

# **EDUCATION AND EXAMINATION**

## **REGULATIONS 2025 – 2026**

### **PART A: INSTITUTION**

#### **UNIVERSITY OF APPLIED SCIENCES EUROPE**

**Bachelor of Business Administration**



**University of Applied  
Sciences Europe  
–  
Amsterdam**

**University of Applied Sciences Europe**

**Passeerdersgracht 23**

**1016 XG Amsterdam**

*Adopted by the Executive Board dated 15/07/2024 Effective date of  
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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 UASE.

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

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## CHAPTER 1: GENERAL

## **Article 1.1 Definitions**

<b>Concept</b>	<b>Definition</b>
<b>Academic year</b>	The academic year runs from September 1 to August 31.
<b>Admissions Committee</b>	The committee mandated to take and monitor admission decisions to the program on behalf of and from the Examination Board.
<b>Admissions Office</b>	The department mandated on behalf of UASE to admit or reject students to the UASE 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.
<b>Advisory Board</b>	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.
<b>Advisory Council</b>	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.
<b>Applied Science</b>	Applied Science, or University of Applied Science is the international translation for Hoger Beroeps Onderwijs (HBO) used in the Netherlands. UASE only offers courses at HBO and thus Applied Science level.
<b>Assessment</b>	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.
<b>Assessment Portfolio (AP)</b>	A form of test in which the student demonstrates mastery of the various learning outcomes of a unit of study/module.
<b>Associate Degree (AD)</b>	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.
<b>Bachelor's degree program</b>	Program as referred to in section 7.3a, second paragraph, under b, of the HESRA;
<b>Binding study advice (BSA)</b>	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;
<b>Block (Quarter)</b>	A defined part of the academic year in which Modules are taught and completed in according to an issued timetable. At UASE, a standard Block consists of modules with a total academic load of 15 EC. Each academic year consists of 4 Blocks.
<b>Body of knowledge/ Professional profile</b>	The report from which a profession derives its knowledge, insights and methodological approaches (BoK). These are provide as professional educational profiles (PEP or Frameworks) created by national framework committees of the various disciplines. At UASE each program selects an appropriate professional profile.

<b>Central Student Administration</b>	Collective name for all departments, functions and tasks related to study planning and progress as well as the registration of all study, student, teacher, and educational data including data on attendance, (final) exams, tests, internships, grades, and diplomas.
<b>Coach</b>	A lecturer who maintains contact with a student throughout their study at UASE. 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.
<b>Code of Conduct</b>	An overview of the rules of conduct that students, faculty, staff and others involved in UASE are expected to observe while studying and while using UASE facilities.
<b>Competence</b>	An integral set of professional knowledge, attitudes and skills required to function adequately within relevant occupational contexts.
<b>Contact hour</b>	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;
<b>CROHO</b>	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);
<b>Curriculum (Education program)</b>	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.
<b>Curriculum Committee</b>	The committee responsible for proposing and implementing curriculum changes based on feedback and suggestions from the PDCA cycle and other developmental activities.
<b>Degree</b>	The Executive Board awards 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). It awards the degree of Master to the person who has successfully completed the final examination of a Master's degree program.
<b>Degree</b>	The Executive Board awards 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);
<b>Diploma / certificate</b>	Officially recognised certificate, including appendix (grade list), and if applicable a supplement; within the meaning of Article 7.11 of the HESRA.
<b>DLWE</b>	The digital learning and working environment within UASE 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 purposes.



<b>Double degree program</b>	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.
<b>Dual Education Program</b>	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;
<b>Education committee or Examination Board</b>	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.
<b>Education Week</b>	Week in which educational activities are programmed, including exams and tests;
<b>Educational program (Curriculum)</b>	The coherent set of units of study that make up the program a student can follow.
<b>Educational unit</b>	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.
<b>EEA</b>	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 <b>DUO</b> from 'Dienst uitvoering Onderwijs'.
<b>European Credit (EC)</b>	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;
<b>Examination Board</b>	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.
<b>Examinations Appeals Board</b>	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.

<b>Examiner</b>	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'.
<b>Executive Board</b>	Institutional board/directorate of UASE (MT).
<b>Exemption</b>	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.
<b>External Student</b>	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)
<b>Final Examination</b>	The examination and defence of the Professional Product leading to completion and the degree certificate of the program.
<b>Formative Examination</b>	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 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.
<b>Fraud</b>	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.
<b>Full-time Education</b>	Education arranged without taking into account the performance of non-teaching activities.
<b>Function limitation</b>	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;
<b>GALA</b>	General Administrative Law Act (from Dutch "Algemene wet bestuursrecht - Awb).
<b>HESRA</b>	Higher Education and Scientific Research Act (in Dutch the acronym is <b>WHW</b> from "Wet op het hoger onderwijs en wetenschappelijk onderzoek."
<b>Implementation regulations</b>	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.
<b>IND</b>	Immigration and naturalisation service of the Netherlands. Part of Ministry of Justice and Security.

<b>Irregularity</b>	The situation in which the student, the program or UASE 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;
<b>Joint graduation</b>	Graduation program as referred to in Article 7.3c of the HESRA that is jointly provided by UASE and one or more Dutch or foreign higher education/Applied Science institutions;
<b>Joint program</b>	Program as referred to in Article 7.3c of the HESRA that is provided jointly by UASE and one or more Dutch or foreign higher education institutions;
<b>LAB (Field experience innovation lab)</b>	Field lab, experience lab & Innovation lab are parts of a teaching unit where you do a field trip/project in collaboration with experts from the field. During an experience lab, the expert joins into the students at the institution.
<b>Lecturer</b>	Teacher who delivers the lessons of one or more modules of an education program. A qualified teacher may have other roles besides teaching including Program Manager.
<b>Major</b>	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;
<b>Mentor</b>	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.
<b>Minor</b>	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;
<b>Module leader</b>	Responsible teacher and examiner of a unit of study. The Module leader is also responsible for the (re)development of the Module;
<b>Part-time Education</b>	Program designed to consider the possibility that the student may also be engrossed in work other than education activities.
<b>Plagiarism</b>	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;
<b>Professional product</b>	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 UASE to demonstrate your competence as a starting professional.
<b>Program</b>	Bachelor of Applied Science or Master of Applied Science. Part B lists the specific study program.
<b>Program Intended Learning Outcomes</b>	Competencies and qualities a student must have when the student has successfully completed the program.
<b>Program Manager</b>	Head of one or more programs within a department/faculty of UASE
<b>RPL</b>	Recognition of previously acquired learning;

<b>RPL procedure</b>	Procedure conducted by the Examination Board of UASE, 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.
<b>Specialisation</b>	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.
<b>Student advisor or Student Desk Manager</b>	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 Program Manager.
<b>Student Council</b>	A council of students from the program as core members who stand for the interests of students. Selected student council members are invited to take part in the program committee meetings.
<b>Study advice</b>	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);
<b>Study agreement (SOK)</b>	The agreement with the student and the program of study to be followed. Fulltime, part-time, English-speaking, Dutch-speaking, intake, exemptions, etc.
<b>Study credit/ European credit</b>	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;
<b>Summative Exam</b>	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;
<b>Supplement to certificate</b>	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
<b>Test or Assessment</b>	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.
<b>Testing committee</b>	The committee responsible on behalf of the Examination Board for the Monitor the quality of tests and test processes.
<b>Education year</b>	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.

<b>Trustee</b>	The confidant is an impartial member of staff designated by the program whom students can confide in.
<b>UASE</b>	University of Applied Sciences Europe is registered as such in the Chamber of Commerce (01079590). The name has changed recently, and all relevant authorities have been informed to amend their records.
<b>Working days</b>	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 UASE.
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 2025-2026, 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 Manager(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 of applied sciences 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.
  - a Curriculum requirements.
  - b The provisions of the second paragraph; and
  - c 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 board appoints, 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 2, 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 manager transfers the relevant information to Student Affairs.
9. Additional information on admission to the program with a foreign previous education can be found on the institution's [website](#) EER [website](#) and in Part B of the EER and *UASE Enrolment and Admissions 2025-2026*

### **Article 2.3 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 2.4 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 English 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 board, 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 then admitted, 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 board, the program manager 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 UASE enrolment conditions are also met. The (enrolment and de-enrolment) conditions as well as the procedure for enrolment and de-enrolment at UASE are included in the Enrolment Regulations UASE 2025-2026 (for English-language programs, see *Enrolment and Admissions 2025-2026*).
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 UASE enrolment conditions are also met. These conditions as well as the procedure for enrolment with the college are contained in the UASE Enrolment Regulations 2025-2026.
3. UASE 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, UASE therefore has, among other things, a *Student Quality & Inclusivity Policy 2025-2026*, 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 Board 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 Board 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 Manager 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**

- 1.1. Students may be exempted from units of study and associated examinations in the first year of study by the examination board 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 board 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.
- 1.2. A student can never be exempted from the parts of the examination program of a specific program.
- 1.3. A student cannot be exempted for parts of a unit of study, meaning that no exemption can be granted for partial tests.
- 1.4. 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**

- 2.1 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 Examination Board. The student may substantiate their 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 they seek 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.
- 2.2 The Program Committee will collaborate with the Examination Board to evaluate exemption requests and ensure a fair and efficient comparison of learning outcomes.

### **3. Processing and validity of exemptions**

- 3.1. If the examination board grants an exemption request, the applicant will receive a certificate of exemption from the examination board. 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

3.2. The certificate of exemption is signed by the chair of the examination board on behalf of the examination board. 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.

#### Article 3.2.1 Composition of the first year of study

1. 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.
2. 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 ECTS credits (60 ECTS credits 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.
3. 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 UASE.

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

1. 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 ECTS credits (60 ECTS credits 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)**

1. 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 ECTS credits (60 ECTS credits 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.
2. Minors: If a program has Minors, the teaching of the third year of study consists of Minors for a minimum of 30 credits.
3. 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.
4. 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.
5. 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.
6. 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 board for the filling of the minor space in the examination program before starting the minor. The examination board 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.
7. To participate in a minor, the student must complete a minimum of 105 credits (EC).
8. Additional admission requirements may apply to participation in a minor. These admission requirements will be announced to students in advance.
9. 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.
10. 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)**

1. 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 ECTS credits (60 ECTS credits 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.
2. Annex IId shows the graduation program, which consists of 5 phases spread over the entire fourth year of study.
3. 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 3.4 General provisions on the curriculum**

1. Courses at UASE 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 extraneous within the framework of the program shall belong to the student or extraneous, unless this is deviated from by agreement to which (a part of) UASE or the student himself or herself is a party.
2. UASE may agree with the student or external student that the institution will be exempted from the obligations arising from copyright or that the name UASE 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, UASE will receive a digital copy of a graduation assignment or graduation research which may be used by UASE 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 board 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 board 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 UASE 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**

- a. 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. 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;

### 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 Board or its 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 its 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 for Dutch Courses or English, the supplement is drawn up in English, and the transcript of grades is drawn up in both Dutch (for Dutch courses or 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 Board in collaboration with the Program Committee shall issue a statement listing 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 assessments. Each assessment includes the examiner's examination of the competences (the knowledge, insight and skills) and also the assessment of the results of that examination.
2. An assessment is taken orally, in writing or in another way. The manner of assessment 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 board is authorised to determine, at the written and reasoned request of the student or extraneous, that an assessment 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 an assessment will be given at least twice (1<sup>st</sup> and 2<sup>nd</sup> opportunity) per academic year. Any deviations from this can be found in Part B. To be eligible for 2<sup>nd</sup> opportunity for any assessment, students must participate in the 1<sup>st</sup> Opportunity. All exceptions must receive approval from the Program Committee after the student presents documentation and reasons to the Mentor, in accordance with existing conditions for exceptions and justification.
2. In special cases, the examination board 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 assessment schedule may be set within a specific assessment week during each term. The Program Manager announces this schedule by the start of academic term. It is then communicated to students by the Student Desk through the designated channels, as outlined in Part B, along with the relevant deadlines.
5. The rules regarding the proper conduct of assessments 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.
6. If it is compulsory in a unit of study to be present, or to actively participate and to prepare matters, the program committee can decide, at the suggestion of the lecturer, that the student may no longer participate. This applies, among others, to modules with group assignments 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.  
Protocol for non-participation decisions:  
Before any decision is made regarding a student's continued participation, the following protocol must be followed:
  - a. Student Desk involvement: The matter must first be addressed through the Student Desk procedures, as stated on the Student Guide.

- b. Mentor Council review: Following Student Desk procedures, the case must be reviewed by the Mentor Council.
  - c. Examination Board review: Only after completion of the Student Desk and Mentor Council procedures may the Examination Board review the case.
  - d. Final decision process: If the Examination Board grants the non-participation decision, the Program Manager and the lecturer will jointly decide which alternative assessment should be taken by the student.
- 7. In special cases, the program 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 program committee for this. It shall decide within thirty days.
- 8. If a student or external student has received a failing grade for an assessment in the previous academic year 2024-2025 and still wants to take the assessment in question in the current academic year 2025-2026, the requirements in the current academic year (2025-2026) will apply. If the requirements have changed substantially in the current academic year (2025-2026) compared to the previous academic year or if the assessment is no longer part of the educational program in 2025-2026, 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.
- 9. Whether the requirements for a test have changed substantially is at the discretion of the examination board. No later than at the start of the unit of study to which a test is linked, the program's committee will announce whether the aforementioned requirements have changed substantially and in what way the student or extraneous can claim a transitional arrangement.
- 10. The program will introduce a conversion list or table, which the Program Manager in consultation with the Examination Committee is responsible for the publication 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 (2025-2026) 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.
- 11. The date and time when a test from the previous academic year 2024-2025 will be taken in the current academic year 2025-2026 will be determined by the program Manager, after consultation with the examination board, and announced through the program's DLWE.
- 12. 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 program committee.

### **Article 5.3 Regulation on Extra Opportunity for the Last Unit of Study**

- 1. When a student has completed all but one unit of study in the post-propaedeutic phase of a program, the student may submit to the Examination Committee a motivated request for an extra opportunity if the following conditions are also met:
  - o The student has complied with all previously offered opportunities for that unit of study;

- The request is submitted in writing no later than six weeks before the start of the subsequent term, in line with the procedure described in EER Part A;
- The student can demonstrate grave personal circumstances or study delay not attributable to negligence, as defined in EC resolutions (e.g. September 18, 2024, and March 20, 2025).

#### **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 *UASE 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 board 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 board 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. Assessments can in principle be taken in any order, which will be communicated by the program committee to the students at the beginning of each term unless exceptions to this are listed in Part B.
2. Insofar as Part B sets requirements for the sequence, students may request the Lecturer and Mentor in writing stating reasons; to grant them exemption from requirements set out in Part B. The Mentor must bring it to the Mentor Council to decide the merits. In case of refusal, student may appeal to the examination board 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.
4. The student or extraneous shall submit a substantiated request to the Examination Board. 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. 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.

5. 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.
6. The Examination Board 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 Board 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 Board will provide the person concerned with a document detailing the content and procedure.
7. 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 board will notify the student or external candidate of its decision in writing within 20 working days. This 20-day period begins once the examination board has convened to address the relevant item on the agenda. If additional documents are needed to complete the request, the 20-day period will be suspended until those documents are received.
8. 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 the Student Desk, ensures the processing of the exemption in the Study Progress Administration and archiving a copy of the certificate of exemption.
9. 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.
10. 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 UASE 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 extraneous via the DLWE of the program or on the Module Outline 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
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 second paragraph, if the student or extraneous 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 extraneous 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. 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 Manager only if the examined knowledge or understanding is demonstrably out of date or if the skills examined are demonstrably out of date.
- 2. If the program manager has attached a validity period to certain assessments, this is included in Part B.
- 3. The examination board may extend the validity of an assessment, if any. The board of examiners can extend the period of validity not more than 6 years 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 WHW by 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 LMS or the designated channel by the Program. The maximum fixed term for determination and announcement, counting from the test date must not extend past the current term the assessment is taken. This will be communicated by the Program Manager to the Examiner in the form of Weekly structured planner with strict dates and schedules.
- 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 board 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 10 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 examiner. The examiner or Lecturer shall consider the possibilities within the internship or education to which compulsory attendance applies and then determine a new inspection moment. If necessary, the examination board 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 through Plagiarism detection tool like Turnitin or other similar tools, this suspicion is reported by the staff member or teacher concerned according to the procedure mentioned in the 'fraud plagiarism or AI Protocol for students' policy document. This document also contains the follow up steps and appeal procedures and the guidelines for the permissible use of Artificial Intelligence (AI) software such as ChatGPT or other similar tools.
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 (AI) 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:

- a. Paraphrasing the content of other people's texts without sufficient source reference e.g APA style;
- b. 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;
- c. Adopting the structure or central ideas of another author's work and presenting it as authentic, one's own work
- d. Knowingly giving opportunity to others to engage in plagiarism
- e. 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

- a. 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 examiner or invigilator records this on the protocol. The examination board decides as soon as possible whether the invigilator was justified in giving that order. It follows the procedure as indicated below.
- b. 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.
- c. 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. UASE has established an independent appeal body, the Examination Appeals Board (through the NRTO\*), where appeals can be made against decisions of the examination board.
- 2. A student may appeal to this committee against a decision on the appeal filed with the examination board. Contact details and procedural information can be found on the website or requested directly at [cvbe@nrto.nl](mailto: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 six weeks and starts the day after the date of the decision by the examination board.



5. The grounds of appeal used by the committee concern procedural errors regarding the institution's actions. Examples include:

- a Violation of a generally binding rule.
- b Use of authority for a purpose other than that for which it was granted.
- c Failure to take reasonable account of the interests of the student(s) concerned;
- d A decision of the examination board that violates the HESRA and/or a general principle of good governance.
- e Appeals committee rulings are binding.

\*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](http://www.NRTO.nl)).

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## 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 Student Desk through the, Student Desk Manager aligns with the program manager and 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 manager through the Student Desk represented by the Student Desk Manager is also responsible for publishing the study career guidance provided via the program's DLWE or LMS.
2. In the first and second year of the bachelor's program, students are assigned a coach and Mentor. They directly signal the student's study attitude and progress. In addition, they are also informed by lecturers about the student's study attitude and progress. The Coach 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 coach or mentor. Similarly, for problems of a personal nature that may or may not be directly related to the study program, a student may contact the Mentor 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

- a. On behalf of the Executive Board, the program manager and the Student Desk, represented by the Student Desk Manager, work together to facilitate study career counselling for students. This assistance is aimed at helping students explore their options for study paths both within and outside the program. The Student Desk is responsible for communicating and providing each student with written study advice regarding their academic continuation within or outside the study program. This advice will be given once, no later than the end of the first academic year. In deviation from the previous sentence, Part B may provide that a non-binding study advice is issued by the Student Desk Manager, in collaboration with the program manager.
- b. 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.
- c. If personal circumstances have influenced the student's study progress, the program manager 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 Board 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:
  - a. Provide students with a personal and substantiated study advice on their suitability for the program at the end of the first academic year;
  - b. The program's requirements for students' progression to the main phase (years 2, 3 and 4 of the program);
  - c. To define the study deficit in relation to the progression requirements that can be bridged without students having to duplicate the program;
  - d. 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 manager, 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 OV 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 Board.
11. The Examination Board, 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 is issued, then the relevant provisions regarding the standard and time are included in Part B.
4. 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.
5. 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.
6. 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 board, 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 board, and the possibilities offered by the program to this end. The warning also contains a description of the consequences of a binding study advice.
7. The examination board only decides on issuing a binding study advice after the student has been given the opportunity to be heard by the examination board or part of the examination board prior to this decision.
8. 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.
9. When issuing a binding study advice, personal circumstances of the student are taken into account.
10. If personal circumstances have affected the student's study progress, it is the student's responsibility to inform the Mentor and student desk in a timely manner and within the term the personal circumstance occurred. The student must provide all relevant documentation during the hearing mentioned in the seventh paragraph. Additionally, the student must ensure that the notification of personal circumstances, as referred to in the ninth paragraph, is supported by the necessary documentary evidence. This evidence should be made available to the Mentor, who will then provide it to the Mentor Council and Program Manager for review. If the Mentor refuses to acknowledge these circumstances, the student has the right to appeal directly to the Examination Board, along with the supporting evidence and the document outlining the reasons for the refusal. A student who fails to report his personal circumstances on time to the examination board 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.

11. If a (binding) study advice is waived due to grave personal circumstances or force majeure, 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 certain date. The examination committee shall ensure that the aforementioned conditions are laid down in writing. To promote study progress, the Mentor through the student desk 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.
12. 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 BOARD

1. The role, tasks and procedures of the Examination Board are described in the Examination Board Regulations and form part of this TER and available as an appendix to the TER.
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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 board.
2. If application of the rules in this TER 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 board. The examination board, or in urgent cases the chairman of the examination board, 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 board 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 board.

### 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 through the student desk.
2. The examination board 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 board. Interim changes shall be communicated to students in a timely and appropriate manner.

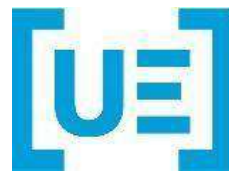
### Article 8.3 Publication

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 2025-2026 academic year.





University of Applied  
Sciences Europe  
–  
Amsterdam

**EDUCATION AND EXAMINATION REGULATIONS: BBA 3.1 PART B**

**ACADEMIC YEAR 2025-2026**

**BBA CROHO 39226, BRIN 27 WK**

**English Translation of the official UASE document:**

***Onderwijs en Examenregeling: Deel B 3.1***

**Adopted by the Executive Board on: Effective**

**Date: 01/08/2024**

**Date of Revision: 01/09/2025**

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

### **PREMISE: CONTENT OF EER B 3.1**

These Education and Examination Regulations, in this text referred as EER (Education & Examination Regulations) provide information for UASE 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 UASE.

**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 UASE.**

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 UASE 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 UASE website.

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## **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 UASE 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. e. Interview: All students are required to undergo an admission interview 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 6.0. 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 Factsheet 2025-26 for the most up-to-date requirements.
- g. More information about the admission process is available in the *Enrolment and Admissions BBA 2025-2026*.
- h. Where relationships exist with partnership institutions, on joint programs, credits will be recognized by participating entities.

## **Article 2.3 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 English language to follow the education.



3. 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.
4. 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.
5. 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.
6. This process must be concluded at least 6 weeks prior to the preferred enrolment date.

#### **Article 2.4 Student Absence Leniency Procedures**

1. Students may request leniency for absences only under grave personal circumstances, including
  - a. medical treatment with official documentation,
  - b. special circumstances cases
  - c. administrative errors affecting class placement during term transitions, which is verified by the Student Desk.

All requests must be submitted via a formal form signed by the student's mentor with supporting documentation and a plan for completing missed coursework.

2. Mentors may approve up to one week of absence recovery upon reviewing appropriate documentation, while requests exceeding one week require Mentor Council approval. Students are allowed a maximum of 4 absences per module. This applies regardless of reason (authorized or unauthorized), unless leniency has been formally approved via the Student Desk and Examination Committee in accordance with the Absence Leniency Procedure. Exceeding this threshold results in automatic failure of the module, requiring retake in the next available term. This limit was established following consultation with the Student Body Council (SBC) in July 2025 and finalized by Academic Leadership in August 2025. Approved absences are recorded within four standard absences with additional time noted separately, and prolonged leave does not guarantee exception from attendance requirements or exemption from completing required assessments.
3. The Student Desk maintains comprehensive "Student Files" containing all leniency documentation, mentor decisions, and communication records, ensuring this information is entered into the student system before assessment grading. Mentors must notify the Student Desk, who then confirms the exception and informs relevant lecturers.
4. The following conditions apply to all absence leniency requests:
  - a. Continuous communication with mentors during absence is required
  - b. Missing more than allowed absences without approved leniency results in inability to submit assignments or receive resits
  - c. All approved exceptions must be verified by lecturers before grade finalization

### **Article 3.1 Objective of the Program**

At the University of Applied Sciences Europe Amsterdam (UASE), 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 UASE 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 3.3 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 Teaching **Teaching is periodically evaluated qualitatively and quantitatively. Both lecturers and students take an active role.**

1. 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.
  2. The program uses evaluation through surveys to both students and lecturers. Evaluations will be conducted at a program level as well as of lecturers.
  3. Students Body Council are expected to participate in education quality survey, as this forms part of our continuous improvements and quality assurance process. Where applicable, representatives from each intake are invited to participate.
  4. 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.

## **Chapter 4. EXAMINATION AND CERTIFICATES**

### **Article 4.1 The Examinations/Assessments in the Program**

1. The propaedeutic examination of the program is obtained if the student has completed each unit of study of the propaedeutic phase.
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.
- c. No results are obtained by means of exemptions

#### **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.

#### **Article 4.3 Graduation to Certificate Process**

1. ☐ The awarding of the BBA degree is governed by Part A, Articles 4.1–4.2. The Examination Committee ensures compliance with institutional regulations (Part A, Chapter 4).
2. ☐ The BBA programme organizes four graduation weeks per academic year, scheduled in the 10th week of each term.
3. ☐ Final presentation dates are aligned with the graduation weeks and published in advance by the Programme Office.
4. ☐ All required documentation for graduation — including the capstone project report, assessment forms, and transcripts — must be submitted no later than the 8th week of the term.
5. ☐ The Examination Committee (EC) and assessors receive the documentation at least two weeks before the scheduled presentation.
6. ☐ The graduation ceremony is organized by the institution, provided that all necessary documentation (certificates, transcripts, and DUO registration for degree validation) is complete.
7. ☐ The capstone project must include a mandatory reflection on the student's achievement of the Programme Intended Learning Outcomes (PILOs).
8. ☐ Student presentations shall not exceed 10 minutes and must demonstrate the required BBA academic standard.
9. ☐ The programme of the internship defense must be made available to the Programme Manager at least two weeks prior to the graduation presentation days.  
threewith 3 terms per yearThe programme of the internship defense must be prepared by the supervising lecturer(s), in coordination with the Examination Committee, and made available to the Programme Manager at least two weeks prior to the graduation presentation days

#### **Article 4.4: Examination Committee Procedures for Graduation**

1. The EC shall establish and maintain procedures for attending graduation ceremonies, validating assessment forms, and signing certificates. The institution, through the Student Desk, shall utilize the DUO portal for bachelor certificate registration following EC validation.
2. The EC aims to attend 50% of the final presentations scheduled during the graduation weeks in order to guard the quality of the procedure.
3. Following the final presentations, the EC shall receive the completed assessment forms to determine definitive results.
4. The Examination Committee Chairman will conduct and verify the accuracy of the degree validation process through the "Student File," which contains:
  - a. Certificate with subjects and total European credits

- b. Grading sheet of the class or Assessment forms for each module
  - c. Exemption of credits documentation
- 5. The EC, in coordination with the Student Desk, shall receive the final presentation schedule and all required documentation as per the timeline specified in Articles 4.3. The Student Desk shall ensure the completeness of the Student File and coordinate the certificate preparation and signing process with the EC. This is to ensure that the EC has the necessary information to conduct a thorough verification and signing process for bachelor certificates.
- 6. Dutch students currently graduating shall follow the existing graduation protocol until the full implementation of the new regulations outlined in points 1 through 5 of this Article.
- 7. The new regulations shall be fully implemented for all students in the subsequent academic year following the approval of these articles.

## CHAPTER 5: EXAMINATIONS AND ASSESSMENTS

### Our Assessment model Pedagogical background

Our assessment model is based on 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. **Advanced:** 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 they did not miss more than 5 classes of a module and adhered to the feed-up and/or feed-forward given by the lecturer
  - b) To qualify for a second opportunity in any testing, a student must have participated in the first opportunity. Any exceptions to this requirement must be approved by the Program Committee/Manager based on existing conditions and justification.
  - c) 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 e.g. in the event of serious illness or death of a family member. These need to be supported by documentary evidence and done in coordination with a mentor.
  - d) Participation in an assessment session may require a student to register for said session.
  - e) Should a student fail to utilize or pass their second assessment opportunity. Students will have to repeat the module.
  - f) Participation in Challenge Weeks is a mandatory component of the program and essential for meeting overall program requirements. To be eligible for graduation, students must successfully complete at least one full Challenge Week and fulfill all associated obligations. Students who fail to meet these requirements will be subject to review by the Examination Committee, which may apply Article 5.1(c) or other relevant Article to determine appropriate remedial measures or alternative pathways for the student.
  - g)

#### **Attendance Policy**

- h) Lectures begin promptly at the scheduled time. Students must be in the classroom and ready to participate at the start.
- i) Late arrivals (considered as 15 min after the start of the lecture) are not permitted to join.
- j) Students who arrive late may join the class after the short break but will receive only 50% attendance for that lecture.
- k) Students are allowed a maximum of 5 absences per module. Exceeding this threshold will result in module failure, requiring the student to retake the module in a subsequent offering.  
**Important note:** There is no distinction between authorized and unauthorized absences—all absences count toward the 5-absence limit, regardless of the reason for absence.

2. The schedule for assessment and deadlines will be announced through the designated communication channels, under the supervision of the Program Manager and in consultation with the Student Desk. This information will be provided in the form of an Assessment Week, which will be created and published alongside the weekly schedule. While the exact assessment date will be communicated by the Lecturer, it must fall within the specified period.

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. **Group Work and Peer Review**  
When assessing a group presentation or group assignment, each student will be assessed individually by the responsible lecturer, based on predefined assessment criteria and rubrics. Peer review may be used as a formative tool to provide input on individual contributions within the group, but it does not determine the grade. The lecturer remains solely responsible for awarding individual grades. The programme encourages group work as a way to prepare students for professional practice, where teamwork is essential. The inclusion of peer review helps ensure fairness and transparency, but the final grade always reflects an individual student's demonstrated achievement of the learning outcomes.

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

1. For certain assessment sessions within a unit of study and/or examination, requirements may apply regarding the sequence in which assessments or examinations are taken.
  2. For examinations consisting of a structured assessment with multiple tests, the examiner may determine that tests must be completed in a specific order. This will always be communicated in the first lecture of the module.
  3. Progression to the deepening phase (academic year 2) requires that the student has obtained at least 45 EC out of 60 EC from the propaedeutic phase.
  4. *Special circumstances*: In accordance with EC resolution of 18 September 2024, exceptions may only be granted in the case of Recognition of Prior Learning (RPL), where a clear mapping of prior courses and corresponding ECs has been approved. The exemption decision must explicitly record this mapping.
  5. *Grave circumstances*: As per EC resolution of 20 March 2025, students with fewer than 45 EC may have grave circumstances considered. Such cases must be verified by the mentor and are decided upon by the EC at the end of the academic term as part of the Binding Study Advice. Students retain the right of appeal.
  6. The student must have participated in all 60 EC units of study of the propaedeutic phase that are subject to the attendance requirement. A minimum attendance rate of 75% per module is required, corresponding to a maximum of five (5) absences per module.
- Absences with valid reason: Students must report absences immediately to the Student Desk and notify their mentor. Valid reasons (e.g. medical, personal emergency) must be documented and submitted for review.

- Mentor procedure: The mentor is responsible for monitoring attendance and discussing repeated absences with the student. If absences exceed the threshold, the mentor will escalate the case to the Mentor Council.
  - Mentor Council procedure: The Mentor Council will review the case, verify documentation, and make a recommendation to the Examination Committee. The EC will decide whether the absences may be considered valid and whether the student remains entitled to resit or progression.
  - Consequences of non-compliance: Students who fall below the 75% attendance rate without a valid reason and EC approval are not automatically entitled to a second test opportunity.
7. Participation in education of the professionalization phase (year 3) requires that the student has obtained all 60 EC from year 1 and at least 45 EC from year 2, has participated in all units of study of years 1 and 2, and has met the minimum attendance requirement.
  8. Students who fall below the minimum attendance requirement of 75%, without a valid reason or explicit approval of the Examination Committee, are not automatically entitled to a second test opportunity.
  9. Students who have obtained at least 45 EC after the first year of study and have met the minimum attendance requirement may advance to year 2 and participate in the associated units of study and assessments.
  10. The second term of the third year may only be started if the student has met the minimum attendance requirement in the previous term and has obtained necessary EC amount.
  11. Graduation phase conditions
    10. The student may start the graduation phase – stage 1 (year 4) once at least 170 EC have been obtained.
    11. The student may begin graduation phase – stage 2 (year 4) if at least 180 EC have been obtained and stage 1 has been successfully completed with a grade of 5.5 or higher.
    12. After satisfactory completion of all individual assessment items from stage 1 with a grade of 5.5 or higher, the student may proceed to stage 4 (development of professional product).
    13. After satisfactory completion of all assessment and module requirements from stage 1 with a grade of 5.5 or higher, the student may proceed to the final internship (stage 2).

#### **Article 5.4 Requesting Exemption from Taking Examinations/module**

1. Students who, on grounds other than those mentioned in the previous paragraphs, believe they are eligible for exemption from one or more assessment sessions (belonging to one or more units of study), must submit a motivated request in writing to the Examination Committee no later than six weeks before the start of the module. The procedure, required documentation, and forms are outlined in Part A, Article 5.3, and are made available to students via the Student Handbook and the Student Desk. 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.
2. The person who has completed a PAC procedure shall attach the PAC report to the request.
3. 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.
4. Exemption applications from individual students must be accompanied by:
  - a) Official transcript
  - b) Copy of the syllabus including learning outcomes and credit points
  - c) Clear mapping of courses and corresponding European Credits (ECs)

#### **Article 5.5 Assessment and Allocation of Credits (EC)**

1. The established criteria for assessment can be found in 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 'Insufficient'.. 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 might be 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 a maximum of 6 (six) academic years. After this period, results expire because the knowledge, skills, and competences are deemed outdated.
2. The institution publishes annually which test results will expire in the following academic year.
3. Within the 4-year bachelor programme, this period provides students with up to 150% of the nominal study time (6 years) to complete the programme.
4. Extensions beyond 6 years are only possible in cases of grave personal circumstances, subject to a formal request and approval by the Examination Committee.
5. Students who deregister are not re-registered mid-year solely for the purpose of extending assessment validity.
6. 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:
  - a. academic years as far as a test in the propaedeutic phase of the full-time program is concerned;
  - b. 5 years of study as far as a test in the post-propaedeutic phase is concerned.

c. 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 2025-2026.

## **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.

## **Article 5.9 Academic Integrity and AI Usage Policy**

1. To ensure the validity and integrity of assessments, students must adhere to the institution's academic integrity standards. The use of AI-generated content in submissions is permitted up to a maximum of 20% of the total work, and students are required to include a mandatory AI usage statement declaring the extent and nature of any AI assistance used.
2. All submissions will be subject to plagiarism detection through Canvas/Turnitin integration to verify originality and compliance with the AI usage limits.
3. Students must follow the comprehensive AI policy established by the institution, which will be reviewed and updated periodically.
4. Any violation of these academic integrity standards, including exceeding the AI usage limit, failure to declare AI usage, or other forms of academic misconduct, will result in the student receiving a formal notice from the faculty, and may lead to invalidation of the assessment as per the institutional

regulations on academic misconduct.



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

### **Article 6.1 Study Career Guidance**

1. The Student Desk through the, Student Desk Manager aligns with the program manager and ensure communication around the academic counseling offered by UASE 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 study advice is given each year by the Student Desk Manager in collaboration with the Program Manager and communicated to the student individually by the student Desk Study Advisor/Student Desk Manager 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 2025-2026* 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<sup>e</sup> 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<sup>e</sup> 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<sup>e</sup> 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**

1. The Graduation Phase constitutes the final year of the Bachelor programme and consists of:
  - a. An internship in an approved company or organization;
  - b. A consultancy project addressing a professional challenge, identified jointly by the student, the company supervisor, and UASE supervisors;
  - c. Two compulsory modules (5 EC each): *How to Conduct a Consultation* and *How to Write a Consultancy Report*.
2. Admission requirements: Students may enter the Graduation Phase only if they have:
  - a. Successfully obtained at least 170 ECs;
  - b. Fulfilled all attendance requirements of the propaedeutic and post-propaedeutic phases;
  - c. Received approval from the Examination Committee.
3. Internship arrangements:
  - a. The internship and consultancy project must be approved by the Programme Manager and confirmed in writing before commencement;
  - b. The process of identifying and arranging the internship begins at the start of Year 4;
4. Assessment:
  - a. The consultancy project report, together with the internship performance, forms the final graduation assessment;
  - b. Students must include a reflection on the Programme Intended Learning Outcomes (PILOs) as part of the consultancy report;
  - c. Assessment is conducted by the Examination Committee in line with Part A, Chapter 4.
5. Graduation timeline:
  - a. The internship defense is scheduled within one of the four graduation weeks (see Art. 4.3);
  - b. All required documentation must be submitted no later than 2 weeks before the scheduled defense;
  - c. Failure to submit documentation on time results in postponement to the next graduation week.

### **6.7.1 Graduation Track: Stages Within Graduation Track and Study Progress**

#### **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.

#### **Crafting Impactful Consulting Reports**

- 1.3 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.
- 1.4 You will also explore techniques for writing persuasively and adapting your style to different audiences.

#### **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 UASE BBA Graduation Project for adjustments and new information/additions.*

### **6.7.2 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 UASE 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. UASE cannot be held responsible for any financial or other consequences caused by delays, termination, cancellation or postponement of an internship, as documented in the UASE 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 UASE 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 behavior.

### 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 defense.
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:

Step 1: Mentor Review Submit your request to your Mentor, who will then discuss it with the Mentor Council. You should expect to receive a response within 15 working days after your email was sent.

Step 2: Program Manager Appeal (if not satisfied with Mentor Council decision) Appeal to the Program Manager, who will then discuss it with the Program Committee. You must submit a full document including the outcome of the decision from the Mentor Council. You should receive a response within 15 working days after all documents are submitted in full.

Step 3: Examination Committee Appeal (if not satisfied with Program Committee decision) For further appeal, submit your case to the Examination Committee. You should receive a response within 20 working days. Any delays beyond this timeframe will be communicated by the Examination Committee. Exam Committee Email: [examencommissie@ue-amsterdam.com](mailto:examencommissie@ue-amsterdam.com)

**Note:** Each step requires the complete documentation from the previous level before proceeding to the next stage of appeal.

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

### **Article 8.1 Publication of Regulation**

The Education and Examination Regulations (EER) are published on the UASE website and on the Learning Management System (LMS) in use. Students are notified of any updates or revisions to the EER through official institutional channels, including email notification and announcements on the LMS, to ensure full visibility of changes.

### **Article 8.2 Citation and Validity**

These regulations may be cited as the program-specific part (Part B) of the Education and Examination Regulations 2025-2026 (see *EER A 2025-2026*) of the BBA of University of Applied Sciences Europe Amsterdam and shall be active starting from September 1, 2025.



UASE 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 UASE 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 point<sup>1</sup>. 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.

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<sup>1</sup> 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 roles<sup>2</sup> 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

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<sup>2</sup> 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***

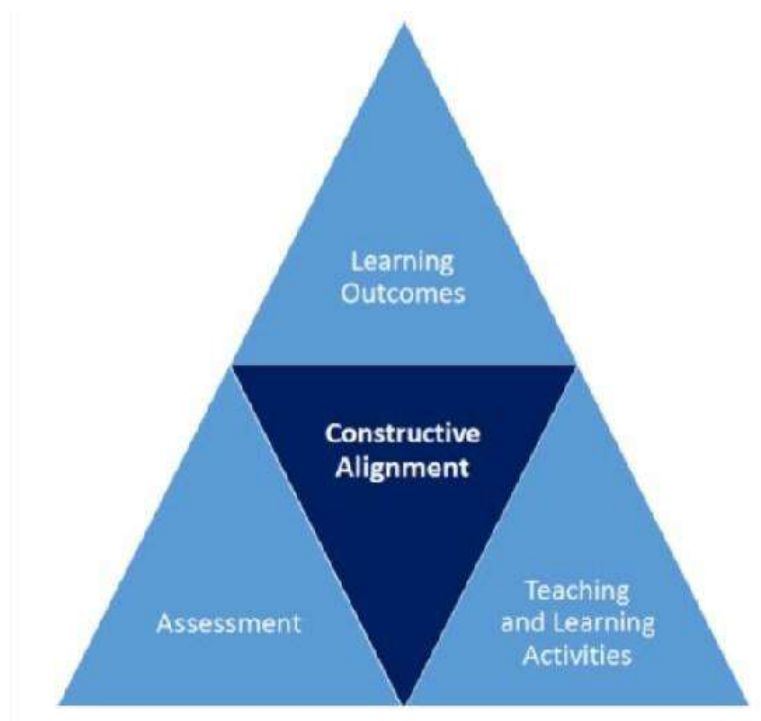
Holding your own through identity development and learning ability. Business issues are becoming increasingly complex due to the dynamics of all the developments mentioned above, and strategic planning has an ever-shorter lifespan. This means that both people and organizations (must) become increasingly 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, UASE 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

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*"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 profile<sup>4</sup>, 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.

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### **'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.<sup>5</sup> 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 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.*

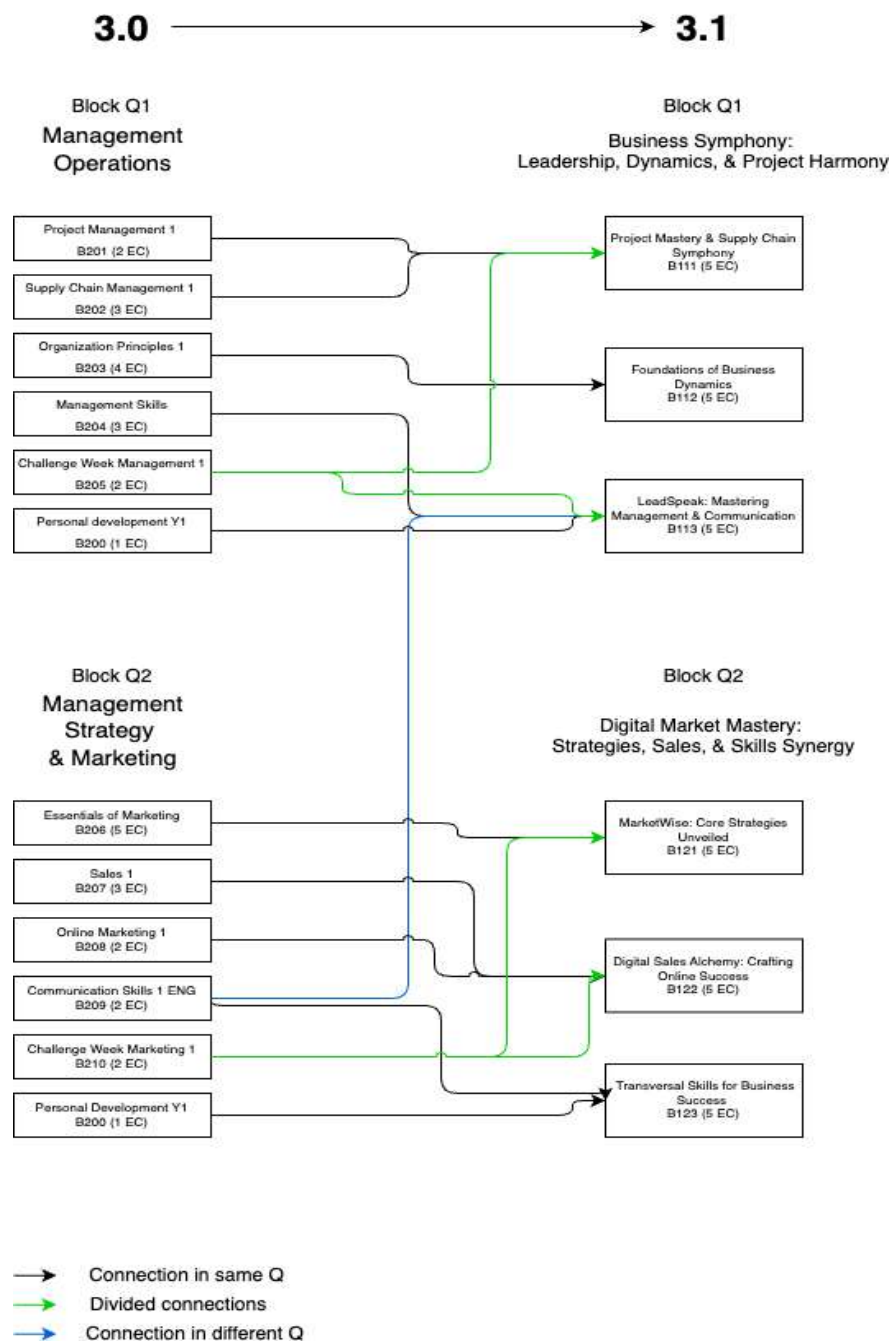
It is becoming increasingly important that professionals can reflect on and dare to question their actions based on values and norms. The professional can place acquired knowledge and skills in a social context, and in doing so has an eye for the possible long-term consequences of (conscious or unconscious)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



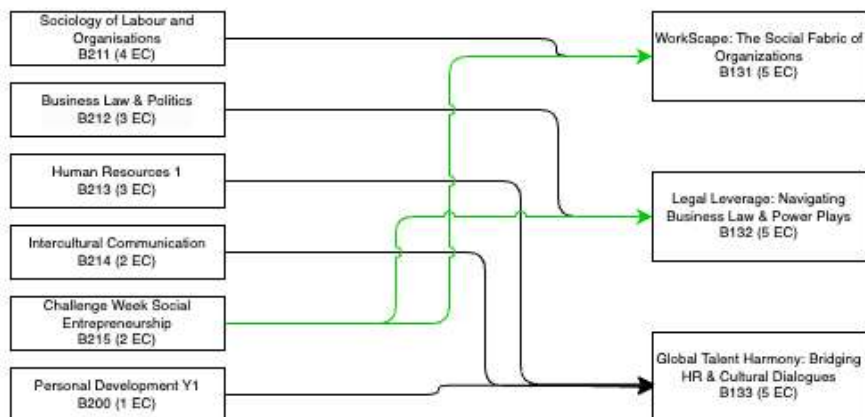
## PROGRAM STRUCTURE

### Conversion of Curriculum BBA Q3 and Q4

3.0 → 3.1

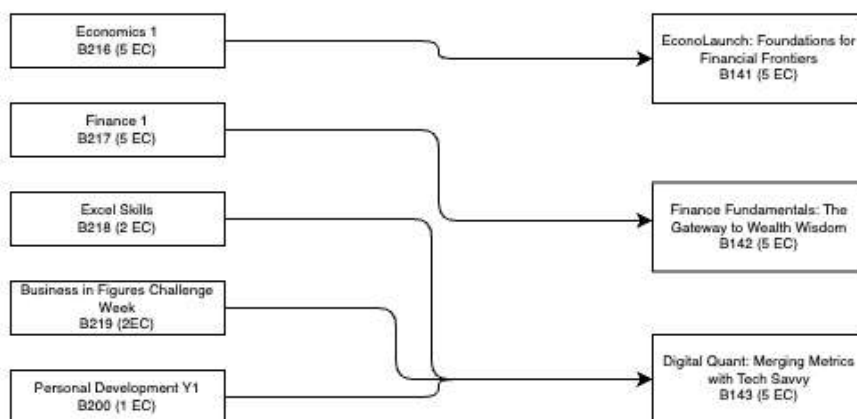
#### Block Q3 Organisational Behaviour & Business Environment

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



#### Block Q4 Economics, Finance & Accountancy

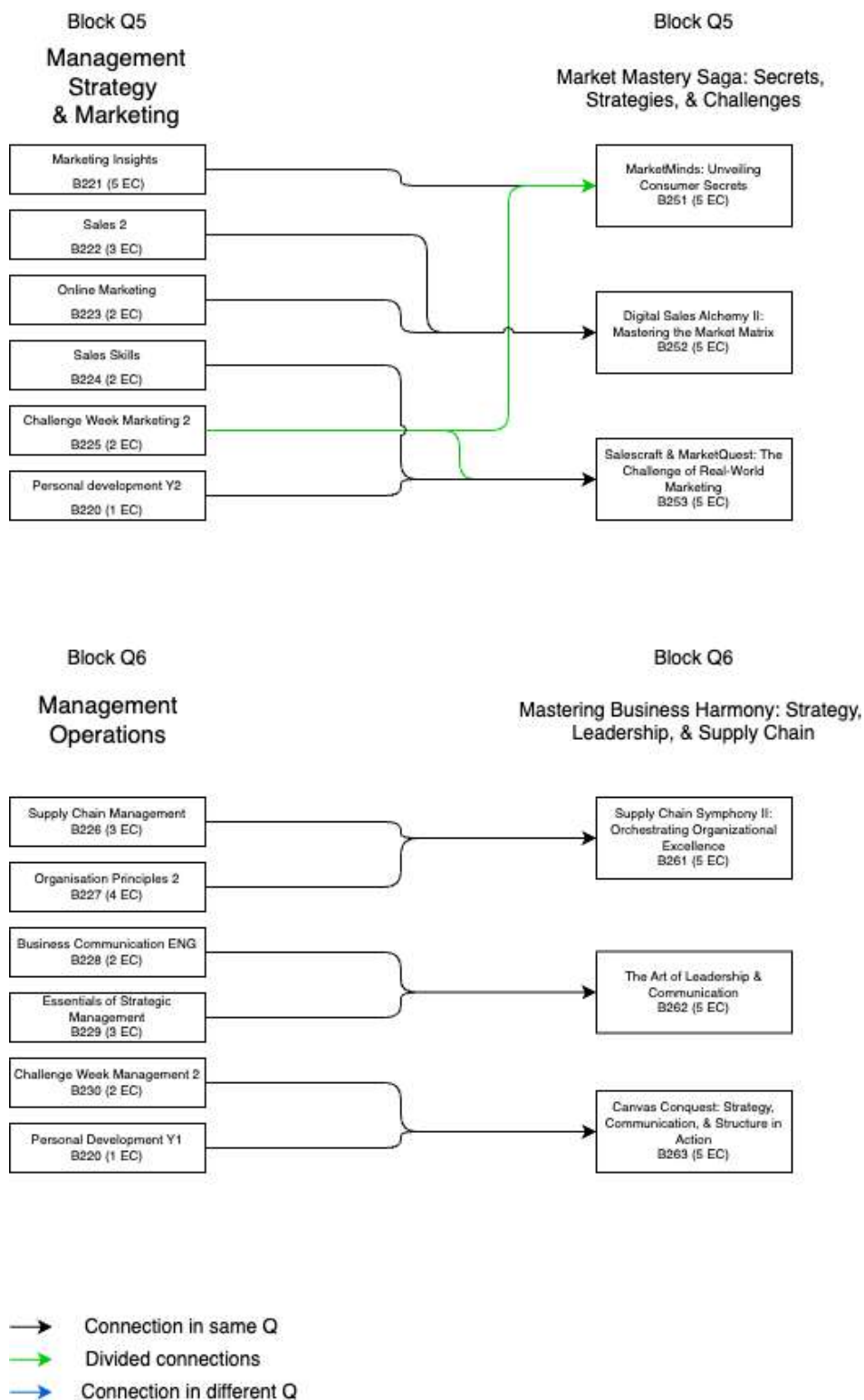
#### Block Q4 Financial Frontiers Trilogy: Foundations, Wisdom, & Analytics



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

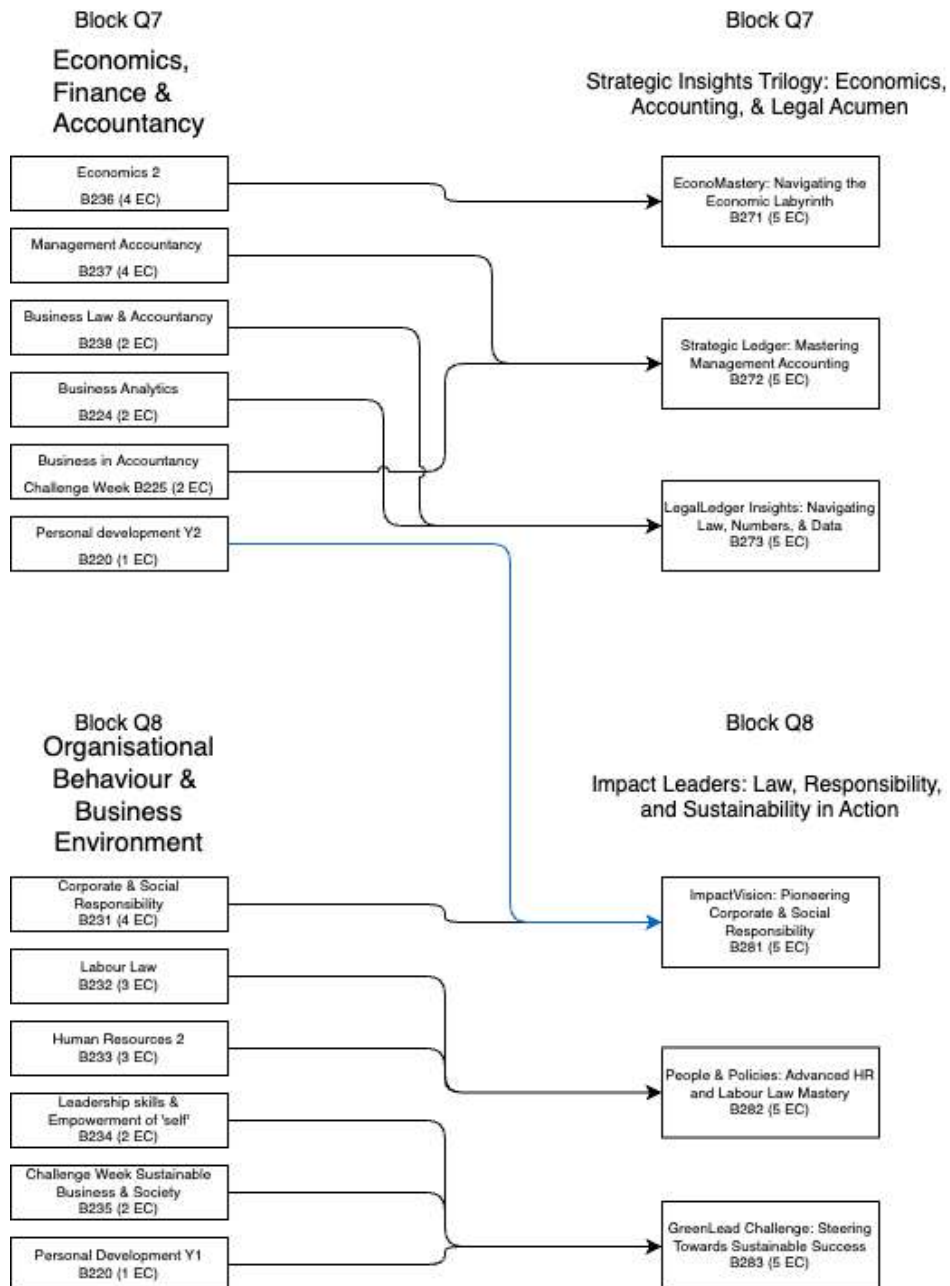
## Conversion of Curriculum BBA Q5 and Q6

3.0 → 3.1



# Conversion of Curriculum BBA

3.0 → 3.1



**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)

### 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)<sup>1</sup>. 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)<sup>2</sup>. 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 GRADING SYSTEM**

### **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:**

The following grade scale is used:

- Novice: 0.0 – 2.9 (i.e., 2 can be typed for every Novice)
- Developing: 3.0 – 5.4 (i.e., 5 can be typed for every Developing)
- Competent: 5.5 – 7.9 (i.e., 7 can be typed for every Competent)
- Advanced: 8.0 – 10.0 (i.e., 10 can be typed for every Advanced)

\*To achieve this, student must meet the criterias as designed by the examiner.

#### 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 UASE 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. **Primary Support Structure** Students seeking assistance shall follow the designated support hierarchy:

- a. **Initial Contact:** The lecturer serves as the primary point of contact for all module-related inquiries and concerns.
- b. **Specialized Support:**
  - **Academic Mentor:** For academic performance issues, including failed modules, study progress monitoring, and academic planning matters. Mentor will then direct this complaint to the Program Manager or the right Academic Committee.
  - **Student Desk:** For administrative matters, general complaints, and referrals to external counseling or support services like housing, as required.

**Escalation Procedures** When initial support measures prove insufficient, students may escalate matters as follows:

- a. **Academic matters:** Unresolved academic issues may be referred to the Examination Committee, with all relevant documents including earlier decisions by the Mentor and other committees.
- b. **Non-academic matters:** The Student Desk may facilitate referrals to appropriate external support services.

**Study Advisor Access (Manager Student Desk)** Bachelor degree students may contact the study advisor directly by scheduling a one-to-one consultation via email.

**Exception for Serious Misconduct** The procedures outlined in this article do not apply to incidents involving sexual harassment, discrimination, aggression, violence, bullying, or intimidation. Such matters shall be immediately reported to the student's mentor, student desk, or coach, who will provide appropriate guidance and facilitate access to internal or external counseling specialists.

### 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 follow the formal complaint procedure outlined below:

**Step 1: Mentor Review** Submit your complaint to your **Mentor**, who will then discuss it with the **Mentor Council**. You should expect to receive a response within **15 working days** after your email was sent.

**Step 2: Program Manager Appeal** (if not satisfied with Mentor Council decision) Appeal to the **Program Manager**, who will then discuss it with the **Program Committee**. You must submit a full document including the outcome of the decision from the Mentor Council. You should receive a response within **15 working days** after all documents are submitted in full.

**Step 3: Examination Committee Appeal** (if not satisfied with Program Committee decision) For further appeal, submit your case to the **Examination Committee**. You should receive a response within **20 working days**. Any delays beyond this timeframe will be communicated by the Examination Committee.

**Note:** Each step requires the complete documentation from the previous level before proceeding to the next stage of appeal.

All assessment complaints and questions must follow the form sample below and send to [studentsupport@ue-amsterdam.com](mailto:studentsupport@ue-amsterdam.com)

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:

[studentsupport@ue-amsterdam.com](mailto:studentsupport@ue-amsterdam.com) for general complaints

[examencommissie@ue-amsterdam.com](mailto:examencommissie@ue-amsterdam.com) for complaints related to exams