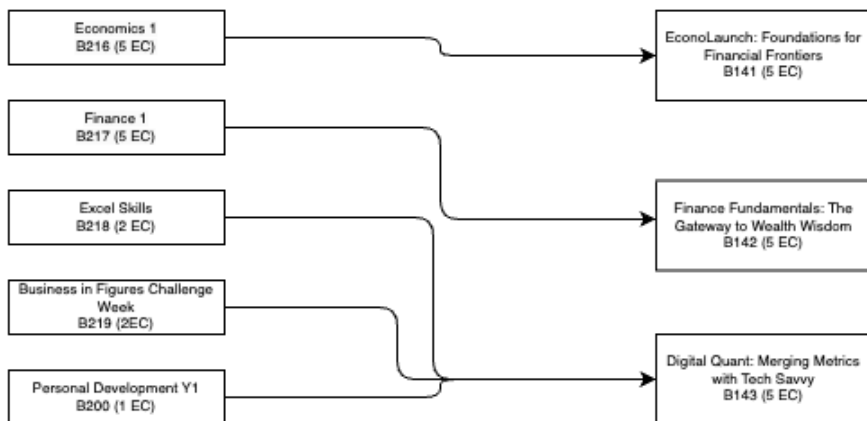
Block Q3
Organisational Behaviour & Business Environment

Block Q3
Organizational Dynamics Suite:
Culture, Law, & Global Talent



Block Q4
Economics, Finance & Accountancy

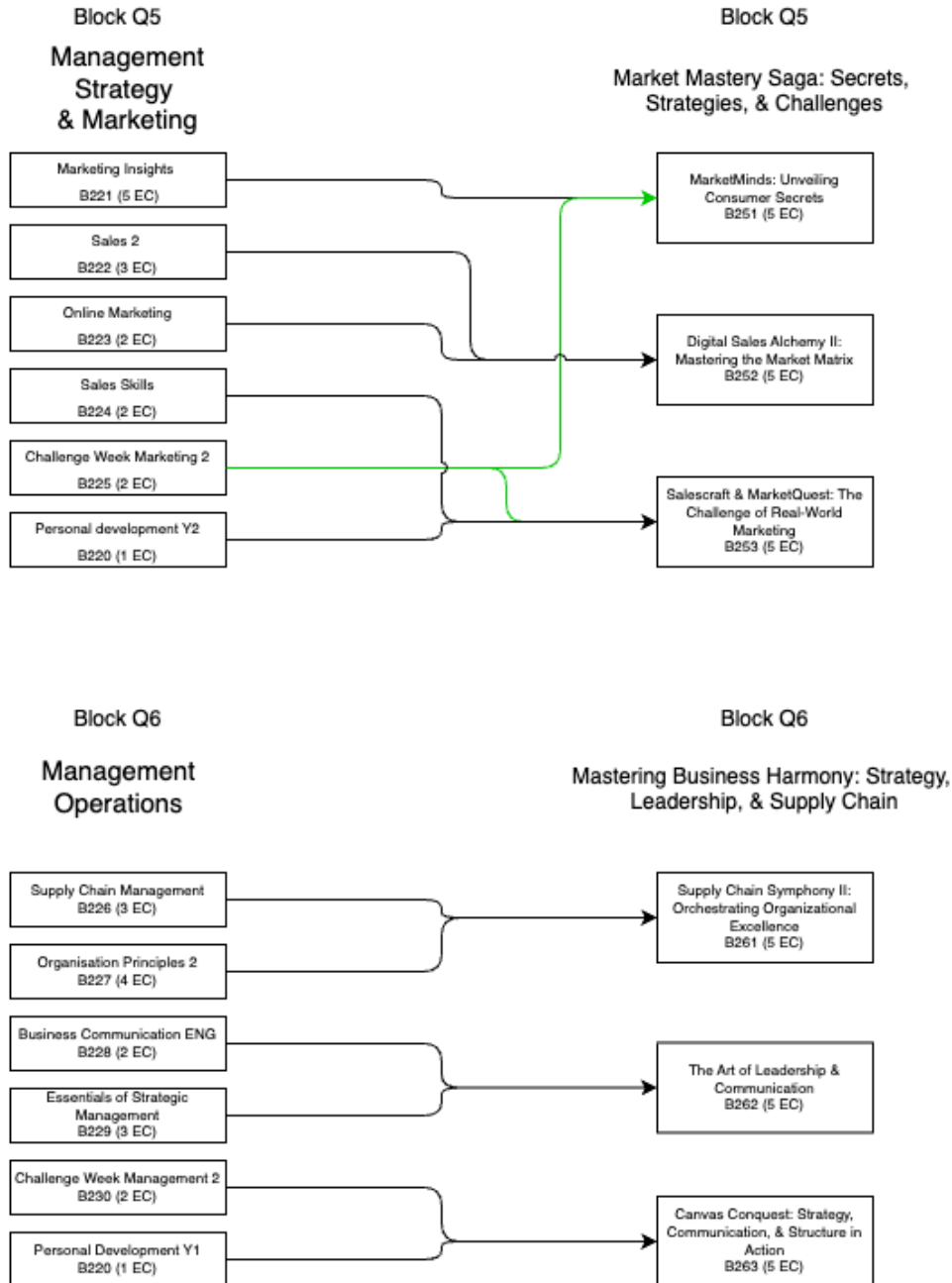
Block Q4
Financial Frontiers Trilogy:
Foundations, Wisdom, & Analytics



- Connection in same Q
- Divided connections
- Connection in different Q

Conversion of Curriculum BBA Q5 and Q6

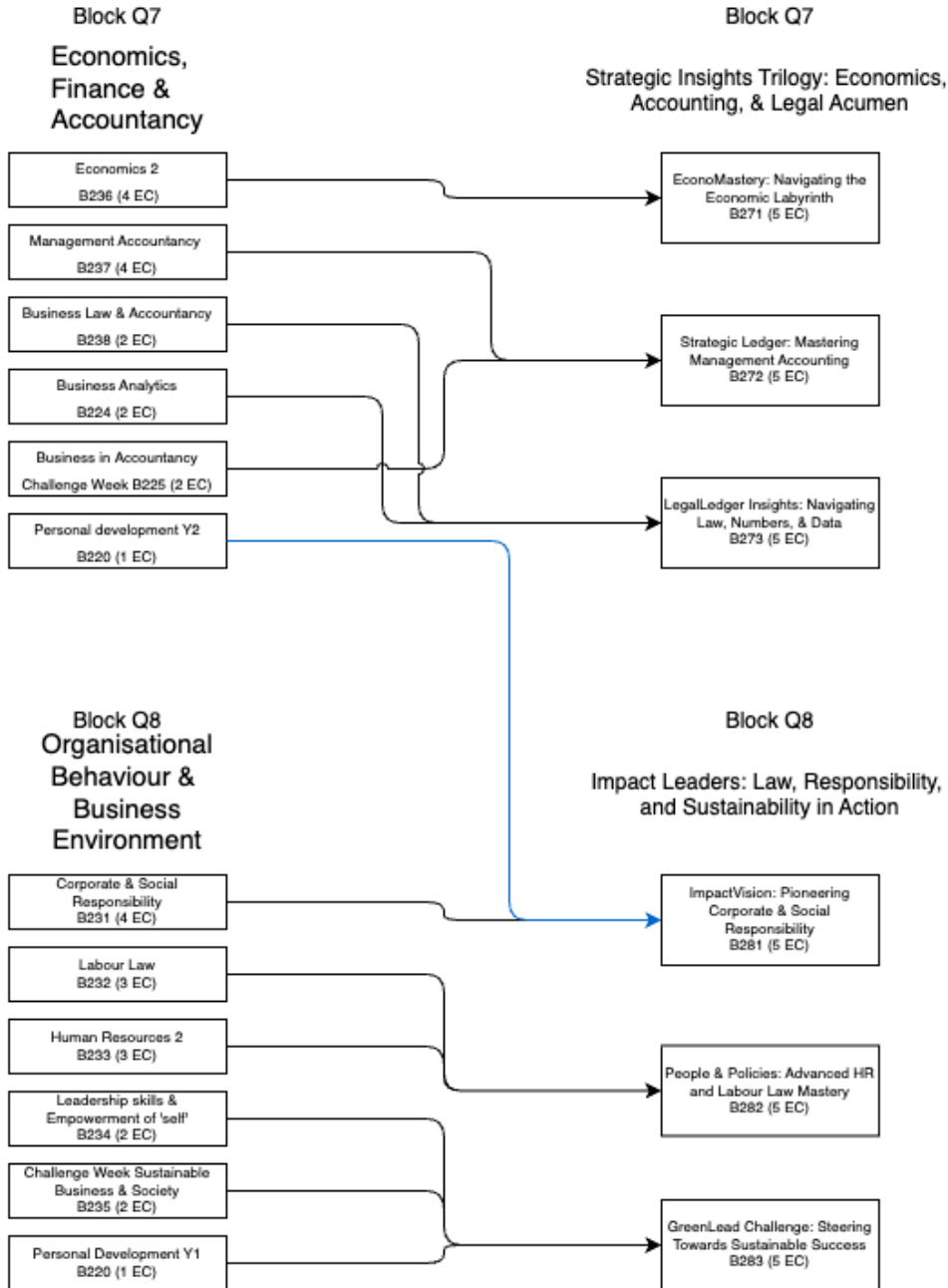
3.0 → 3.1



- Connection in same Q
- Divided connections
- Connection in different Q

Conversion of Curriculum BBA

3.0 → 3.1



- Connection in same Q
- Divided connections
- Connection in different Q

Year 3

Entrepreneurial Mindset: Unleashing Innovation and Value Creation

Harnessing Technology for Business Transformation

Sustainable Business Strategies: Balancing Profit, People, and Planet

Global Supply Chain Management: Optimizing Operations in a Connected World

Innovation Lab: Developing and Pitching New Ventures

International Business Negotiations: Strategies and Skills for Global Dealmaking

Year 4

Consulting Essentials: Navigating the Client-Consultant Landscape

Crafting Impactful Consulting Reports

The Capstone Experience: Bridging Theory and Practice (50 EC)

ANNEXURE IIB - 2 ASSESSMENT MODEL

Our Assessment model

Pedagogical background

Our assessment model is based on SOLO, the Structure of the Observed Learning Outcome, also referred to as the SOLO Taxonomy, developed by Biggs and Collis (1982)¹. It is a general model of intellectual development concerned with assessing a particular learning episode based on the quality of the learner's response (Pegg, 2018)². The work by Biggs and Collis was expressly designed to balance the more traditional approach of how much has been learned with how well something was learned. The origins of SOLO can be found in Piaget's development ideas.

Learners can avail themselves of different modes of learning (see Table 1). They are initially phases of learning of the young individual, but remain accessible as modes throughout life. Learners will bank on earlier learning experiences to enhance these and in so doing build increasingly complex views of their world. SOLO recognises these as modes of functioning, the first way in which cognitive development is described. The second is based on someone's ability to process, with increased sophistication, relevant cues within a mode of functioning and referred to as the level.

Whilst the context (intended learning outcome) dictates which mode or modes of functioning might be appropriate, our assessment focuses on the level of functioning.

Table 1. Modes of functioning recognised by SOLO (Pegg, 2018)

Sensorimotor (soon after birth)	A person reacts to the physical environment. For the very young child, it is where motor skills are acquired. These play an important part in later life when skills associated with various sports evolve. This form of knowledge is referred to as tacit
Ikonic (from 2 years)	A person internalizes actions in the form of images. Here, the young child develops words and images that can stand for objects and events. For the adult, this mode of functioning assists in the appreciation of art and music and leads to a form of knowledge referred to as intuitive
Concrete symbolic (from 6 to 7 years)	A person thinks through the use of a secondary symbol system such as written language, music symbols and notes, and number systems. These systems act as referents of the real world. This is the most common mode addressed in primary and secondary school learning and supports development of declarative knowledge
Formal (from 15 to 16 years)	A person considers abstract concepts. This can be described as working in terms of "principles" and "theories." Learners are no longer restricted to a concrete referent. In its more advanced form, it involves the development of disciplines
Postformal (possibly at around 22years)	A person questions or challenges the fundamental structure of theories or disciplines and moves the field of knowledge further and deeper

The initial development of SOLO identified 5 levels:

1. Pre-structural student response– no relevant elements of the target mode
2. Uni-structural student response - addresses the domain/problem but contains only one relevant element of the target mode
3. Multi-structural student response – addresses 2 or more relevant elements of the target mode, but no relationships are in evidence between the elements and some inconsistency may be evident in conclusions drawn
4. Relational student response - involves a coherent structure consisting of relevant elements of the target mode and the structure of relationships amongst these elements is evident. There is no inconsistency of conclusions within the known target mode
5. Extended abstract student response – basically is a relational response transferred to a new context and extends beyond the target mode.

In later research on the SOLO taxonomy the three middle levels of response (uni-structural, multi-structural, and relational) were seen as a cycle within development of a mode (target).

Our application

In our assessment we have made some adaptations based on this pedagogical background. The 4 levels of performance in our system (novice, developing, competent, and strong) cover more or less the top 4 levels of the SOLO levels, so we do not consider the pre-structural response. Given that we are less concerned with the range of modes as explained in the SOLO taxonomy. Instead we borrow the modes (or targets) from the Knowledge, Skills, Attitudes, Values, and Ethics (KSAVE) framework, thereby dividing what we want our students to learn into these domains. The domains are listed with each MILO to give some direction to what you might create as the learning experiences and interactions that help students to achieve the MILO.

Our four levels and the interpretation in terms of the KSAVE and SOLO frameworks are:

1. Novice (Unistructural): The student demonstrates a basic, singular understanding of the MILO, focusing on one relevant aspect of the pertinent KSAVE domains. For knowledge-based MILOs, they may recall a single fact. In skill-focused MILOs, they might perform a simple, isolated task. For MILOs involving attitudes or values, they may express a basic, undeveloped perspective. Their performance shows direct application of this single point, but lacks depth or connection to other aspects. The student struggles to see beyond this isolated piece of information, skill, attitude, or value.
2. Developing (Multi structural): At this level, the student identifies and works with several relevant aspects of the MILO across the pertinent KSAVE domains, but treats them independently. For knowledge-based MILOs, they can list or describe multiple facts or concepts. In skill-focused MILOs, they perform multiple tasks but without integration. For MILOs involving attitudes or values, they express multiple viewpoints without reconciling them. Their performance shows an ability to address these separate aspects, but they don't yet grasp how these elements relate to each other. The student's understanding is quantitative but not qualitative across the relevant KSAVE elements.
3. Competent (Relational): The student integrates different aspects of the MILO into a coherent whole across the pertinent KSAVE domains. In knowledge-based MILOs, they explain relationships between concepts. For skill-focused MILOs, they combine skills effectively to solve problems. In MILOs involving attitudes or values, they demonstrate a nuanced, contextual understanding. Their performance shows an ability to analyze, apply, compare and contrast, or explain cause and effect within the MILO's context. The student uses this integrated understanding to address complex issues or apply their knowledge,

skills, attitudes, or values in familiar contexts related to the MILO.

4. **Strong (Extended Abstract):** At this level, the student goes beyond the immediate requirements of the MILO, demonstrating excellence across all relevant KSAVE domains. They generalize their integrated understanding to new domains or create new meanings. In knowledge-based MILOs, they might theorize or hypothesize. For skill-focused MILOs, they apply skills creatively in novel situations. In MILOs involving attitudes or values, they might critique existing paradigms or propose new ethical frameworks. Their performance demonstrates an ability to transfer knowledge, skills, attitudes, or values to unfamiliar contexts. The student shows originality and insight in their approach to the learning outcome, often making connections beyond the immediate scope of the MILO and its associated KSAVE elements.

ANNEXURE IIC - 2 ASSESSMENT MODEL

New Grading System Explanation for Lecturers and Students

Key Features

1. Four-level assessment scale: novice, developing, competent, and strong.
2. Distinction between Foundational and Enhancing MILOs (Module Intended Learning Outcomes).
3. Balanced grading system that ensures mastery of Foundational MILOs while rewarding excellence in Enhancing MILOs.

Assessment Process

The assessment process is largely formative and distinguishes 4 levels of performance in respect of every learning outcome (novice, developing, competent, and strong). The most important aspect of our assessment process is that when you hand in a piece of work it is assessed in terms of how you performed the task (4 levels) and you get feed-forward that describes what you need to do to achieve the competent level of performance, or if you are already competent, but aiming to distinguish yourself, you will get feed-forward that tells you how you can improve your work to the 'strong' level.

Provided you follow up the feed-forward advice, when you hand in the same piece of work again, it will be assessed again and given an appropriate performance level. After that, there is only one more chance to have your work assessed a third time, but it also assumes you have followed up on further feed-forward comments given to you. Failing to achieve competent level for all the foundational MILOs at the end of this process means you'll have to repeat the module.

To help you we are happy to interpret the levels of performance you have achieved for all 6 MILOs of a module and transform this into a grade, that way you'll always have a transcript that includes the final grade for a module, even though our assessment process is one of learning for you. Please read on for further explanations. The assessment model is explained in a separate document ("Our Assessment Model")

Grading Process

1. Foundational MILOs:
 - o Represent the essential skills and knowledge students must master.
 - o Must be assessed as at least 'competent' for a passing grade.
 - o Contribute significantly to the overall grade.
2. Enhancing MILOs:

- o Represent important skills that allow students to excel and deepen their expertise.
- o Contribute to the overall grade without pass/fail requirements.
- o Provide opportunities for students to boost their grades.

3. Final grade calculation:

- o Minimum passing grade is 5.5 when all Foundational MILOs are Competent and all Enhancing MILOs are Novice.
- o Maximum grade of 10.0 is achieved when all MILOs (both Foundational and Enhancing) are Strong.
- o The calculation differs slightly for modules with 3 and 4 Foundational MILOs to maintain consistency in outcomes.
- o Grades are rounded to the nearest 0.1.
- o Full ECs awarded for grades 5.5 and above.

1. Example Calculations

Modules with 3 Foundational MILOs

1. Minimum Pass:
 - o Foundational MILOs: Competent, Competent, Competent
 - o Enhancing MILOs: Novice, Novice, Novice
 - o Final Grade: 5.5

2. All Competent:
 - o Foundational MILOs: Competent, Competent, Competent
 - o Enhancing MILOs: Competent, Competent, Competent
 - o Final Grade: 7.0

3. Mixed Levels:
 - o Foundational MILOs: Strong, Competent, Strong
 - o Enhancing MILOs: Developing, Strong, Competent
 - o Final Grade: 8.5

4. Maximum Grade:
 - o Foundational MILOs: Strong, Strong, Strong
 - o Enhancing MILOs: Strong, Strong, Strong
 - o Final Grade: 10.0

Modules with 4 Foundational MILOs

2. Minimum Pass:
 - o Foundational MILOs: Competent, Competent, Competent, Competent
 - o Enhancing MILOs: Novice, Novice
 - o Final Grade: 5.5

3. All Competent:
 - o Foundational MILOs: Competent, Competent, Competent, Competent
 - o Enhancing MILOs: Competent, Competent
 - o Final Grade: 7.0

4. Mixed Levels:

- o Foundational MILOs: Strong, Competent, Strong, Competent
- o Enhancing MILOs: Developing, Strong
- o Final Grade: 8.1

5. Maximum Grade:

- o Foundational MILOs: Strong, Strong, Strong, Strong
- o Enhancing MILOs: Strong, Strong
- o Final Grade: 10.0

Benefits and Rationale

1. Ensures mastery of critical skills (Foundational MILOs).
2. Motivates students to excel in all areas:
 - o Foundational MILOs establish the baseline for passing.
 - o Enhancing MILOs offer opportunities for deepening knowledge and grade improvement.
3. Provides a more nuanced assessment of student performance.
4. Aligns with constructive alignment principles in curriculum design.

Equity and Fairness

1. Clear expectations: Students know which MILOs are foundational to passing the module.
2. Balanced assessment: Recognizes both essential competencies and opportunities for excellence.
3. Flexible learning paths: Allows students to develop areas of expertise while ensuring mastery of fundamental skills.

Pedagogical Implications

1. Curriculum Design:
 - o Carefully consider which MILOs are truly foundational to the module.
 - o Design Enhancing MILOs to build upon and complement Foundational MILOs.
2. Assessment Strategies:
 - o Develop assessments that clearly differentiate between the four performance levels.
 - o Ensure assessments for Enhancing MILOs allow students to demonstrate advanced skills or knowledge.
3. Feedback and Support:
 - o Provide targeted support for students struggling with Foundational MILOs. This is done with the formative assessment procedure, where struggles are identified and students are given feed-forward to improve their work.
 - o Offer enrichment opportunities related to Enhancing MILOs for high-performing students.
4. Communication:
 - o Clearly articulate the importance of both Foundational and Enhancing MILOs to students.
 - o Explain how excelling in Enhancing MILOs can boost overall performance and deepen learning. It also enhances graduates' profiles as they are more well rounded business professionals

What This Means for Students

1. Focus on Foundational MILOs:
 - o These are your top priority and form the foundation of your learning.

- o Aim for at least 'competent' in these areas to pass the module.
2. Excel in Enhancing MILOs:
 - o These are your chance to deepen your knowledge and boost your grade.
 - o Strong performance here can significantly improve your overall score and set you apart as a well rounded business professional.
 3. Balanced Learning:
 - o You'll develop a well-rounded skill set, mastering core competencies while having the opportunity to excel in specific areas.
 - o This approach prepares you for real-world scenarios where you'll need both essential skills and areas of expertise.

Why This System is Great for Students

1. Clear Expectations: You know exactly what you need to do to pass and excel.
2. Fair Assessment: Your grade reflects both your mastery of essential skills and your overall performance.
3. Motivation to Excel: Every MILO matters! Enhancing MILOs are your opportunity to stand out.
4. Real-World Relevance: This system mirrors workplace expectations where some skills are must-haves, while others set you apart from the crowd.
5. Personalized Learning Path: You can tailor your efforts based on your strengths and career goals while ensuring you meet core competencies.

This system encourages a well-rounded approach to learning while maintaining high standards for fundamental skills. It's designed to be transparent, motivating, and reflective of real-world expectations where some skills are non-negotiable, while others offer opportunities for specialisation and excellence. We believe this approach will lead to more engaged students, clearer assessment criteria, and graduates who are well-prepared for their future careers. It allows us to ensure all students meet core competencies while also recognizing and rewarding those who go above and beyond in developing their skills and knowledge.

Grading examples

Modules with 3 Foundational MILOs

Format: Foundational MILOs (C = Competent, S = Strong) - Enhancing MILOs (N = Novice, D = Developing, C = Competent, S = Strong) - Final Grade

All Foundational MILOs Competent:

- C-C-C - N-N-N - 5.5
- C-C-C - D-D-D - 6.3
- C-C-C - C-C-C - 7.0
- C-C-C - S-S-S - 7.8

One Foundational MILO Strong:

- S-C-C - N-N-N - 6.3
- S-C-C - D-D-D - 7.0
- S-C-C - C-C-C - 7.8
- S-C-C - S-S-S - 8.5

Two Foundational MILOs Strong:

- S-S-C - N-N-N - 7.0
- S-S-C - D-D-D - 7.8

- S-S-C - C-C-C - 8.5
- S-S-C - S-S-S - 9.3

All Foundational MILOs Strong:

- S-S-S - N-N-N - 7.8
- S-S-S - D-D-D - 8.5
- S-S-S - C-C-C - 9.3
- S-S-S - S-S-S - 10.0

Modules with 4 Foundational MILOs

Format: Foundational MILOs (C = Competent, S = Strong) - Enhancing MILOs (N = Novice, D = Developing, C = Competent, S = Strong) - Final Grade

All Foundational MILOs Competent:

- C-C-C-C - N-N - 5.5
- C-C-C-C - D-D - 6.3
- C-C-C-C - C-C - 7.0
- C-C-C-C - S-S - 7.8

One Foundational MILO Strong:

- S-C-C-C - N-N - 6.1
- S-C-C-C - D-D - 6.8
- S-C-C-C - C-C - 7.6
- S-C-C-C - S-S - 8.3

Two Foundational MILOs Strong:

- S-S-C-C - N-N - 6.6
- S-S-C-C - D-D - 7.4
- S-S-C-C - C-C - 8.1
- S-S-C-C - S-S - 8.9

Three Foundational MILOs Strong:

- S-S-S-C - N-N - 7.2
- S-S-S-C - D-D - 7.9
- S-S-S-C - C-C - 8.7
- S-S-S-C - S-S - 9.4

All Foundational MILOs Strong:

- S-S-S-S - N-N - 7.8
- S-S-S-S - D-D - 8.5
- S-S-S-S - C-C - 9.3
- S-S-S-S - S-S - 10.0

ANNEXURE III - COMPLAINTS

5.1 Definition of Complaint

Our UE Amsterdam staff strives to provide you with the support you need. We want to make sure that you feel heard and taken care of. We value your feedback and we would our students to be familiar with the official complaint procedure.

The first thing that you need to know is that students can always discuss problems with our student support staff by simply visiting or contacting the student desk. No appointment is needed.

At bachelor degree level, you can contact our study advisor, directly. In this case, you would need to book a one-to-one session by email.

If you feel like you neither the student support staff nor your tutor, coach, or study advisor were able to tackle the issue properly, the complaint procedure can be started. We make a distinction between complaints about assessments and complaints about our institution.

Below, you will find further explanation so that your complaints reach the right people and can be dealt with appropriately.

NOTE: This procedure does not apply to complaints arising from sexual harassment, discrimination, aggression, violence, bullying or intimidation. Should something like this occur, contact your mentor, tutor, coach as soon as possible. They will be able to advise you and redirect you to an internal or external counselling specialist to guarantee that you are fully supported.

5.2 Assessment: Questions and Complaints

If you have questions or comments about the way an examination or assignment has been set up or evaluated, you should first discuss this with your lecturer. If you feel like your lecturer did not provide you with an exhaustive answer, you will have to file a complaint with the program lead,

This can be done within:

- 10 working days after you have received instructions regarding assessment and submissions
- 10 working days after the exam/assignment has been completed
- 10 working days after you have received your final appraisal

If you do not know who the program lead is, you can ask the student desk staff.

The examiner or assessor will answer your question within 15 working days after the request is sent.

5.3 Assessment: Submitting an Objection to the Assessment Committee

If, after the answer, you still do not agree with the explanation or the assessment, you may submit a written objection to the examination committee at the following address (...). You can submit an objection within 10 working days after having discussed the assessment of a module with the examiner or module leader.

Use the sample complaint forms below (as published on the student portal)

Modules and Assessment) for this purpose. On this form you will have to describe exactly why you disagree with the decisions taken. You will receive a confirmation of receipt from the Assessment committee within 10 working days. The Assessment committee will review the objection and make a decision.

You will be notified of this decision in writing (via post or e-mail) within 28 working days after the Assessment committee has received your objection. If the Assessment committee takes longer, you will be informed about the status of the handling of your objection at the latest after 10 working days.

The Assessment committee can extend the time limit within which it will make the decision twice by 10 working days each time.

5.4 Assessment: Objection to the Assessment Committee's Decision

You can return to the assessment committee's decision once within 10 working days by submitting a written objection to the decision to the assessment committee. This only if there are new facts that have not yet been included in the earlier decision.

The objection will be examined by the assessment committee and the program manager. If your formal objection is finally rejected by the examination board and the program manager, the procedure ends.

5.5 Other Complaints: Procedure

If you are not satisfied about something that is not module- or assessment-related, you can always discuss the matter directly with us. If the solution to your problem turns out to be more complex than this, you can file a complaint.

You can submit your complaint by filling out the Complaints Form or email the institution.

chapter 7. We kindly ask you to include at least the following:

- your contact details
- a clear description of your complaint
- any previous correspondence and relevant copies of documents clarifying your complaint
- If needed, other supporting evidence (i.e. pictures, documents)

You can send your complaint to student.desk@ic-university-amsterdam.com

(*) Appendix A – COMPLAINTS ABOUT ASSESSMENT

To the Assessment Committee. Send the completed form to:
examencommissie@ic-university-amsterdam.com

just now

Objection subject: (module, examination, date of test and/or assessment, etc.)

Date of submission:

Last name submitter:

First name submitter:

Active e-mail address:

Telephone number:

Year of study and

1. When has there been previous contact on this topic and with whom?
2. Please attach response/documentation of previous contact
3. Date of receipt of the objection, to be filled in by the administration of the examination board
4. Concrete and specific description of the reasons for the objection with substantiation

COMPLAINT FORM – OTHER COMPLAINTS

(*) APPENDIX 2 – OTHER COMPLAINTS

Subject of complaint:

Date of submission:

Date of incident:

Last name of complainant:

First name of complainant:

Active e-mail address:

Phone number:

Year of study and group:

Date of receipt of complaint (to be filled in by

- 1 Has there been previous contact on this subject with UASE? If when? Please attach email and other

- 2 Brief description of complaint

Contact details:

student.desk@ue-amsterdam.com for general complaints

examencommissie@ue-amsterdam.com for academic related complaints