

Ad Electronic Music

80160

TER 23-24 Ad

CRB

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1 PART 1. INTRODUCTION

1. Contents of the TER

These Teaching and Examination Regulations provide students with information about teaching and testing of the Ad Electronic Music (CROHO-number: 80160). In this document, we refer to the Teaching and Examination Regulations as 'the TER'. The TER also contains the rules that apply to teaching and testing.

The TER concerns teaching in the programme in all forms and variants, for both the September and February intakes.

As well as regular students (further referred to simply as 'students'), higher education programmes can include external students. Enrolment as an external student only entitles the student to take tests, not to attend classes. The TER only applies to students. The provisions relating to testing and examinations also apply to external students.

2. Organisation of this document

We expect students to be familiar with the contents of the TER. That does not mean that everyone has to learn the text by heart, but students who have general questions or problems should first check to see whether the TER can clarify the matter. Students can do a quick check for information by using the table of contents or the index. Note: the index does not indicate every single place where a word or concept is mentioned, but it does point to the place where the definition or key information can be found.

The TER applies to all students, regardless of when they first enrolled. This means that what was written in last year's TER does not automatically apply this year. Changes may have been made. Students who have to repeat or make up a component from a previous year therefore cannot assume that everything will still be the same. It is important to check the content, procedures and rules for this year in good time.

As much as possible, we explain the concepts that we use in this TER within the part of the text that deals with that concept. But we sometimes need to use a concept that we haven't already explained. In that case, you can use the index to find the definition of the concept.

The TER consists of ten parts. Most of these are further divided into chapters. All topics covered by the chapters have a heading in bold. These headings appear in the table of contents. These components (articles) are numbered sequentially, from Article [1](#) to Article [185](#).

2 PART 2. THE EXAMINATION BOARD AND THE TER

3. The Examination Board

The programme has an Examination Board. More information on the Examination Board can be found on Iris. Chapter 2 of the Education Guide contains a comprehensive explanation of the duties and powers of the Examination Board.

The university believes it is important to have professionally run Examination Boards which:

- / are conscious of their independent and expert task of keeping a 'watchful eye' over the programmes, to ensure they are at an appropriate level of higher professional education;
- / perform their work in accordance with the applicable laws and regulations; and
- / occupy a strong position as an independent advisory body for the faculty director and programme management.

The TER describes the duties and powers of the Examination Board just as they are described in the Dutch Higher Education and Research Act (Wet op het hoger onderwijs en wetenschappelijk onderzoek, or WHW).

In individual cases, the Examination Board may decide to deviate from a rule in this TER.

Students must always submit a request for a deviation. Via this [link](#) students can read how and to whom they can submit requests. If there are special or personal circumstances, students should mention these as soon as possible to the student counselor.

The Examination Board handles requests only if they are submitted within the specified timeframe. If no timeframe is specified, students may submit requests at any time. Requests should be submitted as soon as possible. The Examination Board needs time to properly consider requests.

The Examination Board will specify the requirements that requests must meet and the supporting documents that must be included with requests.

For some matters, the TER specifies a timeframe within which an Examination Board will make its decision. The timeframe is expressed in working days. 'Working day' means any day from Monday up to and including Friday. The following days are not working days:

- public holidays set by the government;
- days on which the university is closed, as specified in the annual calendar.

For other requests and complaints, the decision-making timeframe is specified in the digital form which students must use to submit their request or complaint.

If a request is incomplete or was not submitted in the correct manner, the timeframe will start to run only when:

- the request has been correctly submitted; and
- the student has supplied all necessary information.

4. Disagreeing with a decision made under the TER

In Chapter 2 of this Education Guide and on Iris, under Knowing & Arranging, [Objection and Appeal](#), students can find a list of decisions by the Examination Board, an examiner or the faculty director, against which a student can lodge an appeal or objection. It is also explained what 'objection' and 'appeal' mean and what the procedure is.

For all decisions that are subject to objection or appeal, the process and timeframes for submitting an objection or appeal are specified.

3 PART 3. TEACHING

Chapter 1. Objectives and professions for which students are trained

5. Objectives, professional requirements and degree

The programme trains students to develop initial ability into professionalism. The programme has been set up in such a manner that the students can achieve the objectives with regard to knowledge, attitude, understanding and skills. Hereinafter, we refer to these four attributes as 'final qualifications'.

On receipt of the degree certificate, the Associated degree (Ad) will be awarded to the student.

The Professional Profile

In Holland University of Applied Sciences aims to train students who function well in the rapidly changing and complex society of the 21st century. This means that graduates must have a broad range of professional skills and must be able to contribute to their further competence development. These broadly applicable competencies are important for all students, given the rapid developments within professions and the constant emergence of new professions on the labour market. Electronic Music The E-musician composes and produces electronic music based on his own concepts. He/she can also perform as an artist in clubs and/or at festivals at home and abroad. The E-musician has in-depth knowledge of common audio software and relevant hardware. The E-musician is well aware of the environment he/she works in, and knows what is going on in the market, so that they can make the music 'exploitable'. He/she initiates and organises performances, projects and productions independently, and comes into contact with clients and customers regularly. Where his/her own expertise ends, he/she knows what external skills need to be brought in to achieve the desired result. The E-musician has an entrepreneurial attitude. He/she earns money as an independent entrepreneur, for example in the form of royalties, copyrights, income from live performances and income from the sale of sound carriers. He/she sees, creates and exploits opportunities, works systematically and has knowledge of business practices. He/she shapes a career, builds a structured professional existence in the music world, has an extensive professional network, present themselves in the right way and know how to market him/herself and his/her output.

Producer-artist

- The producer-artist works alone or with others as a producer in a music studio, where their own work is composed/produced and performances are rehearsed.
- The producer-artist performs, with or without others, in clubs and/or at festivals in the Netherlands and abroad (e.g. Tomorrowland, Lowlands).
- During performances, the producer-artist plays music by him/herself and/or other artists (such as DJs) or uses electronic instruments that are played live during the performance, such as drum computers, synthesisers, laptops and drum pads. A combination with traditional instruments and contributions from vocalists can also be part of the performance.
- The producer-artist is in touch with his/her surroundings and knows what is going on in the market, so that he/she can make the music and performances 'exploitable'. He/she earns money as an independent entrepreneur in the form of income from live performances, merchandising and other PR activities, royalties and copyrights.

Producer

- The producer works, alone or in a team, in a music studio where he/she composes/produces music for, and with, various artists.
- The producer is in touch with his/her surroundings and knows what is going on in the market, so he/she can make the music 'exploitable'.
- The producer earns money as an independent entrepreneur (sometimes employed by a company) in the form of royalties, copyrights and lump sums.

The Programme Profile

Here we describe the programme in a general sense. The specifics of the study programme and all of the various rules applicable in relation to examinations and the degrees awarded, are elaborated on in the tuition and examination regulations (TER), as well as which regulations are a general part of the TER and a programme specific part of the TER.

See: Dutch National Training Profile for Music (with competences and behavioural indicators)

<https://www.verenighogescholen.nl/profielenbank/b-muziek>

Date of adoption: September 2017

In 2009 Conservatorium Haarlem was the first Dutch university of applied sciences to focus on electronic music with the specialist E-Music course. It has now become clear that the training meets a need, but there remains a specific group that has different learning requirements. These are young people who have already taken the necessary steps in their career. Their ambition is primarily to acquire knowledge and skills that they can use immediately to accelerate their career. They need a shorter education that they can combine with a working life in the international music industry. The music industry also fully recognises that young talent needs more focused training to become distinctive.

In response to this, Conservatorium Haarlem has developed an internationally oriented English-language part-time Associate degree (Ad) Electronic Music course to offer young, talented producers and producer-artists more relevant opportunities to further develop their skills and obtain a diploma. That is to say: without having to sacrifice a number of years and with the full focus on their own musical choices.

The Ad distinguishes itself from the bachelor through a more personalised program that seamlessly connects to the work area, the personal learning needs and the talent of the student who is already working in professional practice. The learning outcomes of Ad Electronic Music are derived from the bachelor Music. The Ad diploma offers the graduate the opportunity to continue on to this bachelor, specialisation E-music, or to return to it at a later time. Ad Electronic music distinguishes itself from MBO music courses through a higher level, with more specialised, in-depth knowledge and skills. Also, more independence and self-direction are expected from the Ad student.

Electronic music is by definition an international industry that has no national borders. Worldwide, the Netherlands has been a leader for years in the field of electronic music, with Dutch producers and artists setting global standards. The requirements set by the Dutch music industry are international requirements. The intended learning outcomes and the learning outcomes derived from that sector, as outlined above, represent the international demands placed on an electronic music professional.

Educational Choices and the Pedagogical Model

The intended learning outcomes of Ad Electronic Music are derived from the national competences and performance indicators in music:

Technical skills;

Creative skills;

Contextual focus;

Research and development skills;

Communication skills;

Organisational skills.

The competence for teaching skills included in the national program profile has been disregarded in the Ad.

The national competencies and behavioural indicators have been translated into a set of learning outcomes and behavioural indicators for the Associate degree program (see also chapter 2.24).

The degree has identified three core areas that together form the foundation of the program:

1. Artistic concept & Plans	The artistic concept of a producer or producer-artist is a combination of music style, image, social media and other means of expression that together tell his/her story. The student draws up an action plan and a career plan. In this he/she translates learning outcomes into personal learning goals. The student works on the further development of his/her artistic concept throughout the entire program.
2. Production & Performance	A producer converts ideas into music (which fits his/her artistic concept), a producer-artist adds ideas about performance. This requires knowledge and skills, for example in the field of instruments and equipment.
3. Business & Communication	The independent entrepreneur who is the producer or producer-artist must communicate with his/her environment, be able to put him/herself in the "market" and be able to collaborate with peers and clients. This also requires knowledge and skills.

The learning outcomes relate substantively to these three core areas, are formulated professionally and describe what a student must demonstrate at the end of the study programme.

The learning outcomes have been operationalised in the form of performance indicators for the first and second years of the training. The student must demonstrate that he/she meets the performance indicators. See chapter 2.24 for an overview of learning outcomes and performance indicators (also available in the training documents in Moodle).

1. Professionalization You navigate your development and career by making substantive choices that help you position yourself in the music industry and build a sustainable professional career in a structured way.
2. Collaboration You build collaborations and bring in your own ideas and expertise whilst being open to the input of others.
3. Creating Music You are producing music based on your vision which you realize by using the necessary skills, inspiration and experiments.
4. Outward Focus You are active and aware of the professional environment you are in.
5. Exploitation You exploit your Body of Work and you see, create and seize opportunities to make it more sustainable or to expand it.

Learning outcomes and performance indicators Ad Electronic Music

The main characteristic of Ad Electronic Music is its orientation towards the practices of the music industry. The starting point of any assignment or professional product is always the student's working methods. Most teachers are employed in the music industry as well as all the students, and each of them has built a network of contacts, which makes it relatively easy to bring producers, artists and label representatives for workshops and masterclasses. In this way we bring reality and current practice to the training, where practice and education are completely intertwined. As a result, we keep the program up-to-date, so that the professional skills of the students always meet the current expectations of both professionals and the field of electronic music.

An important part of the learning will take place in the student's own practice time, where we challenge them to broaden their horizons by also looking at other producers and producer-artists. In this context, the students, for example, at the Amsterdam Dance Event (ADE), use assignments to work on their learning and subsequent questions.

The programme covers all intended learning outcomes (learning outcomes, performance indicators, body of knowledge and skills). The student's own artistic concept runs as a leitmotiv through the program. Based on this, the student formulates a long-term career plan for his professional future and an action plan. The action plan is the preparation for compiling the portfolio and the accompanying presentation, and can be seen as a detailed plan for the short term (one semester).

Within a semester, which consists of two teaching periods, the student draws up an action plan under the guidance of his art coach during the first teaching period, and works on his career plan throughout the semester. In these plans he describes, as a minimum requirement:

- the student's initial situation (what he knows about, and already does, in the music industry);
- the student's ambition, where he/she wants to go, into which producer or producer-artist he/she wants to develop;
- how the student wants to achieve his/her goal and what he/she needs to learn to achieve this within the Ad;
- a transformation of the learning outcomes into concrete learning objectives with deadlines, questions that arise from this and what he/she wants to do in that context. For example, which workshops and masterclasses he/she will attend and what he/she will do in practice periods.

The student works throughout the entire programme on the further development of an *artistic concept* based on his goals within the framework of these learning outcomes. The student regularly examines the goals and *artistic concept* related to the learning outcomes with his/her peers and coach. Based on feed up, feedback and feed forward, he/she continues to build on his intended artistic concept, grows into the role of producer or producer-artist, and adjusts his/her goals where necessary. The learning outcomes provide a framework within which there is room for flexibility and personalised learning.

Chapter 2. Form and structure of the programme

6. Study load

The study load of a programme is expressed in credits. Each credit represents an average of 28 hours of study. These credits are equivalent to the European Credits (ECTS) used in European higher education institutions.

The study load is 120 credits (first year 60 credits, second year 60 credits).

7. First year (orientation and selection) and second year (main phase)

The Ad programme does not have a foundation phase. The first year does have the same orientation and selection function as the foundation phase of a Bachelor's programme. This first year ends with an examination. Students pass the first year if they have completed all units of study in this first year successfully.

The Ad programme ends with the final examination. Students pass the final examination if they have successfully completed all units of study.

See also Article [9. Units of study](#).

8. Joint first year/foundation examination

The program does not have a common first year / foundation examination.

9. Units of study

The programme is divided into units of study. Each unit of study consists of educational activities that:

- aim to help students acquire knowledge, skills, understanding, attitudes and reflection;
- relate to each other and form one entity.

The study load of a unit of study is expressed in whole credits.

A unit of study may be further divided into modules.

A module is a part of a unit of study for which a test applies.

Students complete each unit of study with one or more tests. See also Articles [93. Oral tests](#) and [94. Other types of tests](#).

Chapter 3. Basic curriculum, specialisation, main subject, optional subjects

10. Basic curriculum

Every programme has a basic curriculum. This consists of the units of study that are mandatory for all students. In addition to the basic curriculum, students are presented with a range of additional optional subjects.

An Ad programme can have specialisations. Programmes can also have different forms and variants.

11. Specialisation

The program has no graduation profiles.

12. Main subject

An Ad programme does not have a main subject, meaning that this Article does not apply.

13. Optional subjects

The programme Ad Electronic Music offers no optional subjects.

14. Form: full-time, part-time, dual

Programmes are offered in full-time form, in part-time form and/or in dual form.

- With a **full-time programme**, the teaching is arranged so that students spend 1,680 hours per year on their studies, spread over 42 weeks.
- A **part-time programme** is set up so that the studies can fit in with a job, in the evenings or for a few hours in the daytime. Sometimes requirements apply to the job. Students cannot follow a part-time programme if they do not meet these requirements.
- With a **dual programme**, students work during their studies, or during parts of their studies. Their work is part of the programme, the 'professional component'. Students get credits for this part, provided they get a good evaluation.

The structure of the curriculum and the content of the units of study may differ between the various forms. But the final qualifications (learning outcomes) that students ultimately achieve and the total study load are the same for all forms.

The Ad Electronic Music is a **full-time programme**.

15. Programme variants

Programmes can have different variants. The variants for the Ad Electronic Music programme are:

The program Ad Electronic Music has no variants.

Ad Electronic Music is an international full time programme.

16. Honours programme

The Ad training does not have an honors program.

17. Additional programmes

This study does not have an additional program.

18. Transition from Bachelor's to Master's programmes. Not applicable to Ad programme.

The Ad programme does not have a transition programme for moving on to a Master's programme.

19. Transition from Ad to Bachelor's programmes

Each Associate degree program has a transfer option to at least one bachelor's program.

The program has a transfer option to the bachelor's program Music.

20. Terms and calendar

The academic year comprises four terms, each approximately ten weeks long. There may also be a fifth term, which then runs from mid-July to the end of August.

See Appendix: Annual Programmes

21. Curriculum obsolescence and updating

The programme curriculum is updated regularly. The changes may be minor or major. Minor changes do not result in units of study or modules being renamed.

This year, there will not be any changes in the units of study or modules that would result in an expiry date or a new name of the unit of study or module.

22. Expiry dates of units of study and modules

Major changes result in the setting of an expiry date. The expiry date is the last date on which the unit of study or module, with the associated test(s), will form part of the programme curriculum.

If a module has an expiry date, the entire unit of study will expire on that date. Modules that are part of that unit of study but are not scheduled to expire will be incorporated into other units of study. The same applies to any test results or exemptions associated with the module. That other unit of study may be an existing unit of study or a new unit of study.

If a module is incorporated into another unit of study, a new weighting of its test will be set for the purpose of determining the final grade for that unit of study. See also Article [127. Grade for a unit of study](#).

In this academic year, there will not be any units of study with an expiry date in the programme.

23. Expiry date, transition period and validity period

The expiry date will be the last day of an academic year. We will announce the expiry date by no later than the first day of the next academic year. Depending on the timing of the announcement, a transition period may be added to the expiry date, by adding '+1 yr' or '+2 yrs'.

If students have already attended some of the classes for the unit of study that is going to expire, they are entitled to education based on the old programme as preparation for the associated tests, for the duration of the transition period. During that period, they are also entitled to sit the associated tests.

If they do not complete the entire unit of study within the transition period, they will have to attend the replacement classes instead, and sit the replacement tests.

If an expiry date has an associated transition period, the tested knowledge, understanding or skills may be demonstrably obsolete. If this is the case, it will be stated under the module or unit of study in question.

Students who had already completed this component of the unit of study must bear in mind that their test results will have limited validity. See also Article [146. Limited validity period for tests and exemptions](#) and following.

If students do not succeed in completing the entire programme within the validity period applicable to them, they will have to attend the replacement classes instead, and sit the replacement tests.

The the part-time form of the programme will be phased out with commencement on september 1st 2021. This means that the students who were enrolled before this date and who have not interrupted their enrolment, are allowed to complete the study within the phasing out period. The phasing out period ends on january 31st 2024.

	Year 1	Year 2
Education part-time form	February 1st, 2021 to January 31st, 2022	February 1st, 2022 to January 31st, 2023
Tests part-time form	February 1st 2021 to January 31st. 2023	February 1st 2022 to January 31st, 2024

Chapter 4. Programme structure, content and evaluation

24. Evaluation of the programme

The aim of our evaluation cycle is to evaluate and improve the primary education process and everything directly related to it. By evaluating the primary process, the Creative Business Domain is able to do the following:

- where necessary, to improve education or parts thereof;
- optimise educational organisation;
- identify the need for professionalisation (didactic action/teaching roles, professional expertise promotion and internship);
- legitimise educational quality;
- evaluations as an instrument with which we can legitimise ourselves externally (e.g. accreditation).

Evaluation of the teaching at Conservatorium Haarlem

> Why do we evaluate ourselves?

1. To determine the effectiveness of the education designed and implemented. This includes looking at the level, intensity, and practical orientation of the education, and the extent to which students are challenged;
2. Identifying weaknesses and strengths in education;
3. Input for lecturers (teams) and committees to make adjustments in education, testing and curriculum;
4. Results of evaluations help to set the Education Cycle in motion;
5. To find out whether the objectives of the education are being achieved, with feedback to teachers/education developers (revision of education);
6. Improve the quality of teaching and didactic teaching methods;
7. External accountability (including audits and accreditation)

> **What do we evaluate?** Studyability, level of achievement, practicality and the challenges of teaching, plus the testing and quality of lecturers as experienced by the student;

- Quality of the information, communication and facilities (including instruments, equipment, rooms, the site, timetables and facilities) as experienced by the student;
- Level of graduation.

> How do we evaluate? (Deployment of resources)

- Connection research
- Written and oral subject/teacher evaluations
- NSE
- Graduation evaluation
- Hbo-monitor
- Exit interview
- Informal contacts with and between lecturers and students
- Oral evaluations at the end of a series of lessons

4 PART 4. ADMISSION

Chapter 1. Admission to the first year of the Ad programme

25. General rules of admission

The rules on admission to the first year of the programme are set out in the [Rules on enrolment and deregistration](#) of Inholland University of Applied Sciences. This document can be found on the website and on Iris and is briefly discussed in Chapter 2 of this Education Guide. If prescribed by the WHW, these rules are included in the Rules on enrolment and deregistration. This applies at any rate to:

- the entrance examination;
- the examination for persons aged 21 years or older who do not meet the admission requirements (21+ examination),
- the prior education and entrance requirements for students who do not come from a country in the European Economic Area (EEA);
- the requirements for enrolling in a programme that will be partly or entirely taught in the English language.

26. Admission following an interruption in enrolment

Students whose programme was interrupted by deregistration and who wish to re-enrol must ask the relevant programme staff as soon as they have re-enrolled which results they have already achieved and to what extent these fit in with the programme as it applies at the time of re-enrolment.

The programme staff will let these students know in writing what additional classes and tests they must take to match up with the tests they have passed and the exemptions they have received. The students must also comply with the other rules for enrolment and deregistration.

Enrolment for a programme that is being phased out is not possible.

27. Admission to a part-time programme

The programme has no part-time form.

28. Admission to a dual programme and work-study agreements

The programme has no dual form.

Chapter 2. Admission to the second year

29. Admission to classes and tests in the main phase with a foundation certificate awarded by Inholland

To be admitted to the second year, students must have completed all units of study of the first year or all units of study of a joint foundation phase that applies to the programme. The faculty director may determine in this respect that a student will not be admitted to one or more specialisations. More information is provided in Article [38. Exclusion from main subjects or specialisations](#).

Generally speaking, admission to the second year means that students are admitted to all units of study and tests. However, for some units of study additional conditions apply before students can take classes or sit tests. More information is provided in [article 31 a](#). Students must meet these conditions before they can take part in those units of study.

Careful thought has been given to the structure of the curriculum and the order of the units of study. However, students are not required to follow this order.

30. Admission to the second year with study results awarded by another institution of higher professional education

If students have completed their first year at another institution of higher professional education, the Examination Board will assess for which units of study they may be offered an exemption or whether they can start the second year straight away.

The Examination Board will make its decision within 30 working days after receiving a complete request.

31. Admission to second year classes and tests without having completed the first year

If the student has not yet completed the first year and has also not met the binding study recommendation standard, they can still attend the units of study in the second year. If special conditions apply to participation in a unit of study, students can only attend the unit of study if they meet these conditions.

The students of the primary school teacher-training programme who have failed the numeracy test cannot attend the units of study in the second year.

31.a Entry and transfer requirements for units of study from the second year

There are no entry requirements for units of study year 2.

Chapter 3. Switching

32. Switching between forms and variants

Switching between forms and variants within a programme is allowed. Students must comply with the conditions for admission and enrolment that apply to the form or variant to which they wish to switch.

The Examination Board will determine how students' test results and exemptions will be incorporated into the form or variant to which they are switching.

33. Switching between programmes with a joint foundation examination

With a joint foundation exam, students are enrolled in one specific programme, and their results are recorded towards that programme.

If students switch to another programme with the same joint foundation exam before completing their first year, they retain their results and exemptions from the first year. These are transferred to the new programme, with the dates on which the results were achieved being maintained.

Any warnings issued as part of the binding study recommendation remain applicable after a switch.

If students have received a binding study recommendation for one of the programmes with a joint foundation exam, they cannot switch to another programme with the same joint foundation exam.

34. Switching between Ad and Bachelor's programmes

A student can switch between the Associate degree program and a bachelor's program if the propaedeutic exam of both programs is the same.

The propaedeutic exam of this Associate degree program is not the same as a propaedeutic exam of a bachelor's program. Student cannot transfer.

Information about the admission procedure for the bachelor of Music programme can be found on the website.

[Studeer aan Conservatorium Haarlem | Hogeschool Inholland](#)

Chapter 4. Admission to work placements and graduation programmes

35. Work placements

Students require permission from the programme to be able to start a unit of study that includes a work placement component. Permission is granted through the signing of a placement contract by or on behalf of the faculty director.

If other conditions apply to participation in the unit of study, students must meet these as well before they can participate. The programme deals with these conditions with leniency.

not applicable

36. Graduation programmes

Students require permission from their programme to be able to take a unit of study that is part of a graduation programme. The graduation programme consists of units of study with one or more graduation products.

not applicable

Chapter 5. Admission to optional subjects, main subjects and specialisations

37. Optional subjects

The programme offers students the option to study abroad. Study Abroad has different procedures regarding to registration and admission. See the Study Abroad manual of the programme.

38. Exclusion from main subjects or specialisations

Not applicable

Students select a main subject and specialisation from the range offered by their programme. However, the faculty director may decide not to allow a student to take a main subject or specialisation, if differences in the nature and content of that main subject or specialisation justify such a decision.

In making this decision, the faculty director takes into consideration the study results, the programme as followed by the student, or both, and the relationship between these and the content of the main subject or specialisation.

39. Participation in more than one main subject or specialisation

If students wish to participate in more than one main subject or specialisation, they must indicate in advance to the Examination Board for which main subject or specialisation they wish to take the final examination. The choice for one particular graduation track is specified on the certificate. The other choice is extracurricular. This means that this choice is not part of the programme itself. Specialisations are not reported on the certificate. All units of study that the students have successfully completed will be included in the list of grades and the diploma supplement.

Chapter 6. Admission to optional subjects

40. Optional subjects

Not applicable

41. Optional subjects package

The programme does not offer an optional subjects package.

42. Exemption and substitution of optional subjects

Students can request an exemption from the Examination Board if they have taken certain tests as part of another programme. In this case, they must choose an optional subject first and then apply for an exemption. [Chapter 18. Exemptions](#), particularly Article [160. Exemptions procedure and evidence](#), contains more information about how students can apply for exemptions and

the requirement that they must state the reasons why they need an exemption.

Students can also request the Examination Board to grant them permission to take other units of study that allow for national and international mobility. These are known as 'substitute units of study', as explained in Article [167. Request for substitution](#) and following Articles.

43. Permission by the Examination Board for optional subjects

If students choose an optional subject that is not offered by their own programme, they must first discuss the choice with their study counsellor.

They must then submit a request to the Examination Board. In the request, they must indicate:

- how the choice aligns with the profile of their programme in terms of final qualifications (learning objectives) and level;
- how the choice relates to the phase of the programme in which they are making the choice;
- how the choice fits in with their personal goals.

The Examination Board will make a decision within fifteen working days.

44. Changing a selected optional subject

Students can change their choice of optional subject at any time up until five weeks at the latest before the start of term. To do so, they must repeat the procedure set out in Articles [42. Exemption and substitution of optional subjects](#) and [43. Permission by the Examination Board for optional subjects](#).

45. Extra optional subjects

Students can obtain extra credits by taking more optional subjects than provided for in the graduation programme. In this case, they must let the Examination Board know which units of study are extracurricular. These units of study do not form part of the final examination.

Students who choose to take extra optional subjects are recommended to take note of the provisions of Articles [175. Degree certificate](#) and [177. Deferral of awarding of the degree certificate](#) when deciding on the order in which to complete the optional subjects. These articles determine when a degree certificate will be awarded and when the awarding of the certificate will be postponed.

5 PART 5. APPLYING FOR UNITS OF STUDY

Chapter 1. Applying for units of study in the basic curriculum

46. Applying for units of study

Students do not need to apply to take units of study in the basic curriculum. However, applications are sometimes necessary for the organisation of the programme, for instance in the case of field trips. Where an application is required, it will be stated in the unit of study description.

Students will be informed as quickly as possible as to whether they can take the units of study for which they have applied. They will receive this information at least two weeks before the unit of study is due to start.

If there are more applicants than places, students will be placed in the order in which they applied. Students for whom the unit of study is an integral part of their basic curriculum will be given preference ahead of students for whom this is not the case.

Students who cannot be placed will be offered an alternative option.

Chapter 2. Applications and placement for optional subjects

47. Applying

Students must apply in good time to take optional subjects.

The information provided on optional subjects will specify how and when students can apply.

If a minimum number of students is necessary in order for an optional subject to go ahead, this will be announced in advance. Students will also be notified in advance if there is a cap on student numbers for an optional subject.

Students who were previously admitted to an optional subject but did not start it must apply again, stating 'previously admitted' as their reason.

48. Placement

Students who apply for optional subjects in good time and according to the correct procedure will be placed in those optional subjects, unless there are too many or too few applications.

For Study Abroad, other guidelines apply for the placement. For more information, check the student handbook *Study Abroad*, [31.a Entry and transfer requirements for units of study from the second year](#), [37. Optional subjects](#) or article [40. Optional subjects](#).

At least six weeks before the start of term, students will be notified whether they have been placed in their optional subjects. If they have not been given a place, they will be notified of the reasons for this, and also how and within what timeframe they can make a new choice.

Note: Placement alone is not always in itself sufficient for a student to be able to take a unit of study. If other conditions apply for participation in the unit of study, students must meet these too.

49. Too few applications

If fewer than the minimum number of applications are received, the faculty director responsible for that optional subject may decide not to allow the unit of study to go ahead. In that case, the faculty director will offer the students who applied for the optional subject one or more alternative options. Where possible, this will include the option of taking the same or a similar optional subject at another location.

50. Too many applications

If too many applications are received, students will be placed in the order in which they applied. Applications for optional subjects that are not extracurricular will be given priority. See also Article [45. Extra optional subjects](#). The faculty director will offer students who are not given a place one or more alternative options. This may include the option of taking the same or a similar optional subject at another location.

For Study Abroad, other guidelines apply for the placement. For more information, check the student handbook Study Abroad, [31.a Entry and transfer requirements for units of study from the second year](#), [37. Optional subjects](#) or article [40. Optional subjects](#).

6 PART 6. STUDY COUNSELLING

Chapter 1. Study counselling

51. Mandatory component of the programme for all students

Every student will receive study counselling and have a study counsellor.

Study counselling is a mandatory component of the programme. It is related to the student's academic phase. It is also possible to receive advice and counselling regarding personal circumstances – see the [Student Counsellor page](#) on Iris.

52. Content of study counselling

At a minimum, study counselling includes:

- guidance on choices during students' studies;
- academic progress;
- inquiring after the consequences of the coronavirus measures;
- the study recommendation.

Students can view their own academic progress electronically.

Coaching is an inseparable part of Ad Electronic music's training.

In view of the intended learning outcomes of the program and the student-centric character of the education, the student needs a subject-matter expert who can coach him/her in making 'substantive' choices, who also helps the student to make choices in their learning route and career path.

From day one, the student is supported by an art coach.

Art coach

The *art coach*, or expert, guides the student substantively in drawing up an action plan. The action plan focuses on setting both personal learning goals and the composition of the portfolio. It is a solid, guiding plan that must meet certain requirements. For example, learning goals must be testable and therefore SMART (specific, measurable, acceptable, realistic and time-bound) and fit within the framework of the learning outcomes.

In compiling the portfolio, the art coach challenges the student to further develop his/her creative ability and to push the boundaries. The coach does this by, among other things, helping the student to analyse and provide feedback/feed forward or offer advice on:

- the quality of productions in relation to the student's artistic concept;
- the quality of productions in relation to the development (phase) of the student;
- how the student integrates learning content from attended workshops into his productions.

The *art coach* also focuses his/her efforts on the student's learning process and long-term career planning. They are also the point of contact for the student during the training and guides/helps the student in:

- developing a self-guiding capacity with the aim of: lifelong learning;
- linking learning outcomes, learning goals and learning content;
- realising personal learning goals and for this purpose choosing or creating learning situations;
- regularly analysing the learning process and learning outcomes to help formulate the next steps;
- preserving the balance between training and personal professional practice.

The *art coach* specifically services the goals the student wants to achieve, in harmony with the learning outcomes of the programme, the associated tests and their translation into the action plan, which acts as a frame of reference. The coach is also the person who determines whether the student is developing sufficiently, points out missing elements of a healthy learning attitude,

and advises the student. To this end, he/she has substantive insight into the entire curriculum, has a constantly updated view of the student's study progress and engages frequently with other teachers.

The coach is the point of contact for team leaders and teachers. If a student does not function as expected, is absent (for long periods without notice, or if "vagueness" is detected, teachers contact the coach who then contacts the student.

Students with specific needs (disabilities, medical, psychological or other problems), or those who combine top-level sports, work and/or other studies, or have a family, are identified by the coach and referred to a councillor. If necessary they receive extra guidance.

Chapter 2. Recording data as part of study counselling

53. Recording data in study counselling

For each student, the study counsellor will record the agreements made during study counselling sessions. For disabled students, the study counsellor will also record the relevant agreements they have made. The same applies to agreements with students enrolled as elite athletes.

Students will be given a copy of these agreements on request. For disabled students, more information is given in Article [107. Disability](#) and for elite athletes in Article [66. Adjusted standards for elite athletes](#) and Chapter 2 of this Education Guide.

Students are entitled to view the information recorded about them.

7 PART 7. STUDY RECOMMENDATION AND BINDING

STUDY RECOMMENDATION

For the time being, this part of the TER applies in full. It is possible that the developments in the coming months will give cause for adjusting the provisions related to the binding study recommendation. Such an adjustment will result in an addendum to this TER.

Chapter 1. Study recommendation

54. Content of study recommendation

At the end of the first year of enrolment in the first year of the programme (cohort 22-23), or at the end of the second year of enrolment for the first year (cohort 21-22), students receive a written recommendation from the faculty director relating to the continuation of their studies within the programme or elsewhere. This recommendation is based on the test results recorded in the PeopleSoft academic monitoring system.

Where necessary, the recommendation will include a warning or a rejection. More information about warnings can be found in Article [7. First year \(orientation and selection\) and second year \(main phase\)](#), and more information about rejections is contained in Articles [56. Quantitative academic performance standard](#) to 63.

The study recommendation applies to all forms and variants of the programme. If a student switches from one form or variant to another and the programmes are different, the faculty director will adjust the study recommendation after the switch if necessary.

55. When study recommendations will be issued

The student who enrolled in September will receive the study recommendation by 31 July at the latest. The student who enrolled in February will receive the study recommendation at the latest by the first of March of the second year of enrollment.

The study recommendation contains a recommendation of the first twelve months of the study, to and including 31 January.

Students who enroll on any other date than 1 September or 1 Februari will receive their study recommendations:

- at the latest on 31 July 2023 for cohort 21-22 and cohort 22-23 if they started in the September intake;
- at the latest on 1 March 2024 for cohort 20-21 and cohort 22-23 if they started in the February intake.

The standards for the study recommendation are set out in Article [67. Different standard for interim entrants](#).

Chapter 2. Binding study recommendation in the first year of enrolment

56. Quantitative academic performance standard

a. Level of the quantitative academic performance standard

At the end of the first year of registration for the study program, the student must have obtained at least 45 of the 60 credits of the first year of the Associate degree program.

A student of an accelerated route for VWO students must have obtained at least 38 of the 45 credits in the first year of enrollment.

b. Quantitative academic performance standard where exemptions have been granted

If students have been granted exemptions from the tests for one or more units of study, the quantitative academic performance standard will be 84% (50/60) of the remaining number of credits in the first year of the Ad programme. This rule also applies to the accelerated curriculum for students with a pre-university education.

If the programme has a quantitative academic performance standard of less than 50 credits, the remaining number of credits will be multiplied by $n/60$, where n is the number of credits in the standard.

57. Qualitative academic performance standard

The training has one or more qualitative standards. At the end of the first year of enrollment, the student must have passed all study components that fall under this standard (s). The study program has the following qualitative standard (s) for binding study advice:

Action plan 1.1

Portfolio 1.2

58. Issuing of binding study recommendation

Students must have complied with the quantitative academic performance standard by the end of the first year of enrolment. If the programme has set a qualitative academic performance standard, students must also comply with that standard. If students do not comply with the standards, the students will receive a written rejection. This is known as a binding study recommendation.

In the case of a joint foundation exam, the binding study recommendation applies to all programmes with the same foundation exam.

59. Binding study recommendation and personal circumstances

The faculty director will not issue binding study recommendations where students have not been able to comply with the standards for binding study recommendations due to personal circumstances. The procedure for providing evidence of personal circumstances is set out in Articles [82. Personal circumstances](#) and [85. Definition of personal circumstances](#).

If the programme has set a qualitative academic performance standard and the student has not achieved that standard, and if the personal circumstances which prevented the student from achieving the quantitative academic performance standard did not present an obstacle to meeting the qualitative standard, the faculty director will always issue a binding study recommendation.

60. Binding study recommendation and switching out of the accelerated variant

This article does not apply to the programme Ad Electronic Music.

Chapter 3. Binding study recommendation after the first year of enrolment

61. Standard for a binding study recommendation after the first year

If a student did not meet the minimum standard (quantitative and possibly qualitative) at the end of the first year and the faculty director could not provide a binding study advice, then they must pass the entire first-year program during or by the end of the second year of enrollment or within the given deadline.

This applies to students:

- For whom a binding study advice could not be given due to personal circumstances;
- Who did not receive a binding study advice because their enrollment was interrupted. See also [article 69. Binding study recommendation following an interruption in enrollment](#);
- Who had a significant backlog for the first time at the end of the fourth educational period, and it became apparent that there was a backlog. See also [article 77. Warning](#);
- Whose examination results after the first year clearly indicate the student's suitability. See also [article 62. When a binding study recommendation will be issued after the first year](#).

62. When a binding study recommendation will be issued after the first year

The faculty director will issue a negative binding study recommendation upon determination that the student cannot successfully complete the remainder of the first-year programme within the timeframe granted to the student.

The faculty director will not give a negative binding study recommendation if there are personal circumstances; see also Article [82. Personal circumstances](#). It is necessary that the student counsellor issues advice.

The faculty director will give a positive recommendation if the test results for the programme after the first year clearly indicate the student's suitability.

63. Extending the timeframe

It is possible that, due to personal circumstances, a student may not receive a binding study recommendation during or at the end of the second year of enrolment but will instead receive a warning stating a timeframe. If it subsequently becomes apparent that the student is unable to meet the standard within that timeframe, the faculty director will issue a binding study recommendation at the end of the timeframe specified in the letter. If relevant personal circumstances still exist, the faculty director will again take the severity of these circumstances into account. See also Article [82. Personal circumstances](#).

Chapter 4. Consequences of a binding study recommendation and when enrolment will end

64. Termination of enrolment

Students who have received a binding study recommendation from Inholland cannot continue with the programme. Their enrolment will be terminated.

65. When the enrolment will end

If a binding study recommendation is issued after 1 June, the enrolment will end on 31 August.

If a binding study recommendation is issued earlier in the academic year, the enrolment will be terminated at the time immediately after the end of the last day of the month in which the binding study recommendation was issued. If there are only a few days remaining between the issuing of the recommendation and the last day of the month, the student's enrolment will be terminated one month later.

Chapter 5. Special cases and binding study recommendation

66. Adjusted standards for elite athletes

An elite athlete is a student who meets the conditions set out in the Profile Fund Regulations. These regulations can be found in this Education Guide in Chapter 3.3.

In addition to the provisions of Article [85 h](#), the faculty director may make an agreement with an elite athlete setting adjusted standards for the first year of enrolment. This will be done as soon as possible after enrolment. The faculty director will send the student a letter setting out the agreements. The faculty director may appoint someone else to make the agreements and send them to the student.

67. Different standard for interim entrants

Not applicable

Quantitative academic performance standard

The faculty director will determine which credits the student will be unable to achieve, in light of the scheduling of the classes and

tests. This number will be deducted from the first-year study load. (The first-year study load is 60 credits for the regular programme and 45 for the accelerated variant.) The student must achieve 84% of the difference in the first year of enrolment. This number will be rounded up.

If the student has exemptions, the percentage will be applied on the total number of credits minus the number of credits for the units of study for which the student has exemptions, and minus the number of credits that the student will be unable to achieve due to the scheduling of classes and tests. This number will be rounded up as well.

Qualitative academic performance standard

If there is a qualitative academic performance standard, the number of credits for the units of study that form part of the standard and that the student cannot achieve will be deducted from that standard.

Soon after the intake, the faculty director will determine what the quantitative and qualitative academic performance standards will be. The faculty director will consult the student first, and then send the student a letter setting out the standards.

68. Binding study recommendation and switching to another programme

If students switch to another Bachelor's programme or Ad programme, the rules of the binding study recommendation will again apply to the new programme.

Important note: After receiving a binding study recommendation, students cannot switch to a programme with the same foundation exam. It is also not possible, after having received a binding study recommendation, to switch from an Ad programme to a Bachelor's programme (or vice versa) with the same foundation exam. The standards for binding study recommendations are set out in Article [56. Quantitative academic performance standard](#) and [57. Qualitative academic performance standard](#).

After receiving a binding study recommendation, students cannot transfer credits that they obtained in the old programme to the new programme. However, they can apply to the Examination Board for an exemption from tests if they meet the applicable conditions. See also Articles [155. Exemptions from tests](#) to [162. Waiving further investigation](#).

69. Binding study recommendation following an interruption in enrolment

Students who are deregistered less than two months after enrolment and re-enrol in the same programme in a subsequent academic year will be subject to the same rules around warnings and binding study recommendations as students enrolling in the programme for the first time.

If a student from the September intake terminates their enrolment before receiving a binding study recommendation and then re-enrols in a subsequent academic year, the binding study recommendation standard entails that they must pass the foundation examination in that year. When they enrol, the student will receive a warning notifying them of this fact.

If a student from the February intake terminates their enrolment before September of that year and then re-enrols in the same programme on 1 September, generally speaking the same rules will remain applicable to them regarding warnings and binding study recommendations. The quantitative academic performance standard may be adjusted in individual cases. If this is the case, it will be stated in the warning that the student receives at the time of re-enrolment.

If a student deregisters before the end of the academic year, and they could not have met the BSA standard anymore even if they hadn't deregistered, and if there are no personal circumstances as referred to in Article [85. Definition of personal circumstances](#), then a binding study recommendation will be issued.

The rules in this Article also apply if a student re-enrols for a programme with the same foundation exam as the programme in which they were previously enrolled.

Chapter 6. Academic progress and international students

70. Students to whom these rules apply

The rules in the following Articles (up to and including Article 75) concerning academic progress apply to students who:

1. do not come from a member state of the [EEA](#) or from Switzerland (these are students who require a residency permit); and
2. are covered by the 'Code of Conduct for International Students in Dutch Higher Education'.

These rules are in addition to:

- the rules on academic progress, study recommendations and binding study recommendations in this TER; and
- the academic progress requirements for students who receive a knowledge grant from the university under the Profile Fund Regulations.

71. Criteria

According to the Code of Conduct, students have made satisfactory academic progress if, in each academic year, they have achieved:

- at least 15 credits by participating in tests in the first two terms;
- at least 30 credits over the entire academic year.

72. Procedure at the end of Term 2 and Term 4

The faculty director determines students' academic progress twice each year:

- at the end of Term 2;
- and at the end of Term 4.

If a student is deemed to have made unsatisfactory academic progress after Term 2 and at the end of the academic year, their study counsellor will discuss this with them. If there are any special circumstances as referred to in Article [86. Other special circumstances](#), the study counsellor will make a reasonable agreement with the student to ensure that their academic progress is restored to the required level as quickly as possible. The student is required to comply with this agreement.

73. Procedure at the end of the academic year

If at the end of the academic year the faculty director finds that a student is no longer attending any classes at all, or their abilities are insufficient for the level of the programme, the university will report the student to the Immigration and Naturalisation Service (IND) within one month. The 'end of the academic year' is always the end of July/August, even for students from the February intake. If a student is failing to meet the progress standard that applies to them, this will be sufficient reason for determining that their abilities are insufficient for the level of the programme. This does not apply if the study counsellor has made an agreement with the student as described in Article 72. The faculty director will inform the student in a letter of his decision regarding the special circumstances relating to their failure to meet the required standard. This letter will include the faculty director's reasons, as well as information on how the student can appeal against the decision.

74. The university will refrain only once from reporting a student

Where the same set of special circumstances is involved, reporting an international student to the IND for unsatisfactory academic progress can be refrained from only once during the entire period in which the international student is enrolled at the university. The Central Student Administration makes the report on behalf of the faculty director.

75. Records

The faculty director makes a record of:

- the unsatisfactory academic progress;
- the personal circumstances; and
- the fact that no report was made.

Chapter 7. Procedure for issuing binding study recommendations

76. No binding study recommendations without prior warning

The faculty director must first give the student a written warning before issuing a binding study recommendation.

77. Warning

If a student's academic progress has been unsatisfactory during their first or second year of enrolment in the Ad programme, and as a consequence they are in danger of receiving a binding study recommendation, the student will receive a warning from the faculty director. The warning will be given in writing.

78. When the warning will be sent

The faculty director sends the warning in the first year during the term in which the students' poor academic progress is first noted, or as soon as possible after the end of that term.

If the faculty director only notices students' poor academic progress in Term 4, and is unable to issue a warning due to the results at the end of that term, the students will receive a warning that they must successfully complete the full first-year curriculum in the second year of enrolment. The warning will form part of the study recommendation.

If a student cannot meet the standard for avoiding a binding study recommendation due to personal circumstances, they will receive a warning that the first-year curriculum must be successfully completed during or by the end of the second year. The warning will form part of the study recommendation.

79. Content of the warning

The warning will indicate the total number of credits that the student must obtain. The warning will also indicate the date by which the student must have obtained these credits.

The terms in which classes for the units of study in question will be run, and the timing of the tests, are taken into account upon setting this date. The rule is that there should be two test opportunities per academic year, unless one of the exceptions in Article [96. Number of test opportunities per academic year](#) applies.

If the student is subsequently given a new deadline due to personal circumstances, this applies only to the first test opportunity for the remaining units of study.

80. Scope of the warning

The warning applies to all forms and variants of the programme.

In the case of a joint foundation exam, the warning applies to all programmes with the same foundation exam.

If the programme is run in multiple locations, the warning applies to all locations.

However, if students switch from one form, variant or location to another, and the curriculum is different, the warning may be adjusted if necessary. If such an adjustment is made during the first year of enrolment, only the standard will be adjusted.

81. Warning in the case of re-enrolment following deregistration

If a student does not receive a warning because they have already deregistered, and if they re-enrol in the same programme, or in a programme with the same foundation examination, they will receive the warning as soon as possible after re-enrolment.

The standards for a 'Binding study recommendation following an interruption in enrolment', as described in Article [69. Binding study recommendation following an interruption in enrolment](#), will apply to the warning.

82. Personal circumstances

Students may fall behind in their studies due to personal circumstances. Article [85](#) outlines what those personal circumstances might be. The faculty director takes any personal circumstances into account when deciding whether to issue a binding study recommendation. The faculty director can only do this if he or she is aware of the personal circumstances. Accordingly, students must report personal circumstances to the student counsellor. The faculty director will always seek advice from the student counselling service before issuing a binding study recommendation. The student counsellor will provide written advice. In the advice, the student counsellor will address:

- whether the student has reported personal circumstances as defined in article [85. Definition of personal circumstances](#);
- if so, whether the student has delivered proof of the personal circumstances;

- whether the student counsellor can establish a connection between the personal circumstances and the study credit deficit of the student;
- if possible, for how many study credits the student has fallen behind due to the personal circumstances and/or which period or courses the deficit relates to.

The student counsellor will send the advice to the faculty director and to the student. The faculty director will also consult the study counsellor about students' academic progress and its connection to their personal circumstances.

83. Meeting

Before a binding study recommendation is issued, students will be offered the opportunity to explain their side of the story to the faculty director or to someone else assigned to meet with students on behalf of the faculty director. Among other things, this meeting will include a discussion of whether the overview of academic results achieved is accurate. The participants of the meeting will also look at whether the personal circumstances should be taken into account.

If a student fails to take up an invitation to attend such a meeting, this will be noted in their student file.

Chapter 8 Request for lifting a binding study recommendation

84. Lifting

Students who have received a binding study recommendation may submit a request to the faculty director to review the rejection.

Such review by the faculty director can take place no earlier than twelve months after the date on which the enrolment was terminated due to the binding study recommendation. In their request, students must provide plausible arguments to show that they will now be capable of successfully completing the programme. These arguments must be based on activities, which may include studies, that the students have engaged in since leaving the programme.

The faculty director will not review the rejection if the programme is being phased out or has been discontinued.

Chapter 9. Special and personal circumstances and academic progress

85. Definition of personal circumstances

The personal circumstances that can play a role in the decision of whether to issue a binding study recommendation as described in Article [82. Personal circumstances](#) are:

- a. student illness;
- b. physical, sensory or other disabilities;
- c. pregnancy of the student;
- d. special family circumstances;
- e. membership of a representative advisory council, faculty representative advisory council, student committee or programme committee at the university;
- f. membership of an accreditation committee, as specified in Chapter 5a of the WHW;
- g. membership of the board of a student organisation or other administrative activity, as explained in Article 2(3) of the Profile Fund Regulations, which can be found in the Education Guide;
- h. competing as an elite athlete (see also Article [66. Adjusted standards for elite athletes](#));
- i. personal circumstances not listed in (1) to (8) above, which, if the board of the university did not take them into consideration, would lead to a significant and unfair disadvantage.

86. Other special circumstances

In addition, the following provisions concerning the academic progress of international students (Articles [70. Students to whom these rules apply](#) to [75. Records](#)) and the validity period of results (Articles [146. Limited validity period for tests and exemptions](#) to [148. Extension of validity period by the Examination Board](#)) apply:

1. a programme cannot be completed within the nominal time;
2. activities in the social sphere.

Students may also fall behind in their studies in a way that makes them eligible for financial assistance under one of the student financial support schemes as outlined in Chapter 3 of this Education Guide.

87. Procedure for establishing special and personal circumstances

a. Notify the student counsellor as soon as possible

If any of the circumstances set out in Articles [85. Definition of personal circumstances](#) or [86. Other special circumstances](#) arise and cause a student to fall behind with their studies, they should notify the student counsellor as soon as possible, stating:

- the period of time for which the circumstances applied or will apply;
- what the circumstances are and how serious they are; the student must provide evidence;
- the extent to which the student was or will be unable to participate in classes or tests.

All contacts with students are recorded in the student counselling information system. If students so wish, they can obtain a copy of everything recorded in the system about these contacts.

b. Student Counsellor's Declaration

The student counsellor will draw up a 'Student Counsellor's Declaration' if:

- a student has proven that personal or special circumstances are applicable; and
- the student counsellor has determined that the student has fallen behind or is likely to fall behind in their studies due to these circumstances.

This declaration will specify the date of the first meeting about the circumstances and all matters listed under (a) above. The student counsellor may also include comments, advice and arrangements for the student or for discussion with the study counsellor.

Some circumstances are confidential. If so, the student counsellor will discuss with the student what will be included in the declaration.

c. Discussion with study counsellor and adjustment to study plan

The student will show the Student Counsellor's Declaration to their study counsellor and discuss with the study counsellor the inability to keep up with their studies and any advice they have been given. The student will then adjust their study plan. The discussion and adjustment to the study plan will take place as soon as possible after the meeting with the student counsellor.

If the student involved is an international student, the study counsellor will also talk about the IND's progress requirements. See also Article [73. Procedure at the end of the academic year](#).

d. Request for special arrangement

Based on special circumstances, a student in possession of a Student Counsellor's Declaration or advice from the student counsellor, may request special arrangements at the Examination Board, the programme or the service organisation.

88. Confidentiality of personal circumstances

Everyone who is aware of a notification of personal circumstances:

- will handle the information in a confidential manner; and
- will use the information only as part of their duties and for the purpose of implementing the regulations in the Education Guide.

The student counsellor complies with the code of conduct for student counsellors and will give information to the programme

only:

- within the scope of the student counsellor's role;
- within the parameters of the agreements the student counsellor made with the student about the confidentiality of the information.

8 PART 8. TESTS

Chapter 1. Content and administration of tests and publication of test standards

89. Connection to unit of study

The final qualifications or learning outcomes and the goals for each test are connected to the unit of study described in Study manuals (in Moodle), or to a module within that unit of study.

The project task or test questions will clearly and precisely state how students are expected to answer them.

90. Test duration

Students will be given sufficient time to complete the test, according to reasonable benchmarks.

91. Test standards

Test standards for practical work and group assignments are published prior to commencement of these assignments. The test standards are published prior to publishing the test results.

Not applicable

Chapter 2. Types of tests

92. Types of tests

[11 Appendix: Annual Programmes](#) of the TER specifies the types of tests. There are three types of tests, which can be detailed in various ways:

1. Written
Students answer test questions on paper or electronically, or they complete projects on paper or electronically.
2. Oral
Students answer test questions in a meeting (online or physical) with one or more examiner(s).
3. Other
For the test or project, students perform tasks that will be described clearly. Possibly a written, digital or oral component, or a combination of these, must also be completed.

If necessary, the type of test can be changed during the academic year, with due regard to the participation in the decision-making process. Students will be informed of this in a timely manner.

93. Oral tests

a. One student examined orally at a time

In an oral test (online or physical), one student is examined at a time, unless the Examination Board decides otherwise or the nature of the project requires otherwise. If so, this will be announced before the start of the unit of study.

b. Examiners and public access

Oral tests are always conducted by two examiners. This may not be the case if it is not feasible from an organisational point of view, or if the test is administered online. But that does not apply to the parts of a degree programme. In that case, the oral test must be recorded.

This will not be the case for the parts of a degree programme. These will be administered by two examiners. An oral test is open to

the public, because that ensures transparency and allows for monitoring of the conduct of the test. This does not apply if the Examination Board decides otherwise.

Action plan 1.1 / 1.3 / 2.1 / 2.2

Portfolio 1.2 / 1.3 / 2.2

c. Rules for conducting tests

Oral tests are usually conducted by two examiners or one examiner and one adjudicator. A committed person is an independent expert from the field.

If only one examiner administers an oral test (online or in person), an audio or video recording will always be made.

d. Protocol

For every oral test, a protocol will be drawn up. The examiners will sign the protocol. If an external examiner was involved in the test, he or she will also sign the protocol. The protocol will be preserved as specified in the university's regulations on retention periods.

If an audio recording of an oral test is made, it will be preserved as specified in the university's regulations on retention periods.

94. Other types of tests

Grounds

Disabled students can ask the Examination Board if they can complete tests in a way that accommodates their disability as much as possible. They can also request any additional or adapted materials they may need to be able to complete the test.

Students can also ask to complete tests in another form for other reasons. The Examination Board will only grant such requests in exceptional, individual cases.

Adjustments are possible only if they do not change the test goals or the level of the test.

Procedure

Students must request an alternative form of test by the start of term at the latest. They should submit their requests in writing to the Examination Board. The letter should set out the reasons for the request and enclose a copy of the advice received from the student counsellor ([Click here](#) for more information about advice from the student counsellor).

The Examination Board will make a decision as soon as possible, at any rate no later than fifteen working days after receiving the complete request.

Chapter 3. Timing and frequency of tests

95. Timing of tests

Each unit of study will, if possible, end with one or more tests in the term in which the teaching was delivered. If the teaching was delivered over a whole semester, the test will, if possible, take place in that semester.

If a unit of study is composed of modules, the modules will likewise be completed, if possible, within the term or semester in which the unit of study was delivered.

The year programme states when the test takes place.

96. Number of test opportunities per academic year

For all tests of the programme in the form or variant as followed by the student, they will have two test opportunities per academic year, within normal term time. There are a number of exceptions to this rule. If there is an exemption, this will be set out in Schedule 1 of this TER.

- There may be only one test opportunity per academic year for tests *after the first year*, for which no resit can be scheduled in the same academic year due to the nature of the study unit. This applies, for example, to work placements in the fourth term.
- For some tests, the programme may indicate that students will be given more than two opportunities to complete them.
- The programme may also indicate that it will offer only one test opportunity in each academic year.
- It can be the case that offering two test opportunities per academic year is not feasible for all tests as a result of the coronavirus measures. If, due to these measures, it is not possible to offer two opportunities to take a test to the student in the current academic year, the opportunity/opportunities that has/have not been offered will be offered in the next academic year.

There are two test opportunities per academic year.

Chapter 4. Resits

Note: The course Ad Electronic Music uses the test concept of programmatic assessment. We are not talking about resits, but about personalized recovery processes or remediation. Students are given the opportunity to demonstrate compliance with the set standard with additional evidence or documentation. The scope and the purport of the articles below do apply.

97. Timing of resits

The final resit opportunity in the first year will be scheduled before the end of Term 4. This is due to the fact that study recommendations need to be issued on time.

For tests which form part of the curriculum of the second year (see the proviso in Part 7), resits can also be scheduled before the start of the new academic year; in other words, in Term 5.

98. Resit when test passed at first opportunity

Students who have passed a test are not entitled to a resit.

However, a student may want to resit a test in an exceptional situation. In this case, they must submit a request to the Examination Board, which will make a decision within thirty working days. If the Examination Board grants the request, the highest result that the student achieves will apply.

99. Additional opportunity due to special circumstances

In exceptional cases, the Examination Board may decide to provide an additional test opportunity.

This will only occur if personal circumstances exist as described in Article [85. Definition of personal circumstances](#), or in other extremely exceptional cases.

Students must submit a request to the Examination Board and state the reasons for their request. The Examination Board will seek advice from the student counsellor, if the Board deems this to be necessary. The Examination Board will make a decision within fifteen working days.

The programme offers no extra resits after 1 July for students in their first year. This is because these students will receive their study recommendation by 31 July 2024 at the latest.

100. Resits in the context of curriculum obsolescence and updating

Special rules apply to resits if a curriculum is obsolete or being updated. See Articles [21. Curriculum obsolescence and updating](#) to [24. Evaluation of the programme](#).

Chapter 5. Bringing forward test opportunities

101. Bringing forward

An Examination Board may permit a student, on a one-off basis, to take one or more tests earlier, so that the student can pass the final examination without a disproportionate delay.

This is subject to the condition that bringing forward the test opportunity is reasonably possible.

If both test opportunities in the academic year have already passed, the student will be given a third test opportunity. The student must submit a request to the Examination Board and state the reasons for the request. The Examination Board deals with these requests with leniency.

The Examination Board will make its decision within fifteen working days after receiving the complete request.

102. Conditions for bringing forward test opportunities

For a test opportunity to be brought forward, the student must meet the following conditions:

1. They must have a maximum of 5 credits left to obtain for a 120 credits programme before completing the final examination.
2. For the obtaining of the remaining credits, the student is not subject to any attendance requirement for classes, nor is there any obligation to execute group projects.
3. The student cannot attend any classes or complete any tests in the next term or terms, due to the university's timetabling. This is based on the four ordinary terms of the academic year.
4. The student has:
 - attended the classes associated with the tests;
 - taken the tests concerned; and
 - tried to pass the tests with adequate preparation.

If the student has obtained less than 120 credits but did obtain at least 100 credits, and has not yet completed any, or a limited number, of the units of study in the graduation programme, it is possible in the programme to invoke this provision. The student can submit a request to that effect to the Examination Board.

Chapter 6. Time, place and duration of tests

103. Test timetable, testing room, materials

In the first two weeks of each term, the Service Point will publish the **test timetable** that the programme has set on Iris. If there are any changes to **testing rooms**, these will be announced at least two working days before the test date.

The programme arranges test dates so that they are spaced in an optimal way for students. The period of time in which a written or oral or test is taken is called a **test session**.

In the first two weeks of term, the examiner will publish a list of the **materials** that students may use in the test.

Students must also comply with:

- the rules concerning materials set out for the unit of study;
- the provisions regarding these rules in the test session instructions; and
- the instructions given by the Examination Board.

104. Deadline for submitting work

The test timetable will state the deadline for submitting work by the student other than in a test session. If this date is not stated in the test timetable, it will be announced in good time in another manner.

It will also be announced in advance what the consequences are if students do not submit work or do not submit it in a timely manner. This does not apply if this information is already included in Study manual.

105. Length of the test session

Written test

A written test session lasts a maximum of 180 minutes, unless the Examination Board has set a longer timeframe for a particular student.

Oral test

An individual oral test session will last a minimum of 15 and a maximum of 60 minutes. This does not apply if the nature of the test session makes a longer timeframe necessary. Study manual indicates the length of each test session. If necessary, it also states the reason for the length of a particular test session.

Chapter 7. Special test arrangements

106. Language deficiency

A student with a language deficiency who is following a Dutch-language programme can submit a request to the examination board for extra examination time and/or permission to use a dictionary during examinations. The examination committee can extend the test session by a maximum of 25% or 30 minutes. Tests lasting 60 minutes or less can be extended by a maximum of 15 minutes. More information about this is given in Chapter 2 of the Education Guide.

107. Disability

The Examination Board may decide to extend a test session for students with a disability by up to 60 minutes. They may also offer students additional auxiliary materials, or they may do both. Students must personally submit a request to this effect. Before the student submit a request, the student counselor must be asked for advice. The student counselor may draw up an advice per request by the student. The advice will be sent to the Examination Board. More information about the student counsellor can be found [here](#).

108. Alternative test time or location

In very exceptional circumstances, the Examination Board may allow students to sit a test at another time or in another location. A disability is an example of exceptional circumstances.

109. Submitting a request for special arrangements

Students must submit their requests for special arrangements in writing to the Examination Board at the start of term. If the exceptional situation does not arise until later, students must submit their request as soon as possible after the situation arises. Ideally, the Examination Board would then put the special arrangements in place for the current term. If that is not possible because a student has submitted their request too late, the Examination Board will put the special arrangements in place for the next term.

In their letters, students must explain the reasons for their request.

If a student has a disability, they must include an electronic or written opinion from the student counsellor. If the student counsellor has accepted a statement from an external expert, the student counsellor must state this in the opinion.

The Examination Board will inform students of its decision in writing at the latest within fifteen working days after the submission of a complete request.

Chapter 8. Registering for tests

110. Which tests to register for

Students must register for tests each term within the designated registration period. Registration is necessary for:

- written test sessions; and
- tests for which students must submit work that will be submitted and assessed via the digital environment. This does not apply to situations where the programme does this on behalf of the students.

111. What happens if students do not register in time

Students who fail to register in time can still register at the Service Point in the week following the registration period. They will then be entered through the Service Point.

Without registration, students cannot participate. If students failed to register due to circumstances beyond their control, they must submit a request to the Examination Board as soon as possible, seeking permission to participate. Such requests must be in writing and must explain the reasons for the request.

The Examination Board will inform students of its decision in writing at the latest within fifteen working days after the submission of a complete request.

112. Identical tests

If students are enrolled for more than one programme at the university, and these programmes offer the same test, the registration will apply to both programmes. However, there will still be only two test opportunities per year. The result will be recorded under both programmes.

113. Confirmation of registration

Students will receive confirmation of registration. Such confirmation does not always mean that students may participate. They may participate only if they meet all of the conditions for taking part in the test. These include both the general conditions in this TER and the conditions set out in the Study manual.

Chapter 9. Participation and attendance requirement

114. Participation in group work

Students are required to actively participate in group work.

If a lecturer notices that a student is not cooperating and does not see any improvement despite urging the student to cooperate, the lecturer may tell the student that they can no longer participate in the unit of study or module. The lecturer must then report the student to the Examination Board as soon as possible. The Examination Board will make an official decision about whether the student may continue to take part in the unit of study or module.

Before the Examination Board makes its decision, it will give the student an opportunity to tell their side of the story. A report of this meeting will be drawn up.

If the teaching group, tutorial group or lecturer in question has not made sufficient effort to ensure that the student cooperates, the Examination Board can decide that the student may continue to participate. The Examination Board will make a decision within thirty working days.

115. Attendance, active participation and/or preparation requirements

If it is a requirement for a unit of study that students be present, actively participate and prepare in advance, the Examination Board may decide, on a proposal from the lecturer concerned, that a student may no longer participate. This may happen only if this is included in the description for the unit of study in the Study manual.

Before the Examination Board makes its decision, it will give the student an opportunity to tell their side of the story. A report of this meeting will be drawn up.

In exceptional cases, the Examination Board may determine that students are not required to be present for all or for certain classes or are not required to prepare all or part of the work. If so, it will set substitute requirements for these students. In such cases, students must submit a request to the Examination Board, which will make a decision within thirty working days.

116. Consequences of a decision to exclude

A decision by the Examination Board to exclude a student will prevent the student from participating in the next test for the unit of study in question, unless a different penalty is specified in the unit of study description.

Chapter 10. Assessment

117. Examiner(s)

Every test will be graded by one or more examiners. The Examination Board determines who the examiners will be.

If a test is graded by more than one examiner, the Examination Board will designate one to be the primarily responsible examiner. The primarily responsible examiner consults with the other examiner(s) to decide on the grades and associated feedback. The primarily responsible examiner then communicates the grades and feedback to the students. This is always the case when grading units of study that are part of a graduation programme or of a component of a graduation programme.

118. Grading procedure

The examiner grades the work against the test standards published in writing prior to the test. Students have passed a test if the examiner determines that their written or oral work meets the requirements.

119. Grading transparency

Students must be able to see from the test standards and the grading procedure how their results were determined.

120. Assessing work placements and graduation products

The procedure for assessing work placements and the graduation programme parts will be documented in writing in a test protocol, together with the associated test forms.

Assessment of a unit of study that is part of a graduation programme or of a component thereof will be done by at least two examiners, unless the Study manual states otherwise. The Examination Board may appoint an internal supervisor as an examiner, but not as the primarily responsible examiner.

The examiner, or where there are multiple examiners, the primarily responsible examiner, is responsible for the final grade awarded for the work placement and for the unit of study that is part of the graduation programme or a part thereof.

When assessing the work, the opinion of an external supervisor serves as advice to the examiner.

121. Assessing the vocational component of dual-form programmes and work placements

For dual-form programmes, the test protocol is appended to the work-study agreement so that the vocational component can be assessed. For work placements, the test protocol is appended to the work placement contract. The appendix contains the feedback and the opinion of the trainee supervisor on the student's performance. The trainee supervisor signs this document and sends it to the examiner.

The opinion of the trainee supervisor serves as guidance for the examiner who is responsible for the test.

Chapter 11. Grades and grading scales

122. Grading in points

Tests are graded on a grading scale from 10–100.

Students have passed if they obtain a grade of 55 points or more.

If the grade is less than 10 points, it will be recorded as a grade of 10.

123. Grading in letters

A. Grading a test with either 'Pass' or 'Fail'

For reasons relating to programme content, a test may be given a grade of either 'Pass' or 'Fail'.

B. Grading a test with Advanced performance/Expected performance/Below expected performance.

For reasons relating to programme content, a test may be given a grade of above average, average or below average.

124. Submitting a blank test paper

If students submit a blank test paper, they will receive a grade of 10, or an F (Fail) in the case of a unit of study or module in which no grades are awarded.

125. Failure to participate in a test opportunity

If students do not participate in a test opportunity that applies to them, no result will be recorded in the academic monitoring system; however, they are considered to have used the test opportunity.

The same applies if students fail to register or cancel their registration.

Deregistering for a test by students is appreciated because it is helpful for organisational reasons to know who will be participating. But if a student doesn't register, this will have no effect on the number of test opportunities remaining to them.

Not applicable

126. Converting grades obtained at other universities

If a grade from another university is expressed using a different scale from the one applied by Inholland, the grade will be converted to one based on the scale from 10–100. The Examination Board will make rules for this procedure and appoint an examiner to convert the grade.

If the grade is obtained at an international university, a Pass (V) or Fail (O) will be listed instead of a grade. When a student is eligible for a designation as described in article [181. 'With merit'](#) or [182. 'Cum laude'](#) or when they need a certain average grade for further education, the student can request the Examination Board to convert the result from the international university into a grade.

The Examination Board will make a decision within fifteen working days.

127. Grade for a unit of study

The grade for a unit of study is the weighted average of the grades for the modules and tests in the unit of study, based on the ratio of the weights of the modules and tests as defined in Schedule 1 of this TER.

The main rule when awarding a grade for a unit of study is that students must pass all interim tests (obtaining 55 points or more) in order to be deemed to have passed the unit of study. This means that it is not possible to compensate for failed tests within a unit of study.

Units of study for which Schedule 1 of this TER states that compensation is possible are an exception to this rule. In that case, the rules that apply to compensation will be indicated for the unit of study. The final grade for a unit of study must, unrounded, always be at least 55 points.

128. Final assessment

Students must pass every unit of study.

For a limited number of units of study, the final grade may be expressed as either a 'Pass' or a 'Fail'. That will be the case if it is impossible to express the grade as a grade, as this is fitting for the study programme.

However, only a very limited number of units of study can have a final grade of 'Pass' or 'Fail'. If students have too many units of study with exemptions or 'Pass' grades, they will be unable to achieve a 'with merit' or 'cum laude' designation. For more information about "with merit" and "cum laude" designations, see Articles [181. 'With merit'](#) and [182. 'Cum laude'](#).

Chapter 12. Test results

129. Timeframe for issuing results for oral tests and practical assignments

The examiner determines the test results of oral tests and practical assignments after they have been completed. If possible, the examiner will let students know the approximate result immediately after the test.

Students receive their final results no later than ten working days after the test via the PeopleSoft academic monitoring system.

130. Timeframe for issuing results for written tests

Students receive their final results via the Peoplesoft academic monitoring system no later than fifteen working days after the test date or the final submission deadline of the test.

131. Timeframe for issuing results for special written tests

For some types of written tests, students receive their final results via the PeopleSoft academic monitoring system no later than twenty working days after the test date or final submission deadline of the test. These types of tests include research reports, work placement reports and theses. If these timeframes apply, this will be indicated under the details of the type of test in the unit of study description in the Study manuals (in Moodle).

132. Alternative timeframes

The Examination Board can change the grading timeframes set out in Articles 129, 130 and 131. If they do so, they must state their reasons. The Examination Board will ensure that timeframes in respect of tests that are important for binding study recommendations are such that the recommendations can be issued on time. If timeframes are extended, students will be notified immediately.

133. Notification of results

Students will receive a message that their results have been recorded in the PeopleSoft academic monitoring system. They can make a copy of their results as evidence.

The message will advise students of their right to access their test work. See also Article [149. Right of access](#) The message will also tell students that they may appeal to the Examination Appeals Board via the digital [Complaints and Disputes](#) portal on Iris.

134. Reviewing results

If it becomes apparent, after a report from a student or during follow-up discussion of the test, that a grade is incorrect, the examiner can change the result. The provisions that applied when the examiner determined the first result also apply here.

135. Correction of grades

If the result in the academic monitoring system is not the same as the result previously communicated by the examiner, the student concerned can ask the examiner to change the result. The student must do so within four weeks of the date on which the result was entered in the academic monitoring system. He must submit documents to substantiate the request.

The student may appeal the examiner's decision not to change the result. The appeal should be submitted within six weeks to the Examination Appeals Board via the digital [Complaints and Disputes](#) portal on Iris.

136. Submission and retention of work, misplaced work

For every test, the examiner or an invigilator will establish that students are present and have submitted work by recording the fact on the attendance list.

Students should ensure that they keep a digital or physical copy of all submitted work outside a test session.

If the examiner is unable to determine a result because the work has been misplaced, the examiner will notify the Examination Board.

The student will have to take the test again. If necessary, the Examination Board can allow the student an additional test opportunity to do so.

The Examination Board will make a decision within thirty working days.

Chapter 13. Irregularities, fraud and plagiarism

137. Rules relating to tests

The rules that apply to the completion of test sessions can be found:

- in the instructions for test sessions; and
- Study manuals (in Moodle).

The Examination Board may set additional rules. If so, these rules will be published within the first two weeks after the start of the term. They will also appear on the test cover sheet.

The instructions deal with written test sessions but apply by analogy to other forms of tests.

In all tests, students must comply with these rules and with the instructions given by the invigilator, the examiner or the Examination Board.

138. Irregularities

If something happens during the test process that is not in compliance with the rules as set out in the TER, the regulations or the instructions for test sessions, this is referred to as an irregularity. An irregularity *may* also be fraud or plagiarism, but this is not always the case.

Irregularities may result in a warning being issued. If there is another irregularity after the warning has been issued, it may be decided to declare the test invalid.

As a result of irregularities, it may be determined that the test is invalid for one student, for all students who took part, or for a group of students who took part, even if they were not to blame for the irregularity. This decision will be made if it is no longer possible to conduct an accurate assessment of knowledge, understanding, skills or professional attitude. See also Articles [144. Grounds for a declaration of invalidity](#) and [145. Consequences of a declaration of invalidity](#).

139. Disturbance

If a student causes a disturbance during a test to the extent that it affects other students sitting the test, the invigilator may ask the student to leave the testing room. The invigilator will make a note in the protocol. The Examination Board will decide as soon as possible whether the invigilator did the right thing in asking the student to leave. In doing so, it will follow the procedure set out in Article [142](#).

If the student refuses to leave the testing room, the invigilator may decide to allow the student to remain to prevent additional commotion that could affect the other students. In this situation, the invigilator will not give the student's work to the examiner but will instead give it to the Examination Board. The invigilator will make a note of the event in the protocol.

The Examination Board will make a decision in the same manner as if the student had actually left the room. If the Examination Board decides that the request to the student to leave was not justified, the examiner will grade the student's work.

If the Examination Board decides that the student's removal was justified, this is considered to be the same as if the student had

submitted a blank test paper. The student will be given a grade of 10 (on the grading scale from 10–100) or F (Fail).

If the Examination Board decides that the student's removal was not justified, the student may sit the test again. The Examination Board will decide when and how that will happen.

140. Fraud/serious fraud

1. Fraud is an act or omission by a student that makes it wholly or partially impossible to conduct an accurate assessment of their knowledge, understanding, skills or professional attitude. Examples of fraud include, but are not limited to, events when a student:

- a. uses materials during the test that they are not permitted to use;
- b. cheats during a test;
- c. gives information about a test to other people or receives such information, either inside or outside the testing room;
- d. makes up and/or falsifies survey or interview answers or research data;
- e. uses or reproduces another person's texts, reasoning, data or ideas without fully and correctly referencing the source (plagiarism).

2. Serious fraud includes, but is not limited to, events when a student:

- f. falsifies tests, for example by making changes to work after being granted an opportunity to view it;
- g. doing the test (or allowing it to be done) wholly or partially by or for another;
- h. falsifying and/or forging a signature;
- i. if the abovementioned under 1.d. and 1.e. occurs in a section of the graduation programme.

Repeated fraud may be designated as serious fraud.

141. Participating in fraud

Participating in fraud is also deemed to constitute fraud. Participating in fraud includes, but is not limited to:

- allowing students to cheat;
- giving information to or receiving information from another person during a test;
- giving someone the questions, tasks or model answers before or during a test;
- sitting a test or completing all or part of an assignment in another person's name.

This list of participating in fraud is not exhaustive.

142. Procedure in the event of irregularities and suspected fraud

Report to the Examination Board

If an invigilator or examiner notices irregularities or suspects fraud before, during or after a test – while grading, for example – they will note it in the protocol that is drawn up for each test.

Student rights and obligations

Students may be asked to submit all the documents, data or items that may have played a role in the – suspected - fraud. If a student refuses to do so, this will be noted in the protocol.

Students may have their comments regarding the event recorded in the protocol. In that event, they may sign the protocol, but they are not required to do so.

The invigilator or examiner will give the Examination Board:

- the protocol;
- supporting documents, if any; and
- the work completed by the student, if necessary.

Postponement of grading

If irregularities or suspected fraud are uncovered before the work is graded, the work of the student involved will not be graded until the Examination Board has made a decision.

Meeting

Before the Examination Board makes a decision, the student may tell their side of the story. A report of this meeting will be drawn up.

Before the Executive Board makes a decision on a proposal to deregister the student, the student may tell their side of the story. A report of this meeting will be drawn up.

1. Decision-making

The Examination Board will make a decision within 30 working days about whether fraud has occurred, based on:

- the written documents; and
- what the student said during the meeting.

If fraud is found to have occurred, the Examination Board will determine whether it was serious fraud.

The Examination Board will then decide on the measures to be taken. The possible measures are set out in Article 143.

143. Measures in the event of fraud**Measures in the event of fraud**

If fraud has occurred, the Examination Board will take measures that are appropriate to the fraud.

These measures are exclusively the following:

- The Examination Board confirms the measures taken by the examiner or invigilator.
- The student receives a written warning.
- The Examination Board declares the student's test invalid. In that case, the work will not be graded. If the work has already been graded, no grade will be entered in the PeopleSoft academic monitoring system. If there is already a grade in the system, it will be removed. In both cases, the letters ME (Measures of the Examination Board) will be entered.
- The Examination Board decides that the student may not take part in the next opportunity for the same test.
- The Examination Board decides that the student may not take part in any tests for a period determined by the Examination Board. That period will not exceed one year.

Measures in the event of serious fraud

In the event of serious or repeated fraud, the Examination Board may recommend to the Executive Board that the student's enrolment in the programme be terminated. The Examination Board will consult the faculty director first.

Chapter 14. Declaring results to be invalid

144. Grounds for a declaration of invalidity

The Examination Board may determine that a result is invalid if, after the result was announced, it was found that any of the following had occurred:

- an irregularity that made an accurate assessment impossible, even if the student(s) were not to blame for the irregularity;
- fraud;
- a ruling by an appeal body.

The Examination Board will make a decision within 30 working days after becoming aware of any of the above circumstances.

145. Consequences of a declaration of invalidity

If a result is declared to be invalid, the grade recorded for the student(s) concerned will be replaced with ME (Measure Examination Board). The Examination Board will inform the student(s) of its decision in writing, also informing them of their right of appeal.

If the work is to be re-graded and a new result determined, the Examination Board will instruct an examiner to do so. The new result will be recorded in place of the result that was removed.

Chapter 15. Validity period of completed tests and obtained exemptions

146. Limited validity period for tests and exemptions

A test result has a limited validity period if the following two conditions both apply:

- the test result has an expiry date, which is indicated in Article [23. Expiry date, transition period and validity period](#) of this TER;
- and the knowledge, understanding or skills being assessed are demonstrably obsolete.

There are no education and test results with an expiry date for the programme.

147. End of validity period

The validity period for an obsolete test result with an expiry date will end four years after the first enrolment.

148. Extension of validity period by the Examination Board

a. Extension and special circumstances

The Examination Board may extend the validity period for students:

- with special circumstances, as described in the Profile Fund (see Chapter 3 of this Education Guide);
- and for whom the validity period in Article 147 is too short.

They do not have to comply with the other conditions in Article [85. Definition of personal circumstances](#).

The Examination Board will ask the student counsellor for advice about:

- whether the special circumstances fall within the scheme; and
- how much of a delay the special circumstances have caused to the student's studies.

b. Extension in other circumstances

If there are any special circumstances other than those referred to above under a), and in the opinion of the Examination Board they have caused a delay in a student's studies that is not adequately compensated for by the validity period for the tests, the Examination Board may extend the validity period. The student in question must submit a request to that effect to the Examination Board.

The student may submit a new request if new special circumstances arise or the circumstances continue.

For the reporting of a study completion delay due to special circumstances and the resulting further activities, the procedure in Article [87. Procedure for establishing special and personal circumstances](#) applies. This is not the case if that procedure already applies based on other rules in the Education Guide.

Students must submit the extension request:

- electronically;
- stating reasons why they are asking for an extension;
- and before the validity period expires.

Where a student submits a request late but has a good reason for doing so, the Examination Board will still accept the request for

handling.

The Examination Board will make its decision within 30 working days after the complete request is submitted.

Chapter 16. Accessing, discussing and requesting copies of tests

149. Right of access

Students are entitled to view and discuss their graded work. They can do so at the latest up to four weeks after notification of the result of a written test via the PeopleSoft academic monitoring system.

It is determined by the programme when and where students can view and discuss their work. This may also take place digitally. When they view their work, students can also see the test standards that were used.

The Examination Board may instruct students how to view their work, for example to prevent students from disseminating test material.

150. Right to obtain a copy in the event of a dispute

If a student and an examiner disagree on a result, a copy of the work (or relevant part thereof) which they disagree on will be created, free of charge. The student needs this copy in order to lodge an appeal. The student must request the copy personally.

Chapter 17. Retention of tests

151. Original retained by the university

The university will always keep the original of important written documents, such as important essays, work placement reports, research reports, theses and components of graduation programmes.

152. Retention period

The university will retain these documents, as well as final research projects, examinations and assignments that students have produced in this respect for a minimum of seven years. They may be kept in electronic or hard copy format. The university will retain these documents for longer if that is stated in the university's regulations governing retention periods.

The university will retain other student work and recordings of oral tests which are not covered by the above list of documents for two years. This is in accordance with the university's regulations governing retention periods.

153. Inclusion in university records to comply with statutory obligations

A copy of the documents referred to in Articles 151 and 152 will be kept in a file or archive to be used for the work of the university. This will be done only if the documents are deemed to be suitable for this purpose. The documents are necessary in order to comply with statutory obligations, such as a visit/accreditation. They may be consulted if that is in line with the university's objectives.

The same applies to inclusion in the HBO Knowledge Base: www.hbo-kennisbank.nl

If the documents contain confidential information or if third parties have rights to the work, this will be respected. However, a work as a whole cannot be regarded as confidential.

154. Keeping and retaining a (digital) portfolio

The programme does work with a (digital) portfolio

The student is responsible for keeping the (digital) portfolio and for keeping it up-to-date.

Is the portfolio part of the curriculum? Then the student is obliged to show his (digital) portfolio for education, accreditation or test if requested by the university of applied sciences. If it concerns a test, the study program also keeps the part that the test was

about.

Chapter 18. Exemptions

155. Exemptions from tests

The Examination Board may decide that a student does not have to complete any tests for a particular unit of study or a module. This is called an 'exemption'.

156. Unit of study exemptions

Students will be given an exemption for a unit of study if they have been granted exemptions for all tests in that unit of study.

157. Exemptions after switching programmes within the university

If students switch to another programme within the university, they can take their test results and exemptions with them only if they have applied for exemptions in this respect. The same applies to any results students have previously obtained in study programmes at the university that are not government-funded.

158. Exemption criteria

Students may be granted exemptions if they:

- have previously passed tests and examinations within the higher education system;
- have demonstrably acquired knowledge and skills outside of the higher education system which are approximately the same as the unit of study/module and associated test(s) in terms of:
 - content,
 - level,
 - required final qualifications.

If a student requests an exemption based on tests completed in a foreign institution, the Examination Board will consider the quality of the institution in its decision. The evaluation of quality will be based on a previous investigation by the university or on the Examination Board's own investigation.

159. Exemptions granted solely based on up-to-date knowledge and experience

The Examination Board will grant exemptions only based on up-to-date knowledge and experience.

Generally, the Examination Board applies a period of five years when considering what 'up to date' is. In other words, the tests or examinations must have been completed no more than five years before the date of the exemption application. The same applies to knowledge and skills acquired outside of the higher education system.

160. Exemptions procedure and evidence

Requests for exemptions must be submitted to the Examination Board in writing (or by email). Students must explain the reasons why they are asking for an exemption and enclose supporting documents.

The Examination Board may ask a student to provide further information or additional documents. It may also request any information it deems to be necessary in order to make a decision.

Supporting documents may include:

- copies of certificates bearing the stamp of the relevant organisation;
- transcripts showing tests and examinations, or certificates; the student must provide a full description of study or degree programmes or relevant components thereof. The same applies to results previously achieved as a contract student in the same programme at the university;
- copies of theses, articles, reports or coursework that:
 - have been written by the student;
 - and have been assessed and certified by an authorised body;

- a stamped copy of an APL report issued in accordance with the APL Quality Code by an accredited APL provider. The report must clearly show that the student has the knowledge and skills required for the requested exemption; the student must also provide the associated documents if the Examination Board asks for them.

The Examination Board will make a decision on a complete exemption application within 30 working days. The Examination Board may extend this timeframe once, by a maximum of 30 working days.

161. Further investigation

If the Examination Board determines, on the basis of the investigation, that a student cannot be granted an exemption for all tests in a unit of study, the Examination Board may decide to grant an exemption following a further investigation. This investigation involves a comparison by the Examination Board of the final qualifications that the student is lacking against the content of the unit of study.

The investigation may entail that the student must pass an ordinary test.

In its decision, the Examination Board will set a deadline by which the further investigation must be successfully completed.

If a student sits tests which are covered by the exemption, it will be assumed that they did so in the context of this investigation. If the student fails the test, they will not be granted an exemption for all the tests.

The Examination Board may determine that the validity of a result will end earlier than the date resulting from the general exemptions policy (see Articles [146. Limited validity period for tests and exemptions](#) t/m 148). The Examination Board may do so when:

- the student's request relates to an exemption they previously received for another programme at the university;
- or the programme is being updated.

162. Waiving further investigation

If the Examination Board decides that a component of a test is not essential in terms of the conditions as specified in the unit of study description regarding the acquisition of the knowledge, understanding and skills required to obtain the degree, it may decide not to conduct an investigation into that component. This may only occur in an exceptional case, such as disability or religious belief. It also depends on the reasons given by the student.

163. Exemptions prior to enrolment

The Examination Board may also decide to grant an exemption before a student is enrolled. In that case, the student will receive the exemption only once they have actually enrolled.

164. Exemption from the final first-year examination

If a student has obtained an exemption for all first-year tests, he is deemed to be exempt from the final first-year examination, unless the Examination Board has conducted its own investigation as described in Article [173. Examination Board investigation](#).

165. No exemption from final examination

Students can only obtain a limited number of exemptions for the final examination of an Ad programme.

For this final examination, students must obtain a minimum of 30 credits for units of study by successfully completing tests. This includes units of study connected with a graduation programme or part thereof.

The student must obtain (xxx) units of study by making tests. This are the following required tests: not applicable

166. Recording exemptions

If an exemption is granted for a test, the word 'vrijstelling' (exemption), or the abbreviation 'VR', will be recorded in place of the test result in the PeopleSoft academic monitoring system. This will be based on the date on which the student is notified of the decision. If this date is prior to the date of enrolment, the date of enrolment will be used.

Chapter 19. Unit of study substitution; national and international mobility

167. Request for substitution

Students may request the Examination Board to let them substitute one or more of the units of study which they still need to complete, along with the associated tests, with units of study and associated tests from another programme offered by the university or by another Dutch or foreign institution of higher education. Students must explain the reasons for their request. This is subject to the condition that students still meet the requirements of the examination, and that the study load in credits must remain the same.

The Examination Board will make its decision within 30 working days after the complete request is submitted.

168. No request required

Students do not need to submit a request if there is a partnership agreement between the university and another institution in the Netherlands or abroad.

169. Rules for teaching and testing in the case of a substitution

Any classes taken and tests completed at other institutions will be subject to the rules for teaching and testing of that institution. This does not apply if the Examination Board decides otherwise in this respect.

170. Other conditions

The Examination Board may impose other conditions on the substitution of units of study and the associated tests. The substitution of units of study and associated tests with those of a foreign institution is subject to the condition that the quality of the foreign institution can be established by the Examination Board, based on:

- a previous investigation by the university;
- or the Examination Board's own investigation.

The Examination Board may also seek advice from Nuffic (the Dutch organisation for internationalisation in education).

9 PART 9. EXAMINATIONS, DEGREE CERTIFICATES AND TRANSCRIPTS

Chapter 1. Examinations

171. Final examination of the first year

The programme provides for an examination after the first year and a final examination.

172. Requirements for passing the examination

Students will have passed the first-year examination if:

- they have passed the tests for all first-year units of study in their programme;
- and the validity period of those tests has not expired.

This does not apply if the Examination Board decides to conduct its own investigation, as described in Article [173](#). Students have passed the final examination if:

- they have passed the tests for all units of study that are part of the second year of the programme;
- and the validity period of those tests has not expired.

This does not apply if the Examination Board decides to conduct its own investigation, as described in Article 173.

173. Examination Board investigation

The Examination Board may decide that the examination, in addition to the tests in the programme, will include an investigation conducted by the Examination Board itself into students' knowledge, understanding and research.

This investigation is more or less the same as a test. The Examination Board cannot conduct an investigation without the student being aware of this.

The Examination Board of the programme does not conduct its own investigation.

174. Exceptional cases

In exceptional cases, the Examination Board may decide that students do not have to pass every part of a test in order to be deemed to have passed the examination. The Examination Board may set conditions for such a decision. Examples of exceptional cases are a disability or religious belief.

The Examination Board may make such a decision if it considers that a component of a test is not essential in terms of the requirements specified in the unit of study description for acquiring the knowledge, understanding and skills required to obtain the degree.

The Examination Board will then determine the final grade for the unit of study in a fair and reasonable manner, as much as possible in accordance with the rules set out in the TER. In doing so, the Examination Board will not give any consideration to the component in question.

Chapter 2. Degree certificates and transcripts

175. Degree certificate

The Examination Board awards a degree certificate to students as proof that they have passed their final examination.

The Examination Board may decide to award the degree certificate only if the Central Student Administration declares that the student has paid all amounts due and payable by the student.

The degree certificate states the date on which the student is deemed to have passed the final examination. This is the date on which the student completed his/her last test. If the Examination Board has conducted its own investigation as described in Article 173, then the date on the certificate will be the date of the investigation.

The certificate will also state the name of the degree that has been awarded by the Executive Board.

The Examination Board awards degree certificates within five to eight weeks after students pass the final examination. The student will receive a notification with a request to check the data that will be displayed on the degree certificate. The Examination Board will then invite the student for the ceremony in which the certificate is awarded. If an Examination Board does not take the initiative to award a student's degree certificate, the student must request the Examination Board to award the certificate.

176. List of grades and diploma supplement

The Examination Board provides a list of grades with the degree certificate and also encloses a diploma supplement.

177. Deferral of awarding of the degree certificate

If a student is entitled to receive a degree certificate but wishes to wait because it would be more advantageous to do so, and if the advantage the student would obtain is reasonable, then the student may request a deferral from the Examination Board using the designated form. On the form, the student should explain why the deferral is important to him and how long he wants to wait.

This is usually so that the student can complete an additional unit of study and have it included in the list of grades as an extracurricular unit of study, and not for the purpose of completing a second study programme. Deferrals are generally for no longer than six months. In any event, it is a condition of a deferral that the student not interrupt their enrolment. Note: deferrals can have consequences, for example for the student travel product. This should be checked with the Education Executive Agency (DUO).

178. Transcript

If a student has passed more than one test and the Examination Board does not award a degree certificate to the student, the student will receive a transcript from the Examination Board upon his request. At a minimum, the transcript will specify:

- the units of study for which the student passed the tests;
- the number of credits for those units of study;
- when the student passed the tests.

Chapter 3. With merit and cum laude designations

179. Recording on the degree certificate

Awarding a designation is not in keeping with the programme's educational vision. For that reason, we do not issue designations and articles 180, 181 and 182 do not apply.

180. Basis of calculation

In performing the calculation, the Examination Board will use the final grades before rounding off for the units of study of the examination.

If a unit of study has several tests, this concerns the final grade before rounding off for that unit of study based on the calculation of the average in accordance with Articles [127. Grade for a unit of study](#) and [128. Final assessment](#).

In addition, the student must not have been studying for a longer period than the study duration as scheduled by the university. This does not apply if the longer study duration is due to personal circumstances or other special circumstances. The Examination Board will determine whether this is the case. Delay in a student's studies, which has demonstrably occurred as a result of

coronavirus measures, will be regarded as a special circumstance.

181. 'With merit'

The designation of 'with merit' will be recorded on the degree certificate if:

- a maximum of 30% of the total number of ECs with a word assessment is assessed. Word assessments are disregarded in the weighting.
- the weighted average final grade for all units of study is 7.0 or more;
- of these final grades, no final grade before rounding off is less than 6.5; and
- the student has received no more than 8 credits' worth of exemptions.

In calculating the weighted average final grade, the Examination Board will not take into account the results for units of study that were awarded a 'Pass' or 'Fail' grade. A student can request the Examination Board to calculate the result from a foreign institution into a grade, so the grade can be taken into account for the weighted average final grade.

If a student has received more than 8 credits' worth of exemptions of the 120 credits of his programme, they may still obtain the 'with merit' designation if:

- the actual duration of the student's studies was correspondingly shorter due to these exemptions; and
- the number of credits for the final examination which the student achieved through tests, amounts to at least half of the total number of credits for that examination.

182. 'Cum laude'

If a programme works (partially) with word assessments, the designation 'cum laude' is recorded as:

- the weighted average final grade for all units of study is 8.0 or more;
- of these final grades, no grade is less than 7.0 before rounding off; and
- 80% of the assessments must be rated 'advanced performance'.
- the student has received no more than 15 credits' worth of exemptions (in the case of an accelerated pre-university pathway, 11 credits).
- For the foundation year, the student may not have obtained more than 5 credits of exemption (max. 4 credits for a fast-track programme of 45 credits).

In calculating the weighted average final grade, the Examination Board will not take into account the results for units of study that were awarded a 'Pass' or 'Fail' grade. At the student's request, the examination board may convert results obtained at a foreign institution into a grade or word assessment so that this result can be taken into account.

If a student has received more than 15 credits' worth of exemptions in the case of a 240 credits programme, or 11 credits in the case of a 180 credits programme, they may still obtain the 'cum laude' designation if:

- the actual duration of the student's studies was correspondingly shorter due to these exemptions; and
- the number of credits for the final examination which the student achieved through tests, amounts to at least half of the total number of credits for that examination.

Moreover, for the final examination the final grade before rounding off for the units of study that form part of the graduation programme must be at least 8.0 or rated 'advanced performance'. The Annual Programme of this TER sets out which unit of study will be the determining factor for the designation 'cum laude'.

10 PART 10. FINAL AND TRANSITIONAL PROVISIONS

183. Updating the TER

The TER will not be changed during the academic year, unless the interests of students will not be adversely affected by the change. It can be the case that, in spite of the previous provision, the coronavirus measures make changes necessary. In the event of these changes, the contents hereof must be taken into consideration.

184. Unforeseen circumstances

In any situations not provided for by the TER, a decision will be made by:

- the Executive Board, if the situation concerns general provisions;
- the faculty director responsible for the programme, if the situation concerns programme-specific provisions.

When implementing the TER, if staff members cannot agree on who has authority in a particular situation, the Executive Board will designate the competent body.

185. Publication, entry into force and authentic version

This TER forms part of the Education Guide of the university as referred to in Section 7.59 of the WHW

The Executive Board may extend the period of validity of general provisions of the TER. This can only be done for an entire academic year. The representative advisory council must give consent for the extension.

The faculty director can extend the period of validity of the programme-specific information. This can only be done for an entire academic year. The representative advisory council must give consent for the extension.

In the event of a discrepancy or difference of interpretation of the provisions of the TER, the text of the Dutch version will take priority over any version in another language

11 Appendix: Annual Programmes

Programme: **Electronic Music** Faculty: **Creative Business** Mode of study: **voltijd**

Overview units of study

Legend

AF	Graduation part
PR	Graduation part designation
KE	Qualitative requirement (BSR)
BD	Professional component
OP	Optional professional or educational component
EW	Requirements for the job
KZ	Choice whether there are requirements for the job
C	Compensation within the unit of study

Academic year 1

Unit of study	Code	Term	ECTS	Specific details
Basic curriculum				
<u>Action plan 1.1</u>	2520ADE11Z	■ ■ ■ ■	4	KE
<u>Project 1.1</u>	2521ADE12Z	■ ■ ■ ■	2	
<u>Marketing 1.1</u>	2520ADE13Z	■ ■ ■ ■	2	
<u>Portfolio 1.2</u>	2520ADE14Z	■ ■ ■ ■	16	KE
<u>Music Theory 1.2</u>	2520ADE15Z	■ ■ ■ ■	2	
<u>Project 1.2</u>	2520ADE16Z	■ ■ ■ ■	1	
<u>Exploitation 1.2</u>	2520ADE17Z	■ ■ ■ ■	3	
<u>Action plan 1.3</u>	2520ADE21Z	■ ■ ■ ■	4	
<u>Project 1.3</u>	2520ADE22Z	■ ■ ■ ■	1	
<u>Techniques 1.3</u>	2520ADE23Z	■ ■ ■ ■	2	
<u>Business Administration 1.3</u>	2522ADE27Z	■ ■ ■ ■	3	
<u>Portfolio 1.4</u>	2520ADE25Z	■ ■ ■ ■	16	

Unit of study	Code	Term	ECTS	Specific details
<u>Music Theory 1.4</u>	2520ADE26Z	■ ■ ■ ■	2	
<u>Marketing 1.4</u>	2522ADE24Z	■ ■ ■ ■	2	

Academic year 2

Unit of study	Code	Term	ECTS	Specific details
Basic curriculum				
<u>Action plan 2.1</u>	2520ADE31Z	■ ■ ■ ■	4	
<u>Project 2.1</u>	2522ADE32Z	■ ■ ■ ■	2	
<u>Techniques 2.1</u>	2520ADE33Z	■ ■ ■ ■	2	
<u>Project 2.2</u>	2521ADE37Z	■ ■ ■ ■	1	
<u>Action plan graduation 2.2</u>	2521ADE34Z	■ ■ ■ ■	3	AF PR
<u>Portfolio 2.2</u>	2520ADE35Z	■ ■ ■ ■	16	
<u>Theory 2.2</u>	2520ADE36Z	■ ■ ■ ■	2	
<u>Graduation 2.4</u>	2520ADE41Z	■ ■ ■ ■	30	AF PR

Overview of tests

Legend

GRD	Grade assessment scale with the minimum score in parenthesis
SUS	Pass / fail scale
NIV	3-point level scale (exceeds the standard / meets the standard / does not yet meet the standard)
0%-100%	Weighting factor
SBU	Number of study hours
S/M/AW	Examination format (Written, Oral, Other method)
TZ	Examination session
AP	Compulsory attendance
LN	Longer timeframe for issuing results

Academic year 1

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Basic curriculum							

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Action plan 1.1	Action plan 1.1	2520ADE11A	SUS	100%	112	AW	TZ
Project 1.1	Project 1.1 ADE	2521ADE12A	SUS	50%	28	AW	
	Project 1.1 Writers camp	2521ADE12B	SUS	50%	28	AW	
Marketing 1.1	Marketing 1.1	2520ADE13A	SUS	100%	56	AW	
Portfolio 1.2	Portfolio 1.2	2520ADE14A	SUS	100%	448	AW	TZ
Music Theory 1.2	Music Theory 1.2	2520ADE15A	GRD(55)	100%	56	S	TZ
Project 1.2	Project 1.2	2520ADE16A	SUS	100%	28	AW	TZ
Exploitation 1.2	Exploitation 1.2	2520ADE17A	GRD(55)	100%	84	S	TZ
Action plan 1.3	Action plan 1.3	2520ADE21A	SUS	100%	112	AW	TZ
Project 1.3	Project 1.3	2520ADE22A	SUS	100%	28	AW	TZ
Techniques 1.3	Techniques 1.3	2520ADE23A	GRD(55)	100%	56	S	TZ
Business Administration 1.3	Business Administration 1.3	2522ADE27A	GRD(55)	100%	84	AW	
Portfolio 1.4	Portfolio 1.4	2520ADE25A	SUS	100%	448	AW	TZ
Music Theory 1.4	Music Theory 1.4	2520ADE26A	GRD(55)	100%	56	S	TZ
Marketing 1.4	Marketing 1.4	2522ADE24A	SUS	100%	56	S	TZ

Academic year 2

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Basic curriculum							
Action plan 2.1	Action plan 2.1	2520ADE31A	SUS	100%	112	AW	TZ
Project 2.1	Project 2.1 ADE	2522ADE32A	SUS	0%	28	AW	
	Project 2.1 IWC	2522ADE32B	SUS	0%	28	AW	
Techniques 2.1	Techniques 2.1	2520ADE33A	GRD(55)	100%	56	S	TZ
Project 2.2	Project 2.2	2521ADE37A	SUS	100%	28	AW	TZ
Action plan graduation 2.2	Action plan graduation 2.2	2521ADE34A	SUS	100%	84	AW	TZ
Portfolio 2.2	Portfolio 2.2	2520ADE35A	SUS	100%	448	AW	TZ
Theory 2.2	Theory 2.2	2520ADE36A	GRD(55)	100%	56	S	TZ

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Graduation 2.4	Graduation 2.4	2520ADE41A	SUS	100%	840	AW	TZ

LEARNING OUTCOMES, PERFORMANCE INDICATORS & BODY OF KNOWLEDGE AND SKILLS YEAR 1 & 2 AD ELECTRONIC MUSIC

This document contains all learning outcomes with associated performance indicators and the relevant Body of Knowledge and Skills for years 1 and 2 of the Associate degree Electronic Music. You use these learning outcomes and presentation indicators to determine your learning objectives. At the end of year 2, all learning outcomes and performance indicators must be sufficiently demonstrated. You will also use this document during your conversations with your Art Coach where you will discuss your progress, the evidence you have collected, your reflection on the collected feedback, your development, where you are now and what your next step will be.

Finally, it can help you to map out what is going well and what you can improve on with your Art Coach, making it easier to formulate (new) learning goals. It gives you an anchor point: what can I already do? what have I already done? what will be the focus in my Action Plan for the upcoming Portfolio assessment?

The learning outcomes are assessed on the basis of complexity and independence, and in accordance with the Zel-Com model (Bulthuis, 2013). The complexity increases as it is expected that your learning objectives expand and with stricter quality requirements. In addition, you are to take more initiative, your independence should increase during the training as the guidance and supervision decreases.

ZelCom-model

Increasing degree of independence	C1 Complexity low Independence high	D1 Complexity medium Independence high	E Complexity high Independence high
	B1 Complexity low Independence medium	C2 Complexity medium Independence medium	D2 Complexity high Independence medium
	A Complexity low Independence low	B2 Complexity medium Independence low	C3 Complexity high Independence low
	Increasing degree of complexity		

Complexity

Complexity is determined by the complexity of the **task** someone is performing and by the complexity of the **context** in which the task is performed.

The **task** can be more complex if:

- the scope (duration) and content (number of aspects) of the task is large
- the student must apply or invent new skills/knowledge/technologies
- strict quality requirements are set
- multiple disciplines converge in the task

The **context** can be more complex if:

- there is a large organization with many rules/contracts
- there are several clients and parties
- there are large financial or business interests (risk of failure)
- there is a lot of (international) interaction and communication

For the Ad Electronic Music, the aspect of complexity is translated to the level of artistic progression. Artistic progression is individual and is determined by aspects such as artistry, creativity, appearance, design, techniques, technological tools used and complexity of the repertoire and drive.

Independence

Independence is about the degree of guidance/supervision, the freedom of action, the degree of responsibility and the role you have as a student.

For example, independence is greater if:

- there is little guidance/guidance/interaction
- there is great freedom of action when making choices, choosing solution strategies, taking decisions
- there is a great deal of responsibility for the result and/or the work and learning process
- the overall role is more strategic

The intake level of **B1** is used for the Ad Electronic Music: you must already show some independence (on average) at the start of the training.

The final level of the first year of study is **C2**: you show artistic progression compared the level in which you started at.

The exit level of the program is **D1**: you show that you are an independent professional who is able to manage their own further development.

ARTISTIC CONCEPT & PLANS

Learning outcomes	Performance indicators	Relevance Body of Knowledge and Skills
1. Professionalization You navigate your development and career by making substantive choices that help you position yourself in the music industry and build a sustainable professional career in a structured way.	1.A You are able to articulate your vision and ideas (Artistic Concept, Body of work, Career Plan) in your Action Plan and to provide the evidence for it in your Portfolio.	<ul style="list-style-type: none"> Developing an image in line with Artistic Concept and USPs Artistic Concept The creative brain Active (initiating) and passive (reactive) creativity Inspiration techniques Awareness of own creative method Knowledge of (other than your own) creative techniques Focus: channeling self-imposed barriers Out of the box techniques (paradigm shifting techniques) Brainstorming Techniques Mind Mapping Techniques Improvisation techniques Curiosity How do you stay (or become) curious Research as inspiration Research – literature review, asking questions, trial & error, interview, desktop research and source verification Basic knowledge of reporting <p>ADDITIONAL KNOWLEDGE AND SKILLS (if applicable)</p> <ul style="list-style-type: none"> Performance plan Target groups, audience
	1.B You are able to articulate and substantiate your development and choices.	<ul style="list-style-type: none"> Learning to learn Insight into own learning Monitoring your own process Self-directed learning: techniques/methods (self-taught) Vocabulary to describe own learning
	1.C You are able to set goals for yourself, adjust them where necessary and substantiate your decisions.	<ul style="list-style-type: none"> Formulating/setting goals (SMART) Different forms of planning Basic knowledge of reporting

ARTISTIC CONCEPT & PLANS

Learning outcomes	Performance indicators	Relevance Body of Knowledge and Skills
	1.D You are able to reflect and indicate how you apply these reflections in your development.	<ul style="list-style-type: none"> Coaching, inspiring, feedback, finding a role, managing, group dynamics, SWOT, own interaction in a group or partnership Basic knowledge of reporting Learning to learn Insight into own learning Monitoring your own process Self-directed learning: techniques/methods (self-taught) Vocabulary to describe own learning Knowledge with regard to effective studying, designing short and long learning pathways (in line with own learning profile) Reflection
	1.E You are able to give and receive feedback and indicate how you translate and implement this feedback.	<ul style="list-style-type: none"> Coaching, inspiring, feedback, finding a role, managing, group dynamics, own SWOT interaction in a group or partnership Basic knowledge of reporting Learning to learn Insight into own learning Monitoring your own process Self-directed learning: techniques/methods (self-taught) Vocabulary to describe own learning Knowledge - with regard to effective studying, designing short and long learning pathways (in line with own learning profile)
	1.F You take care of yourself physically and mentally in order to remain permanently employable within your profession as a producer/artist.	<ul style="list-style-type: none"> School/career balance Working responsibly: <ul style="list-style-type: none"> Ergonomics Importance of breaks Dealing with time zones/jet lag Balance between work and health Taking care of yourself (nutrition, sleep, exercise, meditation) How do you like it? Social/peer pressure Thick Skin techniques (resilience) Fitting the Ad program into your life (in other words: school into your career)

ARTISTIC CONCEPT & PLANS

Learning outcomes	Performance indicators	Relevance Body of Knowledge and Skills
2. Collaboration You build collaborations and bring in your own ideas and expertise whilst being open to the input of others.	2.A You involve others ¹ in realizing your goals and ideas.	<ul style="list-style-type: none"> • Different forms of planning • Duo, group, projects, cross media, cross art • Knowledge and insight into group dynamics and group processes and recognizing your own role/position in the group • Multiple intelligence
	2.B You contribute to the realization of a joint Body of work by bringing in your own goals, ideas and expertise in a social and collegial way.	<ul style="list-style-type: none"> • Different forms of planning • Duo, group, projects, cross media, cross art • Knowledge and insight into group dynamics and group processes and recognizing your own role/position in the group • Multiple intelligence

¹ Students, other producers, instrumentalists, vocalists, industry professionals or other experts.

PRODUCTION/PERFORMANCE²

Learning outcomes	Performance indicators	Relevance Body of Knowledge and Skills
3. Creating music You are producing music based on your vision which you realize by using the necessary skills, inspiration and experiments.	3.A The creation of your Body of work is based on your vision (Artistic Concept).	<ul style="list-style-type: none"> • Artistic concept • The creative brain • Active (initiating) and passive (reactive) creativity • Inspiration techniques • Awareness of own creative method • Knowledge of (other than your own) creative techniques • Focus: channeling self-imposed barriers • Out of the box techniques (paradigm shifting techniques) • Brainstorming • Mind Mapping Techniques • Improvisation techniques • Curiosity • How do you stay (become) curious • Experiment as inspiration • Research as inspiration • Composition • Arrangement (song structure, tension) • Synthesis terminology • Relationship between form and movement of sound and meaning • Synthesis forms (subtractive, wavetable, FM, additive, granular) • Sampling • Sound form theory (theory about tones, sound, noise, and consonances for electronic music) <p>ADDITIONAL KNOWLEDGE AND SKILLS (if applicable)</p> <ul style="list-style-type: none"> • Performance plan • Target groups, audience • Body language/projection/presence • Creating a self-challenging set • Lighting plan • Visuals/pyro • Clothing • Set-up

² Performing is a choice option

		<ul style="list-style-type: none"> • Technical rider • Internship plan • Practice • Song structures • Lyrics • Structure • Chorus • Top-line (melody)
	<p>3.B When producing your Body of work, you apply the gained knowledge and skills, and you are able to create the necessary (technical) pre-conditions.</p>	<ul style="list-style-type: none"> • Remixes, mashups, edits • Use of samples • Using loops • Layering • Finishing a track • Using Templates • Operation and use of analog and digital instruments and effects • DAWs, with their pros and cons • Gain staging • Leveling (volume ratios) • Dynamic effects (compression, limiting, expansion, sidechaining) • Time based effects (reverb, delay, chorus, flanger, phaser) • Distortion, saturation, bit crushing, clipping • Connections • Interfaces • Drivers • Protocols • In/out of the box • Speakers/monitors • Headphones • Microphones • Routing (inputs, outputs, inserts, aux, buses, etc.) • EQ (technical background and types of EQ) • FX (Technical Background and Types of FX) • Analog/Digital setup/studio construction in relation to the goal • Workflow (DAW) in relation to the goal • Efficient use of computers and DAW • Problem solving skills in the studio

		ADDITIONAL KNOWLEDGE AND SKILLS (if applicable) <ul style="list-style-type: none"> • Stage Instruments • Improvisation technique • Tension Arc Techniques • Improvisation based on: melody, harmony, sound, events, story, interaction, coincidence, etc. • Analyzing and getting to know a (wide) range of playing techniques, instruments and approaches • Working with alternative controllers • Problem solving skills on stage • Lighting plan • Working with vocalists • Recording session preparation • Vocal editing (comping, cleaning, Melodyne/Autotune) • Vocal mixing • Understanding of quantities and units used within mixing and mastering (peak, RMS, LUFS, correlation, etc.) • Different mixing techniques: New York compression, parallel processing, Brauerizing, etc. • Repair software (Izotope RX etc.) • Preparation • Troubleshooting • Microphone Selection • Microphone Placement • Set up your DAW for recording • Recording techniques (double tracking, room recording, ambience recording, etc.)
	3.C You demonstrate development of your musical ear in the field of music theory, studio production and studio technique.	<ul style="list-style-type: none"> • Harmony application • What is sound? • Hearing • Acoustics (room treatment) • Monitor Placement • Psychoacoustics • Instrument specific skills (elective: piano, synthesizer, or other) • Developing the musical ear • Music theory (traditionally accepted laws applicable to mainstream western music) • Music theory of electronic music (embedded work or maker-specific laws and/or suggestion of laws) • Harmony (traditional conception of harmony of tones produced by regular musical instruments)

		<ul style="list-style-type: none"> • Sound form theory (theory about tones, noise, and harmony for electronic music) • Rhythms, time signatures, polyrhythms, shuffle, swing, groove, etc. • Instrument knowledge: • How does an instrument make sound? • Classification of musical instruments • Construction and operation • (Tonal) Range and Usage • Traditions • Instrument use, playing technique, cultural background • Physical aspects of making music <p>ADDITIONAL KNOWLEDGE AND SKILLS (if applicable)</p> <ul style="list-style-type: none"> • Notes (notation/graphic scores)
	3.D You can articulate what inspires you (music styles, repertoire, music history, other).	<ul style="list-style-type: none"> • General art history • Other art forms: fairy tales, myths, sagas, legends, detectives, science fiction, horror, literature, films, painting (movements/concepts) • Commerce and Artistic Integrity • Music and relations with other art forms • Music in social context • Style knowledge: <ul style="list-style-type: none"> ○ Context of repertoire: placing your own work within the whole of existing music ○ Different versions and interpretations ○ Patterns in stylistic developments <p>ADDITIONAL KNOWLEDGE AND SKILLS (if applicable)</p> <ul style="list-style-type: none"> • History of electronic music • History of dance music • History of pop music
	3.E You take on creative challenges, experiments and take risks by researching and trying different ways of making music.	<ul style="list-style-type: none"> • Experiment as inspiration • Research as inspiration • An attitude in which there is room for experiment and innovation • Experimental techniques • Freedom to experiment • Research – literature review, asking questions, trial & error, interview, desktop research and source verification

BUSINESS & COMMUNICATION

Learning outcomes	Performance indicators	Relevance Body of Knowledge and Skills
4. Outward focus You are active and aware of the professional environment you are in.	4.A You build a (inter)national network that is relevant to you.	<ul style="list-style-type: none"> • Analysis of professional practice (environmental analysis) • Communication (including language use and networks) • Developing and using a network
	4.B You use a targeted marketing strategy to approach the market that is relevant to you.	<ul style="list-style-type: none"> • Communication (including language use and networks) • (Social) media • Digital distribution and sound carriers • Media psychology: <ul style="list-style-type: none"> ○ Information channels (language, image, sound, senses) ○ Information channels and their bias ○ Social media ○ Commerce, image, layering, culture, fashion, media design, logos, image, NLP, propaganda, other • Basic knowledge of reporting <p>ADDITIONAL KNOWLEDGE AND SKILLS (if applicable)</p> <ul style="list-style-type: none"> • English speech • English writing • Press releases • Interviews • Dealing with media negativity • Image • Language use • Clothing • Design • Logo • Music style • Media expressions <ul style="list-style-type: none"> • Gigs • Fan base • Target group • Target group presentation • Use of presentation tools

	4.C	You map out the product-market ratio for your Artistic Concept.	<ul style="list-style-type: none"> • How the Dutch and international music industry functions • Describing the product-market relationship for your own musical/artistic concept and indicate how resources should be brought together for this purpose.
	4.D	You examine the limits of your own expertise and call in the right experts when necessary.	<ul style="list-style-type: none"> • Indicate the limits of one's own expertise and engage experts where necessary to achieve the set goal.
5. Exploitation You exploit your Body of Work and you see, create and seize opportunities to make it more sustainable or to expand it.	5.A	You generate an income by selling music, merchandising, receiving royalties, copyrights and possibly doing (live) performances. You ensure that agreements are formally established in contracts.	<ul style="list-style-type: none"> • Contracts: <ul style="list-style-type: none"> ○ Publishing ○ Record contracts (master agreement, license deal) ○ Management agreement ○ Performance Agreement ○ DJ booker agreement ○ Management • Copyright and related law • Promotion • Reflecting on one's own position within the music market and possibly adjusting one's own products accordingly • Merchandise: connecting the artistic concept • Fanbase: creation, communication and nurturing • Basic knowledge of reporting
	5.B	You manage the finances and administration of your company.	<ul style="list-style-type: none"> • Analysis of cash flows in music • Setting financial goals • Taxes and Accounting • Basic knowledge of reporting

Description of Units of Study Ad Electronic Music 2023-2024

Year 1

Action Plan 1.1 - 2520ADE11Z

Content of unit of study	The Action plan is the preparation for compiling the portfolio and the accompanying presentation and can be seen as planning in the short term. For full details of the course, please refer to the relevant study manual in Moodle.
Learning outcomes	1. Professionalization 2. Collaboration 4. Outward Focus
Requirements for participation	None
Specific details	No

Action Plan 1.1 - 2520ADE11A

Assessment objectives/criteria	Performance indicators (see appendix) 1A, 1B, 1C, 1D, 1E, 1F, 1G, 2.B, 4A, 4B, 4C, 4D
Details of assessments	Report and presentation
Strategies and teaching activities	Workshop
Compulsory attendance	No
Permitted aids	Indicated on test or command

Project 1.1

Content of unit of study	In this project week the student is challenged, in contrast to the regular curriculum, to work on one or more assignments in a "pressure cooker" setting. For full details of the course, please refer to the relevant study manual in Moodle.
Learning outcomes	1. Professionalisation 2 Collaboration 3 Creating Music 4 Outward Focus
Requirements for participation	None
Specific details	No

Project 1.1 - 2520ADE12A

Assessment objectives/criteria	Performance indicators (see appendix) 1C, 1D, 1G, 2A, 2B, 2C, 3A, 3B, 3C, 3D, 4A, 4B, 4D
Details of assessments	Presentation
Strategies and teaching activities	Project
Compulsory attendance	No
Permitted aids	Indicated on test

Marketing 1.1

Content of unit of study	During these Workshops, the information regarding marketing is offered from the point of view of the artist in the music industry. For full details of the course, please refer to the relevant study manual in Moodle.
Learning outcomes	4. Outward Focus 5. Exploitation
Requirements for participation	None
Specific details	No

Marketing 1.1 - 2520ADE13A

Assessment objectives/criteria	Performance indicators (see appendix) 4A, 4B, 4C, 4D, 5C, 5D
Details of assessments	Assignment
Strategies and teaching activities	Workshop
Compulsory attendance	No
Permitted aids	Indicated on test

Portfolio 1.2

Content of unit of study	In the Portfolio, the student collects all evidence of his/her abilities and the development that the student has gone through. For full details of the course, please refer to the relevant study manual in Moodle.
Learning outcomes	1. Professionalization 2. Collaboration 3. Creating music 4. Outward Focus 5. Exploitation
Requirements for participation	None
Specific details	No

Portfolio 1.2 - 2520ADE14A

Assessment objectives/criteria	Performance indicators (see appendix) 1A, 1B, 1C, 1D, 1E, 1F, 1G, 2A, 2B, 2C, 3A, 3B, 3C, 3D, 4A, 4B, 4C, 4D, 5A, 5B, 5C, 5D
Details of assessments	Portfolio assessment
Strategies and teaching activities	Workshop Booth sessions Feedback sessions 1 to 1 coaching
Compulsory attendance	No
Permitted aids	Indicated on test

Music Theory 1.2

Content of unit of study	<p>Development of harmonic, melodic and rhythmic hearing. General knowledge in the field of music theory in pop music.</p> <p>Traditionally accepted laws that apply to mainstream western music.</p> <p>For full details of the course, please refer to the relevant study manual in Moodle.</p>
Learning outcomes	3 Creating Music
Requirements for participation	None
Specific details	No

Music Theory 1.2 - 2520ADE15A

Assessment objectives/criteria	<p>Performance indicators (see appendix)</p> <p>3B, 3C, 3D</p>
Details of assessments	Knowledge test
Strategies and teaching activities	Workshop
Compulsory attendance	No
Permitted aids	Indicated on test

Project1.2

Content of unit of study	In this project week, the student is challenged, in contrast to the regular curriculum, to work on one or more assignments in a "pressure cooker" setting. For full details of the course, please refer to the relevant study manual in Moodle.
Learning outcomes	1 Professionalization 2 Collaboration 3 Creating Music 4. Outward Focus
Requirements for participation	None
Specific details	No

Project 1.2 - 2520ADE16A

Assessment objectives/criteria	Performance indicators (see appendix) 1C, 1D, 1G, 2A, 2B, 2C, 3A, 3B, 3C, 3D, 4A, 4B, 4D
Details of assessments	Presentation
Strategies and teaching activities	Project
Compulsory attendance	No
Permitted aids	Indicated on test

Exploitation 1.2

Content of unit of study	During these workshops, the exploitation of music is fully explained. For full details of the course, please refer to the relevant study manual in Moodle.
Learning outcomes	5. Exploitation
Requirements for participation	None
Specific details	No

Exploitation 1.2 - 2520ADE17A

Assessment objectives/criteria	Performance indicators (see appendix) 5C, 5D
Details of assessments	Knowledge test
Strategies and teaching activities	Workshop
Compulsory attendance	No
Permitted aids	Indicated on test

Action plan 1.3

Content of unit of study	<p>The Action Plan is the preparation for the compilation of the Portfolio and the accompanying presentation and can be seen as planning in the short term. The Action Plan 1.3 incorporates feedback that emerged from the Portfolio 1.2 presentation, alongside other feedback from peers, coaches and teachers.</p> <p>For full details of the course, please refer to the relevant study manual in Moodle.</p>
Learning outcomes	<p>1. Professionalization</p> <p>2. Collaboration</p> <p>4. Outward Focus</p>
Requirements for participation	None
Specific details	No

Action plan 1.3 - 2520ADE21A

Assessment objectives/criteria	<p>Performance indicators (see appendix)</p> <p>1A, 1B, 1C, 1D, 1E, 1F, 1G, 2A, 2B, 4A, 1.5.B, 4C, 4D</p>
Details of assessments	Report and presentation
Strategies and teaching activities	Workshop
Compulsory attendance	No
Permitted aids	Indicated on test

Project 1.3

Content of unit of study	In this project week the student is challenged, in contrast to the regular curriculum, to work on one or more assignments in a "pressure cooker" setting. For full details of the course, please refer to the relevant study manual in Moodle.
Learning outcomes	1 Professionalization 2 Collaboration 3 Creating Music 4 Outward focus
Requirements for participation	None
Specific details	No

Project 1.3 - 2520ADE22A

Assessment objectives/criteria	Performance indicators (see appendix) 1C, 1D, 1G, 2A, 2B, 2C, 3A, 3B, 3C, 3D, 4A, 4B, 4D
Details of assessments	Presentation
Strategies and teaching activities	Project
Compulsory attendance	No
Permitted aids	Indicated on test

Techniques 1.3

Content of unit of study	<p>In Techniques, basic knowledge is built up on topics that are directly and indirectly related to music production. In the broadest sense, it concerns signal routing, connections, equipment, signal levels, acoustics, signal and effects processing, analogue and digital audio, etc.</p> <p>For full details of the course, please refer to the relevant study manual in Moodle.</p>
Learning outcomes	3 Creating Music
Requirements for participation	None
Specific details	No

Techniques 1.3 - 2520ADE23A

Assessment objectives/criteria	Performance indicators (see appendix) 3B
Details of assessments	Knowledge test
Strategies and teaching activities	Workshop
Compulsory attendance	No
Permitted aids	Indicated on test

Business Administration 1.3

Content of unit of study	During these workshops, the student learns how to carry out business administration, including the components of taxes and accounting. He/she also learns how to call in external expertise for this. For full details of the course, please refer to the relevant study manual in Moodle.
Learning outcomes	5. Exploitation
Requirements for participation	None
Specific details	No

Business Administration 1.3 - 2520ADE27A

Assessment objectives/criteria	Performance indicators (see appendix) 5B
Details of assessments	Assignment
Strategies and teaching activities	Workshop
Compulsory attendance	No
Permitted aids	Indicated on test

Portfolio 1.4

Content of unit of study	<p>In the Portfolio, the student collects all evidence of his/her abilities and the development that the student has gone through.</p> <p>For full details of the course, please refer to the relevant study manual in Moodle.</p>
Learning outcomes	<ol style="list-style-type: none"> 1. Professionalization 2. Collaboration 3. Creating Music 4. Outward focus 5. Exploitation
Requirements for participation	None
Specific details	No

Portfolio 1.4 - 2520ADE25A

Assessment objectives/criteria	<p>Performance indicators (see appendix)</p> <p>1A, 1B, 1C, 1D, 1E, 1F, 1G, 2A, 2B, 2C, 3A, 3B, 3C, 3D, 4A, 4B, 4C, 4D, 5A, 5B, 5C, 5D</p>
Details of assessments	Portfolio assessment
Strategies and teaching activities	<p>Workshop</p> <p>Booth sessions</p> <p>Feedback session</p> <p>1 to 1 coaching</p>
Compulsory attendance	No
Permitted aids	Indicated on test

Music Theory 1.4

Content of unit of study	Development of harmonic, melodic and rhythmic hearing. General knowledge in the field of music theory relevant to pop music. For full details of the course, please refer to the relevant study manual in Moodle.
Learning outcomes	3 Creating Music
Requirements for participation	None
Specific details	No

Music Theory 1.4 - 2520ADE26A

Assessment objectives/criteria	Performance indicators (see appendix) 3B, 3C, 3D
Details of assessments	Knowledge test
Strategies and teaching activities	Workshop
Compulsory attendance	No
Permitted aids	Indicated on test or command

Marketing 1.4

Content of unit of study	During these workshops, deep insight into marketing is offered from the point of view of the artist in the music industry. For full details of the course, please refer to the relevant study manual in Moodle.
Learning outcomes	4. Outward focus 5. Exploitation
Requirements for participation	None
Specific details	No

Marketing 1.4 - 2520ADE24A

Assessment objectives/criteria	Performance indicators (see appendix) 4A, 4B, 5C, 5D
Details of assessments	Knowledge test
Strategies and teaching activities	Workshop
Compulsory attendance	No
Permitted aids	Indicated on test

Year 2

Action plan 2.1

Content of unit of study	The Action plan is the preparation for compiling the portfolio and the accompanying presentation and can be seen as planning in the short term. For full details of the course, please refer to the relevant study manual in Moodle.
Learning outcomes	1. Professionalization 2. Collaboration 4. Outward focus
Requirements for participation	None
Specific details	No

Assessment: Action plan 2.1 - 2520ADE31A

Assessment objectives/criteria	Performance indicators (see appendix) 1A, 1B, 1C, 1D, 1E, 1F, 1G, 2B, 4A, 4B, 4C, 4D
Details of assessments	Report and presentation
Strategies and teaching activities	Workshop
Compulsory attendance	No
Permitted aids	Indicated on test or command

Project 2.1

Content of unit of study	In this project is challenged, in contrast to the regular curriculum, to work on one or more assignments in a "pressure cooker" setting. For full details of the course, please refer to the relevant study manual in Moodle.
Learning outcomes	1. Professionalization 2. Collaboration 3. Creating Music 4. Outward focus
Requirements for participation	None
Specific details	None

Assessment: Project 2.1 2520ADE32A

Assessment objectives/criteria	Performance indicators (see appendix) 1C, 1D, 1G, 2A, 2B, 2C, 3A, 3B, 3C, 3D, 4A, 4B, 4D
Details of assessments	Other Method with test session: presentation
Strategies and teaching activities	Project
Compulsory attendance	No
Permitted aids	Indicated on test

Techniques 2.1

Content of unit of study	<p>In Techniques, basic knowledge is built up on topics that are directly and indirectly related to music production. In the broadest sense, it concerns signal routing, connections, equipment, signal levels, acoustics, signal and effects processing, analogue and digital audio, etc.</p> <p>For full details of the course, please refer to the relevant study manual in Moodle.</p>
Learning outcomes	3. Creating Music
Requirements for participation	None
Specific details	No

Assessment: Techniques 2.3 - 2520ADE33A

Assessment objectives/criteria	Performance indicators (see appendix)
	3B
Details of assessments	Knowledge test
Strategies and teaching activities	Workshop
Compulsory attendance	No
Permitted aids	Indicated on test

Action plan graduation 2.2

Content of unit of study	The Action Plan Graduation is the preparation for the graduation. For full details of the course, please refer to the relevant study manual in Moodle.
Learning outcomes	1. Professionalization 2. Collaboration 4. Outward focus
Requirements for participation	None
Specific details	No

Assessment: Action plan graduation - 2520ADE34A

Assessment objectives/criteria	Performance indicators (see appendix) 1A, 1B, 1C, 1D,. 1E, 1F, 1G, 2A, 2B, 4A, 4B, 4C, 4D
Details of assessments	Report and presentation
Strategies and teaching activities	Workshop
Compulsory attendance	No
Permitted aids	Indicated on test

Graduation 2.4

Content of unit of study	See Graduation manual in Moodle
Learning outcomes	1. Professionalization 2. Collaboration 3. Creating Music 4. Outward focus
Requirements for participation	None
Specific details	No

Assessment: Graduation 2.4 - 2520ADE41A

Assessment objectives/criteria	Performance indicators (see appendix) 1C, 1D, 1G, 2A, 2B, 2C, 3A, 3B, 3C, 3D, 4A, 4B, 4D
Details of assessments	Presentation
Strategies and teaching activities	See Graduation manual
Compulsory attendance	No
Permitted aids	Graduation manual