



B Horticulture & Agribusiness

30024

TER 21-22 Bachelor

AFL

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# PART 1. INTRODUCTION

## 1. Contents of the TER

These Teaching and Examination Regulations provide students with information about teaching and testing of the B Horticulture & Agribusiness (CROHO-number: 30024). 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](#).

## 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 WETEN & REGELEN VOOR STUDENTEN > EDUCATION > EXAMS > EXAMINATIONS BOARDS.

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.

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.



# 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 degree for the Bachelor of Science programme will be awarded to the student.

#### Aim of the Program

Central to the program is the development of competences which is within Inholland defined as "the mental tools required to perform an job task. In other words; 'a competence is the ability to perform professional tasks appropriately; The qualified professional can knowledge, skills and attitude aspects apply integratedly in a task within the practical context and bring this to a good result." The competencies are extensively described in the form of competency cards (see Programme Site Horticulture and Agribusiness). These competencies are divided into three levels and is an link made to the profession and the necessary knowledge, skills and attitudes.

Within the program Horticulture and Agribusiness students develop the following skills:

- Management and advice
- Research
- Improving and innovating the organization
- Worldwide marketing of products and services
- Strategic entrepreneurship
- Setting up and optimising a cultivation plan
- Solving growth problems and developing new varieties
- Operating sustainably in chains
- Managing and steering logistical processes

The four year Double Degree program Horticulture and Agribusiness consists of a broad undergraduate phase (year 1 and 2) and a specialization phase (year 3 and 4). The broad undergraduate phase is the general part in which you develop yourself as wide as possible. It contains the knowledge of, and relationship between cultivation and growing crops, management aspects and logistics processes centrally. This means that all these competences are addressed. The largest part of this broad bachelor takes place in year 1 and 2.

**In the specialization you go deeper into some competencies.**

For the specialization Cultivation & Breeding this concerns, apart from the competences Management and advice and Research:

- Setting up and optimising a cultivation plan
- Solving growth problems and developing new varieties

For the specialization Management & Greenports this concerns, apart from the competences Management and advice and Research:

- Improvement and innovation of the organization
- Worldwide marketing of products and services
- Strategic entrepreneurship

## 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:

Bachelor's programme: 240 credits (foundation phase 60 credits, main phase 180 credits).

### 7. Foundation phase and main phase

The Bachelor's programme is divided into a foundation phase and a main phase.

In the foundation phase, students discover the content of the programme, the profession and what final qualifications are necessary for the programme. The purpose of the foundation phase is orientation, referral and selection. The foundation phase ends with the foundation examination. Students pass the foundation examination if they have completed all units of study of the foundation phase successfully. See also Article [9. Units of study](#).

The main phase follows after the foundation phase. The main phase ends with the final examination. Students pass the final examination if they have successfully completed all units of study in the main phase.

### 8. Joint foundation year

The programme does not have a joint 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,

### 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.

A Bachelor's programme can have specialisations or main subjects, or both. Programmes can also have different forms and variants.

### 11. Specialisation

The programme has no specialisation.

### 12. Main subject

The programme does not have main subjects.

### 13. Optional subjects

There are no optional subjects in the B Horticulture & Agribusiness programme.

#### 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.

This is a full time programme.

#### 15. Programme variants

Programmes can have different variants. The variants for the B Horticulture & Agribusinessprogramme are:

Not applicable

Not applicable

The structure of the curriculum and the content of the units of study may differ between the variants, but the final qualifications (learning outcomes) that students ultimately achieve are the same for all variants.

#### 16. Honours programme

The programme does not offer an honours programme.

#### 17. Additional programmes

The programme does not offer an additional programme.

#### 18. Transition from Bachelor's to Master's programmes

Does the Bachelor's programme have a transition programme for moving on to its own Master's programme, or to a Master's associated with another programme or at another institution?

The Bachelor's programme does not have a transition programme for moving on to its own Master's programme, or to a Master's associated with another programme or at another institution.

#### 19. Transition from Ad to Bachelor's programmes (not applicable to Bachelor's programme)

This Article is not applicable to the Bachelor's programme. The Ad programme has a separate TER.

## Chapter 4. Programme structure, content and evaluation

#### 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 be minor changes in the units of study. These are changes that will not result in an expiry date or a new name of the unit of study or module.

In 2021-2022, "Research accountability individual" 2619DD344C will be added in P4 in DD3.

## 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.

Not applicable

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.

## 24. Evaluation of the programme

The units of study are evaluated using Evasys, in which the standard Inholland questionnaires are used. The educational program determines which units of study are evaluated annually. After the questionnaires have been completed and processed, the result is shared with the parties involved. In any case, these are the students and teachers. Other people are also involved in the training and / or cluster. The evaluation is aimed, if necessary, at optimizing courses and/or the educational program.

Each period, block evaluations are scheduled for each block, where students can provide feedback on the previous and current educational process. Identified bottlenecks are discussed with the lecturers/team leader and in the next block evaluation the students are informed on the follow up discussion.

## PART 4. ADMISSION

### Chapter 1. Admission to the foundation phase

#### 25. General rules of admission

The rules on admission to the foundation phase 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.

#### Admission Requirements

Students that meet the formal admission requirements will be admitted to year 3 and 4 at Inholland University of Applied Sciences. These formal requirements consist of 3 criteria: successful accomplishment of year 1 and 2, an IELTS or TOEFL test which should be passed and an assessment.

#### Year 1 and 2 at a foreign university

The educational system of this Double Degree Program will last for four years. The DD Program students will study in Shanghai Normal University or in the Agricultural University of Hebei in the first two years, and study in Inholland University of Applied Sciences in the last two years. The teaching program of the first- and second -year is based on horticulture courses, which act as the knowledge carrier, that is to say, our students in the first two years of Double Degree Program, will get their solid horticulture basic knowledge and be able to further their study in the last two years. Before students can be admitted to year 3 and year 4 of this study program, they need to pass all the courses with average grades (approximately 7 out of 10) or Grade Point Average of 2.0. To be eligible for this Double Degree program students are not allowed to have re-exams for any course from these first two years.

#### IELTS or TOEFL

To function well in an international study environment where English is the official language, students should master this language quite well. To assess the English language ability of students and to be admitted, students should pass one of the two internationally recognised English language proficiency tests for higher education: IELTS (International English Language Testing System) or TOEFL (Test of English as a Foreign Language). Both tests have an equal valuation. Students from non-native English speaking countries are required to pass IELTS 6.0 or TOEFL 80 iBT prior to be admitted. The scores are valid for 2 years.

#### Assessment

The incoming students from foreign universities should have passed a pre-selection assessment test jointly held by the foreign university and Inholland University of Applied Sciences in their fourth semester of year 2. Apart from the test students also present themselves to a team of Inholland lecturers and participate in an interview with these lecturers to test again their English language ability and discuss the results they scored in year 1 and 2 at their home university. Several lecturers from Inholland University of Applied sciences travel annually to China to supervise the test results and for taking the assessments with each student individually who wishes to participate in the Double Degree Program.

#### 26. Admission following an interruption in enrolment

Students whose programme was interrupted by deregistration and who wish to re-enrol must ask the programme upon re-enrolment 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 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 which exemptions they have. 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 main phase**

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

To be admitted to the main phase, students need either a foundation certificate from the programme or a joint foundation phase exam that also applies to the programme. The faculty director may determine in this respect that a student will not be admitted to one or more specialisations or main subjects. More information is provided in Article [38. Exclusion from main subjects or specialisations](#).

Generally speaking, admission to the main phase 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. 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 main phase with a foundation certificate awarded by another institution of higher professional education**

If students have a foundation certificate from 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 main phase straight away.

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

#### **31. Admission to main phase classes and tests without a foundation certificate**

If the student does not yet have a foundation certificate and has also not met the binding study recommendation standard, they can still attend the units of study in the main phase/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.

- a program for students who have received at least 30 credits of exemption. This does not apply to students in primary education teacher training who have not passed the math test. Are there any special conditions for participating in a unit of study? In that case, the student can only obtain permission for that unit of study if he meets those conditions. The Examination Board will make a decision within 30 working days after the complete request has been submitted.

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

See article 36.

## **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 foundation phase, they retain their results and exemptions from the foundation programme. These are transferred to the new programme, with the dates on which the results were achieved being maintained.

If students switch programmes after receiving a foundation certificate, no new foundation certificate will be awarded for the new programme.

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

The foundation examination of the Ad programme and the Bachelor's programme are not the same. *< geef aan waarin de eisen verschillen>*

Student in the Ad programme cannot switch to the Bachelor's programme when they have passed the foundation examination of the Ad programme, but did not pass the foundation examination of the Bachelor's programme.

Students in the Bachelor's programme who did not pass the foundation examination of the Bachelor's programme, but did pass the foundation examination of the Ad programme, can switch to the Ad programme.

## 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.

### 36. Graduation programmes

Students require permission from the 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.

#### Graduation research

Graduation is meant as the ultimate aptitude test before you actually start working in the profession for which you have been trained. The goal of the graduation research is to show that you are capable of starting.

#### Conditions start graduation

Before you get permission to start graduating, the following items must be in order.

#### Your graduation project must meet the following conditions:

- The commissioner has a Bachelor work and thinking level (this is evident from having a Bachelor or university degree or have obtained this through at least 10 years of work experience supplemented with various courses).
- The commissioner leaves sufficient time for guidance (at a suitable distance);
- The commissioner offers you the opportunity at least the first 16 weeks 100% of your graduation time within the company to work on your graduation research;
- The commissioner makes the necessary company data available;
- The commissioner offers you sufficient facilities to be able to carry out the graduation research in a correct manner;

- The commissioner is obliged to reimburse costs incurred in the interest of the graduation research, other fees are not compulsory;
- The commissioner is not a family member of you, does not belong to your circle of friends and is not a (former) employer of yours.
- Make clear agreements with your commissioner in advance and explicitly include these in the Plan of Approach.
- Your graduation research has sufficient content and level;
- You have discussed the coaching assignments and the graduation plan with your coach and received approval for this;
- You have added your complete graduation plan to the graduation application.

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

### 37. Optional subjects

Not applicable

### 38. Exclusion from main subjects or specialisations

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 the 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.

Not applicable

### 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.

## 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 subject

#### 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](#).

## 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.

All students will have a supervisor allocated to them. Information about study coaching is to be found in the course manual 'Study Coaching' on Moodle.

### 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.

# 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 for the foundation phase of the programme (cohort 21-22), or at the end of the second year of enrolment for the foundation phase of the programme (cohort 20-21), 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 [77. Warning](#), 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

Students from cohort 20-21 and from cohort 21-22 will receive their recommendation on or before 31 July 2022 at the latest.

Students who are part of the February intake from cohort 20-21 and from cohort 21-22 will receive their recommendation on or before 1 March 2023 at the latest. This recommendation relates to the first 24 months of study, i.e. up to and including 31 January.

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

- on or before 31 July 2022 at the latest for cohort 20-21 and for cohort 21-22 if they joined the September intake;
- on or before 1 March 2023 at the latest for cohort 20-21 and for cohort 21-22 if they joined 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

Not applicable, NOTE: specific for Horticulture.

##### 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 foundation phase. 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.

NOTE: not applicable for Horticulture.

#### 57. Qualitative academic performance standard

Not applicable, NOTE: specific for Horticulture.

#### 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 negative binding study recommendation.

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

This article does not apply voor the programme B Horticulture & Agribusiness.

## 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 academic performance standard (quantitative and qualitative, where applicable) at the end of the first year, and the faculty director was not able to issue a binding study recommendation, the student must successfully complete the full first-year curriculum during, or by the end of, the second year of enrolment or the time limit set.

This applies to students:

- to whom a binding study recommendation could not be issued because of personal circumstances;
- to whom in the academic year 2020-2021, as a result of the coronavirus measures, postponement was given until 31 July 2022 (1 March 2023 for the February entrants) for achieving the minimum standard;
- who did not receive a binding study recommendation because their enrolment was interrupted. See also Article [69. Binding study recommendation following an interruption in enrolment](#);
- who were too many credits short of the standard for the first time at the end of the fourth term, at which time the deficit was discovered. See also Article [77. Warning](#);
- whose test results for the programme after the first year clearly indicated suitability of the student. 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 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 may not 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

#### Quantitative academic performance standard

The faculty director will determine which credits the student will be unable to achieve upon entering in the interim, 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 due to entering in the interim 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 event of postponement of the study recommendation related to coronavirus measures) in the foundation phase, 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 (or second year in the event of postponement of the study recommendation related to coronavirus measures) 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 resits 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 foundation phase 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 can be based by the students 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 (a) to (h) 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. End of validity period](#)) 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 [68. Binding study recommendation and switching to another programme](#) 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.

## 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 Description of units of study, 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.

Not applicable

#### 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.

### Chapter 2. Types of tests

#### 92. Types of tests

[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 by the programme. 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 if testing is conducted in a different manner. If so, this will be announced before the start of the unit of study.

##### b. Examiners and public access

Oral tests are 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. 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.

### c. Rules for conducting tests

Oral tests are conducted by two internal examiners, or by one internal and one external examiner. An external examiner is an independent expert from the professional field.

If an oral test (online or physical) is conducted by a single examiner, an audio or video recording is always 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 tests take 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 four 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.

Not applicable.

## Chapter 4. Resits

### 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 in time.

For tests which form part of the curriculum from the second year onwards (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.

From 4 July 2022 onwards, there will be no additional opportunities in the first-year curriculum (see the proviso in Part 7). This is due to the fact that study recommendations need to be issued in time.

### 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 will make its decision within fifteen working days after receiving the complete request. The Examination Board deals with these requests with leniency.

### 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 10 credits left to obtain for a 240 credits programme, or a maximum of 7 credits for a 180 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 230 credits for a 240 credits programme or less than 173 credits for a 180 credits programme, but did obtain at least 200 credits or 150 credits, respectively, 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 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 programmes specific sections.

### 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. programmes specific sections 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

If a student can prove that they are receiving additional instruction in the Dutch language at a suitable level for the purpose of participating in their programme, the Examination Board may grant an arrangement to the student. The student must submit a request for this to the Examination Board, providing evidence that the student follows a programme at the appropriate level. This applies in any case for students admitted on the basis of the Dutch as a Second Language (NT2) diploma, Programme II or another diploma at the same level. This programme should train the student in such a way that it enables the student to achieve level 4F at the end of the programme. The Examinations Board may extend the test session by up to thirty minutes. In addition, students may also be permitted to use a dictionary. This arrangement will be granted for a maximum of two years.

### 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. 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.

### 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 programmes specific sections.

## **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 programmes specific sections.

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. The Examination Board can change test standards or allow them to be changed. This may be done only in exceptional cases and only if the Examination Board explains why it is making the change.

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 programmes specific sections 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. Pass/fail grading of tests**

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

### **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.

### 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 grade

Students must pass every unit of study.

The grade for each unit of study (see Article [127. Grade for a unit of study](#)) is converted into a final grade on a grading scale from 1–10. This final grade is stated in the list of grades attached to the degree certificate. Final grades will be rounded off to the nearest whole number, as is customary in the Netherlands.

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 Description of units of study.

### 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
- Description of units of study.

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.

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.

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

- The test result has an expiry date, which is indicated in the programme-specific section; and the knowledge, understanding or skills being assessed are demonstrably obsolete.

The programme-specific section indicates:

- whether an test result has an expiry date; and
- whether the knowledge, understanding or skills are obsolete.

This can apply to both tests for units of study and tests for modules.

If a test result has a limited validity period, any exemption for that test also has a limited validity period and is subject to the same rules as apply to the test result itself.

### 147. End of validity period

The validity period for an obsolete test result with an expiry date will end:

- for the foundation phase: three years after the first enrolment;
- for an accelerated programme: two years and eight months after the first enrolment;
- for the main phase of the Bachelor's programme: five years after the first enrolment for the main phase. If the student has an exemption for the foundation phase: five years after the first enrolment.

### 148. End of validity period

#### 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.

Programmes determine 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](http://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 not work with a (digital) portfolio.

## 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 an 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 foundation examination

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

[investigation.](#)

In that case, the student will not receive a foundation certificate.

#### **165. No exemption from final examination**

Students can only obtain a limited number of exemptions for the final examination of a Bachelor's programme.

For this final examination, students must obtain a minimum of 60 credits by successfully completing tests. This includes units of study connected with a graduation programme or part thereof. In the case of an accelerated pre-university education pathway, this will be a minimum of 45 credits. This includes units of study connected with a graduation programme or part thereof.

#### **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).

# PART 9. EXAMINATIONS, DEGREE CERTIFICATES AND TRANSCRIPTS

## Chapter 1. Examinations

### 171. Foundation and final examination

The programme includes both a foundation examination and a final examination.

### 172. Requirements for passing the examination

Students have passed the foundation examination if:

- they have passed the tests for all units of study that are part of the foundation phase 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.

Students have passed the final examination if:

- they have passed the tests for all units of study that are part of the main phase 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 of the programme does not conduct its own investigation.

### 174. Requirements for passing the examination

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, except in the case of the foundation certificate.

#### **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**

The Examination Board may record a 'with merit' or 'cum laude' designation on the degree certificate for each examination for which a positive result has been achieved.

For the final examination, the Examination Board only counts the results from the main phase.

#### **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 grade](#).

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:

- the weighted average final grade for all units of study is 7.0 or more;
- of these final grades, no grade is less than 6.5 before rounding off; and
- the student has received no 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.

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 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 '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'

The designation 'cum laude' will be recorded on the degree certificate if:

- 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
- the student has received no more than 15 credits' worth of exemptions (in the case of an accelerated pre-university pathway, 11 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. 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 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. Schedule 1 of this TER sets out which unit of study will be the determining factor for the designation 'cum laude'.

## 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.



## Appendix: Annual Programmes

Programme: **Tuinbouw & Agribusiness** Faculty: **Agri, Food & Life Sciences** Mode of study: **full-time**

### 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 3

Unit of study	Code	Term	ECTS	Specific details
<b>Basic curriculum</b>				
<u>Orientation</u>	2617DD313Z	■ ■ ■ ■	5	
<u>Introduction to Management and Marketing</u>	2617DD311Z	■ ■ ■ ■	5	
<u>Research Skills</u>	2616DD343Z	■ ■ ■ ■	5	
<u>Chain Analysis</u>	2614DD341Z	■ ■ ■ ■	5	
<u>Financial Planning for the Organization</u>	2614DD321Z	■ ■ ■ ■	5	
<u>Logistics Management</u>	2614DD323Z	■ ■ ■ ■	5	
<u>Cultivation in Practice</u>	2614DD331Z	■ ■ ■ ■	5	
<u>Glasshouse design</u>	2614DD332Z	■ ■ ■ ■	5	
<u>Theory of cultivation systems</u>	2612DD333Z	■ ■ ■ ■	5	
<u>Agrologistics</u>	2614DD322Z	■ ■ ■ ■	4	
<u>Export Management</u>	2615DD346Z	■ ■ ■ ■	4	
<u>Strategic Marketing</u>	2613DD345Z	■ ■ ■ ■	2	
<u>Methodology</u>	2619DD344Z	■ ■ ■ ■	5	

## Academic year 4

Unit of study	Code	Term	ECTS	Specific details
<b>Basic curriculum</b>				
<u>Intercultural business communication</u>	2612DD450Z	■ ■ ■ ■	1	
<u>Business case analysis</u>	2615DD451Z	■ ■ ■ ■	5	
<u>International Market Strategy</u>	2612DD454Z	■ ■ ■ ■	4	
<u>Green Juniors Project</u>	2616DD457Z	■ ■ ■ ■	10	
<u>Strategic business</u>	2612DD452Z	■ ■ ■ ■	4	
<u>Innovation management</u>	2612DD455Z	■ ■ ■ ■	2	
<u>Business analysis</u>	2612DD456Z	■ ■ ■ ■	4	
<u>Graduation Practical Research Project</u>	2613DD441Z	■ ■ ■ ■	30	AF PR

## Overview of tests

### Legend

GRD	Grade assessment scale with the minimum score in parenthesis
SUS	Pass / fail scale
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 3

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
<b>Basic curriculum</b>							

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Orientation	Project Dutch Horticulture	2613DD313A	GRD(55)	60%	84	AW	AP
	Business Communication	2617DD313B	GRD(55)	20%	20	AW	AP
	Intercultural Communication	2617DD313C	GRD(55)	20%	20	AW	AP
	Methods of studying	2611DD313B	SUS	0%	8	AW	
	Study Coaching	2617DD131E	SUS	0%	8	AW	AP
Introduction to Management and Marketing	Management	2614DD311A	GRD(55)	50%	70	S	TZ AP
	Marketing	2617DD311B	GRD(55)	50%	70	S	TZ
Research Skills	Research Skills	2614DD343A	GRD(55)	40%	56	S	TZ AP
	English Writing Practice	2614DD343B	GRD(55)	20%	28	AW	AP
	Literature Study Report	2614DD343D	GRD(55)	40%	56	S	
Chain Analysis	Chain Analysis	2614DD341A	GRD(55)	50%	70	S	TZ
	Report Chain Analysis	2614DD341B	GRD(55)	40%	56	S	AP
	English presentation	2614DD341C	GRD(55)	10%	14	AW	AP
Financial Planning for the Organization	Financial management	2614DD321A	GRD(55)	80%	112	S	TZ
	Basic Statistics	2614DD321B	GRD(55)	20%	28	S	TZ
Logistics Management	Logistics Management	2614DD323A	GRD(55)	80%	104	S	TZ
	Internal Analysis of a Company	2614DD323B	GRD(55)	20%	28	AW	AP
	Study Coaching	2614DD323C	SUS	0%	8	AW	AP
Cultivation in Practice	Cultivation Comparison	2614DD331A	GRD(55)	100%	140	AW	AP
Glasshouse design	Glasshouse design & climate control	2612DD332A	GRD(55)	60%	84	S	TZ
	Presentation glasshouse design	2612DD332B	GRD(55)	40%	52	AW	AP
	Study Coaching	2614DD332C	SUS	0%	4	AW	AP
Theory of cultivation systems	Cultivation systems	2612DD333A	GRD(55)	100%	140	S	TZ
Agrologistics	Agrologistics	2614DD322A	GRD(55)	75%	82	S	TZ
	English writing practice	2614DD322B	GRD(55)	25%	26	AW	AP
	Study Coaching	2614DD322C	SUS	0%	4	AW	AP

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Export Management	Export Management	2613DD342A	GRD(55)	100%	112	S	TZ
Strategic Marketing	Strategic Marketing	2613DD345A	GRD(55)	100%	56	S	TZ
Methodology	SPSS and Statistics	2619DD344A	GRD(55)	50%	70	S	TZ AP
	Change Management	2619DD344B	GRD(55)	30%	42	S	TZ
	Research accountability individual	2619DD344C	GRD(55)	20%	28	AW	AP

#### Academic year 4

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Basic curriculum							
Intercultural business communication	Intercultural business communication	2612DD450A	GRD(55)	100%	28	AW	AP
Business case analysis	Business case analysis	2615DD451B	SUS	0%	28	AW	AP
	Intuitive problem solving & creativity	2612DD451B	SUS	0%	28	AW	AP
	investments & decision science	2612DD451C	GRD(55)	100%	56	S	TZ
International Market Strategy	Project International Market Strategy	2612DD454A	GRD(55)	50%	50	AW	AP
	Agricultural Policies & Regulations	2612DD454B	GRD(55)	50%	50	S	TZ
	Study coaching	2612DD454C	SUS	0%	12	AW	AP
Green Juniors Project	Plan of approach	2616DD453A	GRD(55)	15%	56	AW	AP
	Green Juniors report	2612DD457A	GRD(55)	70%	196	AW	AP
	Green Juniors Poster Presentation	2616DD457C	GRD(55)	15%	28	AW	AP
Strategic business	Business case development	2612DD452A	GRD(55)	40%	40	AW	AP
	Business economics	2612DD452B	GRD(55)	40%	40	S	TZ
	Risk management	2612DD452C	GRD(55)	20%	20	AW	AP
	Study coaching	2612DD452D	SUS	0%	10	AW	AP
Innovation management	Innovation management	2612DD455A	GRD(55)	100%	56	AW	
Business analysis	Report business analysis	2612DD456A	GRD(55)	80%	104	S	AP
	Presentation business analysis	2612DD456B	GRD(55)	20%	8	M	TZ AP

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Graduation Practical Research Project	Project Plan	2613DD441A	GRD(55)	10%	40	S	AP
	Research Accountability	2613DD441B	GRD(55)	30%	120	S	AP
	Meeting with Staff and Students Day	2613DD441C	SUS	0%	8	AW	AP
	Research Report	2613DD441D	GRD(55)	50%	580	S	AP
	Reflection Report	2613DD441E	SUS	0%	8	S	AP
	Functioning and Performance	2613DD441F	SUS	0%	28	AW	AP
	Defense	2613DD441G	SUS	0%	8	M	TZ AP
	Presentation	2613DD441H	SUS	0%	8	M	TZ AP
	Article	2613DD441I	GRD(55)	10%	40	S	AP

## Year 3

### Basic curriculum

#### Term 1

## Orientation - 2617DD313Z

Content of unit of study	<p>In Orientation you will gain a number of professional skills that will be useful to you in the other courses that you will take at Inholland University of Applied Sciences. You will learn how to manage a project and you will gain experience in working on a project with some of your fellow students.</p> <p>You will work individually and also in project groups. For your project you will learn how to make an action plan with a time planning and a division of tasks. Your project will deal with horticulture in The Netherlands. The Orientation course also includes training in Business Communication and Intercultural Communication. Some attention is paid to methods of studying in the Netherlands and understanding of the Dutch culture.</p>
Learning outcomes	<p>In this course the student works on the following competences:</p> <ul style="list-style-type: none"><li>- Management and advise</li><li>- Research</li><li>- Worldwide marketing of products and services.</li></ul> <p>In this course the student also works on the following Dublin descriptors</p> <ul style="list-style-type: none"><li>- Problem-oriented approach</li><li>- Methodical and reflective thought and action</li><li>- Social communication skills</li></ul>
Requirements for participation in units of study (See also Article 29 TER)	Admission to DD3 program
Specific details	None

### Assessment: Project Dutch Horticulture - 2613DD313A

Assessment objectives/criteria	<p>This module tests the following performance indicators:</p> <p><b>Research (level 2)</b></p> <ul style="list-style-type: none"><li>- Is able to analyze the problem and to formulate sub questions for the research to be carried out</li><li>- Is able to design , in consultation with a commissioner, an approach to carry out research taking into account the set of requirements</li><li>- Is able to summarize and interpret (sub) results in relation to the assignment</li><li>- Is able to formulate a research question</li></ul> <p><b>Management and advice (level 2)</b></p> <ul style="list-style-type: none"><li>- Is able to apply the basic techniques for verbal and written presentations</li><li>- Is able to communicate verbally and in writing about the professional field in English</li></ul> <p><b>Improving and innovating the organization (level 2)</b></p> <ul style="list-style-type: none"><li>- Is able to direct as a project leader a simple project and to stimulate fellow students</li></ul>
Details of assessments	Written report (group assignment), handed in in Gradework.
Strategies and teaching activities	Lectures, project meetings (group assignment) and excursion

Compulsory attendance (See also Article 115 TER)	Yes	The lecture in the first week, 80 % of the project meetings and excursion are compulsory
Permitted aids	No restrictions	

### Assessment: Business Communication - 2617DD313B

Assessment objectives/criteria	This module tests the following performance indicators: Management and advice (level 2) - Is able to apply the basic techniques for verbal and written presentations - Is able to communicate verbally and in writing about the professional field in English	
Details of assessments	Individual presentation and participation in the lectures	
Strategies and teaching activities	Lectures, seminars	
Compulsory attendance (See also Article 115 TER)	Yes	The lecture is compulsory
Permitted aids	No restrictions	

### Assessment: Intercultural Communication - 2617DD313C

Assessment objectives/criteria	This module tests the following performance indicators: <b>Worldwide marketing of products and services (level 2)</b> - Is able to deal with cultural differences	
Details of assessments	Together with the Dutch TA3T group, there will be a group presentation at the end of the module.	
Strategies and teaching activities	Lectures (together with Dutch students in three lectures), seminar	
Compulsory attendance (See also Article 115 TER)	Yes	Seminars and coaching conversation are compulsory
Permitted aids	No restrictions	

### Assessment: Methods of studying - 2611DD313B

Assessment objectives/criteria	This module introduces students to methods of studying in the Netherlands including teacher-student relations	
Details of assessments	Attendance of the lectures	
Strategies and teaching activities	Lectures, seminars	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	No restrictions	

### Assessment: Study Coaching - 2617DD131E

Assessment objectives/criteria	Analyses of job vacancies and competences	
Details of assessments	Written report	
Strategies and teaching activities	Seminar, working on assignments and an individual SC-conversation about the assignments, and introduction week	
Compulsory attendance (See also Article 115 TER)	Yes	Seminars, coaching conversation and introduction week are compulsory

TER)	
Permitted aids	No restrictions

## Introduction to Management and Marketing - 2617DD311Z

Content of unit of study	Students gain insight in the functioning of an organization both in the field of structuring an organization as its associated culture. Students learn how to diagnose a company in a professional cooperative setting in the fields of marketing (including marketing tools), market analyses, market research, exportmarketing and HR management.
Learning outcomes	<p>In this course the student works on the following competences:</p> <ul style="list-style-type: none"> <li>■ improving and innovating the organization</li> <li>■ worldwide marketing of products and services</li> <li>■ strategic entrepreneurship</li> </ul> <p>The student works in this course also on the following Dublin descriptors:</p> <ul style="list-style-type: none"> <li>■ broad professionalisation</li> <li>■ multidisciplinary integration</li> <li>■ problem-oriented approach</li> <li>■ methodical and reflective thought and action</li> <li>■ social communication skills</li> </ul>
Requirements for participation in units of study (See also Article 29 TER)	Admission to DD3 program
Specific details	None

### Assessment: Management - 2614DD311A

Assessment objectives/criteria	<p>This module tests the following performance indicators:</p> <p><b>Improving and innovating the organization (level 1 and 2):</b></p> <ul style="list-style-type: none"> <li>- Is able to describe an organization on the basis of mission, vision, strategy.</li> <li>- Is able to describe the structure of an organization.</li> <li>- Is able to describe the business culture.</li> <li>- Is able to make connections between bottlenecks, causes and problems.</li> <li>- Is able to weigh up varied points of view against each other.</li> <li>- Is able to set up objectives for an organization</li> </ul>	
Details of assessments	Written exam	
Strategies and teaching activities	Lectures, guest lecture (if possible)	
Compulsory attendance (See also Article 115 TER)	Yes	Lectures are compulsory
Permitted aids	None	

### Assessment: Marketing - 2617DD311B

Assessment objectives/criteria	<p>This module tests the following performance indicators:</p> <p><b>Worldwide marketing of products and services</b></p> <ul style="list-style-type: none"> <li>- Is able to set up a marketing plan and to substantiate it financially/economically for a nationally operating business.</li> <li>- Is able to carry out a simple market research</li> </ul>
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	- Is able to hold a sales talk <b>Strategic entrepreneurship</b> - Is able to carry out a risk analysis	
Details of assessments	Written exam	
Strategies and teaching activities	Lectures, guest lecture (if possible), seminar	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	None	

## Research Skills - 2616DD343Z

Content of unit of study	<p>Currently, there is an abundance of information available online, however performing a good literature study has not become easier. It is simple to find websites of companies, but how and where can you find relevant literature? What is the level of the found literature found and how reliable is it? How do you mention references in a text and how do you list references in a reference list?</p> <p>Students learn to prepare and execute desk research and interpret the results in a systematic way. Attention is given to different methods and techniques of investigation. Desk research, like a literature study, is necessary in all projects and research assignments. The results should be presented in an organized way and analysed systematically. After completion of this course the student is able to do set up a research properly and practice this in the various projects of this education. In this course students learn how to limit a research question and how to translate this research question into a relevant search.</p> <p>There will be guest lectures on how to use the online library and to explore the possibilities of online search engines. And of course, some attention will also be paid to how to report the results.</p>	
Learning outcomes	<p>In this course the student works on the following competences:</p> <ul style="list-style-type: none"> <li>- Research</li> <li>- Worldwide marketing of products and services</li> </ul> <p>The student works in this course also on the following Dublin descriptors:</p> <ul style="list-style-type: none"> <li>- Broad professionalisation</li> <li>- Multidisciplinary integration</li> <li>- (Academic) application</li> <li>- Problem-oriented approach</li> </ul>	
Requirements for participation in units of study (See also Article 29 TER)	Admission to DD3 program	
Specific details	None	

### Assessment: Research Skills - 2614DD343A

Assessment objectives/criteria	<p>This module tests the following performance indicators (partially):</p> <p><b>Research (level 2):</b></p> <ul style="list-style-type: none"> <li>- Is able to analyse the problem and to formulate subquestions for the research to be carried out</li> <li>- Is able to use theoretical models</li> <li>- Is able to combine the (sub) results in one report in accordance with the current guidelines</li> </ul>
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Details of assessments	Written exam	
Strategies and teaching activities	Lectures	
Compulsory attendance (See also Article 115 TER)	Yes	Lectures are compulsory
Permitted aids	None	

### Assessment: English Writing Practice - 2614DD343B

Assessment objectives/criteria	This module tests the following performance indicators (partially):  <b>Management and advice (level 2):</b> - Is able to apply the basic techniques for verbal and written presentations	
Details of assessments	Individual written essay and other individual assignments	
Strategies and teaching activities	Lectures, seminar, class discussion of writing samples	
Compulsory attendance (See also Article 115 TER)	Yes	Lectures, seminar, class discussion are compulsory
Permitted aids	None	

### Assessment: Literature Study Report - 2614DD343D

Assessment objectives/criteria	This module tests the following performance indicators partially:  <b>Research (level 2 and 3):</b> - Is able to design, in consultation with commissioner an approach to carry out research taking into account the set of requirements - Is able to use theoretical models - Is able to summarise and interpret (sub) results in relation to the assignment - Is able to combine the (sub) results in one report in accordance with the current guidelines - Is able to carry out literature research, using international scientific sources	
Details of assessments	Individual written assignments resulting in an individual literature study, handed in in Gradework	
Strategies and teaching activities	seminars and literature search strategy	
Compulsory attendance (See also Article 115 TER)	No	Seminars
Permitted aids	No restrictions	

## Term 2

## Chain Analysis - 2614DD341Z

Content of unit of study	The sector of the Agribusiness is currently still developing. More and more chains are formed which control the sale of agricultural products. Retail chains play an important role in forming those chains. An increase in scale makes the emergence of chains necessary to generate sufficient product volume and economies of scale. This has direct consequences for the companies involved in these chains.
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	<p>Chains become more and more known in society and are increasingly accepted, companies adjust their processes to other links in the chain. Agricultural products must be transported through the chain in an optimal way (each after its own kind), both physically and administratively in order to maintain the maximum quality. In these food chains food safety is a very important aspect. Any contaminations, defects or animal diseases should be traceable directly, in order to find the source. Tracking and Tracing are therefore very important concepts.</p> <p>The central part of this course is the chain research. Students map chains with particular reference to Dutch products and as much international aspects (import or export) as possible. To gather information the students should apart from a literature study also conduct interviews with entrepreneurs in the chain (beforehand students will get an interview training).</p> <p>To describe and analyze the chain properly the NIMPF-tool is used. Testing solutions or parts of solutions is practiced through gaming. Students receive training in gaming, to replay the possible alternatives and to map the consequences of those changes.</p>
Learning outcomes	<p>In this course the student works on the following competences:</p> <ul style="list-style-type: none"> <li>- Managing and advice</li> <li>- Research</li> <li>- Operating sustainably in chains</li> <li>- Managing and steering logistical processes</li> </ul> <p>In this course the student also works on the following Dublin descriptors:</p> <ul style="list-style-type: none"> <li>- Broad professionalisation</li> <li>- Multidisciplinary integration</li> <li>- Social communication skills</li> <li>- (Academic) application</li> </ul>
Requirements for participation in units of study (See also Article 29 TER)	Admission to DD3 program
Specific details	None

### Assessment: Chain Analysis - 2614DD341A

Assessment objectives/criteria	<p>In this module the following performance indicators are tested (partially)</p> <p><b>Operating sustainably in chains (level 1)</b></p> <ul style="list-style-type: none"> <li>- Is able to set up quality standards, based on market- and/or external requirements for the process or the product</li> <li>- Is able to describe an international chain and to map out the goods flows in this</li> <li>- Is able to name consequences for the business management from a quality handbook / certification regulation.</li> <li>- Is able to name sustainability aspects within the goods flow in chains.</li> </ul> <p><b>Managing and steering logistical processes (level 1)</b></p> <ul style="list-style-type: none"> <li>- Is able to translate results of an analysis of a logistical business process into bottlenecks within the process.</li> </ul>	
Details of assessments	Written exam	
Strategies and teaching activities	Lectures, seminars, gaming (beer game), interview training and possibly guest lectures	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	None	

### Assessment: Report Chain Analysis - 2614DD341B

Assessment objectives/criteria	<p>This module tests the following performance indicators (partially):</p> <p><b>Operating sustainably in chains (level 1)</b></p>
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	<ul style="list-style-type: none"> <li>- Is able to set up quality standards, based on market- and/or external requirements for the process or the product</li> <li>- Is able, for a business process and/or product, to carry out a quality inspection in accordance with certain methods.</li> <li>- Is able to describe an international chain and to map out the goods flows in this</li> <li>- Is able to name consequences for the business management from a quality handbook / certification regulation.</li> <li>- Is able to name sustainability aspects within the goods flow in chains.</li> </ul> <p><b>Managing and steering logistical processes (level 1)</b></p> <ul style="list-style-type: none"> <li>- Is able to translate results of an analysis of a logistical business process into bottlenecks within the process.</li> <li>- Is able to communicate in a task- and process-oriented way with colleagues.</li> </ul> <p><b>Research (level 2)</b></p> <ul style="list-style-type: none"> <li>- Is able to analyse the problem and to formulate sub questions for the research to be carried out</li> <li>- Is able to design, in consultation with commissioner an approach to carry out research taking into account the set of requirements</li> <li>- Is able to use theoretical models</li> <li>- Is able to carry out literature research, using international scientific sources</li> </ul> <p><b>Broad professionalisation:</b></p> <ul style="list-style-type: none"> <li>- is able to perform tasks independently (under supervision) of a starting professional</li> <li>- is able to develop its own appeal and performance further</li> </ul> <p><b>Multidisciplinary integration</b></p> <ul style="list-style-type: none"> <li>- is able to align or connect (critically) the different knowledge and skills</li> </ul> <p><b>Academic application</b></p> <ul style="list-style-type: none"> <li>- is able to deal with scientific knowledge and theories in various (professional) situations</li> </ul>	
Details of assessments	Written report (group work),uploaded in Gradework	
Strategies and teaching activities	Group work and seminars	
Compulsory attendance (See also Article 115 TER)	Yes	The seminars and group meetings are compulsory
Permitted aids	No restrictions	

### Assessment: English presentation - 2614DD341C

Assessment objectives/criteria	<p>In this module the following performance indicators are tested (partially):</p> <p><b>Management and advice (level 2)</b></p> <ul style="list-style-type: none"> <li>- Is able to apply the basic techniques for verbal and written presentations</li> <li>- Is able to communicate verbally and in writing about the professional field in English</li> </ul> <p><b>Operating sustainably in chains (level 1)</b></p> <ul style="list-style-type: none"> <li>- Explanation of the NIMPF-tool</li> </ul>	
Details of assessments	Presentation	
Strategies and teaching activities	Presentation	
Compulsory attendance (See also Article 115 TER)	Yes	Not only the presentation of one-self but also 80 % of the other presentations of classmates
Permitted aids	No restrictions	

## Financial Planning for the Organization - 2614DD321Z

Content of unit of study	In this course financial and statistical business essentials are introduced to students.
Learning outcomes	<p>In this course the student works on the following competences:</p> <ul style="list-style-type: none"> <li>- Research</li> <li>- Worldwide marketing of products and services</li> <li>- Strategic entrepreneurship</li> </ul> <p>In this course the student also works on the following Dublin descriptors:</p> <ul style="list-style-type: none"> <li>- Transfer and broad deployability</li> </ul>
Requirements for participation in units of study (See also Article 29 TER)	Admission to DD3
Specific details	None

### Assessment: Financial management - 2614DD321A

Assessment objectives/criteria	<p>In this module the following performance indicators are tested (partially) :</p> <p><b>Worldwide marketing of products and services (level 2 and 3)</b></p> <ul style="list-style-type: none"> <li>- Is able to set up a marketing plan and to substantiate it financially/economically for a nationally operating business</li> <li>- Is able to set up a strategic marketing plan and to financially/economically substantiate it for an internationally operating business</li> </ul> <p><b>Strategic entrepreneurship (level 2 and 3 partly)</b></p> <ul style="list-style-type: none"> <li>- Is able to set up an exploitation estimate, balance sheet, investment estimate and finance estimate.</li> <li>- Is able to determine and monitor financial objectives</li> </ul>	
Details of assessments	Written exam	
Strategies and teaching activities	Lectures and/or seminars	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	(none graphical) calculator	

### Assessment: Basic Statistics - 2614DD321B

Assessment objectives/criteria	<p>In this module the following performance indicators are tested (partially)</p> <p><b>Research (level 2)</b></p> <ul style="list-style-type: none"> <li>- Is able to use theoretical models</li> <li>- Is able to adequately process measuring results and estimate whether a result found is realistic</li> </ul> <p><b>Worldwide marketing of products and services (level 2)</b></p> <ul style="list-style-type: none"> <li>- Is able to use statistical methods correctly</li> </ul>	
Details of assessments	Written examination	
Strategies and teaching activities	Lectures and/or seminars	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	(none graphical) calculator, a blanc print of the book: "Basic Business Statistics, concepts and application" by Berenson et al. (2012)	

# Logistics Management - 2614DD323Z

Content of unit of study	This course provides insight into the various aspects of the development of a dynamic organization that is able to grow with the market developments. Logistics management focusses on the physical distribution of companies, with attention for the consequences of materials management. The module internal analysis of a company pays attention to the internal logistics of a primary horticultural company, in which all logistical processes pass by, from purchase management to physical distribution and from materials management towards supply chain management.
Learning outcomes	In this course the student works on the following competences:  - Strategic entrepreneurship - Operating sustainably in chains - Managing and steering logistical processes
Requirements for participation in units of study (See also Article 29 TER)	Admission to DD3
Specific details	None

## Assessment: Logistics Management - 2614DD323A

Assessment objectives/criteria	In this module the following performance indicators are tested:  <b>Strategic entrepreneurship (level 2)</b> - Is able to integrate sub plans and managerial disciplines  <b>Operating sustainably in chains (level 2)</b> - Is able to calculate costs of chain-oriented production - Is able to make an analysis of an international chain regarding the control of process and quality and to name points of improvement for the various actors in the chain. - Is able to purposefully advise (in writing and verbally) regarding improvement of quality and sustainability aspects of the chain. - Is able to gear the logistical strategy of one's own organization to the chain.  <b>Managing and steering logistical processes (level 2)</b> - Is able to translate business objectives into operational logistical business standards. - Is able to provide improvements for detected bottlenecks within a logistical business process. - Is able to apply innovations in technologies in the design of logistical business processes	
Details of assessments	Written exam	
Strategies and teaching activities	Lectures, seminars and possibly guest lecture	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	(non graphical) calculator	

## Assessment: Internal Analysis of a Company - 2614DD323B

Assessment objectives/criteria	In this module the following performance indicators are tested:  <b>Managing and steering logistical processes (level 2)</b> - Is able to analyse partial logistical business processes and the related information flows on the basis of critical process indicators, taking into account the specific requirements that are typical of the 'living' product with regard to the specific partial processes - Is able to analyse process designs of logistical business processes.	
Details of assessments	Written report (individual assignment) about the logistics of a horticultural company from purchasing raw materials to participation in the supply chain.	

Strategies and teaching activities	Excursion and a preparing seminar on the computer program Microsoft Visio	
Compulsory attendance (See also Article 115 TER)	Yes	The excursion and seminar are compulsory
Permitted aids	No restrictions	

### Assessment: Study Coaching - 2614DD323C

Assessment objectives/criteria	Assignment	
Details of assessments	Students post their work in the file exchange facility on Moodle	
Strategies and teaching activities	Seminar and individual meeting to discuss study results and progress	
Compulsory attendance (See also Article 115 TER)	Yes	Attendance is compulsory for both the seminar and individual meeting
Permitted aids	No restrictions	

## Term 3

## Cultivation in Practice - 2614DD331Z

Content of unit of study	In this course Cultivation in practice attention is paid to the similarities and differences between branches of cultivation (cultivation of vegetables under glass, outdoor vegetables, cut flowers, pot plants, fruits, arboriculture, cultivation of bulbs and mushrooms). The lectures are team meetings that aim at gaining knowledge and insight in cultivation aspects of North European horticultural companies. Students will work on individual parts of a group assignment. All students start by writing a cultivation manual for a crop assigned by the teacher. At the end of this course students will make a cultivation comparison of two different crops.	
Learning outcomes	<p>In this course the student works on the following competences:</p> <ul style="list-style-type: none"> <li>- Setting up and optimizing a cultivation plan</li> <li>- Solving growth problems and developing new varieties</li> </ul>	
Requirements for participation in units of study (See also Article 29 TER)	Admission to DD3	
Specific details	None	

### Assessment: Cultivation Comparison - 2614DD331A

Assessment objectives/criteria	<p>In this course the following performance indicators are tested:</p> <p><b>Setting up and optimizing a cultivation plan (level 2)</b></p> <ul style="list-style-type: none"> <li>- Is able to systematically record, incorporate and analyse cultivation results</li> <li>- Is able to work out a sub plan, necessary for the cultivation plan, in the field of fertilization, crop care and further cultivation measures for a specific given practice situation, taking into account the market position and legal requirements</li> </ul>
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	<b>Solving growth problems and developing new varieties (level 2)</b> - Is able to reduce a reasonably complex growth problem in a crop to the physiological processes and to formulate proposals for cultivation adjustments to remedy those problems. - Is able to apply the various methods for detection and diagnosis of diseases and plagues	
Details of assessments	Assignment; a cultivation comparison based on a cultivation manual.	
Strategies and teaching activities	Individual assignment within a group assignment. The lectures consist of weekly meetings to share knowledge and strategy of working.	
Compulsory attendance (See also Article 115 TER)	Yes	Peer review is compulsory
Permitted aids	None	

## Glasshouse design - 2614DD332Z

Content of unit of study	In this course Cultivation in practice attention is paid to the similarities and differences between branches of cultivation (cultivation of vegetables under glass, outdoor vegetables, cut flowers, pot plants, fruits, arboriculture, cultivation of bulbs and mushrooms). The lectures follow an interactive process that mainly aims at the in- and output of energy in greenhouses. At the end of the course you will present technical aspects of the cultivation comparison of two different crops from "Cultivation in Practice".	
Learning outcomes	In this course the student works on the following competences:  - Setting up and optimizing a cultivation plan - Solving growth problems and developing new varieties	
Requirements for participation in units of study (See also Article 29 TER)	Admission to DD3	
Specific details	None	

### Assessment: Glasshouse design & climate control - 2612DD332A

Assessment objectives/criteria	In this module the following performance indicators are tested:  <b>Setting up and optimizing a cultivation plan (level 2)</b> - Is able to name opportunities and threats in the field of energy - Is able to indicate which cost-saving energy techniques there are and how these can be applied - Is able to assess what the possibilities are for the entrepreneur to become a producer of sustainable energy (greenhouse as an energy source) - Is able to indicate which buying strategies and contract forms there are in the field of energy	
Details of assessments	Written examination	
Strategies and teaching activities	Lectures and excursion	
Compulsory attendance (See also Article 115)	No	



TER) Permitted aids	None	
<b>Assessment: Presentation glasshouse design - 2612DD332B</b>		
Assessment objectives/criteria	In this module the following performance indicators are tested:  <b>Management and advice (level 2)</b> - Is able to apply the basic techniques for verbal and written presentations  <b>Setting up and optimizing a cultivation plan (level 1)</b> - Is able to indicate in outlines what the business layout (shed, greenhouse construction, cultivation system etc.) should look like in outdoor and greenhouse cultivations and why this is so	
Details of assessments	Review of the presentation according to the assessment form	
Strategies and teaching activities	Presentation on glasshouse design	
Compulsory attendance (See also Article 115 TER)	Yes	Attendance at all presentations is compulsory
Permitted aids	No restrictions	

### **Assessment: Study Coaching - 2614DD332C**

Assessment objectives/criteria	Assignment on core quadrants and an assignment on Leary's Rose	
Details of assessments	2 core quadrants + Leary's Rose together with reflection report	
Strategies and teaching activities	Lecture and seminars	
Compulsory attendance (See also Article 115 TER)	Yes	Lectures and seminars are compulsory
Permitted aids	No restrictions	

## **Theory of cultivation systems - 2612DD333Z**

Content of unit of study	In this course much attention is paid here to the similarities and differences between the branches of cultivation (cultivation of vegetables under glass, outdoor vegetables, cut flowers, pot plants, fruits, arboriculture, cultivation of bulbs and mushrooms). The lectures are mainly aimed at cultivation aspects, glasshouse design, plant physiology and human resource aspects of horticultural companies.
Learning outcomes	<p>In this course the student works on the following competences</p> <ul style="list-style-type: none"> <li>- Setting up and optimizing a cultivation plan</li> <li>- Solving growth problems and developing new varieties</li> </ul>
Requirements for participation in units of study (See also Article 29 TER)	Admission to DD3
Specific details	None

### **Assessment: Cultivation systems - 2612DD333A**

Assessment	In this course the following performance indicators are tested:
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objectives/criteria	<p><b>Setting up and optimizing a cultivation plan (level 2)</b></p> <ul style="list-style-type: none"> <li>- Is able to calculate the composition of A- and B-tanks, taking into account the quality of the available water and the development phase of the crop.</li> <li>- Is able to apply, in the correct way (safe, environmental requirements) biological and chemical crop protection and to calculate the composition of spray solutions</li> <li>- Is able to systematically record, incorporate and analyse cultivation results</li> <li>- Is able to work out a sub plan, necessary for the cultivation plan, in the field of fertilization, crop care and further cultivation measures for a specific given practice situation, taking into account the market position and legal requirements.</li> </ul> <p><b>Solving growth problems and developing new varieties (level 2)</b></p> <ul style="list-style-type: none"> <li>- Is able to reduce a reasonably complex growth problem in a crop to the physiological processes and to formulate proposals for cultivation adjustments to remedy those problems.</li> <li>- Is able to apply the various methods for detection and diagnosis of diseases and plagues</li> </ul>	
Details of assessments	Written exam	
Strategies and teaching activities	Lectures, PBL and practical (different cultivation problems), exercises (biological crop protection), excursion Bulb and Greenhouse cultivation	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	None	

## Term 4

# Agrologistics - 2614DD322Z

Content of unit of study	<p>This course puts the focus on recognizing and describing the logistical processes within a horticultural company and the techniques which are used, taking into account the specific criteria for perishable products. Topics in this module include: Integrated logistics concept, Purchasing &amp; Warehousing, Manufacturing &amp; Internal Transport, Packaging &amp; External Transport, Product characteristics, transport modalities, control in the pipeline, Clustering and connect, Warehouse problems Packaging options, Process Concepts, describe Processes, Technological (logistics) developments in cultivation, Cultivation &amp; Quality (specific requirements regarding perishable products in relation to logistics, sustainability and quality).</p> <p>Besides, this course includes a module on English writing practice; during this part the students works on the improvement of their writing skills.</p>
Learning outcomes	<p>In this course the student works on the following competences:</p> <ul style="list-style-type: none"> <li>- Management and advice</li> <li>- Operating sustainably in chains</li> <li>- Managing and steering logistical processes</li> </ul> <p>The student works in this course also on the following Dublin descriptors:</p> <ul style="list-style-type: none"> <li>- Multidisciplinary integration</li> <li>- Awareness of social responsibility</li> </ul>
Requirements for participation in units of study (See also	Admission to DD3

Article 29 TER) Specific details	None
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### Assessment: Agrolistics - 2614DD322A

Assessment objectives/criteria	<p>In this module the following performance indicators are tested:</p> <p><b>Operating sustainably in chains (level 3)</b></p> <ul style="list-style-type: none"> <li>- Is able to develop a chain strategy in order to provide growers with a sustainable position within the worldwide production chains</li> <li>- Is able to integrally secure sustainability in chain policy and its implementation</li> </ul> <p><b>Managing and steering logistical processes (level 2)</b></p> <ul style="list-style-type: none"> <li>- is able to analyse partial logistical business processes and the related information flows on the basis of critical process indicators, taking into account the specific requirements that are typical of the 'living' product with regard to the specific partial processes</li> <li>- Is able to provide improvements for detected bottlenecks within a logistical business process.</li> <li>- Is able to apply innovations in technologies in the design of logistical business processes.</li> </ul>	
Details of assessments	Written examination	
Strategies and teaching activities	Lectures and/or seminars	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	(none graphical) calculator	

### Assessment: English writing practice - 2614DD322B

Assessment objectives/criteria	<p><b>Management and Advice (level 2)</b></p> <ul style="list-style-type: none"> <li>- Is able to communicate in writing about the professional field in English.</li> </ul>	
Details of assessments	Essay (individual assignment)	
Strategies and teaching activities	Lectures and seminars	
Compulsory attendance (See also Article 115 TER)	Yes	Lectures and seminars are compulsory (80%)
Permitted aids	None	

### Assessment: Study Coaching - 2614DD322C

Assessment objectives/criteria	Personal Development Plan and Action Plan, and a Reflection Report	
Details of assessments	Individual assignments uploaded in Moodle	
Strategies and teaching activities	Introductory lecture	
Compulsory attendance (See also Article 115 TER)	Yes	Lecture and discussion are compulsory.
Permitted aids	No restrictions	

## Export Management - 2615DD346Z

Content of unit of study	Trade in agricultural and horticultural products exists as long as the sector is old. Dutch horticulture is playing an increasingly competitive role on the world market. Many horticultural companies have businesses or other economic interests abroad. Both developments make knowledge of international trade relevant. Students study the theory of export management independently and interview an export manager of a company / organization to gain insight into the practice of export management. Together with fellow group members, the student draws up an export policy plan on how export managers export their own horticultural products. Secondly students learn within which legal frameworks countries apply economic measures to limit or stimulate the purchase and sale of goods. The lessons will be taught together with Dutch horticultural students and the group composition will often have an international character (students of the four-year horticultural program and the double degree program) where English is the language of instruction. Students are taught in intercultural communication.
Learning outcomes	In this course the student works on the following competencies: <ul style="list-style-type: none"> <li>- Worldwide marketing of products and services</li> <li>- Strategic entrepreneurship</li> <li>- Management and advice</li> </ul>
Requirements for participation in units of study (See also Article 29 TER)	Admission to DD3
Specific details	None

### Assessment: Export Management - 2613DD342A

Assessment objectives/criteria	<p>In this course the following performance indicators are tested:</p> <p><b>Worldwide marketing of products and services (level 3)</b></p> <ul style="list-style-type: none"> <li>- Is able to set up a strategic marketing plan and to financially/economically substantiate it for an internationally operating business.</li> <li>- Is able to set up an export policy plan and to financially/economically substantiate it.</li> <li>- Is able to think up and co-develop, on the basis of trends/ developments in the market, new product/market combinations (innovations).</li> <li>- Is able to comparatively assess varying culturally diverse points of view.</li> <li>- Is able to develop an international marketing policy vision.</li> </ul> <p><b>Management and advice (level 3)</b></p> <ul style="list-style-type: none"> <li>- Is able to make a choice from various means/techniques of communication and apply these in an international/intercultural environment</li> </ul>	
Details of assessments	Lessons are used to practice students in writing an exportplan. Requirements for the report to hand in can be found in the course manual. The report will be examined for a score.	
Strategies and teaching activities	Lectures and seminars	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	None	

## Strategic Marketing - 2613DD345Z

Content of unit of study	Students gain insight into the possibilities of developing a strategic vision for the global marketing of products and services, taking into account cultural differences. You will also learn to support your view
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	with a financial arguments and how to report those arguments, including a marketing plan. Students will gain insight into the external developments, and learn to contribute to a sustainable innovation of products and services and to an appropriate positioning. Image-management also plays an important role.
Learning outcomes	<p>In this course students work on the following competences:</p> <ul style="list-style-type: none"> <li>- Management and advice</li> <li>- Improving and innovating the organization</li> <li>- Worldwide marketing of products and services,</li> <li>- Strategic entrepreneurship</li> </ul> <p>The student also works on the following Dublin descriptors:</p> <ul style="list-style-type: none"> <li>- Problem-oriented approach</li> <li>- Social communication skills</li> <li>- Multidisciplinary integration</li> <li>- Creativity and complexity in actions</li> </ul>
Requirements for participation in units of study (See also Article 29 TER)	Admission to DD3
Specific details	None

### Assessment: Strategic Marketing - 2613DD345A

Assessment objectives/criteria	<p>In this course the following performance indicators are tested:</p> <p><b>Management and advice (level 2)</b></p> <ul style="list-style-type: none"> <li>- Is able to draft a communication plan</li> </ul> <p><b>Improving and innovating the organization (level 2)</b></p> <ul style="list-style-type: none"> <li>- Is able to use organization diagnosis models for the position finding for the organization.</li> <li>- Is able to draft improvement proposals for the organization from a diagnosis.</li> <li>- Is able to effectively communicate with employees about processes of change.</li> </ul> <p><b>Worldwide marketing of products and services (level 2)</b></p> <ul style="list-style-type: none"> <li>- Is able to set up a marketing plan and to substantiate it financially/economically for a nationally operating business.</li> <li>- Is able to make a justified choice between theoretical models for international market analysis.</li> <li>- Is able to deal with cultural differences.</li> <li>- Knows the steps one should take to come to innovation from trends and developments</li> </ul> <p><b>Strategic entrepreneurship (niveau 2)</b></p> <ul style="list-style-type: none"> <li>- Is able to develop a vision on sustainability and ethical acting for an organization</li> </ul>	
Details of assessments	Written exam	
Strategies and teaching activities	Lectures, one lecture might possibly be replaced by a guest lecture	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	None	

## Methodology - 2619DD344Z

Content of unit of study	<p>This course provides insight into the various aspects of the development of a dynamic organization that is able to grow with the market developments in terms of change management.</p> <p>Besides students learn to create and perform a simple examination in a systematic way, and interpret the results clearly. After the unit the student can properly investigate various business projects. In addition, attention is paid to methods and techniques of research and statistical background to the processing of research. The statistical module covers the following topics: estimates (confidence intervals for the mean), hypothesis testing, chi-square test for nominal and ordinal variables, difference test to compare two samples with each other and the analysis of variance (e.g. F-test for more than 2 samples).</p> <p>After this course the student can properly carry out research, conduct, analyze and report on the service of various projects and the thesis in the 4th year. Specific attention is paid to the process of research using the statistical program SPSS.</p> <p>The student also learns how to write a research accountability.</p>
Learning outcomes	<p>In this course the student works on the following competences:</p> <ul style="list-style-type: none"> <li>- Research</li> <li>- Improving and innovating the organisation</li> <li>- Strategic entrepreneurship</li> <li>- Operating in chains sustainably</li> </ul> <p>The student also works on the following Dublin descriptors:</p> <ul style="list-style-type: none"> <li>- Broad professionalisation</li> <li>- Multidisciplinary integration</li> <li>- (Academic) application</li> <li>- Problem-oriented approach</li> <li>- Methodical and reflective thought and action</li> </ul>
Requirements for participation in units of study (See also Article 29 TER)	Admission to DD3
Specific details	None

### Assessment: SPSS and Statistics - 2619DD344A

Assessment objectives/criteria	<p>This module aims to develop students on the competencies Research and Worldwide marketing of products and services at level 2.</p> <p>This means that after passing this module students comprehend the following performance indicators based on the lectures:</p> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>- Is able to use theoretical models</li> <li>- Is able to adequately process measuring results and estimate whether a result found is realistic</li> </ul> <p>After the exam and the seminars with SPSS the student comprehends the following performance indicators:</p> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>- Is able to use theoretical models</li> <li>- Is able to summarise and interpret (sub) results in relation to the assignment</li> <li>- Is able to combine the (sub) results in one report in accordance with the current guidelines</li> <li>- Is able to adequately process measuring results and estimate whether a result found is realistic</li> <li>- Is able to statistically process, visualize and analyse results from research</li> </ul> <p><b>Worldwide marketing of products and services (level 2)</b></p> <ul style="list-style-type: none"> <li>- Is able to correctly use statistical methods</li> </ul>		
Details of assessments	Written exam on lectures of statistics and SPSS		
Strategies and teaching activities	Lectures on how to analyse and deal with statistical problems		
Compulsory attendance (See also Article 115 TER)	<table> <tr> <td>Yes</td><td>Lectures are compulsory (80%)</td></tr> </table>	Yes	Lectures are compulsory (80%)
Yes	Lectures are compulsory (80%)		
Permitted aids	(none-graphical) calculator, a blanc print of the book: "Basic Business Statistics, concepts and application" by Berenson et al. (2012)		

### Assessment: Change Management - 2619DD344B

Assessment objectives/criteria	In this course the following performance indicators are tested:
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	<b>Improving and innovating the organisation (level 2)</b> <ul style="list-style-type: none"> <li>- Is able to use organisation diagnosis models for the positioning of the organisation</li> <li>- Is able to draft improvement proposals for the organisation from a diagnosis</li> <li>- Is able to indicate the consequences of a changed company policy and strategy for employees</li> <li>- Is able to weigh up varied points of view against each other</li> <li>- Is able to set up objectives for an organisation</li> </ul>	
Details of assessments	Written exam	
Strategies and teaching activities	(web) lectures, interactive lectures	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	None	

### Assessment: Research accountability individual - 2619DD344C

Assessment objectives/criteria	<p>This module aims to develop students on the competencies Research at level 2. This means that after passing this module students comprehend the following performance indicators based on the lectures: After completing the course the student comprehends the following performance indicators:</p> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>- Is able to use theoretical models</li> <li>- Is able to summarise and interpret (sub) results in relation to the assignment</li> <li>- Is able to combine the (sub) results in one report in accordance with the current guidelines</li> <li>- Is able to adequately process measuring results and estimate whether a result found is realistic</li> <li>- Is able to statistically process, visualize and analyse results from research</li> </ul>	
Details of assessments	Write a Research Accountability Report	
Strategies and teaching activities	Lectures on How to write a Research Accountability Report, followed by an individual assignment on writing a Research Accountability Report	
Compulsory attendance (See also Article 115 TER)	Yes	
Permitted aids	all accessible literature search engines)	

## Year 4

### Basic curriculum

#### Term 1

## Intercultural business communication - 2612DD450Z

Content of unit of study	Knowledge and skills of dealing with cultural differences and business communication skills are vital to graduates who are going to enter the international work field. The student will familiarize himself/herself with skills applicable to an international business environment such as being able to deal with own choices, cultural business differences, international business perspectives, making choices from the various
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	techniques of communication. These knowledge and skills should be applied to an international business environment.
Learning outcomes	In this course the student works on the following competences: - Improving and innovating the organization - Strategic entrepreneurship
Requirements for participation in units of study (See also Article 29 TER)	Admission to DD3
Specific details	None

### Assessment: Intercultural business communication - 2612DD450A

Assessment objectives/criteria	In this course the following performance indicators are tested:  <b>Improving and innovating the organization (level 3)</b> - Is able to steer a complex multidisciplinary project as a project leader - Is able to inspire, persuade, motivate, stimulate cooperation and give others a feeling of shared responsibility so that they are willing to bear and implement changes  <b>Strategic entrepreneurship (level 3)</b> - Is able to formulate mission, vision and objectives for strategy	
Details of assessments	Individual assignment in form of a business book presentation 50% assignment in form of a group presentation of an international Harvard Business Case 50% (only when completing the individual + the group assignment, the study credit can be awarded).	
Strategies and teaching activities	Lectures and seminars	
Compulsory attendance (See also Article 115 TER)	Yes	80% of the lectures and seminars are compulsory
Permitted aids	None	

## Business case analysis - 2615DD451Z

Content of unit of study	This course deals with strategic entrepreneurship and includes components like business case development, business economics and risk management. Business case development continues with the analysis of case studies in agribusiness as started with in the course Business case analysis in period 1. The student learns in this course to draw up a business plan including the corresponding financial substantiation and risk analysis. The lectures in business economics serve as a basis for the financial paragraph.	
Learning outcomes	In this course the student works on the following competences: - Management and advice - Strategic entrepreneurship	
Requirements for participation in units of study (See also Article 29 TER)	Admission to DD3	
Specific details	None	



**Assessment: Business case analysis - 2615DD451B**

Assessment objectives/criteria	<p>In this module the following performance indicators are tested:</p> <p><b>Strategic entrepreneurship (level 3)</b></p> <ul style="list-style-type: none"> <li>- Is able to formulate mission, vision and objectives for strategy</li> <li>- Is able to guarantee sustainability and ethical acting in business policy.</li> <li>- Is able to transform the desires of buyers into the selection of the suppliers.</li> <li>- Is able to gear business processes.</li> <li>- Is able to arrange personnel management for the business</li> <li>- Is able to use business results to determine new business policy.</li> </ul>	
Details of assessments	Students are assessed on commitment	
Strategies and teaching activities	Lecture and seminars	
Compulsory attendance (See also Article 115 TER)	Yes	80 % of the Lectures and Seminars are compulsory
Permitted aids	No restrictions	

**Assessment: Intuitive problem solving & creativity - 2612DD451B**

Assessment objectives/criteria	<p>In this module the following Dublin descriptors are tested:</p> <ul style="list-style-type: none"> <li>- Multidisciplinary integration: the student is equipped to provide solutions to problems posed from various disciplines and is able to integrate knowledge, attitudes, skills and understanding of several different disciplines from the perspective of the professional practice</li> <li>- Social communication skills: the student communicates effectively with different groups, works independently and result-oriented in a multidisciplinary team, listens to the input of others, contributes to the communication, reflects on own behavior and can handle conflicts</li> </ul>	
Details of assessments	Other method	
Strategies and teaching activities	Lectures and seminars	
Compulsory attendance (See also Article 115 TER)	Yes	Attendance is compulsory for 80% of the lectures
Permitted aids	No restrictions	

**Assessment: investments & decision science - 2612DD451C**

Assessment objectives/criteria	<p>In this module the following performance indicators are tested:</p> <p><b>Improving and innovating the organization (level 3)</b></p> <ul style="list-style-type: none"> <li>- Is able to carry out integral diagnosis/company screening</li> <li>- Is able to formulate success-determining factors for organisation innovation and organisation design</li> </ul> <p><b>Strategic entrepreneurship (level 3)</b></p> <ul style="list-style-type: none"> <li>- Is able to determine and monitor financial objectives</li> </ul>	
Details of assessments	Written exam	
Strategies and teaching activities	Lectures and seminars	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	(none graphical) calculator	

# International Market Strategy - 2612DD454Z

Content of unit of study	<p>Students gain insight into the development of a vision for the global marketing of products and services, taking into account cultural differences and concretize these with financial plans, underpinned with marketing and export plans. Students learn to contribute to sustainable innovation of products and services and appropriate positioning of the different stakeholders in the supply chain.</p> <p>The student learns to evaluate the consequences of national and international laws, rules and regulations of governments or umbrella organizations in the field. Key issues are European agricultural policies. Besides attention is paid to the influence of WTO and European policies on domestic policies.</p>
Learning outcomes	<p>In this course the student works on the following competences:</p> <ul style="list-style-type: none"> <li>- Management and advice</li> <li>- Improving and innovating the organization</li> <li>- Worldwide marketing of products and services</li> <li>- Strategic entrepreneurship</li> <li>- Operating sustainably in chains</li> <li>- Managing and steering logistical processes</li> </ul> <p>The student also works on the following Dublin descriptors:</p> <ul style="list-style-type: none"> <li>- Problem-oriented approach</li> <li>- Social communication skills</li> <li>- Multidisciplinary integration</li> <li>- Creativity and complexity in actions</li> </ul>
Requirements for participation in units of study (See also Article 29 TER)	Admission to DD3
Specific details	None

## Assessment: Project International Market Strategy - 2612DD454A

Assessment objectives/criteria	<p>In this module the following performance indicators are tested:</p> <p><b>Management and Advice (level 2)</b></p> <ul style="list-style-type: none"> <li>- Is able to find out which policy applies to a certain situation and to interpret this policy for this specific situation</li> <li>- Is able to express the consequences of policy for a complex situation</li> <li>- Is able to make an analysis for the target group's need for information</li> <li>- Is able to apply the basic techniques for verbal and written presentations</li> <li>- Is able to draft a communication plan</li> </ul> <p><b>Improving and innovating the organization (level 2)</b></p> <ul style="list-style-type: none"> <li>- Is able to direct as a project leader a simple project and to stimulate fellow students</li> </ul> <p><b>Worldwide marketing of products and services (level 2)</b></p> <ul style="list-style-type: none"> <li>- Is able to set up a marketing plan and to substantiate it financially/economically for a nationally operating business</li> <li>- Is able to make a justified choice between theoretical models for international market analysis</li> <li>- Is able to carry out simple market research</li> <li>- Is able to set up a poll for market research</li> <li>- Is able to deal with cultural differences</li> <li>- Is able to hold a sales talk</li> <li>- Knows the steps one should take to innovate based on trends and developments</li> </ul> <p><b>Strategic entrepreneurship (level 2)</b></p> <ul style="list-style-type: none"> <li>- Is able to integrate sub plans and managerial disciplines</li> <li>- Is able to set up action plans at tactical level</li> <li>- Is able to develop a vision on sustainability and ethical acting for an organisation</li> </ul>
Details of assessments	Report (group work)

Strategies and teaching activities	Evaluation of the report	
Compulsory attendance (See also Article 115 TER)	Yes	For 80% of the group meetings is attendance compulsory
Permitted aids	No restrictions	

### Assessment: Agricultural Policies & Regulations - 2612DD454B

Assessment objectives/criteria	<p>In this course the following performance indicators are tested:</p> <p><b>Management and advice (level 2)</b></p> <ul style="list-style-type: none"> <li>- Is able to express the consequences of policy for a complex situation</li> <li>- Is able interpret and apply legislation, rules, guidelines in a complex situation</li> <li>- Is able to apply the basic techniques for verbal and written presentations</li> </ul> <p><b>Improving and innovating the organization (level 2)</b></p> <ul style="list-style-type: none"> <li>- Is able and prepared to make and to motivate difficult decisions</li> </ul> <p><b>Operating sustainably in chains (level 2)</b></p> <ul style="list-style-type: none"> <li>- Is able to setup a demand and chain oriented production</li> <li>- Is able to calculate costs of chain-oriented production</li> <li>- Is able to integrally secure quality in chain policy (quality care systems)</li> <li>- Is able to gear the logistical strategy of one's own organisation to the chain strategy</li> </ul>	
Details of assessments	Written examination	
Strategies and teaching activities	Lectures, seminars, guest lecture(s), possibly gaming	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	None	

### Assessment: Study coaching - 2612DD454C

Assessment objectives/criteria	Personal development plan, Leary's circumplex/interpersonal circumplex, study plan in case of study delay	
Details of assessments	Meeting with coach, evaluation of assignments	
Strategies and teaching activities	Seminars and meetings with the coach	
Compulsory attendance (See also Article 115 TER)	Yes	Seminars and meetings with the coach
Permitted aids	No restrictions	

## Term 1

## Green Juniors Project - 2616DD457Z

Content of unit of study	Within a group, students work on a multidisciplinary project, Green Juniors projects are designed to solve problems from the field. The project runs both in term 1 and 2. The students work on solving a practical business problem and provide an advice to the company. It is possible that students from other specializations will join this course, where each one has his specific knowledge and skills.
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Learning outcomes	<p>The student works in this course on the following competences:</p> <ul style="list-style-type: none"> <li>- Management and Advice</li> <li>- Research</li> </ul> <p>The student also works on the following Dublin descriptors:</p> <ul style="list-style-type: none"> <li>- Broad professionalisation</li> <li>- Multidisciplinary integration</li> <li>- Transfer and broad employability</li> <li>- (Academic) application</li> <li>- Creativity and complexity in actions</li> <li>- Problem-oriented approach</li> <li>- Methodical and reflective thought and action</li> <li>- Social communication skills</li> </ul>
Requirements for participation in units of study (See also Article 29 TER)	Admission to DD3
Specific details	None

### Assessment: Plan of approach - 2616DD453A

Assessment objectives/criteria	<p>In this module the following performance indicators are tested:</p> <p><b>Management and Advice (level 3)</b></p> <ul style="list-style-type: none"> <li>- Is able to write an advisory report</li> <li>- Is able to make a choice from the various means/techniques of communication and apply these in an international/intercultural environment.</li> </ul>	
Details of assessments	Written report (individual assignment)	
Strategies and teaching activities	Lectures, project meetings	
Compulsory attendance (See also Article 115 TER)	Yes	The introductory lecture and project meeting(s) with the commissioner are compulsory (80 %).
Permitted aids	No restrictions	

### Assessment: Green Juniors report - 2612DD457A

Assessment objectives/criteria	<p>In this module the following performance indicators are tested:</p> <p><b>Management and Advice (level 3)</b></p> <ul style="list-style-type: none"> <li>- Is able to write an advisory report</li> </ul>	
Details of assessments	<p>Report with advice for the commissioner (group assignment)</p> <p>Evaluation of this report is performed by the company supervisor and the coach.</p> <p>Social and communicative skills will be assessed with the help of SOCOS forms.</p>	
Strategies and teaching activities	Project meetings with(out) the commissioner	
Compulsory attendance (See also Article 115 TER)	Yes	Attendance is required in the feedback session with the commissioner and the coach.
Permitted aids	No restrictions	

### Assessment: Green Juniors Poster Presentation - 2616DD457C

Assessment objectives/criteria	<p>In this module the following performance indicators are tested:</p> <p><b>Management and advice (level 3)</b></p> <ul style="list-style-type: none"> <li>- Is able to make a choice from various means/techniques of communication and apply these in an international/intercultural environment</li> </ul>	
Details of	Presentation after finishing the report at the end of term 2 (group assignment)	

assessments	Social and communicative skills will be assessed with the help of SOCOS forms.	
Strategies and teaching activities	Presentation	
Compulsory attendance (See also Article 115 TER)	Yes	Attendance at presentations is compulsory
Permitted aids	No restrictions	

## Term 2

# Strategic business - 2612DD452Z

Content of unit of study	This course deals with strategic entrepreneurship and includes components like business case development, business economics and risk management. Business case development continues with the analysis of case studies in agribusiness as started with in the course Business case analysis in period 1. The student learns in this course to draw up a business plan including the corresponding financial substantiation and risk analysis. The lectures in business economics serve as a basis for the financial paragraph.	
Learning outcomes	In this course the student works on the following competences:  - Management and advice - Strategic entrepreneurship	
Requirements for participation in units of study (See also Article 29 TER)	Admission to DD3	
Specific details	None	

## Assessment: Business case development - 2612DD452A

Assessment objectives/criteria	In this module the following performance indicators are tested:  <b>Strategic entrepreneurship (level 3)</b> - Is able to formulate mission, vision and objectives for strategy - Is able to guarantee sustainability and ethical acting in business policy. - Is able to transform the desires of buyers into the selection of the suppliers. - Is able to gear business processes. - Is able to arrange personnel management for the business - Is able to use business results to determine new business policy.	
Details of assessments	Set up a business plan (group work)	
Strategies and teaching activities	Lectures and seminars	
Compulsory attendance (See also Article 115 TER)	Yes	Introductory lecture, seminars/project meetings (80 % compulsory)
Permitted aids	No restrictions	

## Assessment: Business economics - 2612DD452B

Assessment objectives/criteria	<p>In this module the following performance indicators are tested:</p> <p><b>Strategic entrepreneurship (level 3)</b></p> <ul style="list-style-type: none"> <li>- Is able to determine and monitor financial objectives</li> <li>- Is able to use business results to determine new business policy.</li> <li>- Is able to set up a business plan for an internationally operating business.</li> </ul>	
Details of assessments	Written exam	
Strategies and teaching activities	Lectures and seminars	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	(none graphical) calculator	

### Assessment: Risk management - 2612DD452C

Assessment objectives/criteria	<p>In this module the following performance indicators are tested:</p> <p><b>Management and advice (level 3)</b></p> <ul style="list-style-type: none"> <li>- Is able to explain and elucidate policy</li> <li>- Is able to express the consequences of policy for involved parties</li> <li>- Is able to apply legislation, rules and guidelines to practical situations for involved parties</li> <li>- Is able to transform company policy into operational plans.</li> <li>- Is able to advise about the set-up of new (entrepreneurial) policy</li> </ul> <p><b>Strategic entrepreneurship (level 2)</b></p> <ul style="list-style-type: none"> <li>- Is able to carry out a risk analysis</li> </ul>	
Details of assessments	Set up a strategic business plan (group work)	
Strategies and teaching activities	Lectures and/or seminars	
Compulsory attendance (See also Article 115 TER)	Yes	Introductory lecture and the seminars (80% compulsory)
Permitted aids	None	

### Assessment: Study coaching - 2612DD452D

Assessment objectives/criteria	<p>In this module the following performance indicators are tested:</p> <p><b>Research (level 3)</b></p> <ul style="list-style-type: none"> <li>- Is able to formulate a research question</li> </ul>	
Details of assessments	Formulating a graduation request	
Strategies and teaching activities	Seminars on discussing how to formulate a graduation request	
Compulsory attendance (See also Article 115 TER)	Yes	Both seminars and meeting with study coach
Permitted aids	No restrictions	

## Innovation management - 2612DD455Z

Content of unit of study	<p>The horticultural sector is developing rapidly and has many innovations. In this course students look into the current innovations in horticulture. This may relate to various fields such as the development of products, technology, energy, logistics, but also financially, socially and organizational.</p> <p>The students are working on an innovation proposal on one of these topics for a company. The lectures can be combined with students from different nationalities.</p>	
Learning outcomes	<p>In this course the student works on the following competences:</p> <ul style="list-style-type: none"> <li>- Management and advice</li> <li>- Worldwide marketing of products and services</li> </ul> <p>The student also works on the following Dublin descriptors:</p> <ul style="list-style-type: none"> <li>- Broad professionalisation</li> <li>- (Academic) application</li> <li>- Creativity and complexity in actions</li> <li>- Awareness of social responsibility</li> </ul>	
Requirements for participation in units of study (See also Article 29 TER)	Admission to DD3 program	
Specific details	None	

### Assessment: Innovation management - 2612DD455A

Assessment objectives/criteria	<p>In this course the following performance indicators are tested:</p> <p><b>Management and advice (level 3)</b></p> <ul style="list-style-type: none"> <li>- Is able to give advice based on relevant developments in the field of action regarding innovation of (government) policy</li> </ul> <p><b>Worldwide marketing of products and services (level 3)</b></p> <ul style="list-style-type: none"> <li>- Is able to think up to co-develop on a basis of trends/developments in the market new product/market combinations (innovations)</li> </ul> <p>In this course the following Dublin descriptors are tested:</p> <p><b>Broad professionalisation:</b></p> <ul style="list-style-type: none"> <li>- The student is demonstrably equipped with current knowledge in line with recent (scientific) knowledge, insights, concepts and research results, as well as the professional profile outlined in the (international) developments in the professional field.</li> </ul> <p><b>(Academic) application:</b></p> <ul style="list-style-type: none"> <li>- The student is able to apply available and relevant (scientific) insights, theories, concepts and research results on issues that graduates in their professional practice are confronted with.</li> </ul> <p><b>Creativity and complexity in actions:</b></p> <ul style="list-style-type: none"> <li>- The student can deal with problems in practice, including issues which can not be clearly defined or described in advance and where standard procedures do not apply</li> </ul> <p><b>Awareness of social responsibility:</b></p> <ul style="list-style-type: none"> <li>- The student shows understanding and commitment regarding ethical, normative and social issues associated with the application of knowledge and the (future) professional field.</li> </ul>	
Details of assessments	Active participation activities and group discussion (topic: innovations and future developments in the international professional field).	
Strategies and teaching activities	Lectures, excursion(s) and guest lecture(s)	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	None	

# Business Analysis - 2612DD456Z

Content of unit of study	Organizations in the arable and horticultural world increase in production and in size. This also means that the organization issues differ. Students must be able to analyze organizations thoroughly so that they can propose improvements which could be implemented in practice
Learning outcomes	In this course the student works on the following competences:  <ul style="list-style-type: none"> <li>- Management and advice</li> <li>- Improving and innovating the organization</li> <li>- Strategic entrepreneurship</li> </ul>
Requirements for participation in units of study (See also Article 29 TER)	Admission to DD3
Specific details	None

## Assessment: Report business analysis - 2612DD456A

Assessment objectives/criteria	In this module the following performance indicators are tested (potentially using the Business Model Canvas):  <b>Management and advice (level 3)</b> <ul style="list-style-type: none"> <li>- Is able to explain and elucidate policy</li> <li>- Is able to advise about the set-up of new (entrepreneurial) policy</li> <li>- Is able to write an advisory report</li> <li>- Is able to evaluate the result of implementation of new policy</li> </ul> <b>Improving and innovating the organization (level 3)</b> <ul style="list-style-type: none"> <li>- is able to evaluate the result of implementation of new policy</li> <li>- is able to formulate success-determining factors for organisation innovation and organisation design</li> <li>- is able to set up a plan of approach for an innovation path</li> <li>- is able to work out improvement proposals in an integral quality plan and advise on this</li> <li>- is able to steer a complex multidisciplinary project as a project leader</li> <li>- is able to inspire, persuade, motivate, stimulate cooperation and give others a feeling of shared responsibility so that they are willing to bear and implement changes</li> </ul> <b>Strategic entrepreneurship (level 3)</b> <ul style="list-style-type: none"> <li>- Is able to gear business processes</li> <li>- Is able to use business results to determine new business policy</li> </ul>	
Details of assessments	Report business analysis (group assignment) to be uploaded in Gradework.	
Strategies and teaching activities	Group meetings and coach sessions	
Compulsory attendance (See also Article 115 TER)	Yes	Group meetings are compulsory for 80%
Permitted aids	No restrictions	

## Assessment: Presentation business analysis - 2612DD456B

Assessment objectives/criteria	General presentation skills and content-wise substantiation of questions	
Details of assessments	Presentation (group assignment)	
Strategies and teaching activities	Presentation	
Compulsory attendance (See also Article 115 TER)	Yes	Both the own presentation as the presentations of classmates



Permitted aids	No restrictions
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## Term 2

# Graduation Practical Research Project - 2613DD441Z

Content of unit of study	The Graduation Practical Research Project is the final part of the training and is executed in the professional field. The contract covers two terms (15 EC in term 3 and 15 EC in term 4) and confronts the student intensively with the daily affairs of a company or institution. It offers the student the opportunity to apply the desired function and role(s) independently at the level of a starting professional. It is possible that a student will execute this project in an academic setting at the level of a starting Bachelor. The assessment is based on an individual and independent project, in which the student demonstrably works on (a) mandatory competence(s)
Learning outcomes	<p>In this project the student works on the following competences:</p> <ul style="list-style-type: none"> <li>- Management and advice (depends on the chosen assignment for the project of the student)</li> <li>- Research</li> <li>- One or more of the other competences at level 3, related to the context of the specialization.</li> </ul> <p>The student also works on the following Dublin descriptors:</p> <ul style="list-style-type: none"> <li>- Broad professionalisation: The student is demonstrably equipped with current knowledge in line with recent (scientific) knowledge, insights, concepts and research results, as well as the professional profile outlined in the (international) developments in the professional field.</li> <li>- Multidisciplinary integration: The student is able to integrate knowledge, understanding, attitudes and skills (of several different disciplines) from the perspective of a professional practice.</li> <li>- Transfer and broad employability: The student is able to apply knowledge, understanding and skills in a variety of professional situations</li> <li>- (Academic) application: The student is able to apply available and relevant (scientific) insights, theories, concepts and research results on issues that graduates in their professional practice are confronted with.</li> <li>- Creativity and complexity in actions: The student can deal with problems in practice, including issues which can not be clearly defined or described in advance and where standard procedures do not apply</li> <li>- Problem-oriented approach: The student is able to define and analyze independently complex problems in the professional practice based on relevant knowledge and (theoretical) insights, and is also able to develop and apply useful (new) solution strategies and evaluate their effectiveness</li> <li>- Methodical and reflective thought and action: The student is able to set realistic goals, is able work on assignments in a structured way, and reflects on his actions within the project team, after finishing the project.</li> <li>- Social communication skills: The student demonstrates the ability to communicate in a proper and effective manner, cooperates in the group and contributes to the joint common result. The student aims to get results in cooperation with others.</li> <li>- Awareness of social responsibility: The student shows understanding and commitment regarding ethical, normative and social issues associated with the application of knowledge and the (future) professional field.</li> </ul>
Requirements for participation in units of study (See also Article 29 TER)	<p>Admission to DD3</p> <p>In year 3 and 4 a minimum of 60 EC must be achieved.</p> <p>The courses Research Skill and Methodology must be accomplished</p>
Specific details	<p>The student makes a reasoned choice for a company or institute to graduate. The student can make a choice from the selection of research projects that Inholland University of Applied Sciences offers. However the student can also make an individual choice of a different research topic / company or institute, which should be well substantiated.</p> <p>The length of the graduation practical research project should be no longer than 30 weeks (3 terms).</p>

## Assessment: Project Plan - 2613DD441A

Assessment objectives/criteria	<p>In this module the following performance indicators are tested:</p> <p><b>Research (level 2 and 3)</b></p> <ul style="list-style-type: none"> <li>- Is able to adjust, if necessary, the plan of approach between times</li> <li>- Is able to formulate a research question</li> <li>- Is able to draft a research plan</li> </ul> <p><b>Other criteria:</b></p> <ul style="list-style-type: none"> <li>- Drawing a test matrix</li> </ul>	
Details of assessments	Analyse the assignment and transform it into a Plan of Approach	
Strategies and teaching activities	Write a Plan of Approach. This is partially practiced in term 3 (as an assignment from the study coach) and will be ended in this module and discussed with both the supervisor of the commissioner and the coach.	
Compulsory attendance (See also Article 115 TER)	Yes	Approval of the Plan of Approach is a decision for (dis)continuing with the following graduation process.
Permitted aids	No restrictions	

## Assessment: Research Accountability - 2613DD441B

Assessment objectives/criteria	<p>In this module the following performance indicators are tested:</p> <p><b>Research (level 3)</b></p> <ul style="list-style-type: none"> <li>- Is able to formulate a research question</li> <li>- Is able to draft a research plan</li> <li>- Is able to carry out literature research, using international scientific sources</li> <li>- Is able to select (statistically) substantiated trial set-up</li> <li>- Is able a substantiated selection from theoretical models</li> </ul>	
Details of assessments	Research accountability (written) with literature study, materials and method section and a preliminary version of the introduction and the table of contents of the Practical Research Project.	
Strategies and teaching activities	Activities in the company or institute. Doing a literature study as a basis for the research plan. Is able to select a statistically substantiated trial setup. The literature study and research design are assessed.	
Compulsory attendance (See also Article 115 TER)	Yes	Approval of the Research Accountability is a decision for (dis)continuing with the following graduation process.
Permitted aids	No restrictions	

## Assessment: Meeting with Staff and Students Day - 2613DD441C

Assessment objectives/criteria	<p>There is twice a meeting with staff and students. The first time will be in week 3 or 4 of the graduation period and focuses on presentation and discussion of the research question and research approach. The second meeting will take place after 10 weeks and consists of a workshop and discussions with sophomore students about the research.</p> <p>In this module the following performance indicators are tested:</p> <p><b>Research (level 3)</b></p> <ul style="list-style-type: none"> <li>- Is able to formulate a research question</li> <li>- Is able to draft a research plan</li> </ul>	
Details of assessments	<p>Meeting 1: Active contribution to the discussion and evaluation of the PowerPoint presentation of the student</p> <p>Meeting 2: Active participation</p>	
Strategies and teaching activities	Discussion and debate on the research question with peers and presenting research to 1st year students.	
Compulsory attendance (See also Article 115)	Yes	Attendance is compulsory as far as students do not graduate abroad. Students in other countries should participate by using Skype. When this is impossible the student should deliver the presentation online and will receive online feedback.

TER)	
Permitted aids	No restrictions

### Assessment: Research Report - 2613DD441D

Assessment objectives/criteria	<p>In this module the following performance indicators are tested:</p> <p><b>Research (level 2 and 3)</b></p> <ul style="list-style-type: none"> <li>- Is able to adequately prepare and carry out an experiment on the basis of regulations and to obtain reproducible results within the set time, including the operation of the apparatus/equipment in accordance with the regulation</li> <li>- Is able to formulate a research question</li> <li>- Is able to draft a research plan</li> <li>- Is able to coordinate research</li> <li>- Is able to carry out literature research, using international scientific sources</li> <li>- Is able to select (statistically) substantiated trial set-up</li> <li>- Is able a substantiated selection from theoretical models</li> <li>- Is able to carry out research</li> <li>- Is able to process statistically, visualize and analyse results from research</li> <li>- Is able to formulate conclusions/recommendations from research results and to transform those into practical solutions</li> </ul>	
Details of assessments	Report on the research, conducted under the applicable guidelines	
Strategies and teaching activities	Performing research for / in the company or institute and writing a report the research and results	
Compulsory attendance (See also Article 115 TER)	Yes	Meeting to discuss the report
Permitted aids	No restrictions	

### Assessment: Reflection Report - 2613DD441E

Assessment objectives/criteria	<p>The student should write a reflection report. The following Dublin descriptors are assessed by this report:</p> <p><b>Broad professionalisation:</b> The student is demonstrably equipped with current knowledge in line with recent (scientific) knowledge, insights, concepts and research results, as well as the professional profile outlined in the (international) developments in the professional field.</p> <p><b>Multidisciplinary integration:</b> The student is able to integrate knowledge, understanding, attitudes and skills (of several different disciplines) from the perspective of a professional practice.</p> <p><b>Transfer and broad employability:</b> The student is able to apply knowledge, understanding and skills in a variety of professional situations</p> <p><b>(Academic) application:</b> The student is able to apply available and relevant (scientific) insights, theories, concepts and research results on issues that graduates in their professional practice are confronted with.</p> <p><b>Creativity and complexity in actions:</b> The student can deal with problems in practice, including issues which can not be clearly defined or described in advance and where standard procedures do not apply</p> <p><b>Problem-oriented approach:</b> The student is able to define and analyze independently complex problems in the professional practice based on relevant knowledge and (theoretical) insights, and is also able to develop and apply useful (new) solution strategies and evaluate their effectiveness</p> <p><b>Methodical and reflective thought and action:</b> The student is able to set realistic goals, is able work on assignments in a structured way, and reflects on his actions within the project team, after finishing the project.</p> <p><b>Social communication skills:</b> The student demonstrates the ability to communicate in a proper and effective manner, cooperates in the group and contributes to the joint common result. Students aim to get results in cooperation with others.</p> <p><b>Awareness of social responsibility:</b> The student shows understanding and commitment regarding ethical, normative and social issues associated with the application of knowledge and the (future) professional field.</p>	
Details of assessments	The student writes a reflection report in which he shows how the performance indicators from the test matrix are obtained.	

Strategies and teaching activities	Reflection of the research conducted in / for the company or institute.	
Compulsory attendance (See also Article 115 TER)	Yes	Meeting to discuss the reflection report
Permitted aids	No restrictions	

### Assessment: Functioning and Performance - 2613DD441F

Assessment objectives/criteria	<p>The is assessed for his functioning and performance on the following Dublin descriptors:</p> <p><b>Broad professionalisation:</b> The student is demonstrably equipped with current knowledge in line with recent (scientific) knowledge, insights, concepts and research results, as well as the professional profile outlined in the (international) developments in the professional field.</p> <p><b>Multidisciplinary integration:</b> The student is able to integrate knowledge, understanding, attitudes and skills (of several different disciplines) from the perspective of a professional practice.</p> <p><b>Transfer and broad employability:</b> The student is able to apply knowledge, understanding and skills in a variety of professional situations</p> <p><b>(Academic) application:</b> The student is able to apply available and relevant (scientific) insights, theories, concepts and research results on issues where graduates in their professional practice are confronted with.</p> <p><b>Creativity and complexity in actions:</b> The student can deal with problems in practice, including issues which can not be clearly defined or described in advance and where standard procedures do not apply</p> <p><b>Problem-oriented approach:</b> The student is able to define and analyze independently complex problems in the professional practice based on relevant knowledge and (theoretical) insights, and is also able to develop and apply useful (new) solution strategies and evaluate their effectiveness</p> <p><b>Methodical and reflective thought and action:</b> The student is able to set realistic goals, is able work on assignments in a structured way, and reflects on his actions within the project team, after finishing the project.</p> <p><b>Social communication skills:</b> The student demonstrates the ability to communicate in a proper and effective manner, cooperates in the group and contributes to the joint common result. Students aim to get results in cooperation with others.</p> <p><b>Awareness of social responsibility:</b> The student shows understanding and commitment regarding ethical, normative and social issues associated with the application of knowledge and the (future) professional field.</p>	
Details of assessments	The supervisor of the company or institute will evaluate the functioning and performance of the student by using the assessment form of Inholland University of Applied Sciences.	
Strategies and teaching activities	Student has a performance interview with the supervisor of the company (half way the graduation process and at the end of the graduation process). The company assesses through a form to which extent the student has demonstrated the relevant competences and performance indicators, while working in the company/institute	
Compulsory attendance (See also Article 115 TER)	Yes	The grading of the assessment for good or very good on functioning and performance by the supervisor of the company or institute is compulsory.
Permitted aids	No restrictions	

### Assessment: Defense - 2613DD441G

Assessment objectives/criteria	The student defends his graduation report and research approach towards the company supervisor, coach and reviewer. Critical questions are well-reasoned and professionally replied by the student.	
Details of assessments	Debate of approximately 1 hour (including evaluation and decision on the gained score)	
Strategies and teaching activities	The debate is the completion of the graduation practical research project and should be of a sufficient score to end this project. If an insufficient score may occur, the student can do a resit in the next term.	

Compulsory attendance (See also Article 115 TER)	Yes	The debate
Permitted aids	No restrictions	

### Assessment: Presentation - 2613DD441H

Assessment objectives/criteria	<p>In this module the following performance indicators are tested:</p> <p><b>Management and advice (level 3)</b></p> <p>- Is able to make a choice from various means/techniques of communication and apply these in an international/intercultural environment</p>	
Details of assessments	Oral presentation with the help of information and communication tools (eg. PowerPoint)	
Strategies and teaching activities	Co-organizing and conducting thesis research presentations for interested parties, answering questions and guiding the discussions. It might be that there are individual presentations, but organizing a day around a specific theme is also possible. The student presents only information which is not restricted by an embargo. These presentations take place in the week after handing in the final products like a thesis, article, etc.	
Compulsory attendance (See also Article 115 TER)	Yes	All presentations
Permitted aids	No restrictions	

### Assessment: Article - 2613DD441I

Assessment objectives/criteria	The student is able to make the results of his research accessible through a (magazine) article for others working in the Horticulture sector	
Details of assessments	Article which can be published	
Strategies and teaching activities	Article which can be published	
Compulsory attendance (See also Article 115 TER)	Yes	Approval of the article is a decision for (dis)continuing with the following graduation process.
Permitted aids	No restrictions	