Education and Examination Regulations 2020-2021

Bachelor Interdisciplinary Arts

Drawn up by the director on 16 June 2020

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Reader's guide

The EER starts with a list of definitions, defining the most important matters relating to the educational and examination programmes.

The rest of the EER comprises two parts:

Part 1 lists the rules arising from the Higher Education and Scientific Research Act (WHW), the policy of Zuyd University of Applied Sciences, and the policy of the programme department and the faculty. The contents of part 1 specify how the study programme is structured, list rules concerning examinations and final examinations, and detail what you can expect of the institution in such matters. In each chapter, these rules must answer the following questions:

Chapter 1 General provisions.
- Who does the EER apply to?
- For which purposes and how can you contact the Board of Examiners?
- What can you do if you have an objection or complaint?
- What can you do if you wish to an appeal a decision based on the EER?

Chapter 2 The study programme.
- What are you studying to become (educational profile) and which objectives are part of that?
- Where can you read whether you are eligible for the study programme?
- Which tracks and final specializations does the study programme have?
- Which language is used during the study programme?
- Which costs, regular or extra, are related to the study programme and what are your rights if you are unable to pay these costs?

Chapter 3 Education.
- When do the educational activities start?
- Which rules apply to minors, electives, and external assignments?
- What are practical exercises and which rules apply to them?
- What can you do if you have not obtained your propaedeutic certificate, but wish to start the post-propaedeutic phase (Post-first-year phase)?
- What must you do if components from a previous study programme are no longer offered when you have not yet obtained the course credits?
- Which specific rules apply for dual or part-time tracks?

Chapter 4 System of examinations and final examinations.
- How often can you resit an examination and when are you entitled to a resit?
- Which rules apply if you want to sit examinations that are not included in your study programme?
- When does an attendance requirement apply?
- When have you passed an examination and how are assessments determined?
- When can you be granted exemptions and what must you do for them?
- How are examinations scheduled and what are the rules when registering for examinations?
- What are your rights concerning looking at marked examinations?
- What about the storage of examination results?
- When are you entitled to special facilities and what must you do to make use of them?
- What are the rules concerning instances of fraud and irregularities?
• What are considered circumstances beyond students’ control?

Chapter 5 Academic guidance counselling, study progress, and notices to terminate or continue studies.

• What has been arranged for academic guidance counselling?
• How is your study progress monitored and how do you view this?
• What are the rules and standards regarding binding and non-binding notice to terminate or continue studies?

Chapter 6 Degree certificates and statement.

• When do you receive degree certificates or statements?
• What is included in a degree certificate or statement?
• When do degree certificates bear the citation ‘cum laude’?

Chapter 7 Concluding provisions – adoption & amendment – evaluation.

• What should you do if your interests are disproportionally harmed through the application of the EER or in the event of unforeseen circumstances?
• What are the arrangements concerning determining, changing, and evaluating the EER?

Part 2 sets out the educational and examination programme. Chapter 1 of part 2 provides all information relating to the structure of the teaching and examinations, broken down by variant, final specialization, and block. Part 2 also provides information about the academic year timetable, the block structure, the examination regulations, and the academic guidance counselling.
Term list

Definitions applied in these regulations:

Academic guidance counsellor
A staff member who monitors the academic progress of the student and who mentors the student in this regard.

Academic year
The period commencing on 1 September of any year and ending on 31 August of the following year. [Art. 1.1 WHW]

Accelerated variant
An educational path whereby a student can obtain the Bachelor degree for the study programme with a study load of 180 ECs without the need for exemptions. The accelerated variant is oriented towards students with a VWO (pre-university) diploma. [Art. 7.9a WHW].

Assessment
A method or set of methods for grading the competences or standardized procedures that enable assessment of competences.

Associate Degree
An Associate degree programme (Ad) is a separate degree that a university of applied sciences can award upon the successful completion of a two-year programme. Associate degree programmes are independent study programmes within the Dutch higher education system.

Bachelor’s programme
An HBO (higher vocational education) study programme to Bachelor’s degree level. A student who has passed the final examinations will be awarded this degree. For each study programme, the Board of Governors will add such information to the degree title as it decides. [Art. 7.3 and 7.3-a WHW]

Board of Examiners
The Board of Examiners is the body that ensures that those who have passed the final examination possess the knowledge, understanding, and skills as set out in the EER. The Board of Examiners determines whether a student has passed the final examination by investigating whether all corresponding unit examinations have been successfully completed. [Art. 7.8 and 7.10 WHW]

Board of Governors
The Board of Governors is charged with the day-to-day management of the university of applied sciences and has integral final responsibility. The Board of Governors has three members within a collegiate management model with tasks divided into portfolios. The tasks and powers are laid down in the Zuyd University of Applied Sciences Administrative and Management Regulations. [Art. 10.2 WHW]

Certificate of Experience
The certificate stating the competences that a person has demonstrated, as assessed against a specific, nationally recognized standard, the level of those competences, and how the competences have been demonstrated.

CMR
The Central Representative Advisory Council. Staff and students of Zuyd University of Applied Sciences participate in this council in equal numbers. The CMR has the right of initiative, advisory authority, and power of assent with regard to the decisions made by the Board of Governors. For
more information, see the ‘ Regulations for the Central Representative Advisory Council of Zuyd University of Applied Sciences’. [Art. 10.17 WHW].

**Contact hour**
A scheduled hour during which there is actual contact between a student or a group of students and one or more lecturers. It can also refer to the hours that occur on the basis of agreements between a student or students and a lecturer or lecturers if the EER specifies that this possibility exists. In this case, an 'hour' is understood to be sixty minutes.

**Credit**
See ‘EC’.

**CROHO**
Central Register of Higher Education Study Programmes containing all study programmes that produce an HBO (higher vocational education) degree certificate with the corresponding degree title for graduates. [Art. 6.13 WHW]

**Degree certificate**
Documentary evidence issued by a Board of Examiners that the student has passed the propaedeutic examination or the final examination of a study programme. [Art. 7.11 WHW]

**Diploma supplement**
A standardized addition to the degree certificate/diploma containing relevant details of the study programme. The annex is based on the model developed by the European Commission, the Council of Europe, and CEPES, the educational arm of UNESCO.

**Dispute Advice Committee**
The Dispute Advice Committee is an official judicial body within Zuyd University of Applied Sciences. Via the Dispute Advice Committee, you can submit an objection to a decision made by a director or by the Board of Governors, for instance regarding your enrolment, the tuition fees/course fees, or the award of a degree. For more information, see the ‘Dispute Advice Committee Regulations of Zuyd University of Applied Sciences’. [Art. 7.63-A WHW]

**Dual study programme**
Study programme whereby one or more periods of study may be exchanged for periods of work experience related to the programme. Such a study programme will therefore contain study and work elements. The work element is a part of the study programme and can therefore qualify for course credits. [Art. 7.7 WHW]

**EC**
European Credit, a unit that represents an average study load of 28 hours. This study load not only relates to the contact hours but also to unsupervised or partially supervised study activities such as working on a project or independent learning. An EC is the same as a ‘credit’. A student who has passed an examination will be awarded the number of ECs corresponding to that study unit as listed in part 2 of this EER. [Art 7.4 lid 1 WHW]

**Educational institution**
An institution for higher education as referred to in Article 1.1(g) of the WHW.

**Elective options**
A group of study units from a study programme as chosen by a student to enable him/her to emphasize his/her own competencies within his/her study programme.

**Enrolment year**
The period of continuous enrolment of a student commencing on the date of enrolment for a study programme and ending twelve months thereafter. In most cases, this will be from 1 September until 31 August of the following year. However, your enrolment can also commence at another time, which means that the end date will also be different, but always at the end of the twelve months following the date of enrolment.

**Examination**
An examination of the knowledge, understanding, attitude, and skills of the candidate. It also includes an evaluation of the results of that examination. There is a unit examination for each study unit. The results of examinations can be viewed in OSIRIS under the reference 'course result'. An examination can consist of several partial examinations ('tests' in Osiris).

**Examinations Appeals Board**
The Examinations Appeals Board is an official appeals authority at Zuyd University of Applied Sciences. You can turn to this Appeals Board if you do not agree with a particular decision made by the Board of Examiners, an examiner, or a director. More information can be found in the Examinations Appeals Board Regulations, Zuyd University of Applied Sciences. [Art. 7.60-63 WHW]

**Examiner**
A person designated by the Board of Examiners who administers the examinations and documents the results thereof. [Art. 7.12c WHW].

**Exemption**
Full or partial exemption from the requirement to sit an examination in order to satisfy the enrolment or admission conditions and/or to obtain course credits in respect of sitting propaedeutic (foundation year) or final examination.

**External assignment**
A request from a legal entity other than the Zuyd University of Applied Sciences to one or more study programmes of the institution oriented towards having a student or group of students perform an assignment. The director has the power to make a binding recommendation for the performance of this assignment, in observance of the authorities of the Board of Examiners.

**Extra opportunity**
The opportunity to take an extra examination that can be awarded to a student outside the standard scheduled examinations/resits.

**Facility**
Steps taken by an authorized staff member or body within the institution to provide the student with assistance with the aim of supporting and guiding the student's study progress.

**Final examinations**
This is the conclusion of a study programme or a part thereof. Bachelor degree programmes have a first-year examination and a final examination. Master degree programmes and Associate degree programmes only have a final examination. ‘Final examination’ is a formal term in higher education and should not be confused with ‘examination’ or ‘test’.

**Final project**
Proof or a product that demonstrates that the student has achieved one or more final qualifications. This may be a Bachelor's thesis, internship report, artwork(s), performance, etc. If all final projects have been awarded a pass mark, the student has demonstrated that they have achieved the final attainment level. A final project is always a unit of study.

**Final specialization**
A course programme decided by the director consisting of a cohesive package of post-propaedeutic (post-foundation year) units of study. The final specialization is specified on the degree certificate.

**Language of instruction**
The language of a study programme, or parts of a study programme, in which instruction is provided, in which the examination or final examination is held, and in which the teaching materials are provided.

**Learning agreement**
Agreement between the student and the Board of Examiners in which the relevant educational institutions set out the agreements regarding the student’s educational activities abroad, in accordance with the ECTS system.

**Learning path**
The units of study in which the student wishes to be examined in order to acquire the competencies relevant to the study programme. The progression of the educational route may be fixed to some extent, although this may not always be the case (e.g. if the student is following a flexible learning path). If you wish to follow a learning path not defined in this EER requires the permission of the Board of Examiners.

**Legal Protection Office**
This office deals with complaints and appeals.

**Major**
The core units of study of a study programme, in which all students must sit examinations to acquire the competences necessary to be awarded a degree certificate.

**Master’s programme**
A study programme, upon completion of which the student is awarded a Master's degree. [Art. 7.3 WHW]

**Mentor**
See academic guidance counsellor.

**Minor**
Elective component of 15 ECs. See also 'Zuyd minor'.

**Optional course profile**
Scope for a student to choose to study a maximum of 120 ECs selected from one or more Zuyd minors, other minors, or elective courses (including projects) from the student's own study programme. A study programme consists of a major plus optional course profile.

**Partial examination**
A measurement, the grade for which contributes to the grade for the examination of which it is a part. The EER will specify the weighting factor of every partial examination. Partial examinations are referred to as 'tests' in OSIRIS.

**Part-time study programme**
A study programme designed so that, in addition to studying, the student can carry out other work. This work may qualify for course credits in the form of exemptions. They may also be treated as units of study if they satisfy the conditions imposed by the Board of Examiners.

**Post-propaedeutic phase (Post-first-year phase)**
The phase of the Bachelor degree programme following the propaedeutic (first-year) phase and which is concluded by the final examination. Associate degree and Master degree programmes are not
divided into a propaedeutic phase and post-propaedeutic phase.

**Practical exercise**
This is an exercise that is geared towards acquiring practical professional skills. It is always a scheduled educational activity that can only take place under the supervision of one or more lecturers. The intended learning effect of a practical exercise can only be achieved if a student participates in the educational activity and must be proven during the session or sessions. This is why attendance may form a prerequisite for participation in the corresponding partial examinations or unit examinations.

**Programme department**
In this EER, the term 'study programme' always refers to a study programme listed in the Central Register of Higher Education Programmes (CROHO). [Art. 7.3 WHW]

**Propaedeutic phase (first-year phase)**
The first phase of a Bachelor degree programme which is concluded with the propaedeutic examination. Passing the propaedeutic examination may be a prerequisite for being admitted to the post-propaedeutic phase. The propaedeutic phase always comprises the first 60 ECs of the study programme. It is designed in such a way that students acquire insight into the content of the Bachelor degree programme.

**School**
An organizational unit within Zuyd University of Applied Sciences, in which one or more teams of employees cooperate on one or more related study programmes.

**School Participation Council**
The School Participation Council is a participation council at the level of the university of applied sciences and is made up of students and lecturers in equal numbers. The School Participation Council also executes the tasks and powers of the study programme committee. For more information, see the ‘Regulations for the Sub-councils and Service Department Council of Zuyd University of Applied Sciences’ and the ‘Regulations for Study Programme Committees’. [Art. 10.25 WHW]

**Shorter variant**
An educational path whereby a student can obtain the Bachelor degree for the study programme in fewer than four years, but with a study load of 240 ECs. A student following a shorter variant must always be able to switch to a regular four-year programme at all times.

**Student counsellor**
A staff member who advises the student on matters involving study and student life. The student counsellor also assists and mediates in personal problems of any kind, material or otherwise.

**Study advice**
A binding recommendation on whether or not to continue with the study programme. In a full-time Bachelor degree programme, this recommendation is issued to the student in the first year of the propaedeutic phase. In a full-time Associate degree programme, the recommendation is issued at the end of the first year of enrolment. In part-time and dual study programmes, the recommendation is issued at the end of the programme that corresponds to the first 60 ECs of the study programme. This may also be after the first year of enrolment. This notice may entail the student's rejection for further participation in the study programme. Master degree programmes do not issue study advice. More information can be found in the Notice to terminate or continue studies regulations of Zuyd University of Applied Sciences for the Bachelor and Associate degree programmes.

**Study block**
A study block comprises one of the four terms making up an academic year. These blocks have comparable study loads. Before the start of an academic year, the Board of Governors decides upon the dates on which each new study block commences.

**Study load**
The standardized average load in terms of time for students of every study programme and of every study unit expressed as whole ECs. The study load of study units is set out in the EER. [Art. 7.4 WHW].

**Study plan**
A progression of units of study agreed between the student and their mentor/academic guidance counsellor in order to be eligible for the final examination. This progression may differ from the sequence of the standard programme.

**Study Programme Committee**
According to the Higher Education and Scientific Research Act, a study programme committee, consisting of students and lecturers, must be set up for every study programme or group of study programmes. This programme committee is tasked with providing advice on improving and assuring the quality of the study programme. Furthermore, the study programme committee has the right to prior consultation and the right of assent regarding a number of topics related to education, including the EER. There are no separate study programme committees at Zuyd University of Applied Sciences; instead, they form an integral part of the School Participation Councils. [Art.9.18 WHW]

**Unit of study**
A part of a study programme to which one examination is always linked. Vice versa, an examination is always connected to one unit of study. A unit of study may contain several educational activities. Each unit of study always has a study load that is expressed in European Credits (EC). A unit of study may relate to a practical exercise. At Zuyd University of Applied Sciences, the number of ECs for a unit of study is always expressed in whole numbers. A unit of study is equivalent to the term ‘course’ in Osiris.

**WHW**

**Work experience agreement**
Agreement between a student, the director for the study programme for which he/she is registered, and the organization in which this student undertakes the work experience element of the study programme. The work experience agreement sets out concrete terms regarding external learning activities within the student’s learning path for a pre-determined length of time.

**Working day**
Working days are the days of the week from Monday to Friday. A generally recognized holiday or national holiday designated by the government is not considered to be a working day.

**Zuyd Minor**
Minor of 15 ECs identified as such and accessible to the students of at least two study programmes.
PART 1
1 General Provisions

1.1 Scope

§1 These education and examination regulations apply to all students and external students who were registered for the study programme Interdisciplinary Arts with CROHO study programme code 30099.

These regulations apply to both students of full-time and part-time education.

§2 No rights can be derived from education and examination regulations (EERs) from previous years. Exceptions to this apply for specific rules and regulations such as those listed in the transitional measures in Article 3.9.

1.2 Board of Examiners, tasks and authorities

§1 The Board of Examiners determines whether you possess the knowledge, insights, and skills as specified in these education and examination regulations (EERs) required to receive the degree that applies to this study programme.

§2 You can contact the Board of Examiners to request the following:

- obtain an exemption for one or more examinations;
- take an examination for which you do not meet the entry criteria;
- gain admission to tracks/learning paths subject to the approval of the Board of Examiners;
- extend the period of validity of an examination or partial examination that you have successfully completed;
- follow a minor that is not included in the list of minors to which your study programme automatically grants you admission;
- a request to sit an extra resit;
- facilities and adaptations for students with a disability or chronic disease;
- study facilities because of students’ participation in competitive sports at an elite level;
- deviating from these Education and Examination regulations, if you can demonstrate that their application would have an unreasonable effect.

§3 The Board of Examiners can be reached via the following e-mail address:
examinationboard.iarts@zuyd.nl.

1.3 Appeal, objection, and right of complaint

§1 The Zuyd University of Applied Sciences has a Loket Rechtsbescherming (Legal Protection Office).
This office can be contacted by sending an e-mail to rechtsbescherming@zuyd.nl. To see the topics you can contact the Legal Protection Office for and what your rights are in such cases, please refer to paragraphs two to five inclusive.

§2
If you do not agree with a decision made by the director or the Board of Examiners based on the EER, you can file an appeal with the Legal Protection Office (see paragraph 1). Your appeal will be reviewed by the Examinations Appeals Board. In such cases, the rules from the Examinations Appeals Board Regulations of the Zuyd University of Applied Sciences apply. You can find these regulations on Zuydnet.

§3
If they have an interest in doing so, incoming students, students, or external students can contact the Legal Protection Office (see paragraph 1) to file with the Dispute Advice Committee an appeal against payment of tuition fees, enrolments, termination of enrolments, award of degree, etc.

§4
You can submit a complaint under the Complaints against Undesirable Conduct Regulations through the complaints office rechtsbescherming@zuyd.nl. These regulations are available on Zuydnet.

§5
You can file complaints such as on other behaviour or procedures originating from or enacted by an employee, a student, or a body of the University of Applied Sciences based on the Zuyd University of Applied Sciences Ombudsman Assistance Regulations. You can do so by contacting the Legal Protection Office (see paragraph 1) at the Ombudsman. The eligible complaints are listed in the Zuyd University of Applied Sciences Ombudsman Assistance Regulations. These regulations are available on Zuydnet.

§6
If students submit an appeal, objection, or complaint based on this article and the regulations noted in such cases, they maintain the right to take examinations for the study programme provided they are enrolled for the study programme in question.
2 Programme

2.1 Objective of the study programme

Our changing and complex society requires professionals with artistic and investigative expertise; professionals who explore and intervene in unpredictable, precarious and stalemate contexts.

iArts professionals address and shape issues in surprising ways, thus opening up and designing new trajectories for thought and actions.

The iArts Bachelor’s program is a four-year practice-oriented research programme, with an accelerated variant of three years. It links students’ artistic practice to social and scientific issues. During the programme, students are confronted with various perspectives, research methods and artistic disciplines. Students are encouraged to keep developing an open and innovative attitude. This multitude of mentalities is given specific attention in project education. In these projects, students learn to work in an interdisciplinary and transdisciplinary way. Project education calls on the following competencies: problem analysis, research, planning, concept development, creation, production, project-based work, communication and evaluation. The projects will be organised in collaboration with external parties, allowing them to develop the competency of professional conduct as well.

2.2 Educational profile

The Educational profile for interdisciplinary arts, validated by the Professional Field Advisory Committee 15 October 2015.
This profile consists of 7 competencies, which are:

1. Creative/innovative capacity
2. Investigative capacity
3. Ability to collaborate
4. Communicative capacity
5. Entrepreneurial ability
6. Ability to develop
7. Reflective capacity

2.3 Requirements for practising the profession

Students following a study programme to enter a profession for which statutory requirements have been laid down regarding the acquiring of competencies for practicing such a profession, will be given the opportunity to satisfy such requirements within the nominal study load of the study programme.
2.4 Admission

§1
You will be admitted to the study programme, as such the rules from the Regulations on admission to
and enrolment at Zuyd University of Applied Sciences apply. These regulations are available on
www.zuyd.nl.

§2
On the www.zuyd.nl website, you can find a referral to your own study programme which lists all
information on which requirements you must meet to be admitted to your study programme. It also
lists what your possibilities are and what you can do if you do not meet the admission requirements
but still want to be admitted to the study programme.

2.5 Variants

§1
You can only follow the full-time educational variant of the study programme.

§2
Holders of VWO (pre-university) diplomas can follow a three-year accelerated variant of 180 ECs.
This track is described in part 2.

2.6 Final specializations

§1
Students can follow the following final specialization(s) of the study programme:

Interdisciplinary Arts

§2
Not applicable

§3
Not applicable

2.7 Language of instruction

§1
The language of instruction of the study programme is English. The reason for the use of this
language of instruction is to prepare students for an international field of work or career.

§2
In some cases, units of study may be offered in a language other than the study programme’s
language of instruction as the origins of the lecturer or guest lecturer may necessitate this. If a
language other than the language of instruction is used, this will always be noted in the description of
the unit of study in this EER together with the reason for the use of this other language.

§3
The code of conduct regarding the language of instruction applies for all education given in languages
other than Dutch. This code of conduct is available on Zuydnet.
2.8 **Extra costs**

§1 For your enrolment as a student, you can only be charged tuition fees.

§2 To follow the study programme, you must be able to purchase the following study necessities. We expect the following costs to be your responsibility:

Year 1 approximately € 400
This refers to the following course materials and other study aids:

- Adobe license
- textbooks/reading material
- materials
- purchase of equipment
- (travel)expenses for programme units outside Maastricht

Year 2 approximately €400
This refers to the following course materials and other study aids:

- Adobe license
- textbooks/reading material
- materials
- purchase of equipment
- (travel)expenses for programme units outside Maastricht

Year 3 and 4 (if applicable) approximately €750, This refers to the following course materials and other study aids:

- Adobe license
- textbooks/reading material
- materials
- purchase of equipment
- (travel)expenses for programme units outside Maastricht

§3 Educational facilities, such as excursions and work visits, may be part of your study programme and therefore involve costs for you. On Moodle you can find which activities it concerns and what the costs of them are. Students who cannot or do not wish to pay the costs for these activities will be offered an equivalent alternative.

§4 If students can demonstrate that personal and exceptional circumstances apply, which prevent them from being able to bear the costs of study necessities or activities, then they may submit a request in writing to the director for financial assistance or exemption from the payment obligation. The director will make a decision on this within twenty working days. When considering this decision, the director will obtain recommendations from the student counsellor. This decision will be made known to students in writing within twenty working days.

§5 In no eventuality may a fee be charged to students for registration for or participation in examinations and resits of examinations.
3 Teaching

3.1 Start of the study programme

The study programme starts on 1 September 2020.

3.2 Major and minor

§1 The study programme comprises a major of at least 120 ECs. The number of ECs of the major is given in chapter 1 of part 2, specified by final specialization if applicable.

§2 To profile themselves, students have the right to follow at least one minor within the regular study load of their study programme. The study load for a minor is fifteen ECs.

§3 Study programmes may also offer elective modules in addition to minors. Such elective modules are excluded from the study load of the major, but fall within the 240 ECs study load of the entire study programme. Elective modules need not comprise fifteen ECs, whereas minors must comprise fifteen ECs.

3.3 Contact hours

The propaedeutic phase will have a minimum of 504 contact hours timetabled.

3.4 Practical exercises and attendance requirement

§1 Within the study programme, one or more units of study may be designated the status of ‘practical exercise’. Practical exercises include seminars. Internships are not classed as practical exercises. All practical exercises will be listed as such in part 2, chapter 1. At a practical exercises an examiner can make an evaluation by observing the student in action during the exercise. The director decides which units of study are practical exercises.

§2 In a practical exercise, attendance requirement applies in the following cases:

- the examiner can only come to an assessment by observing the students’ learning process or progress of the learning activity;
- the students’ learning process or progress of the learning activity relies on the attendance of their fellow students and vice versa.

The attendance requirements will be stipulated in part 2, chapter 1.

§3 If the assessment of a practical exercise is based in part on an attendance requirement, then the attendance requirement will be equivalent to a partial examination.
3.5 Minors

§1 In Osiris, students can access the course catalogue which lists the minors and elective modules that students can follow.

§2 If students wish to follow a minor that has been listed as accessible to them in the course catalogue, no further permission is required.

§3 If students wish to follow a minor inside or outside of the university of applied sciences, and this minor has not been listed as open to them, they must request prior permission from the Board of Examiners to do so.

§4 Students must register their choice of minor or elective module in OSIRIS, after which they will receive a confirmation of enrolment by e-mail. On Zuydnet (https://www.zuydnet.nl/en/study/study-career/minors-options-in-your-studies), you will find a description of the registration procedure.

§5 If a student cannot be assigned to a particular minor or elective module because the maximum number of places has been exceeded or the minimum number of places has not been achieved, the student will have the opportunity to enrol for another minor or elective module.

3.6 External assignment

§1 The director may decide to invite one or more students to carry out an external assignment as an alternative to one or more units of study of the study programme.

§2 The Board of Examiners of your specific study programme will decide whether the external assignment can replace these units of study. In doing so, the Board of Examiners assesses whether the contents, level, scope, and organization of the external assignment give reason to judge the external assignment is an adequate replacement for the proposed programme component.

3.7 Study plan

§1 In consultation with their mentor or academic guidance counsellor, students can draft a study plan for the optional course profile describing their choices for the learning path. A student’s option to follow a Zuyd minor, that is accessible to the student in question, must remain possible in all cases.

§2 Students may, with the prior approval of the Board of Examiners, sit one or more examinations at another education institution. If a test is sat with an educational institution in another country, the relevant educational institutions must have signed a learning contract.
3.8 Registration for the post-propaedeutic phase and studying in advance

§1 Students can only register for the post-propaedeutic phase of the study programme if they have been awarded a certificate for the propaedeutic phase of the study programme.

§2 Students who have not yet passed their propaedeutic assessments and still wish to take examinations from the post-propaedeutic phase can only do so with the permission of the Board of Examiners. A condition of this is that it would not hinder the good progress of the study programme.

§3 For students who have been granted an exemption for taking the study programme’s propaedeutic assessment based on this EER, proof of this exemption will be treated as equivalent to the certificate for the propaedeutic phase. In such a case, no certificate for the propaedeutic phase will be issued.

3.9 Transitional measures

If some study units are no longer available by a change of programme, an alternative programme will be offered. If the change affects the student, it is the student’s own responsibility to contact the responsible year team. The Board of Examiners should approve the new programme.

3.10 Specific clauses governing part-time variant

Not applicable.

3.11 Specific clauses governing dual variant

§ 1 Not applicable.

§ 2 Not applicable.

§ 3 Not applicable.
4 System of testing and examination

4.1 Examinations and partial examinations

An examination may consist of multiple partial examinations. Course credits will only be awarded to students who have completed the entire examination.

4.2 Resits

§1
Per year of enrolment, students may sit at least one resit per examination or partial examination.

§2
The Board of Examiners may make an exception to the rule of paragraph 1 for internship projects and long-term external assignments if it is not possible to redo the internship or assignment in the same year of enrolment.

§3
Students can only sit a resit examination if the first examination or partial examination was not successfully completed.

4.3 Sitting extra examinations outside of regular programme

§1
You are entitled to participate in units of study and sit the corresponding examinations at Zuyd University of Applied Sciences provided that they meet the admission requirements for these units of study and examinations. The admission requirements are set out in the Education and Examination Rules (EER) of which these constitute a part.

§2
An exception to paragraph 1 can only be made by the director who is responsible for a unit of study, if this unit of study and the associated examination form part of:

1. a study programme for which students may be selected or higher tuition fees may be charged
2. a study programme or final specialization for which the student has received a notice to terminate studies,
3. a Master's study programme and the student has not been awarded a Bachelor's degree
4. a study programme subject to an enrolment restriction for which the student has not been accepted. This applies to both a labour market-related quota and to a restriction due to capacity problems.

§3
Passed examinations of units of study that are not part of the 240 ECs study programme can be included in your results overview. The Board of Examiners will decide on this matter and assess whether it contributes to enhancing the practice of your field. To this end, students should submit a request, stating reasons, to the Board of Examiners. The Board of Examiners will make a decision and inform the student of this decision, providing argumentation, within ten working days after receipt.

§4
Examinations passed outside the scope of the student’s study programme do not count towards the results that are considered when a student is given a binding notice to terminate or continue studies.

4.4 Assessments

§1
Examination grades will only be given by the examiners on the basis of the Dutch ten-point scale or on the basis of the related quality grading scale. The following conversion table is used by the examiners to compare grades:

<table>
<thead>
<tr>
<th>Numeric grade / description</th>
<th>Alphanumeric grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 (&gt;=9,5) Excellent / excellent</td>
<td>EX / EX A - Excellent – outstanding performance with only minor errors</td>
</tr>
<tr>
<td>9 (8,5=&lt;x&lt;9,5) Very good / zeer goed</td>
<td>VG / ZG B - Very good – above the average standard but with some errors</td>
</tr>
<tr>
<td>8 (7,5=&lt;x&lt;8,5) Good / goed</td>
<td>GO / GO C - Good – generally sound work with a number of notable errors</td>
</tr>
<tr>
<td>7 (6,5=&lt;x&lt;7,5) Satisfactory / ruim voldoende</td>
<td>SAT / RV D - Satisfactory – fair but with significant shortcomings</td>
</tr>
<tr>
<td>6 (5,5=&lt;x&lt;6,5) Sufficient / voldoende</td>
<td>SUF / VO E - Sufficient – performance meets the minimum criteria</td>
</tr>
<tr>
<td>0,5=&lt;x&lt;5,5 Fail / onvoldoende</td>
<td>FAIL / OV F - Fail – further work is required</td>
</tr>
</tbody>
</table>

§2
A test is passed with a grade of 5.5 or higher; equivalent, in qualitative terms, to at least sufficient or ‘voldoende’ and above. The term ‘voldaan’ (pass) is understood to mean ‘satisfied the assessment criteria of an examination, with no qualitative judgement such as sufficient or (very) good’.

§3
After students complete one or more resits of examinations for a unit of study, the examiner will register the highest of the results as the final result for this unit of study. If an examination take place in a longitudinal form, the result will be determined as follows: each unit examination is attended by at least three teachers of that specific period and project, who will reach, an overall grading of the project through interactive discussion, based on assessment criteria, which are communicated to the students prior to the start of study unit.

§4
The Board of Examiners will immediately allocate ECs to students when examiners have assessed and registered that students passed an examination or resit of an examination.

§5
Students must pass the examinations of all units of study. It is not possible to compensate a poor score with a good score at the level of examinations; however, a compensation scheme may be applied in the case of partial examinations.

§6
Every student has the right to see the assessment of their examinations and to have an explanation
of the way in which the result was determined. This right to see the assessment expires twenty working days after the result awarded is published.

§7
As a rule, the validity of examination results or the granting of exemptions is unlimited.

§8
The Board of Examiners can decide to declare invalid any course credits that were awarded at least four years ago based on the results of an examination from a previous examination programme. They can only decide to do so if the knowledge, insight, or skills assessed in the examination prove to be outdated and no longer fulfil the requirements for graduation. The examinations that are no longer valid are recorded each year in part 2 of this EER.

§9
Each examiner is responsible for reporting to the director in due time when the content of an examination for which they are responsible, from a previous examination programme, has become so outdated that the requirements for graduation can no longer be fulfilled. The examiner must also outline the reasons for this. Each year, the director submits these old examinations per study programme, along with the reasons why they have become outdated, to the Board of Examiners for the decision as mentioned in paragraph 8.

§10
The director is responsible for finding alternatives to the examinations for which the period of validity has expired. These alternatives are set out in part 2 of this EER.

§11
In specific cases, the director, in conjunction with the Board of Examiners, may lay down the period of validity for an examination in advance on the basis of substantive arguments. If the period of validity for one or more examinations is limited in advance, this will be stated in chapter 1 of part 2 in reference to the examination in question. The period of validity of the examination will also be stated there.

§12
The examinations from previous examination programmes for which the course credits awarded are no longer valid are specified in chapter 1 of part 2 of this EER. The reasons for their non-validity are also given, alongside the examination that needs to be passed in order to re-earn these course credits.

4.5 Exemptions and provisions concerning validation of prior learning

§1
Exemptions must always be applied for by submitting a written request to the Board of Examiners. Article 1.3 paragraph 4 specifies how you can contact the Board of Examiners, which will decide the units of study you will be granted exemptions for. This request must be motivated in writing. Furthermore, the request must include documentary evidence that shows you meet the requirements of the unit of study in question.

§2
The Board of Examiners may grant exemptions for sitting one or more examinations if the student has already met the requirements of an examination or final examination.
§3
Exemption may be granted based on examinations or final examinations previously passed or on competences acquired outside higher education. The Board of Examiners can grant such exemptions and gives reasons when it grants exemptions.

§4
Not applicable.

§5
You cannot be granted an exemption for final projects or final research projects. Final projects/final research projects are defined as:
Graduation strategy, Position paper, Graduation project, Collaborative public event, Documentation & evaluation event.

§6
The Board of Examiners will provide students with a written proof of exemption that at least specifies the date the exemption is granted, the relevant examination(s), and the exemption’s length of validity.

§7
Exemptions can be granted on the basis of certificates of experience such as:

1. the competences acquired as described in the certificate of experience are at least equal in terms of level and content to the competences of the examinations of the units of study being considered for exemption;
2. the certificate of experience gives evidence of the level and content of each competence
3. the certificate of experience was issued by an organization authorized to evaluate prior competences
4. the certificate of experience was issued no more than five years ago.

4.6 Organization of examinations

§1
Examiners and other parties involved in examinations preserve absolute confidentiality regarding the content of a written examination until the examination paper is handed out to the students.

§2
A written examination is sat under the supervision of at least one examiner or an invigilator appointed to supervise on behalf of the examiner. All other examinations are sat under the supervision of at least one examiner.

§3
To sit for an examination, students must be able to prove their identity by means of one of the following identity documents: a Zuyd student identification card (may be presented digitally via Osiris), a driver's license, an ID card, or a passport. If this is not possible, the student will be immediately excluded from taking the examination and the examiner or invigilator will notify the chairperson of the Board of Examiners accordingly.

§4
Students who sit an examination must follow all instructions of the Board of Examiners, the examiner, or other persons designated by the Board of Examiners. Any breach by students constitutes improper conduct, on which grounds they can be excluded from further participation in
the tests.

§5
The examination regulations applicable within the study programme are set out in part 2 of chapter 2. Any breach by students constitutes improper conduct, on which grounds they can be excluded from further participation in the tests.

§6
Students have the right to be notified of the assessment outcomes of the examinations within fifteen working days of completing the examinations. The study programme may exceed this period if there are good reasons for doing so. In such cases, students must be informed as quickly as possible.

§7
The period between the results of an examination and a resit for the same unit of study must be at least five working days. Before the resit, the student must have been offered the opportunity to look at a marked examination or resit of an examination previously taken.

§8
The Board of Examiners can declare the results of an examination or partial examination invalid if it has ascertained that irregularities have occurred with regard to the examination or partial examination concerned.

§9
An examination or resit is always scheduled in such a way that students can appeal before the start of the next academic year.

4.7 Registration for examinations

§1
If students are registered for the corresponding Osiris course, they are automatically registered to sit for a (partial) examination or a resit. It is the students’ own responsibility to register for the courses in Osiris. Students will not be admitted to an examination or resit if they are not registered.

§2
Students must register to sit examinations and resits for units of study in the major, in accordance with a registration procedure laid down by the Board of Examiners. This procedure is set out in part 2, chapter 2.

§3
Students must register to take an examination or resit for a minor and will be invited to do so by the Board of Examiners of the study programme offering the minor. In the event that only a limited number of students can sit an examination, the order of registration dictates who may sit the examination in any case.

4.8 Retention of examination papers

§1
Written examination work and other documentary evidence are stored for a period of at least 60 working days following the assessment by the Board of Examiners.

§2
The programme department is responsible for retaining the key documents. The method of retention

Interdisciplinary Arts
is dependent on the nature of the key document.

§3
For the purposes of the accreditation process of the study programme, key documents will be retained for a period of at least seven years. At the end of the period of storage, the work will be destroyed or returned to students at their own request.

§4
Evidence of the students passing tests will be kept for ten years.

§5
Proof of the award of a degree certificate will be kept by the director for a period of at least 50 years and will specify as a minimum: the student’s personal data, the study programme and date on which the propaedeutic assessment was successfully completed; the study programme and date on which the final assessment was successfully completed.

§6
The director will retain documentation for the provision of a statement as referred to in Article 4.3 for a period of at least ten years. This concerns students’ personal data, the study programme and the period of enrolment, and an overview of the successfully completed examinations.

4.9 Fraud and Improper conduct

The Fraud Policy specifies what is understood to mean fraud and improper conduct as well as the consequences thereof. The Fraud Policy can be accessed on Zuydnet.

4.10 Special facilities

§1
Students who face extreme personal or extraordinary circumstances can make use of special or extra facilities for sitting examinations or final examinations.

§2
Personal and extraordinary circumstances are defined as:

1. pregnancy or long-term illness
2. disability or chronic illness;
3. exceptional family circumstances such as the care for a blood relative or other close family member who is suffering from long-term sickness; or the existence of a long-term mental and/or social problem whether or not combined with financial problems within the family as a result thereof;
4. membership of the Central Representative Advisory Council (CMR), faculty participation board, student committee, or study programme committee, or other activities as identified by the Board of Governors with which the student is involved within the context of the organization and management of the institution;
5. membership of the board of a foundation aimed at continuing to provide student assistance or such tasks as the Board of Governors considers comparable, with the additional requirements that the student has final management responsibility and that the role occupies a significant part of their time;
6. membership of the board of a student organization that has a direct benefit for the institution 
and faculties as recognized by the Board of Governors or the director, with the additional 
requirement of a significant time commitment;
7. an insufficiently achievable study programme;
8. competitive sports by participating in a recognized competitive sport component or a 
comparable activity at the highest national or international level, as set out in the Zuyd 
University of Applied Sciences Elite-level Sport scheme;
9. other circumstances regarded by the Board of Governors or the director as exceptional 
circumstances.

§3
If students want to invoke personal and exceptional circumstances, they can check the Regulations 
Regarding Studying with a Disability to see how to do so and which rules apply. You can find these 
regulations on Zuydnet.

§4
In the event of personal and extraordinary circumstances of a permanent or chronic nature, the 
Board of Examiners may allocate the facilities for the entire period of enrolment of the student for the 
study programme in question. The provisions in the Regulations Regarding Studying with a Disability 
also apply in such cases.

4.11 Circumstances beyond the student’s control, other personal circumstances

If circumstances beyond students’ control or other personal circumstances prevent students from 
taking part in an examination and they still wish to take it within the current academic year, then 
they must submit a request to do so to the Board of Examiners as soon as possible. In doing so, 
students must indicate the nature of the circumstances beyond their control or personal 
circumstances. The Board of Examiners will then make a decision on this request within fifteen 
working days.
5 Academic guidance counselling, study progress, and notices to terminate or continue studies

5.1 Academic guidance counselling

The programme department will assign one or more academic guidance counsellors to you. These are employees of the programme department. Part 2 of this EER describes how the programme department's academic guidance counselling is structured.

5.2 Monitoring of academic progress

§1 You can access an overview of your examination results in Osiris. There, you can also access the documentation of your study progress. The director is responsible for a correct representation of your study progress.

§2 In students’ first year of enrolment, keeping track of their study progress is important for their notices to terminate or continue studies. That is why the study programme reports to students regarding their study progress in accordance with the Notice to terminate or continue studies regulations of Zuyd University of Applied Sciences in a timely manner. The director is responsible for reporting this correctly. The reporting is arranged as follows:

At the end of the semester the student receives in paper an overview of the several unit examination results, as well as the grading of his study progress, concluded in the appraisal meeting. Osiris is used for registration of the study results. Students can view their study results online at https://osiris-student.zuyd.nl

§3 If students are of the opinion that the academic progress report is incorrect or incomplete, they must register an objection in writing to the Board of Examiners within twenty working days.

5.3 Notice to terminate or continue studies

§1 The Notice to terminate or continue studies regulations of Zuyd University of Applied Sciences explains in detail the issuing of notices to terminate or continue studies in the first academic year. These regulations are available on Zuydnet.

§2 If a student does not obtain their propaedeutic diploma in their first year of enrolment and their academic results in that year are insufficient, then they will be given a binding notice to terminate or continue studies by the director in accordance with the Notice to terminate or continue studies regulations of Zuyd University of Applied Sciences. This concerns units of study that are part of the first year of the study programme. Academic results are deemed insufficient if at the end of the first year of enrolment the student has obtained less than 56 EC. The final advice will be given no sooner than at the end of the first year of enrolment.
6 Degree certificates and statement

6.1 Examinations

§1 Students are assessed to have passed the propaedeutic phase when they have successfully completed all examinations within it. The Board of Examiners establishes that this is the case and makes the decision to award the certificate for the propaedeutic phase.

§2 Students are assessed to have passed the final assessment when they have successfully completed all examinations within it. The Board of Examiners establishes that this is the case and makes the decision to award the certificate for the propaedeutic phase.

§3 The Board of Examiners can deviate from paragraphs 1 and 2 and then independently assess a student's knowledge, understanding, and skills.

6.2 Degree certificates

§1 Students who have passed an examination will be given documentation of this by the examiner, or the examiner will enter the result and corresponding assessment into Osiris.

§2 Students who have passed the propaedeutic assessment will be given documentation of this by the Board of Examiners. This documentation will state at least the following: the name of the study programme (as given in CROHO), the concluding examination components, and the date of the most recent accreditation or new study programme review. This is signed by at least the director and the chairperson of the Board of Examiners.

§3 Students who have passed the final assessment will be given a degree certificate of this by the Board of Examiners. This degree certificate will state at least the following: the name of the study programme (as given in CROHO), the concluding examination components, and where relevant any statutory authority related thereto, the degree level, and the date of the most recent accreditation or new study programme review. At least the director and the director of the Board of Examiners will sign this degree certificate.

§4 On behalf of the Board of Governors, the director awards the degree of 'Bachelor of Arts' to a student who has passed the final assessment of a study programme. The subject or professional field for which the degree has been awarded will be added to the certificate.

§5 The degree certificate is to be dated as the date on which the Board of Examiners establishes that the student has passed the final assessment. This date is deemed to be the date of graduation. The Board of Examiners only awards the degree certificate after the director has confirmed it may do so.

§6 The degree certificate will be issued with a Diploma Supplement, a model text of which is set out
Diploma Supplement
Zuyd University of Applied Sciences | Nieuw Eyckholt 300 - 6429 DJ Heerlen - The Netherlands
This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data in order to improve the international “transparency” and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.) for academic and professional purposes. It is designed to provide a description of the nature, the level, the context, the contents and the status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. The supplement does not give any value judgement, statement on equivalence or suggestions as to recognition. Information is provided on all of the eight sections. If this should not be the case, the reason for not including the sections concerned will be given.

1 Information identifying the holder of the qualification
1.1 Family name:
1.2 Given birth names:
1.3 Date of birth:
1.4 Place of birth:

2 Information identifying the qualification
2.1 Name of qualification and title conferred:
2.2 Main field(s) of study for the qualification:
2.3 Name and status of awarding institution:
2.4 Language(s) of instruction/examination:

3 Information on the level of the qualification
3.1 Level of qualification:
3.2 Official length of programme:
3.3 Access requirement(s):

4 Information on the contents and results gained
4.1 Mode of study:
4.2 Programme requirements:
4.3 Programme details:
4.4 Grading scheme:
4.5 General degree:
4.6 Date of latest accreditation or review:

5 Information on the function of the qualification
5.1 Access to further study:
5.2 Professional status:

6.3 Cum laude
The degree certificate will bear the designation ‘cum laude’ when the student has completed the post-propaedeutic phase with a mark of ‘very good’ or higher for the four projects, the graduation strategy, the position paper, the collaborative public event and the documentation & evaluation event. The student may have a maximum of one ‘sufficient’ mark in the second year, not in the third or fourth year. The student may not exceed the official length of the study programme. Only grades obtained at the first attempt are used to decide whether a Cum Laude degree is awarded or not.
6.4 Statement

Students who have passed more than one examination but cannot receive a degree certificate can contact the Board of Examiners to request a written statement listing the examinations that they have passed and indicating the ECs awarded. This written statement will then be issued to such students. Article 1.2 paragraph 3 specifies how you can contact the Board of Examiners.
7 Concluding provisions – drawing up & amendment – evaluation

7.1 Deviation from the EER (the hardship clause)

In the event that the application of this EER disproportionately harms the interests of an individual student during their enrolment, the student may submit a written objection to the Board of Examiners against the regulations being applied to them. The Board of Examiners will reach a decision within fifteen working days and weigh the interests of the student against the interests of the study programme, after which it will inform you in writing.

7.2 Unforeseen circumstances

Cases that these regulations do not provide for and which require an immediate decision will be decided on by the body competent to do so. If the competent body is the Board of Examiners, for instance in the case of examinations and final examinations, this decision may be made by the chairperson.

7.3 Adoption and amendment

§1
This EER is to be adopted by the director before 1 July 2020. The adoption requires the approval of the School Participation Council.

§2
During its period of validity, the EER cannot be amended.

§3
These education and examination regulations enter into force on 1 September 2020 and may be cited as: EER Interdisciplinary Arts 2020-2021.

7.4 Evaluation

The director is responsible for regular evaluation of the EER to ensure its quality and to adjust the study load if necessary. During such evaluations the director at least assesses the time commitment of students resulting from this EER.
PART 2
1 Content of the programme and the examination process

1.1 Description of the educational and examination programme

See appendix

1.1.1 Year plan of units of study
ACCELERATED PROGRAMME IN 3 YEARS

This program has a duration of three years. It is an accelerated track of 180 ECs within the Bachelor’s-level programme and oriented towards students with a VWO (pre-university) diploma, or students who have proved to be qualified for the accelerated programme [ART. 7.9a, WHW]

YEAR
1

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<thead>
<tr>
<th>Period 1 - Ignition Phase</th>
<th>EC</th>
<th>periode of assessment</th>
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<td>3</td>
<td>P1, wk 45</td>
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<tr>
<td>Project 1 - Artistic research</td>
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<td>Period 1 - Expert &amp; Artist Exchange</td>
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YEAR
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Project 1 - Fashion & Politics | 8 | P1, wk 45 |
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**YEAR 3**

| Position Paper | EC | 15 | P2, to be decided |
| Graduation Project | EC | 10 | P2, to be decided |
| Collaborative Public Event | EC | 22 | P3, to be decided |
| Come Back Days | EC | 3 | all periods |
| Facultative free space (OPTIONAL) | EC | - | to be decided |
| Finalizing iArts: Documentation and Evaluation | EC | 10 | P4, wk 25 |
| TOTAL EC | EC | 60 | |

**FULL PROGRAMME IN 4 YEARS**

**YEAR 1**

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</table>
1.1.2 Description of units of study
The overview of educational units can be found in Appendix 'description of educational units'.

1.1.3 Practical exercises
not applicable

1.1.4 Attendance requirement
For all study activities attendance and an active attitude is necessary in order to master the content. iArts considers these aspects essential for a professional attitude and there for attendance is required.
Each teacher will communicate at the start of the study unit, what is expected of the student regarding attendance and active attitude, and what the consequences will be when the student doesn't meet the requirements. Furthermore, the attendance will be discussed at the assessment meetings.

1.1.5 Resits
Resits will only be offered for unit examinations or partial examinations of a study unit that the student has not passed, with a maximum of 1 resit per unit in the same academic year. Main projects cannot be resit due to the longitudinal examination. Resits will be planned preferably within 4 weeks
after the examination, and in consultation with teacher and student.

1.2 Evaluation of the teaching

The study program is evaluated in the following ways:

Lesson/ project based

Teacher and students evaluate afterwards

Program team/ year teams

Each year team evaluates and adjusts the programme based on several evaluation instruments, such as team and student evaluations, consults and developments in the workfield. The program team evaluates the programme based on reports by the year teams and adjusts the program structure if needed.

School Participation Council

The School Participation Council gives advice to the program team, both on demand as unrequested for.

Evaluation interviews with graduating students

The graduating students are interviewed by an independent employee of the Arts Faculty. Students give feedback on the study programme, the team of teachers and facilities

1.3 Examinations from previous study programmes that no longer apply (where applicable)

Not applicable
2 Examination regulations

EER extract PART 2 : article 2. Examinations Regulations

Basic principles:

- The examination regulations inform the student about the rules that apply to an examination and answers questions such as: are you allowed to be late? What can you take with you? When are you allowed to leave the examination room? What to do if you are not on the attendance list, etc.
- The examination regulations serve as a reminder of certain information that is already mentioned elsewhere (identification, inspection, appeal, assessment, assessors, etc.).
- The examination regulations contain an 'explanation for the invigilator' ('how to act if these are the rules'). This explanation of the examination regulations replaces the current instructions for invigilators and serves to uniformly and unambiguously instruct invigilators throughout Zuyd. At all times, students of study programmes from different locations must be prevented from being in the same examination room while having to follow different instructions.

It is important that the Educational Affairs Office[1] can be reached before, during, and after the examination. It is also important to keep the invigilators well informed about the structure of the examination material and the number of examination components the student has to hand in at the end of the examination (e.g. work the student has done, examination assignment, scrap paper). The attendance list states the number of examination components that the student has to hand in after the examination.

Written assignment (reports, papers, theses, etc.), practical assignment, oral examination, or any other form of examination not mentioned:

- (If the examination is scheduled to take place at a specified time:) The students must not be late – students who arrive late will not be admitted to the examination room.
- If the examination is submitted digitally, the time of receipt takes precedence. The students must inform the Board of Examiners immediately if they are unable to submit an examination digitally, providing evidence as to why this was the case and that it was not the students’ fault. The student must enclose proof of the original attempt at digital submission.

There are no specific rules of conduct in addition to the information that the student has received from the programme department about the test.

Assessment procedure

All projects are assessed on the same criteria:

- Ability to comprehend theoretical ideas and concepts
- Quality of research and research methodologies
- Strength of conceptual ideas and translation into form
- Quality of production process
- Quality of work
- Presentation
- Accountability
- Evaluation and reflection
For each of the criteria, the student will receive feedback. The assessment will be in the form of an overall grade on a six-point scale ranging from ‘insufficient’ to ‘excellent’. This overall grade will be based on an evaluation of all relevant knowledge and skills, but particularly the competencies acquired and the process of arriving at the end result. Therefore, the grade will also incorporate the quality of the practical or theoretical assignments carried out during the project at hand.

The result of each block is presented to an iArts audience, including students and teachers and - where relevant - external partners. In this presentation, the student reflects on the process from beginning to end and puts it into a larger perspective. The quality of this presentation is assessed as an independent educational unit. The project is assessed by the main project teacher and the assessment is communicated to the student within 15 working days, both by means of the assessment form and by means of an oral clarification. The term of 15 working days is also applicable to the assessment of home-based learning units.

Failure to attend or finish a project will result in a resit. The details of this resit have to be approved by the Examination Board. Not passing or taking the resit implicates repeating the entire year.

Each semester, the assessment of the projects is presented in a meeting in which at least three teachers participate who taught during that particular semester. The teachers who are responsible for the projects present their assessments of those projects, but the teachers who taught the home-based learning units also present their evaluations. These take the form of a pass/fail judgement. This portfolio is then discussed by the teachers gathered, with an independent chairman, in order to arrive at an overall judgement, called ‘study progress’. The outcome of this assessment meeting is communicated to each individual student within 24 hours after the meeting and discussed more extensively within 15 working days.
3 Academic guidance counselling

At iArts, mentoring and coaching is a crucial and consistent element in the programme. Not only because of the complexity and variety of the programme, but first of all because the study-development of every student is our collective focus and coaching that development is our collective responsibility as a team.

There are three types of guidance offered: discipline-specific guidance, research guidance and study/career guidance.

The **project/ discipline-specific guidance** is provided by the project lecturer assigned to each specific project, and relates to the project theme/topic. Other teachers, who teach in the Homebased learning support this guidance from their own expertise.

**Research guidance** is offered for
1. the research components of the projects: depending on the project theme/topic, student will receive guidance in the research theory and methodology suitable to be used
2. preparing the Position Paper and final artistic product: researching is an important aspect of graduating at iArts. Students receive individual and specific guidance to help them further in developing their research approach, methodology etc.

In addition to the concentrated discipline-specific guidance as part of the study programme, students also receive individual **study guidance and coaching from a mentor/coach**. The task of the mentor/coach comprises four aspects:

- Offering clear information on the programme and professional practice
- Supporting the student in developing an appropriate attitude towards learning and work
- Identifying problems with the student’s progress and taking action to assist the student (such as referring him or her to a student counsellor)
- Supporting the student in making decisions related to his or her study pathway

At iArts, mentoring and coaching is a crucial and consistent element in the programme. Not only because of the complexity and variety of the programme, but first of all because the study-development of every student is our collective focus and coaching that development is our collective responsibility as a team.

The mentor/coach assists the student in his or her professional and personal development and in terms of the student’s progress. For more specific help, the student counsellor and a psychologist affiliated with the university are available in accordance with the ‘three-stage’ model.

Research guidance ensures a methodological approach to research and establishing the academic thinking and working level required within the programme. The mentor/coach attend the meeting that takes place after every study component in order to assess the student, making it possible to establish an integral overview of the student’s development.

Parallel to the build-up of the programme, we build up the amount and complexity of self-responsibility, insight, and competences. Our goal is to deliver starting professionals, who have a clear insight in their own process, can share that with their peers and coaches, are able to assess their own work and reflect on the work of their peers, and are capable of formulating goals for the (near) future incl. an action-plan to achieve these goals.

This means, we work together with the students towards a self-critical, reliable and transparent mind
and attitude.

We organize this in three steps:

**YEAR 1: MENTORING**

Focus on understanding the programme, the way we work at iArts (the culture, discipline, attitude, evaluations), the way study-development is assessed, group-dynamics, collaboration and feedback/feed forward.

The mentoring is partly group-wise, partly individual. Individual talks 3 times a year: intake at the start (during Ignition Phase), evaluation of assessment Semester 1 before Carnival, and a final talk at the end of Semester 2, finalizing the year. When necessary, extra individual talks will be scheduled.

**YEAR 2: PEER-MENTORING & INDIVIDUAL MENTORING**

In the second year, every student gets his own individual mentor. These students will form small peer-groups. Parallel to the programme, the focus of the mentoring in year 2 is

- Finding the balance between qualities/strength and underdeveloped aspects; this in relation to the several elements of the programme
- Guiding the student on his journey to find his own topics/themes/fascinations and how to relate this to the elements of the programme
- Co-reading, feedback and assessment on the Graduation Strategy
- Evaluation-talks at the end of Sem. 1 and Sem. 2

At the start of year 2, the previous first year’s mentors transfer their insights about all students to the mentors of year 2.

**YEAR 3: GRADUATION COACHING**

**Graduation coach:** by iArts teachers

**External expertise:** by several (external coaches/evt. Internal)

On the bridge of the 2d and 3d year, iArts makes the best possible match with every student to an individual graduation coach. This match is based on specific expertise of the coach i.r.t. the needs and wishes of the student, the relation to relevant networks, and a good professional relationship between student & graduation coach.

External expertise is obligatory and needs to be organized by every 3d year's student.

In the graduation year, the role as a mentor turns into a coach; the coach stands aside the student and they work together towards a professional level of understanding and communication.

Graduation Coaching has several important focus-points:

- Monitoring the individual process; does the student follow his own Graduation Track and does he document this process sufficiently, or – if necessary/wanted- is the process developing into a different plan/project- if so, contact the programme-leader and use the meetings with the graduation coaches as platform for feedback and approval of changing routes.
- Checking out the quality of external coaches (are they professional? – so not a student p.e.-, do they have the right expertise and relevant practice for the student, are there references, and is it realistic) and estimate if this external expert is the right one to ask for what the student needs in that phase of his process.
Follow up and assess/feedback/feed forward on the following steps in time:
  ○ The Position Paper
  ○ The concept of the Graduation Project
  ○ The blue-print and productional plan of the Graduation Project
  ○ The presentation of the Graduation Project
  ○ The blue-print and productional plan of the Collaborative Public Event
  ○ The presentation of the Collaborative Public Event
  ○ The presentation of the Documentation & Evaluation

To close down the coaching, there is a finalizing talk with the student at the end of the graduation. This finalizing talk is a so-called 'bridge-talk'; the students looks back on his study-path and development, and looks forward to his position and practice in the working field.
4 Structure of the year
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### Name
Period 1 - Ignition Phase (M-IARTS-1-22A)

**Learning Goal**

In this study unit the following competencies will be addressed to reach the level of in-depth competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.

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### Name
Project 1 - Artistic Research (M-IARTS-1-23)

**Learning Goal**

In this study unit the following competencies will be addressed to reach the level of in-depth competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.

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### Name
Period 1 - Home-Based Learning (M-IARTS-1-18B)

**Learning Goal**

In this study unit the following competencies will be addressed to reach the level of in-depth competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.
Year of study | 1 | Contact time in hours | 62
Number of credits | 5 | Presence | Yes
Block(s) | P1 | Lab Exercise | No
Entry Requirements | Not applicable | Instructional modes | Lectures, Training
Unit examination / Partial examinations | Test type | Weighing
Assignment

Name | Period 1 - Expert & Artist Exchange (M-IARTS-1-27)
Learning Goal
In this study unit the following competencies will be addressed to reach the level of in-depth competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity

Year of study | 1 | Contact time in hours | 84
Number of credits | 7 | Presence | Yes
Block(s) | P2 | Lab Exercise | No
Entry Requirements | Not applicable

Name | Project 2 - Arts & Society (M-IARTS-1-01C)
Learning Goal
In this study unit the following competencies will be addressed to reach the level of in-depth competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity
### Instructional modes
- Case study
- Self-study
- Lectures
- Group work
- General

### Unit examination / Partial examinations
- **Test type**: Weighing
- Assignment: 100

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#### Learning Goal
In this study unit the following competencies will be addressed to reach the level of in-depth competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.

#### Year of study
1

#### Contact time in hours
68

#### Number of credits
6

#### Presence
Yes

#### Block(s)
P2

#### Lab Exercise
No

#### Entry Requirements
Not applicable

#### Instructional modes
- Lectures
- Training
- General

### Unit examination / Partial examinations
- **Test type**: Weighing
- Assignment: 100

---

#### Name
Period 2 - Home-Based Learning (M-IARTS-1-18C)

### Learning Goal
In this study unit the following competencies will be addressed to reach the level of in-depth competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.

#### Year of study
1

#### Contact time in hours
12

#### Number of credits
1

#### Presence
Yes

#### Block(s)
P2

#### Lab Exercise
No

#### Entry Requirements
Not applicable

#### Instructional modes
- Lectures
- Workshop
- General

### Unit examination / Partial examinations
- **Test type**: Weighing
examinations
Assignment 100

Name Period 2 - Expert & Artist Exchange (M-IARTS-1-24)

Learning Goal

In this study unit the following competencies will be addressed to reach the level of in-depth competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity

| Year of study | 1 |
| Number of credits | 1 |
| Block(s) | P2 |
| Entry Requirements | Not applicable |
| Instructional modes | General Lectures Excursion Group work |
| Unit examination / Partial examinations | Test type |
| Participation | 100 |
| Contact time in hours | |
| Presence | Yes |
| Lab Exercise | No |
| Test type | Weighing |

Name Project 3 - Arts & Culture (M-IARTS-1-04D)

Learning Goal

In this study unit the following competencies will be addressed to reach the level of in-depth competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity

| Year of study | 1 |
| Number of credits | 8 |
| Block(s) | P3 |
| Entry Requirements | Not applicable Group work |
| Instructional modes | Case study Self-study Lectures General |
| Unit examination / Partial examinations | Test type |
| Assignment | 100 |
| Contact time in hours | 90 |
| Presence | Yes |
| Lab Exercise | No |
| Test type | Weighing |
### Name
Period 3 - Home-Based Learning (M-IARTS-1-18D)

**Learning Goal**

In this study unit the following competencies will be addressed to reach the level of in-depth competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.

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### Name
Period 3 - Research & Development Lab (M-IARTS-1-20D)

**Learning Goal**

In this study unit the following competencies will be addressed to reach the level of in-depth competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.

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### Name
Period 3 - Expert & Artist Exchange (M-IARTS-1-25)

**Learning Goal**

In this study unit the following competencies will be addressed to reach the level of in-depth competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.
### Project 4 - Arts and Sciences (M-IARTS-1-07D)

**Learning Goal**

In this study unit the following competencies will be addressed to reach the level of in-depth competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.

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### Period 4 - Home-Based Learning (M-IARTS-1-18E)

**Learning Goal**

In this study unit the following competencies will be addressed to reach the level of in-depth competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.

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### Learning Goal

In this study unit the following competencies will be addressed to reach the level of in-depth competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.

### Learning Goal

In this study unit the following competencies will be addressed to reach the level of in-depth competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.
### Learning Goal

In this study unit the following competencies will be addressed to reach the level of pre-graduation competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.

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<table>
<thead>
<tr>
<th>Unit examination / Partial examinations</th>
<th>Test type</th>
<th>Weighing</th>
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<tbody>
<tr>
<td>Assignment</td>
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<table>
<thead>
<tr>
<th>Name</th>
<th>Project 1 - Fashion &amp; Politics (M-IARTS-2-33)</th>
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<tbody>
<tr>
<td>Year of study</td>
<td>2</td>
</tr>
<tr>
<td>Number of credits</td>
<td>8</td>
</tr>
<tr>
<td>Block(s)</td>
<td>P1</td>
</tr>
<tr>
<td>Entry Requirements</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Instructional modes</td>
<td>Group work, Case study, Lectures, Self-study</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit examination / Partial examinations</th>
<th>Test type</th>
<th>Weighing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

| Year of study | 2 |
| Number of credits | 8 |
| Block(s) | P1 |
| Entry Requirements | Not applicable |
| Instructional modes | Group work, Case study, Lectures, Self-study |

<table>
<thead>
<tr>
<th>Unit examination / Partial examinations</th>
<th>Test type</th>
<th>Weighing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td></td>
<td>100</td>
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</tbody>
</table>
### Learning Goal

In this study unit the following competencies will be addressed to reach the level of pre-graduation competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.

### Year of study
2

### Contact time in hours
72

### Number of credits
4

### Presence
Yes

### Block(s)
P1

### Lab Exercise
No

### Entry Requirements
Not applicable

### Instructional modes
Lectures
Training
General

### Unit examination / Partial examinations
Test type
Weighing

### Assignment
100

---

### Learning Goal

In this study unit the following competencies will be addressed to reach the level of pre-graduation competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.

### Year of study
2

### Contact time in hours
8

### Number of credits
1

### Presence
Yes

### Block(s)
P1

### Lab Exercise
No

### Entry Requirements
Not applicable

### Instructional modes
Workshop
Lectures
General

### Unit examination / Partial examinations
Test type
Weighing

### Assignment
100
Learning Goal

In this study unit the following competencies will be addressed to reach the level of pre-graduation competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.

Name: Period 1 - Expert & Artist Exchange (M-IARTS-2-36A)

Year of study: 2
Number of credits: 1
Block(s): P1
Entry Requirements: Not applicable
Instructional modes: Excursion, Lectures, Group work, General

Unit examination / Partial examinations: Test type - Weighing
Participation: 100

Name: Project 2 - Arts & Society: World in Transition (M-IARTS-2-19C)

Year of study: 2
Number of credits: 10
Block(s): P2
Entry Requirements: Not applicable
Instructional modes: Group work, Self-study, Lectures, Workshop, General

Unit examination / Partial examinations: Test type - Weighing
Assignment: 100
Name | Period 2 - Home-Based Learning (M-IARTS-2-37A)
--- | ---

**Learning Goal**

In this study unit the following competencies will be addressed to reach the level of pre-graduation competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.

| Year of study | 2 |
| Number of credits | 3 |
| Block(s) | P2 |
| Entry Requirements | Not applicable |
| Instructional modes | Training, Lectures, General |
| Unit examination / Partial examinations Assignment | Test type |
| | Weighing |
| | 100 |

---

Name | Period 2 - Research & Development Lab (M-IARTS-2-38)
--- | ---

**Learning Goal**

In this study unit the following competencies will be addressed to reach the level of pre-graduation competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.

| Year of study | 2 |
| Number of credits | 1 |
| Block(s) | P2 |
| Entry Requirements | Not applicable |
| Instructional modes | Workshop, Lectures, General |
| Unit examination / Partial examinations Assignment | Test type |
| | Weighing |
| | 100 |

---

Name | Period 2 - Expert & Artist Exchange (M-IARTS-2-39A)
--- | ---

**Learning Goal**

In this study unit the following competencies will be addressed to reach the level of
pre-graduation competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Year of study</strong></td>
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<td><strong>Contact time in</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Number of credits</strong></td>
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<td>P2</td>
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<td><strong>Entry Requirements</strong></td>
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<td></td>
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<tr>
<td><strong>Instructional modes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit examination / Partial examinations</strong></td>
<td></td>
<td><strong>Test type</strong></td>
<td>Weighing</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
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<tr>
<td><strong>Name</strong></td>
<td>Project 3 - Project of Choice (M-IARTS-2-44)</td>
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</table>

**Learning Goal**

In this study unit the following competencies will be addressed to reach the level of pre-graduation competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.

<p>| | | | |</p>
<table>
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</thead>
<tbody>
<tr>
<td><strong>Year of study</strong></td>
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<td><strong>Contact time in</strong></td>
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</tr>
<tr>
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<tr>
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<td>P3</td>
<td><strong>Lab Excercise</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Entry Requirements</strong></td>
<td>Not applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional modes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit examination / Partial examinations</strong></td>
<td></td>
<td><strong>Test type</strong></td>
<td>Weighing</td>
</tr>
<tr>
<td><strong>Assignment</strong></td>
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</tr>
<tr>
<td><strong>Name</strong></td>
<td>Period 3 - Home-Based Learning (M-IARTS-2-43A)</td>
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</tbody>
</table>

**Learning Goal**

In this study unit the following competencies will be addressed to reach the level of pre-graduation competence: Creative/innovative capacity, Investigative capacity, Ability to
**Learning Goal**

In this study unit the following competencies will be addressed to reach the level of pre-graduation competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>2</th>
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<th>72</th>
</tr>
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<tbody>
<tr>
<td>Number of credits</td>
<td>3</td>
<td>Presence</td>
<td>Yes</td>
</tr>
<tr>
<td>Block(s)</td>
<td>P3</td>
<td>Lab Exercise</td>
<td>No</td>
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<tr>
<td>Entry Requirements</td>
<td>Not applicable</td>
<td>Instructional modes</td>
<td>Lectures, Training, General</td>
</tr>
<tr>
<td>Instructional modes</td>
<td></td>
<td>Unit examination / Partial examinations</td>
<td>Test type</td>
</tr>
<tr>
<td>Assignment</td>
<td></td>
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</tr>
</tbody>
</table>

**Name**

Period 4 - Graduation Strategy Development (M-IARTS-2-20C)

**Learning Goal**

In this study unit the following competencies will be addressed to reach the level of pre-graduation competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>2</th>
<th>Contact time in hours</th>
<th>72</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of credits</td>
<td>14</td>
<td>Presence</td>
<td>Yes</td>
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<tr>
<td>Block(s)</td>
<td>P4</td>
<td>Lab Exercise</td>
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<tr>
<td>Entry Requirements</td>
<td>Not applicable</td>
<td>Instructional modes</td>
<td>Group work, Case study, Lectures, Self-study, General</td>
</tr>
<tr>
<td>Instructional modes</td>
<td></td>
<td>Unit examination / Partial examinations</td>
<td>Test type</td>
</tr>
<tr>
<td>Written paper</td>
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</table>

**Name**

Period 4 - Home-Based Learning (M-IARTS-2-48)

**Learning Goal**

In this study unit the following competencies will be addressed to reach the level of pre-graduation competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.
### Position Paper (M-IARTS-3-01D)

**Learning Goal**

In this study unit the following competencies will be addressed to reach the level of graduation competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity

<table>
<thead>
<tr>
<th>Year of study</th>
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<tbody>
<tr>
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<td>Presence</td>
<td>Yes</td>
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<td>Block(s)</td>
<td>P4</td>
<td>Lab Exercise</td>
<td>No</td>
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<tr>
<td>Entry Requirements</td>
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</tr>
<tr>
<td>Instructional modes</td>
<td>Lectures, Training, General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test type</td>
<td>Weighing</td>
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<td></td>
</tr>
<tr>
<td>Assignment</td>
<td>100</td>
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</table>

### Graduation project (M-IARTS-3-02D)

**Learning Goal**

In this study unit the following competencies will be addressed to reach the level of graduation competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity

<table>
<thead>
<tr>
<th>Year of study</th>
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<tbody>
<tr>
<td>Number of credits</td>
<td>15</td>
<td>Presence</td>
<td>Yes</td>
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<tr>
<td>Block(s)</td>
<td>P1</td>
<td>Lab Exercise</td>
<td>No</td>
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<tr>
<td>Entry Requirements</td>
<td>Graduation Strategy needs to be passed with a sufficient grade. Study progress needs to be established as sufficient.</td>
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</table>

### Name

- Position Paper (M-IARTS-3-01D)
- Graduation project (M-IARTS-3-02D)
<table>
<thead>
<tr>
<th>Name</th>
<th>Collaborative Public Event (M-IARTS-3-uC)</th>
<th>Come Back Days (M-IARTS-3-04C)</th>
<th>Finalizing iArts: Documentation and Evaluation (M-IARTS-3-12C)</th>
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</thead>
<tbody>
<tr>
<td>Learning Goal</td>
<td>In this study unit the following competencies will be addressed to reach the level of graduation competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop &amp; Reflective capacity</td>
<td>In this study unit the following competencies will be addressed to reach the level of graduation competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop &amp; Reflective capacity</td>
<td>In this study unit the following competencies will be addressed to reach the level of graduation competence:</td>
</tr>
</tbody>
</table>
In this study unit the following competencies will be addressed to reach the level of graduation competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.

| Year of study | 3 | Contact time in hours | 2 |
| Number of credits | 10 | Presence | Yes |
| Block(s) | P4 | Lab Exercise | No |
| Entry Requirements | Not applicable | | |
| Instructional modes | Lectures, Workshop, Group work, General | | |
| Unit examination / Partial examinations | Test type | Weighing | |
| Presentation | | | |

**Name**

Period 1 - Research & Development Lab (M-IARTS-1-20B)

**Learning Goal**

In this study unit the following competencies will be addressed to reach the level of in-depth competence: Creative/innovative capacity, Investigative capacity, Ability to collaborate, Communicative capacity, Entrepreneurial ability, Ability to develop & Reflective capacity.

| Year of study | 1 | Contact time in hours | 24 |
| Number of credits | 1 | Presence | Yes |
| Block(s) | P1 | Lab Exercise | No |
| Entry Requirements | Not applicable | | |
| Instructional modes | Lectures, Workshop, General | | |
| Unit examination / Partial examinations | Test type | Weighing | |
| Assignment | | | 100 |