Bachelor programme
iArts
Content

Reader's guide 4
Term list 6
Part 1. Rules on teaching and unit examinations 10
Chapter 1: General Provisions 11
  Article 1.1 Scope 11
  Article 1.2 Board of Examiners, tasks and authorities 11
  Article 1.3 Appeal, objection, and right of complaint 11
Chapter 2 Programme 13
  Article 2.1 Objective of the study programme 13
  Article 2.2 Educational profile 13
  Article 2.3 Requirements for practising the profession 13
  Article 2.4 Admission 13
  Article 2.5 Variants 13
  Article 2.6 Final specializations 14
  Article 2.7 Language of instruction 14
  Article 2.8 Extra costs 14
Chapter 3 Teaching 16
  Article 3.1 Start of the study programme 16
  Article 3.2 Major and minor 16
  Article 3.3 Contact hours 16
  Article 3.4 Practical exercises and attendance requirement 16
  Article 3.5 Minors 16
  Article 3.6 External assignment 17
  Article 3.7 Study plan 17
  Article 3.8 Registration for the post-propaedeutic phase (post-first-year phase) and studying in advance 17
  Article 3.9 Transitional measures 18
  Article 3.10 Specific clauses governing part-time variant 18
  Article 3.11 Specific clauses governing dual variant 18
Chapter 4 System of testing and examination 19
  Article 4.1 Examinations and partial examinations 19
  Article 4.2 Resits 19
  Article 4.3 Sitting extra examinations outside of regular programme 19
  Article 4.4 Assessments 20
  Article 4.5 Exemptions and provisions concerning validation of prior learning 21
  Article 4.6 Organization of examinations 22
  Article 4.7 Registration for examinations 23
  Article 4.8 Retention of examination papers 23
  Article 4.9 Fraud and Improper conduct 24
  Article 4.10 Special facilities 24
  Article 4.11 Circumstances beyond the student's control, other personal circumstances 25
Chapter 5 Academic guidance counselling, study progress, and notices to terminate or continue studies 26
  Article 5.1 Academic guidance counselling 26
  Article 5.2 Monitoring of academic progress 26
  Article 5.3 Notice to terminate or continue studies 26
Chapter 6: Degree certificates and statement

   Article 6.1 Examinations 27
   Article 6.2 Degree certificates 27
   Article 6.3 Cum laude 28
   Article 6.4 Statement 28

Chapter 7: Concluding provisions – drawing up and amendment – evaluation 29

   Article 7.1 Deviation from the EER (the hardship clause) 29
   Article 7.2 Unforeseen circumstances 29
   Article 7.3 Adoption and amendment 29
   Article 7.4 Evaluation 29

Part 2 The educational and examination programme

Chapter 1 Content of the programme and the examination process

   1.1. Description of the educational and examination programme
   1.1.1 Year plan of units of study
   1.1.2 Description of units of study
   1.1.3 Practical exercises
   1.1.4 Attendance requirement
   1.1.5 Resits

   1.2 Evaluation of the teaching

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

Chapter 2: Examination regulations

Chapter 3 Academic guidance counselling

Chapter 4 Structure of the year
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 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 you 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/mentor**
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 track**
A track of 180 ECs within the Bachelor’s-level programme and 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 programme**
An Associate degree programme (Ad) is a separate degree that a higher vocational education institution 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**
Initial HBO (higher vocational education) study programme [ART. 7.3 and 7.3-a WHW]. A student who has passed the final assessment will be awarded a Bachelor’s degree. For each study programme, the Board of Governors will add such information to the degree title as it decides.

**Board of Examiners**
The Board of Examiners is the body responsible for determining in an objective and expert manner whether a student meets the conditions laid down by the education and examination regulations regarding the knowledge, understanding, and skills required for the award of a degree. [ART. 7.12, WHW]

**Board of Governors**
The Board of Governors [ART. 10.2 WHW] of the Zuyd University of Applied Sciences Foundation with the tasks and authorities as set out in the most recently adopted version of the Zuyd University of Applied Sciences Administrative and Management Regulations.

**Certificate of Experience**
The certificate stating the competences the individual 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 Participation Council [ART. 10.17 WHW].

**Competence**
Competence is the capacity to apply and further develop available knowledge, understanding, skills, and attitude in order to adequately perform concrete tasks in professional life.

**Contact hour**
A scheduled hour during which one or several students are physically in contact with a lecturer, supplemented by the hours that arise on the basis of arrangements between student(s) and lecturer(s), as set out in the EERs. In this case, an ‘hour’ is understood to be sixty minutes.

**CROHO**
Central Register of Higher Education Study Programmes containing all study programmes leading to an HBO (higher vocational education) degree certificate with the degree title attached thereto, subject to passing the final assessment leading thereto [ART. 6.13 WHW].

**Degree certificate**
Documentary evidence issued by the Board of Examiners that the student has passed the propaedeutic assessment or the final assessment of a study programme included in the CROHO [ART. 7.11, WHW].

**Diploma supplement**
A standardized addition to the degree certificate/diploma containing relevant details of the study programme, based on the model developed by the European Commission, the Council of Europe, and CEPES, the educational arm of UNESCO.
Director
The head of the faculty as referred to in Article 10.3 b, paragraph 2, WHW. In accordance with Article 23, paragraph 5 of the Executive Regulations, the director’s duties include drafting the teaching programmes and the programme-specific section of the EER.

Dispute Advice Committee
The committee that issues advice on payment of tuition fees, enrolments and termination of enrolments, the award of degrees, etc. [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 a 28-hour study load. The EC is equal to a course credit [ART. 7.4 (1), WHW]. When an examination is taken and passed, the student is awarded the number of ECs corresponding to that unit of study as listed in part 2 of this EER.

ECTS
European Credit Transfer System enables the transfer of students between countries by expressing the study load in a way that allows comparison (in European Credits).

Elective options
A group of units of study from a study programme, including projects, as chosen by a student to enable them to emphasize their own competences within their 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.

Examination
An examination must be sat for each unit of study which tests the knowledge, understanding, attitude, and skills of the candidate, and which evaluates the results of the examination. An examination may consist of multiple partial examinations. The results of examinations can be viewed in OSIRIS under the reference 'course result'. Partial examinations are referred to as 'tests' in OSIRIS.

Examinations Appeals Board
The Examinations Appeals Board (Appeals Board) [ART. 7.60-63 WHW].

Examiner
A person designated by the Board of Examiners (and who may or may not be an employee of the university of applied sciences) 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 assessment.

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.

External student
Someone registered as an external student at the institution [ART. 7.32, WHW] and as such is only attending for the purposes of sitting final examinations [ART. 7.36, WHW].

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 their study progress.

Faculty participation board
The participation board of a faculty [ART. 10.25 WHW].

Final assessments
The propaedeutic (first-year phase) or final assessments of a study programme [ART. 7.8 and 7.10, WHW].
**Final specialization**
A course programme decided by the director consisting of a cohesive package of post-
propaedeutic phase units of study. The final specialization is specified on the degree certificate.

**Institution**
Zuyd University of Applied Sciences as run by the Zuyd University of Applied Sciences
Foundation, registered in Heerlen.

**Intermediate Vocational Education programme (MBO)**
A middle-management training programme, either a specialist study programme or a professional
study programme designated by the minister [ART. 7.2.2, WEB].

**Key project**
A key project is a unit of study evaluated by one or more examiners and on the basis of which the
relevant competence acquisition of a programme can be demonstrated. This may be a
dissertation (e.g. Bachelor’s thesis), internship report, artwork(s), performance, etc.

**Learning abroad 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, either *at the same time or in
sequence*, in order to acquire the competences relevant to a study programme. A student wishing
to follow a learning path not defined in this EER requires the permission of the Board of
Examiners.

**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 study programme**
Initial HBO (higher vocational education) study programme [ART. 7.3 WHW], upon completion of
which the student is awarded a Master's degree.

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

**Nominal study load**
The study load excluding the time involved in preparing for resiting examinations.

**Notice to terminate or continue studies**
A binding recommendation issued to the student during the first year of the propaedeutic phase
on whether or not to continue with the study programme. This notice may entail the student’s rej
ction for further participation in the study programme. [see: Notice to terminate or continue
studies regulations of Zuyd University of Applied Sciences]

**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 an *optional course profile*.

**Partial examination**
A test, 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 also carry out other
work. This work may qualify for course credits in the form of exemptions or, subject to conditions
imposed by the Board of Examiners, be treated as units of study.

**Post-propaedeutic phase (Post-first-year phase)**
The phase of the study programme following the propaedeutic (first-year) phase and which is
concluded by the final assessment.

**Practical exercises**
Practical exercises involve one or more cohesive units of study whereby the examiner is able to
grade the performance of the student through observation.

**Programme**
A cohesive package of units of study aimed at achieving well-defined objectives as to knowledge,
understanding, skills, and attitude that the student following such programme must acquire [ART.
7.3, WHW]. Study programmes may be full-time, part-time, or a dual study programme, and
taught up to Bachelor’s degree level.

**Propaedeutic phase (first-year phase)**
The phase concluded by the propaedeutic (first-year phase) examinations [ART. 7.8 WHW].
**Student**
The person registered as a student at the institution [ART. 7.32-7.34, WHW].

**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 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 load in terms of time allocated to each study programme and unit of study expressed as whole European Credits (ECs) [ART. 7.4, WHW] and as set out in the EER.

**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 assessment. This progression may differ from the sequence of the standard programme.

**Study Programme Committee**
A programme committee, consisting of students and lecturers, is established for each programme or group of programmes. This programme committee is tasked with providing advice on improving and assuring the quality of the study programme. Furthermore, the programme committee has the right to prior consultation and the right of assent regarding a number of topics related to education, including the EER, as described in ART. 9.18, WHW.

**Unit of study**
A cohesive package of competences to be acquired, expressed as whole course credits.

**WBP**
The Personal Data Protection Act [BULLETIN OF ACTS AND DECRETES 2000: 302], plus any subsequent amendments and additions.

**WHW**

**Work experience agreement**
Agreement between the student, the director for the study programme for which he/she is registered, and the organization in which the 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 predetermined length of time.

**Working day**
A day, not being a Saturday or Sunday, or any generally observed holiday or national holiday designated by the government not falling during any free time scheduled by the Board of Governors.

**WSF 2000**

**Zuyd Minor**
Minor of 15 ECs identified as such and accessible to the students of at least two study programmes.
Part 1. Rules on teaching and unit examinations
Chapter 1: General Provisions

Article 1.1 Scope

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

Article 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:
  a) obtain an exemption for one or more examinations;
  b) obtain an exemption for participation in practical exercises while retaining permission to take the accompanying examination. The Board of Examiners then has the option to set the following requirements;
  c) take an examination for which you do not meet the entry criteria
  d) gain admission to tracks/learning paths subject to the approval of the Board of Examiners;
  e) extend the period of validity of an examination or partial examination that you have successfully completed;
  f) follow a minor that is not included in the list of minors to which your study programme automatically grants you admission;
  g) a request to sit an extra resit;
  h) facilities and adaptations for students with a disability or chronic disease;
  i) study facilities because of students’ participation in competitive sports at an elite level;
  j) 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.

Article 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.
Chapter 2 Programme

Article 2.1 Objective of the study programme

The iArts Bachelor's program is a four-year practice-oriented research program, with an accelerated variant of three years. It links students' artistic practice to social and scientific issues. During the program, 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.

Article 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

More elaborate information can be found in Chapter 1 of part 2.

Article 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.

Article 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.

Article 2.5 Variants

§1 You can only follow the full-time educational variant of the study programme.
§2
The 240 ECs study programme can be followed as a three-year shorter variant. This track is described in part 2.

Article 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

Article 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. Another reason for the use of this language is the origin of the students makes it necessary.

§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.

Article 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 € 500
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 €500
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 the website of iArts 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.
Chapter 3 Teaching

Article 3.1 Start of the study programme

The study programme starts on 1 September 2019.

Article 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.

Article 3.3 Contact hours

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

Article 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.

Article 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.

Article 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.

Article 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.

Article 3.8 Registration for the post-propaedeutic phase (post-first-year 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.

**Article 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 programme leader. The Board of Examiners should approve the new programme.

**Article 3.10 Specific clauses governing part-time variant**

Not applicable

**Article 3.11 Specific clauses governing dual variant**

§1
Not applicable

§2
Not applicable

§3
Not applicable.
Chapter 4 System of testing and examination

Article 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.

Article 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.

Article 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:
   a) a study programme for which students may be selected or higher tuition fees may be charged
   b) a study programme or final specialization for which the student has received a notice to terminate studies,
   c) a Master's study programme and the student has not been awarded a Bachelor's degree
   d) 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.
### Article 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>
<th>Grade description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 (&gt;=9,5) Excellent / excellent</td>
<td>EX / EX</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>E - Sufficient – performance meets the minimum criteria</td>
</tr>
<tr>
<td>0,5=&lt;x&lt;5,5 Fail / onvoldoende</td>
<td>FAIL / OV</td>
<td>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/pass 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, satisfactory, good, very good, or excellent’.

#### §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 a unit examination takes place in a longitudinal form, the result will be determined as follows: each unit examination is attended by all 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 assessment.

#### §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.

Article 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 1.2 paragraph 3 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, final position paper, individual graduation project, collaborative public event, evaluation & documentation.

§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:
a) 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;
b) the certificate of experience gives evidence of the level and content of each competence
c) the certificate of experience was issued by an organization authorized to evaluate prior competences
d) the certificate of experience was issued no more than five years ago.

Article 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 an examination, students must be able to prove their identity by means of one of the following identity documents: a Zuyd student identification card, an original and valid 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 must 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.

Article 4.7 Registration for examinations

§1
In principle, students can only take part in examinations or resits if they have enrolled for them via Osiris. Students are responsible for registering themselves. If students are unable to register via OSIRIS in time, the Board of Examiners can decide to admit a student to sit or resit an examination at the students' request.

§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.

Article 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 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 6.4 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.

Article 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.

Article 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:
- a) pregnancy or long-term illness
- b) disability or chronic illness;
- c) 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;
- d) 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;
- e) 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;
- f) 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;
- g) an insufficiently achievable study programme;
- h) 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;
- i) 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.
Article 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.
Chapter 5 Academic guidance counselling, study progress, and notices to terminate or continue studies

Article 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.

Article 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.

Article 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 less than 56 ECs. The final advice will be given no sooner than at the end of the first year of enrolment.
Chapter 6: Degree certificates and statement

Article 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.

Article 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 faculty board and the chairperson 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 below.
Article 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 'good' or higher for the
four domain projects, the graduation strategy, the position paper and the collaborative public
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.

Article 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.
Chapter 7: Concluding provisions – drawing up and amendment – evaluation

Article 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.

Article 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.

Article 7.3 Adoption and amendment

§1
This EER is to be adopted by the director before 1 July 2019. The adoption requires the approval of the faculty participation board and, for certain aspects, of the study programme committee. The aspects over which the study programme committee has the right to prior consultation are listed in the Regulations for the Programme Committees of Zuyd University of Applied Sciences. These regulations are available on Zuydnet.

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

§3
These education and examination regulations enter into force on 1 September 2019 and may be cited as:iArts 2019-2020.

Article 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 The educational and examination programme
Chapter 1 Content of the programme and the examination process

Educational profile for interdisciplinary artist in competencies

1. Creative/innovative capacity
The interdisciplinary artist is able to deal with intuitions, observations, and impressions in a creative manner by transforming these into artistic ideas and fleshing them out in products.

- Can use his or her powers of imagination to create interdisciplinary concepts and products.
- Develops strong concepts based on research, coherence in argumentation, and chooses the most powerful artistic means to present the concept.
- Is able to create own products and production at an artistic level or products related to professional art and design.
- Has cultural-philosophical knowledge of current social issues and can respond to them in an innovative manner.
- Has knowledge of and insight into the relationship of the arts in an historic context.
- Has comparative knowledge of and insight into the historic background, implementation tradition, and artistic development of disciplines.
- Has knowledge of and insight into the contemporary interdisciplinary discourse.
- Is skilled at creative writing.

2. Investigative capacity
The interdisciplinary artist is able to work in an investigative and problem-solving manner in a multi-faceted art environment.

- Is able to conduct artistic research for purposes of vision development and product creation.
- Shows an inquisitive attitude in his or her work.
- Is able to apply heuristics in order to solve problems.
- Can formulate the goals of a desired study based on the problem definition; can select and obtain scientific and other literature and own/other sources of information independently in order to explore the issue in more detail and, in doing so, validate the reliability of the various information sources.
- Can summarise, structure, and interpret the results and draw conclusions in relation to the research question.
- Is able to report the results according to the applicable standard in the professional field.

3. Ability to collaborate
The interdisciplinary artist is able to actively contribute to a joint interdisciplinary product or process together with other involved parties.

- Recognises different roles, responsibilities, and interests and can coordinate these.
- Has a flexible attitude when making a production.
- Contributes specific expertise to a joint artistic process.
- Works productively in a team of artists and/or others in order to arrive at an end product.
4. Communicative capacity
The interdisciplinary artist is able to effectively and efficiently convey, coordinate, and justify his or her vision and actions in his or her art practice verbally, non-verbally, and in writing or via other media.

- Communicates in an inspiring and convincing manner on inspirations, interpretations, ideas, and desires for the interdisciplinary product and the results of his or her investigations and experiments.
- Is able to adequately present and explain his or her work in writing or verbally.
- Can use different communication forms and tools to communicate effectively in English.

5. Entrepreneurial ability
The interdisciplinary artist is able to independently shape a professional existence within his or her art practice.

- Can work in a systematic and project-based manner.
- Has an entrepreneurial attitude characterised by daring, creativity, intuition, and flexibility.
- Maintains networks with potential and existing employees, grant providers or sponsors, policymakers, mediators, and others.
- Works with professional insight and can build up his or her own practice.
- Is able to position the business within the entirety of cultural functions in the region, city, and professional context.

6. Ability to develop
The interdisciplinary student is able to learn, ‘learn to learn,’ and develop continuously.

- Shows in his or her work a continuous interest in his or her own artistic and intellectual development.
- Organises his or her own development: actively pursues education and training.
- Can determine and carry out a learning objective and learning strategy independently and link the results to the learning objective.
- Can behave flexibly in a wide range of professional situations.

7. Reflective capacity
The interdisciplinary artist is able to reflect on his or her own actions in order to perform better.

- Is able to give and receive feedback in a constructive manner and in terms of both behaviour and content.
- Deals with the giving and receiving of feedback in a professional manner and uses the feedback of others to develop further.
- Reflects on his or her own actions, thoughts, and results, clearly indicated by his or her behaviour, decisions, and development.
- Builds up a repertoire of images, ideas, diagrams, examples, actions, etc. that can be used for new actions or activities.

1.1. Description of the educational and examination programme

1.1.1 Year plan of units of study
Accelerated program three 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 [ART. 7.9a, WHW].

As determined July 11th, subject to alterations in contact hours/ periods

<table>
<thead>
<tr>
<th>Period</th>
<th>Study unit in YEAR 1</th>
<th>Study period</th>
<th>Week(s)</th>
<th>Competencies</th>
<th>Contact hours p/w</th>
<th>Contact hours p/y</th>
<th>forms of teaching / learning</th>
<th>Exam – form</th>
<th>Exam - week</th>
<th>EC total: 60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td></td>
<td></td>
<td>1</td>
<td>10</td>
<td></td>
<td></td>
<td>group work, skill training, peer to peer sessions, lectures, training, workshops, case studie(s), expedition(s), coaching</td>
<td>Written reflection / position paper</td>
<td>Wk 46</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Ignition Phase &amp;</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project 1</td>
<td></td>
<td></td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Homebased learning:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual language</td>
<td></td>
<td>7</td>
<td>1,2,6,7</td>
<td></td>
<td></td>
<td>skill training, tutorial(s), peer to peer sessions, coaching</td>
<td>Work + presentation</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Singing</td>
<td></td>
<td>7</td>
<td>1,3</td>
<td></td>
<td></td>
<td>skill training, coaching</td>
<td>Participation in class/presentation</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Reflection</td>
<td></td>
<td>7</td>
<td>4,6,7</td>
<td></td>
<td></td>
<td>group work, case studies, peer to peer sessions, coaching</td>
<td>Several</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Philosophical dialogue</td>
<td>Every 2nd week</td>
<td>2,7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Presenting</td>
<td>N/A</td>
<td></td>
<td>1,3,4,6</td>
<td></td>
<td></td>
<td>Integrated in projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research &amp;</td>
<td></td>
<td></td>
<td>1,2,3,4,5,6,7</td>
<td></td>
<td></td>
<td>Tutorial(s), peer to peer sessions, workshops, lectures, coaching</td>
<td>Documentation + Presentation</td>
<td>Wk 8,9, 26,27</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Development Lab:</td>
<td></td>
<td>7</td>
<td>1,2,3,4,5,6,7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expert &amp; Artist</td>
<td></td>
<td>1,2,3,4</td>
<td>N/A</td>
<td></td>
<td></td>
<td>expeditions, lectures, group work, other forms</td>
<td>Participation/ several</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Exchange (incl.</td>
<td></td>
<td>Wk 36- 27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curating Surplus,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bootcamps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period</td>
<td>Study unit in YEAR 1</td>
<td>Study period</td>
<td>Weeks</td>
<td>Competencies</td>
<td>Contact hours p/w</td>
<td>Contact hours p/y</td>
<td>forms of teaching / learning</td>
<td>Exam – form</td>
<td>Exam – week</td>
<td>EC total: 60</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------</td>
<td>--------------</td>
<td>-------</td>
<td>--------------</td>
<td>------------------</td>
<td>------------------</td>
<td>---------------------------</td>
<td>------------</td>
<td>-------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td>and Finalizing the Year events)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Period 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Project 2</strong></td>
<td>2</td>
<td>10</td>
<td>1,2,3,4,5,6,7</td>
<td></td>
<td></td>
<td>group work, skill training case studies, self study, peer to peer sessions, expedition(s), lectures, coaching</td>
<td>Presentation &amp; Position Paper</td>
<td>Wk 6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td><strong>Homebased learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Visual language</strong></td>
<td>8</td>
<td>1,2,6,7</td>
<td>2</td>
<td>16</td>
<td></td>
<td>skill training, tutorial(s), peer to peer sessions,</td>
<td>Work + presentation</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Singing</strong></td>
<td>8</td>
<td>1,3</td>
<td>2</td>
<td>16</td>
<td></td>
<td>skill training, coaching</td>
<td>Participation in class/presentation</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Reflection</strong></td>
<td>8</td>
<td>4,6,7</td>
<td>2</td>
<td>16</td>
<td></td>
<td>group work, case studies, peer to peer sessions, lectures, coaching</td>
<td>Several</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Workshop</strong></td>
<td></td>
<td>2,4</td>
<td>3x4</td>
<td>12</td>
<td></td>
<td>skill training, tutorial(s), peer to peer sessions, coaching</td>
<td>Work</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Philosophical dialogue</strong></td>
<td></td>
<td>2,7</td>
<td>2</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Presenting</strong></td>
<td>N/A</td>
<td>1,3,4,6</td>
<td></td>
<td></td>
<td></td>
<td>Integrated in projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Research &amp; Development Lab:</strong></td>
<td>1,2,3,4 Wk 36 - 27</td>
<td>8</td>
<td>1,2,3,4,5,6,7</td>
<td>1,5</td>
<td>12</td>
<td>Tutorial(s), peer to peer sessions, workshops, lectures, coaching</td>
<td>Documentation + Presentation</td>
<td>Wk 8,9, 26,27</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Expert &amp; Artist Exchange (incl. Curating Surplus, Bootcamps)</strong></td>
<td>1,2,3,4 Wk 36 - 27</td>
<td>N/A</td>
<td>1,2,3,4,5,7</td>
<td></td>
<td></td>
<td>expeditions, lectures, group work, other forms</td>
<td>Participation/several</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Period</td>
<td>Study unit in YEAR 1</td>
<td>Study period</td>
<td>Week(s)</td>
<td>Competencies</td>
<td>Contact hours p/w</td>
<td>Contact hours p/y</td>
<td>forms of teaching / learning</td>
<td>Exam – form</td>
<td>Exam – week</td>
<td>EC total: 60</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------</td>
<td>--------------</td>
<td>---------</td>
<td>--------------</td>
<td>------------------</td>
<td>------------------</td>
<td>-----------------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>---------------</td>
</tr>
<tr>
<td></td>
<td>and Finalizing the Year events)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 3</td>
<td></td>
<td>3</td>
<td>10</td>
<td>Wk 7-17</td>
<td>1,2,3,4,5,6,7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Project 3</td>
<td>3</td>
<td>8</td>
<td>Wk 7-17</td>
<td>1,2,3,4,5,6,7</td>
<td>10</td>
<td>80</td>
<td>Presentation</td>
<td>Wk 17</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Homebased learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual language: noting/drawing</td>
<td>8</td>
<td>1,2,6,7</td>
<td>3</td>
<td>24</td>
<td>skill training, tutorial(s), peer to peer sessions,</td>
<td>Work + presentation</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Body Awareness</td>
<td>8</td>
<td>1,3</td>
<td>2</td>
<td>16</td>
<td>skill training, coaching</td>
<td>Participation in class/presentation</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflection</td>
<td>8</td>
<td>4,6,7</td>
<td>1</td>
<td>8</td>
<td>group work, case studies, peer to peer sessions, lectures, coaching</td>
<td>Several</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creative Writing</td>
<td>8</td>
<td>2,4</td>
<td>5</td>
<td>40</td>
<td>skill training, tutorial(s), peer to peer sessions, coaching</td>
<td>Short story</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Philosophical dialogue</td>
<td>Every 2nd week</td>
<td>2,7</td>
<td>2</td>
<td>8</td>
<td>Lectures, discussions</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presenting</td>
<td>N/A</td>
<td></td>
<td></td>
<td>1,3,4,6</td>
<td>Integrated in projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research &amp; Development Lab:</td>
<td>1,2,3,4  Wk 36 - 27</td>
<td>8</td>
<td>1,2,3,4,5,6,7</td>
<td>1</td>
<td>8</td>
<td>Tutorial(s), peer to peer sessions, workshops, lectures, coaching</td>
<td>Documentation + Presentation</td>
<td>Wk 8,9, 26,27</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Expert &amp; Artist Exchange (incl. Curating Surplus, Bootcamps)</td>
<td>1,2,3,4  Wk 36-27</td>
<td>N/A</td>
<td>1,2,3,4,5,7</td>
<td>expeditions, lectures, group work, other forms</td>
<td>Participation/several</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period</td>
<td>Study unit in YEAR 1</td>
<td>Study period</td>
<td>Week(s)</td>
<td>Competencie(s)</td>
<td>Contact hours p/w</td>
<td>Contact hours p/y</td>
<td>forms of teaching / learning</td>
<td>Exam – form</td>
<td>Exam - week</td>
<td>EC total: 60</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------</td>
<td>--------------</td>
<td>---------</td>
<td>----------------</td>
<td>------------------</td>
<td>------------------</td>
<td>-----------------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>and Finalizing the Year events)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 4</td>
<td></td>
<td>4</td>
<td>10 Wk 19-28</td>
<td>1,2,3,4,5,6,7</td>
<td>10</td>
<td>80</td>
<td>group work, skill training, case studies, selfstudy, peer to peer sessions, expedition(s), lectures, coaching</td>
<td>Presentation</td>
<td>Wk 28</td>
<td>8</td>
</tr>
<tr>
<td>Project 4</td>
<td></td>
<td>4</td>
<td>10 Wk 19-28</td>
<td>1,2,3,4,5,6,7</td>
<td>10</td>
<td>80</td>
<td>group work, skill training, case studies, selfstudy, peer to peer sessions, expedition(s), lectures, coaching</td>
<td>Presentation</td>
<td>Wk 28</td>
<td>8</td>
</tr>
<tr>
<td><strong>Homebased learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audiovisual language &amp; Technology</td>
<td></td>
<td>8</td>
<td>1,2,6,7</td>
<td>3</td>
<td>24</td>
<td>skill training, tutorial(s), peer to peer sessions,</td>
<td>Work + presentation</td>
<td>Work + presentation</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Body Awareness</td>
<td></td>
<td>8</td>
<td>1,3</td>
<td>2</td>
<td>16</td>
<td>skill training, coaching</td>
<td>Participation in class/presentation</td>
<td>Participation in class/presentation</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td></td>
<td>8</td>
<td>4,6,7</td>
<td>1</td>
<td>8</td>
<td>group work, case studies, peer to peer sessions, lectures, coaching</td>
<td>Several</td>
<td>Several</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Philosophical dialogue</td>
<td></td>
<td>Every 2nd week</td>
<td>2,7</td>
<td>2</td>
<td>8</td>
<td>Lectures, discussions</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Presenting</td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Integrated in projects</td>
<td></td>
<td>Integrated in projects</td>
<td>1</td>
</tr>
<tr>
<td>Research &amp; Development Lab:</td>
<td></td>
<td>1,2,3,4 Wk 36 - 27</td>
<td>8</td>
<td>1,2,3,4,5,6,7</td>
<td>1</td>
<td>8</td>
<td>Tutorial(s), peer to peer sessions, workshops, lectures, coaching</td>
<td>Documentation + Presentation</td>
<td>Wk 8,9, 26,27</td>
<td>1</td>
</tr>
<tr>
<td>Expert &amp; Artist Exchange (incl. Curating Surplus, Bootcamps and Finalizing the Year events)</td>
<td></td>
<td>1,2,3,4 Wk 36-27</td>
<td>N/A</td>
<td>1,2,3,4,5,7</td>
<td>1</td>
<td>8</td>
<td>expeditions, lectures, group work, other forms</td>
<td>Participation/several</td>
<td>Participation/several</td>
<td>1</td>
</tr>
<tr>
<td>Period</td>
<td>Study unit in YEAR 2</td>
<td>Study period</td>
<td>Week(s)</td>
<td>Competencies</td>
<td>Contact hours p/w</td>
<td>Contact hours p/y</td>
<td>forms of teaching / learning</td>
<td>Exam – form</td>
<td>Exam - week</td>
<td>EC total: 60</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------</td>
<td>--------------</td>
<td>---------</td>
<td>--------------</td>
<td>------------------</td>
<td>------------------</td>
<td>-------------------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>Period 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Ignition Phase</strong></td>
<td>1</td>
<td>10 Wk 36-46</td>
<td>10 Wk 36-46</td>
<td>1,2,3,4,5,6,7</td>
<td>5</td>
<td>10</td>
<td>peer to peer sessions, lectures, training, workshops, case studie(s) selfstudy, expedition(s)</td>
<td>Written reflection / position paper</td>
<td>Wk 46</td>
<td>1</td>
</tr>
<tr>
<td><strong>Project 1</strong></td>
<td>1</td>
<td>8 Wk 38-46</td>
<td>8 Wk 36-46</td>
<td>1,2,3,4,5,6,7</td>
<td>10</td>
<td>80</td>
<td>group work, skill training, case studies, selfstudy, peer to peer sessions, coaching</td>
<td>Presentation</td>
<td>Wk 46</td>
<td>8</td>
</tr>
<tr>
<td><strong>Homebased learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Singing</td>
<td>8</td>
<td>1,3</td>
<td>2</td>
<td>16</td>
<td></td>
<td></td>
<td>skill training, coaching</td>
<td>Participation in class/presentation</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Reflection</td>
<td>8</td>
<td>4,6,7</td>
<td>1</td>
<td>8</td>
<td></td>
<td></td>
<td>group work, case studies, peer to peer sessions, lectures, coaching</td>
<td>Several</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Philosophical dialogue</td>
<td></td>
<td>Every 2nd week</td>
<td>2,7</td>
<td>2</td>
<td>8</td>
<td>Lectures, discussions</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative Writing</td>
<td>8</td>
<td>2,4</td>
<td>5</td>
<td>40</td>
<td></td>
<td></td>
<td>skill training, tutorial(s), peer to peer sessions, coaching</td>
<td>Short story</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Research &amp; Development Lab:</td>
<td>1,2,3,4 Wk 36 - 27</td>
<td>8</td>
<td>1,2,3,4,5,6,7</td>
<td>1</td>
<td>8</td>
<td>Tutorial(s), peer to peer sessions, workshops, lectures, coaching</td>
<td>Documentation + Presentation</td>
<td>Wk 8,9, 26,27</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Expert &amp; Artist Exchange (incl. Curating Surplus, Bootcamps)</td>
<td>1,2,3,4 Wk 36-27</td>
<td>N/A</td>
<td>1,2,3,4,5,6,7</td>
<td>1</td>
<td>8</td>
<td>expeditions, lectures, group work, other forms</td>
<td>Participation/several</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Period</td>
<td>Study unit in YEAR 2</td>
<td>Study period</td>
<td>Week(s)</td>
<td>Competencies</td>
<td>Contact hours p/w</td>
<td>Contact hours p/y</td>
<td>forms of teaching / learning</td>
<td>Exam – form</td>
<td>Exam - week</td>
<td>EC total: 60</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------</td>
<td>--------------</td>
<td>---------</td>
<td>--------------</td>
<td>------------------</td>
<td>------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------------------------------------</td>
<td>-------------</td>
<td>---------------</td>
</tr>
<tr>
<td>and Finalizing the Year events)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>Wk 47-6</td>
<td>10</td>
<td>1,2,3,4,5,6,7</td>
<td></td>
<td></td>
<td></td>
<td>group work, skill training, case studies, self-study, peer to peer sessions, expedition(s), lectures, coaching</td>
<td>Presentation &amp; Position Paper</td>
<td>Wk 6</td>
<td>15</td>
</tr>
<tr>
<td>Project 2</td>
<td></td>
<td>2</td>
<td>8 Wk 47-6</td>
<td>1,2,3,4,5,6,7</td>
<td>10</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Homebased learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual language &amp; Technology</td>
<td></td>
<td>8</td>
<td>1,2,6,7</td>
<td></td>
<td>4</td>
<td>32</td>
<td>skill training, tutorial(s), peer to peer sessions,</td>
<td>Work + presentation</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Singing</td>
<td></td>
<td>8</td>
<td>1,3</td>
<td></td>
<td>2</td>
<td>16</td>
<td>skill training, coaching</td>
<td>Participation in class/presentation</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Reflection</td>
<td></td>
<td>8</td>
<td>4,6,7</td>
<td></td>
<td>1</td>
<td>8</td>
<td>group work, case studies, peer to peer sessions, lectures, coaching</td>
<td>Several</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Philosophical dialogue</td>
<td></td>
<td>Every 2nd week</td>
<td>2,7</td>
<td></td>
<td>2</td>
<td>8</td>
<td>Lectures, discussions</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Research &amp; Development Lab:</td>
<td></td>
<td>1,2,3,4 Wk 36 - 27</td>
<td>8</td>
<td>1,2,3,4,5,6,7</td>
<td>1</td>
<td>8</td>
<td>Tutorial(s), peer to peer sessions, workshops, lectures, coaching</td>
<td>Documentation + Presentation</td>
<td>Wk 8,9, 26,27</td>
<td>1</td>
</tr>
<tr>
<td>Expert &amp; Artist Exchange (incl. Curating Surplus, Bootcamps and Finalizing the Year events)</td>
<td></td>
<td>1,2,3,4 Wk 36-27</td>
<td>N/A</td>
<td>1,2,3,4,5,7</td>
<td></td>
<td></td>
<td>expeditions, lectures, group work, other forms</td>
<td>Participation/several</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Period</td>
<td>Study unit in YEAR 2</td>
<td>Study period</td>
<td>Week(s)</td>
<td>Competencies</td>
<td>Contact hours p/w</td>
<td>Contact hours p/y</td>
<td>forms of teaching / learning</td>
<td>Exam – form</td>
<td>Exam – week</td>
<td>EC total: 60</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
<td>--------------</td>
<td>---------</td>
<td>--------------</td>
<td>------------------</td>
<td>------------------</td>
<td>----------------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Period 3</td>
<td></td>
<td>7 - 17</td>
<td>10</td>
<td>1,2,3,4,5,6,7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Project 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Optional projects</td>
<td>6 to 8</td>
<td>1,2,3,4,5,6,7</td>
<td>40 per project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td></td>
<td><strong>Homebased learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Philosophical dialogue</td>
<td></td>
<td>Every 2nd week</td>
<td>2,7</td>
<td>2</td>
<td>8</td>
<td>Lectures, discussions</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Period 4</td>
<td></td>
<td>4</td>
<td>10 Wk 19-28</td>
<td>1,2,3,4,5,6,7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Project 4</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal project</td>
<td>4</td>
<td>8 Wk 19-28</td>
<td>1,2,3,4,5,6,7</td>
<td>10</td>
<td>80</td>
<td>group work, skill training, case studies, selfstudy, group work, case studies, selfstudy, expedition(s), lectures, coaching</td>
<td>Presentation</td>
<td>Wk 28</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Graduation Strategy</td>
<td>5</td>
<td>1,2,4,5,6,7</td>
<td>2</td>
<td>10</td>
<td>Group work, selfstudy</td>
<td>Final version of Graduation Strategy + Presentation</td>
<td>Wk 27</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing Grad. Strategy</td>
<td>1</td>
<td>1,2,4,6,7,</td>
<td>4</td>
<td>4</td>
<td>Workshop + coaching</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

*EC*: European Credit Transfer System
<table>
<thead>
<tr>
<th>Study unit in YEAR 3</th>
<th>Study period</th>
<th>weeks</th>
<th>Competencies</th>
<th>Contact hours p/w</th>
<th>Contact hours p/y</th>
<th>forms of teaching / learning</th>
<th>Exam – form</th>
<th>Exam - week</th>
<th>EC total: 60 (mandatory + 3 facultative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position paper</td>
<td>1,2</td>
<td>n/a</td>
<td>2,4,6,7</td>
<td>2x2</td>
<td>4</td>
<td>Writing</td>
<td>Paper + presentation</td>
<td>Wk 50</td>
<td>16</td>
</tr>
<tr>
<td>Graduation project</td>
<td>2,3</td>
<td>n/a</td>
<td>1,2,3,4,5,6,7</td>
<td>n/a</td>
<td>N/a</td>
<td>Whole task</td>
<td>Presentation</td>
<td>Wk 14</td>
<td>18</td>
</tr>
<tr>
<td>Collaborative public event</td>
<td>3</td>
<td>n/a</td>
<td>1,2,3,4,5,6,7</td>
<td>n/a</td>
<td>n/a</td>
<td>Whole task</td>
<td>Presentation</td>
<td>Wk 26</td>
<td>16</td>
</tr>
<tr>
<td>Come back days</td>
<td>1,2,3,4</td>
<td>19 days in total</td>
<td>1,2,3,4,5,6,7</td>
<td>114</td>
<td>group work, peer to peer sessions, lectures, workshops</td>
<td>--</td>
<td>Wk 28</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Facultative free space</td>
<td>tbd</td>
<td>tbd</td>
<td>tbd</td>
<td>4</td>
<td>depends</td>
<td>Several</td>
<td>To be determined</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Finalizing iArts: Documentation &amp; Evaluation</td>
<td>4</td>
<td>2</td>
<td>1,2,3,4,5,6,7</td>
<td>2</td>
<td>4</td>
<td>Documentation and evaluation</td>
<td>Presentation and work</td>
<td>Wk 28</td>
<td>6</td>
</tr>
</tbody>
</table>
## Full program four years

<table>
<thead>
<tr>
<th>Period</th>
<th>Study unit in YEAR 1</th>
<th>Study period</th>
<th>Weeks</th>
<th>Competences</th>
<th>Contact hours p/w</th>
<th>Contact hours p/y</th>
<th>forms of teaching / learning</th>
<th>Exam – form</th>
<th>Exam – week</th>
<th>EC total: 60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td></td>
<td>1</td>
<td>10 Wk</td>
<td>1,2,3,4,5,6,7</td>
<td>10</td>
<td>80</td>
<td>group work, skill training, peer to peer sessions, lectures, training, workshops, case studie(s), expedition(s), coaching</td>
<td>Written reflection / position paper</td>
<td>Wk 46</td>
<td>8</td>
</tr>
<tr>
<td>Ignition Phase &amp; Project 1</td>
<td>1</td>
<td>8 Wk</td>
<td>1,2,3,4,5,6,7</td>
<td>10</td>
<td>80</td>
<td>group work, skill training, peer to peer sessions, lectures, training, workshops, case studie(s), expedition(s), coaching</td>
<td>Written reflection / position paper</td>
<td>Wk 46</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Homebased learning:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual language</td>
<td></td>
<td>7</td>
<td>1,2,6,7</td>
<td>2</td>
<td>14</td>
<td>skill training, tutorial(s), peer to peer sessions,</td>
<td>Work + presentation</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Singing</td>
<td></td>
<td>7</td>
<td>1,3</td>
<td>2</td>
<td>14</td>
<td>skill training, coaching</td>
<td>Participation in class/presentation</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td></td>
<td>7</td>
<td>4,6,7</td>
<td>2</td>
<td>14</td>
<td>group work, case studies, peer to peer sessions, lectures, coaching</td>
<td>Several</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophical dialogue</td>
<td></td>
<td>Every 2nd week</td>
<td>2,7</td>
<td>2</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenting</td>
<td></td>
<td>N/A</td>
<td>1,3,4,6</td>
<td>2</td>
<td>8</td>
<td>Integrated in projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research &amp; Development Lab:</td>
<td></td>
<td>1,2,3,4 Wk 36 - 27</td>
<td>7</td>
<td>1,2,3,4,5,6,7</td>
<td>2</td>
<td>16</td>
<td>Tutorial(s), peer to peer sessions, workshops, lectures, coaching</td>
<td>Documentation + Presentation</td>
<td>Wk 8,9, 26,27</td>
<td>1</td>
</tr>
<tr>
<td>Expert &amp; Artist Exchange (incl. Curating Surplus, Bootcamps and Finalizing the Year events)</td>
<td></td>
<td>1,2,3,4 Wk 36-27</td>
<td>N/A</td>
<td>1,2,3,4,5,7</td>
<td></td>
<td></td>
<td>expeditions, lectures, group work, other forms</td>
<td>Participation/several</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Period</td>
<td>Study unit in YEAR 1</td>
<td>Study period</td>
<td>Week(s)</td>
<td>Competence(s)</td>
<td>Contact hours p/w</td>
<td>Contact hours p/y</td>
<td>forms of teaching / learning</td>
<td>Exam – form</td>
<td>Exam - week</td>
<td>EC total: 60</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------</td>
<td>--------------</td>
<td>---------</td>
<td>---------------</td>
<td>------------------</td>
<td>------------------</td>
<td>-----------------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Period 2</td>
<td></td>
<td>2</td>
<td>10 Wk 47-6</td>
<td>1,2,3,4,5,6,7</td>
<td></td>
<td></td>
<td>group work, skill training case studies, selfstudy, peer to peer sessions, expedition(s), lectures, coaching</td>
<td>Presentation &amp; Position Paper</td>
<td>Wk 6</td>
<td>15</td>
</tr>
<tr>
<td>Project 2</td>
<td></td>
<td>2</td>
<td>8 Wk 47-6</td>
<td>1,2,3,4,5,6,7</td>
<td>10</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Homebased learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual language</td>
<td></td>
<td>8</td>
<td>1,2,6,7</td>
<td></td>
<td>4</td>
<td>32</td>
<td>skill training, tutorial(s), peer to peer sessions,</td>
<td>Work + presentation</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Singing</td>
<td></td>
<td>8</td>
<td>1,3</td>
<td></td>
<td>2</td>
<td>16</td>
<td>skill training, coaching</td>
<td>Participation in class/presentation</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Reflection</td>
<td></td>
<td>8</td>
<td>4,6,7</td>
<td></td>
<td>2</td>
<td>16</td>
<td>group work, case studies, peer to peer sessions, lectures, coaching</td>
<td>Several</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Workshop</td>
<td>Journalistic research</td>
<td></td>
<td>2,4</td>
<td></td>
<td>3x4</td>
<td>12</td>
<td>skill training, tutorial(s), peer to peer sessions, coaching</td>
<td>Work</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Philosophical dialogue</td>
<td></td>
<td>Every 2nd week</td>
<td>2,7</td>
<td></td>
<td>2</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenting</td>
<td></td>
<td>N/A</td>
<td>1,3,4,6</td>
<td></td>
<td></td>
<td></td>
<td>Integrated in projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research &amp; Development Lab:</td>
<td></td>
<td>1,2,3,4 Wk 36 - 27</td>
<td>8</td>
<td>1,2,3,4,5,6,7</td>
<td>1,5</td>
<td>12</td>
<td>Tutorial(s), peer to peer sessions, workshops, lectures, coaching</td>
<td>Documentation + Presentation</td>
<td>Wk 8,9, 26,27</td>
<td>1</td>
</tr>
<tr>
<td>Expert &amp; Artist Exchange (incl. Curating Surplus, Bootcamps and Finalizing the Year events)</td>
<td></td>
<td>1,2,3,4 Wk 36-27</td>
<td>N/A</td>
<td>1,2,3,4,5,7</td>
<td></td>
<td></td>
<td>expeditions, lectures, group work, other forms</td>
<td>Participation/several</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Period</td>
<td>Study unit in YEAR 1</td>
<td>Study period</td>
<td>Week s</td>
<td>Competencie s</td>
<td>Contact hours p/w</td>
<td>Contact hours p/y</td>
<td>forms of teaching / learning</td>
<td>Exam – form</td>
<td>Exam - week</td>
<td>EC total: 60</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------</td>
<td>--------------</td>
<td>--------</td>
<td>---------------</td>
<td>------------------</td>
<td>------------------</td>
<td>----------------------------</td>
<td>------------</td>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project 3</td>
<td></td>
<td></td>
<td>3</td>
<td>10</td>
<td>Wk 7 - 17</td>
<td>1,2,3,4,5,6,7</td>
<td>group work, skill training, case studies, self study, peer to peer sessions, expedition(s), lectures, coaching</td>
<td>Presentation</td>
<td>Wk 17</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Homebased learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual language: noting/drawing</td>
<td></td>
<td></td>
<td>8</td>
<td>1,2,6,7</td>
<td>3</td>
<td>24</td>
<td>skill training, tutorial(s), peer to peer sessions,</td>
<td>Work + presentation</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Body Awareness</td>
<td></td>
<td></td>
<td>8</td>
<td>1,3</td>
<td>2</td>
<td>16</td>
<td>skill training, coaching</td>
<td>Participation in class/presentation</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td></td>
<td></td>
<td>8</td>
<td>4,6,7</td>
<td>1</td>
<td>8</td>
<td>group work, case studies, peer to peer sessions, lectures, coaching</td>
<td>Several</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Creative Writing</td>
<td></td>
<td></td>
<td>8</td>
<td>2,4</td>
<td>5</td>
<td>40</td>
<td>skill training, tutorial(s), peer to peer sessions, coaching</td>
<td>Short story</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Philosophical dialogue</td>
<td></td>
<td></td>
<td>Every 2nd week</td>
<td>2,7</td>
<td>2</td>
<td>8</td>
<td>Lectures, discussions</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenting</td>
<td></td>
<td></td>
<td>N/A</td>
<td>1,3,4,6</td>
<td></td>
<td></td>
<td>Integrated in projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research &amp; Development Lab:</strong></td>
<td></td>
<td></td>
<td>1,2,3,4 Wk 36 - 27</td>
<td>1,2,3,4,5,6,7</td>
<td>1</td>
<td>8</td>
<td>Tutorial(s), peer to peer sessions, workshops, lectures, coaching</td>
<td>Documentation + Presentation</td>
<td>Wk 8,9, 26,27</td>
<td>1</td>
</tr>
<tr>
<td><strong>Expert &amp; Artist Exchange</strong> (incl. Curating Surplus, Bootcamps and Finalizing the Year events)</td>
<td></td>
<td></td>
<td>1,2,3,4 Wk 36-27</td>
<td>N/A</td>
<td>1,2,3,4,5,7</td>
<td></td>
<td>expeditions, lectures, group work, other forms</td>
<td>Participation/several</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Period</td>
<td>Study unit in YEAR 1</td>
<td>Study period</td>
<td>Week s</td>
<td>Competencies</td>
<td>Contact hours p/w</td>
<td>Contact hours p/y</td>
<td>forms of teaching / learning</td>
<td>Exam – form</td>
<td>Exam - week</td>
<td>EC total: 60</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------</td>
<td>--------------</td>
<td>--------</td>
<td>---------------</td>
<td>------------------</td>
<td>------------------</td>
<td>-------------------------------</td>
<td>------------</td>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Period 4</td>
<td></td>
<td>4</td>
<td>10</td>
<td>1,2,3,4,5,6,7</td>
<td>10</td>
<td>80</td>
<td>group work, skill training, peer to peer sessions, expedition(s), lectures, coaching</td>
<td>Presentation</td>
<td>Wk 28</td>
<td>15</td>
</tr>
<tr>
<td>Project 4</td>
<td></td>
<td>4</td>
<td>10</td>
<td>1,2,3,4,5,6,7</td>
<td>10</td>
<td>80</td>
<td>group work, skill training, case studies, selfstudy, peer to peer sessions, expedition(s), lectures, coaching</td>
<td>Presentation</td>
<td>Wk 28</td>
<td>15</td>
</tr>
<tr>
<td><strong>Homebased learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audiovisual language &amp; Technology</td>
<td></td>
<td>8</td>
<td>1,2,6,7</td>
<td>3</td>
<td>24</td>
<td></td>
<td>skill training, tutorial(s), peer to peer sessions,</td>
<td>Work + presentation</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Body Awareness</td>
<td></td>
<td>8</td>
<td>1,3</td>
<td>2</td>
<td>16</td>
<td></td>
<td>skill training, coaching</td>
<td>Participation in class/presentation</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Reflection</td>
<td></td>
<td>8</td>
<td>4,6,7</td>
<td>1</td>
<td>8</td>
<td></td>
<td>group work, case studies, peer to peer sessions, lectures, coaching</td>
<td>Several</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Philosophical dialogue</td>
<td></td>
<td>Every 2nd week</td>
<td>2,7</td>
<td>2</td>
<td>8</td>
<td></td>
<td>Lectures, discussions</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Presenting</td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Integrated in projects</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Research &amp; Development Lab:</strong></td>
<td></td>
<td>1,2,3,4 Wk 36-27</td>
<td>8</td>
<td>1,2,3,4,5,6,7</td>
<td>1</td>
<td>8</td>
<td>Tutorial(s), peer to peer sessions, workshops, lectures, coaching</td>
<td>Documentation + Presentation</td>
<td>Wk 8,9, 26,27</td>
<td>1</td>
</tr>
<tr>
<td><strong>Expert &amp; Artist Exchange (incl. Curating Surplus, Bootcamps and Finalizing the Year events)</strong></td>
<td></td>
<td>1,2,3,4 Wk 36-27</td>
<td>N/A</td>
<td>1,2,3,4,5,7</td>
<td></td>
<td></td>
<td>expeditions, lectures, group work, other forms</td>
<td>Participation/several</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Period</td>
<td>Study unit in YEAR 2</td>
<td>Study period</td>
<td>Week(s)</td>
<td>Competencies</td>
<td>Contact hours p/w</td>
<td>Contact hours p/y</td>
<td>forms of teaching / learning</td>
<td>Exam – form</td>
<td>Exam - week</td>
<td>EC total: 60</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------</td>
<td>--------------</td>
<td>---------</td>
<td>--------------</td>
<td>------------------</td>
<td>------------------</td>
<td>----------------------------</td>
<td>-------------</td>
<td>------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Period 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Ignition Phase</td>
<td>1</td>
<td>2</td>
<td>1,2,3,4,5,6,7</td>
<td>5</td>
<td>10</td>
<td>peer to peer sessions, lectures, training, workshops, case studie(s) selfstudy, expedition(s)</td>
<td>Written reflection / position paper</td>
<td>Wk 46</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Project 1</td>
<td>1</td>
<td>8</td>
<td>1,2,3,4,5,6,7</td>
<td>10</td>
<td>80</td>
<td>group work, skill training, case studies, selfstudy, peer to peer sessions, coaching</td>
<td>Presentation</td>
<td>Wk 46</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Homebased learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Singing</td>
<td>8</td>
<td>1,3</td>
<td>2</td>
<td>16</td>
<td></td>
<td>skill training, coaching</td>
<td>Participation in class/presentation</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Reflection</td>
<td>8</td>
<td>4,6,7</td>
<td>1</td>
<td>8</td>
<td></td>
<td>group work, case studies, peer to peer sessions, lectures, coaching</td>
<td>Several</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Philosophical dialogue</td>
<td>Every 2nd week</td>
<td>2,7</td>
<td>2</td>
<td>8</td>
<td></td>
<td>Lectures, discussions</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Creative Writing</td>
<td>8</td>
<td>2,4</td>
<td>5</td>
<td>40</td>
<td></td>
<td>skill training, tutorial(s), peer to peer sessions, coaching</td>
<td>Short story</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Research &amp; Development Lab:</td>
<td>1,2,3,4 Wk 36 - 27</td>
<td>8</td>
<td>1,2,3,4,5,6,7</td>
<td>1</td>
<td>8</td>
<td>Tutorial(s), peer to peer sessions, workshops, lectures, coaching</td>
<td>Documentation + Presentation</td>
<td>Wk 8,9, 26,27</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Expert &amp; Artist Exchange (incl. Curating Surplus, Bootcamps)</td>
<td>N/A</td>
<td>1,2,3,4,5,7</td>
<td></td>
<td></td>
<td>expeditions, lectures, group work, other forms</td>
<td>Participation/several</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Period</td>
<td>Study unit in YEAR 2</td>
<td>Study period</td>
<td>Week(s)</td>
<td>Competencies</td>
<td>Contact hours p/w</td>
<td>Contact hours p/y</td>
<td>forms of teaching / learning</td>
<td>Exam - form</td>
<td>Exam - week</td>
<td>EC total: 60</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------</td>
<td>--------------</td>
<td>---------</td>
<td>--------------</td>
<td>------------------</td>
<td>------------------</td>
<td>-----------------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>and Finalizing the Year events)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>Wk 47-6</td>
<td>10</td>
<td>1,2,3,4,5,6,7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Project 2</td>
<td>2</td>
<td>8 Wk 47-6</td>
<td>1,2,3,4,5,6,7</td>
<td>10</td>
<td>80</td>
<td>group work, skill training case studies, selfstudy, peer to peer sessions, expedition(s), lectures, coaching</td>
<td>Presentation &amp; Position Paper</td>
<td>Wk 6</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Homebased learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual language &amp; Technology</td>
<td>8</td>
<td>1,2,6,7</td>
<td>4</td>
<td>32</td>
<td></td>
<td>skill training, tutorial(s), peer to peer sessions,</td>
<td>Work + presentation</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Singing</td>
<td>8</td>
<td>1,3</td>
<td>2</td>
<td>16</td>
<td></td>
<td>skill training, coaching</td>
<td>Participation in class/presentation</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Reflection</td>
<td>8</td>
<td>4,6,7</td>
<td>1</td>
<td>8</td>
<td></td>
<td>group work, case studies, peer to peer sessions, lectures, coaching</td>
<td>Several</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Philosophical dialogue</td>
<td>Every 2nd week</td>
<td>2,7</td>
<td>2</td>
<td>8</td>
<td></td>
<td>Lectures, discussions</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Research &amp; Development Lab:</td>
<td>1,2,3,4 Wk 36 - 27</td>
<td>8</td>
<td>1,2,3,4,5,6,7</td>
<td>1</td>
<td>8</td>
<td>Tutorial(s), peer to peer sessions, workshops, lectures, coaching</td>
<td>Documentation + Presentation</td>
<td>Wk 8,9, 26,27</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Expert &amp; Artist Exchange (incl. Curating Surplus, Bootcamps and Finalizing the Year events)</td>
<td>1,2,3,4 Wk 36 - 27</td>
<td>N/A</td>
<td>1,2,3,4,5,7</td>
<td></td>
<td></td>
<td>expeditions, lectures, group work, other forms</td>
<td>Participation/several</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Period 3</td>
<td></td>
<td>10</td>
<td>1,2,3,4,5,6,7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Period</td>
<td>Study unit in YEAR 2</td>
<td>Study period</td>
<td>Week(s)</td>
<td>Competencies</td>
<td>Contact hours p/w</td>
<td>Contact hours p/y</td>
<td>forms of teaching / learning</td>
<td>Exam – form</td>
<td>Exam - week</td>
<td>EC total: 60</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------</td>
<td>--------------</td>
<td>---------</td>
<td>---------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>-----------------------------</td>
<td>-------------</td>
<td>------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td><strong>Project 3</strong></td>
<td>3</td>
<td>8 Wk 7-17</td>
<td>1,2,3,4,5,6,7</td>
<td>10</td>
<td>80</td>
<td>group work, skill training, case studies, selfstudy, peer to peer sessions, expedition(s), lectures, coaching</td>
<td>Presentation</td>
<td>Wk 17</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Homebased learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Reflection</strong></td>
<td>8</td>
<td>4,6,7</td>
<td>1</td>
<td>8</td>
<td></td>
<td>group work, case studies, peer to peer sessions, lectures, coaching</td>
<td>Several</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Journalistic research</strong></td>
<td>4</td>
<td>2,4</td>
<td>2</td>
<td>8</td>
<td></td>
<td>skill training, tutorial(s), peer to peer sessions, coaching</td>
<td>Work</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Philosophical dialogue</strong></td>
<td>Every 2nd week</td>
<td>2,7</td>
<td>2</td>
<td>8</td>
<td></td>
<td>Lectures, discussions</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Research &amp; Development Lab:</strong></td>
<td>1,2,3,4 Wk 36-27</td>
<td>8</td>
<td>1,2,3,4,5,6,7</td>
<td>1</td>
<td>8</td>
<td>Tutorial(s), peer to peer sessions, workshops, lectures, coaching</td>
<td>Documentation + Presentation</td>
<td>Wk 8,9, 26,27</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Expert &amp; Artist Exchange (incl. Curating Surplus, Bootcamps and Finalizing the Year events)</strong></td>
<td>1,2,3,4 Wk 36-27</td>
<td>n/a</td>
<td>1,2,3,4,5,7</td>
<td>1</td>
<td>n/a</td>
<td>expeditions, lectures, group work, skill training, coaching, peer-to-peer sessions</td>
<td>Several</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Project 4</strong></td>
<td>4</td>
<td>10 Wk 19-28</td>
<td>1,2,3,4,5,6,7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Homebased learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period</td>
<td>Study unit in YEAR 2</td>
<td>Study period</td>
<td>Week s</td>
<td>Competencies</td>
<td>Conta ct hours p/w</td>
<td>Conta ct hours p/y</td>
<td>forms of teaching / learning</td>
<td>Exam – form</td>
<td>Exam - week</td>
<td>EC total: 60</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------</td>
<td>--------------</td>
<td>--------</td>
<td>--------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>-----------------------------</td>
<td>-------------</td>
<td>------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>Reflection</td>
<td></td>
<td>8</td>
<td>4,6,7</td>
<td>1</td>
<td>8</td>
<td>group work, case studies, peer to peer sessions, lectures, coaching</td>
<td>Several</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Philosophical dialogue</td>
<td></td>
<td>Every 2nd week</td>
<td>2,7</td>
<td>2</td>
<td>8</td>
<td>Lectures, discussions</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Research &amp; Development Lab:</td>
<td>1,2,3,4 Wk 36 - 27</td>
<td>8</td>
<td>1,2,3,4,5,6,7</td>
<td>1</td>
<td>8</td>
<td>Tutorial(s), peer to peer sessions, workshops, lectures, coaching</td>
<td>Documentation + Presentation</td>
<td>Wk 8,9, 26,27</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Expert &amp; Artist Exchange (incl. Curating Surplus, Bootcamps and Finalizing the Year events)</td>
<td>1,2,3,4 Wk 36-27</td>
<td>n/a</td>
<td>1,2,3,4,5,7</td>
<td>n/a</td>
<td>N/a</td>
<td>expeditions, lectures, group work, skill training, coaching, peer-to-peer sessions</td>
<td>Several</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Study unit in YEAR 3</td>
<td>Study period</td>
<td>weeks</td>
<td>Competencies</td>
<td>Contact hours p/w</td>
<td>contact hours p/y</td>
<td>forms of teaching / learning</td>
<td>Exam – form</td>
<td>Exam - week</td>
<td>EC total: 60</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------</td>
<td>-------</td>
<td>---------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>----------------------------</td>
<td>--------------</td>
<td>-------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>Academic minors</td>
<td></td>
<td>20</td>
<td>2,4,6,7</td>
<td>20</td>
<td>400</td>
<td>group work, case studies, selfstudy</td>
<td>Several</td>
<td>To be determined</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Personal Project</td>
<td></td>
<td>12</td>
<td>1,2,3,4,5,6,7</td>
<td>2</td>
<td>24</td>
<td>Reflections, group work, case studies, selfstudy, peer to peer sessions, expedition(s), work shop(s), coaching</td>
<td>Presentation</td>
<td></td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Graduation Strategy Development</td>
<td></td>
<td>5</td>
<td>1,2,4,5,6,7</td>
<td>2</td>
<td>10</td>
<td>group work, case studies, selfstudy</td>
<td>Final version of Graduation Strategy + Presentation</td>
<td>Wk 27</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Writing Grad. Strategy</td>
<td></td>
<td>1</td>
<td>1,2,4,6,7</td>
<td>4</td>
<td>4</td>
<td>Workshop + coaching</td>
<td>Wk 27</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>1,2,3</td>
<td>24</td>
<td>4,6,7</td>
<td>1</td>
<td>24</td>
<td>group work, skill training, case studies, selfstudy, peer to peer sessions, expedition(s), lectures, coaching</td>
<td>Several</td>
<td>Wk 27</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Expert &amp; Artist Exchange (incl. Curating Surplus, Bootcamps and Finalizing the Year events)</td>
<td>Wk 36-25</td>
<td>n/a</td>
<td>1,2,4,5</td>
<td>n/a</td>
<td>n/a</td>
<td>expeditions, lectures, coaching</td>
<td>Several</td>
<td>Wk 27,28</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Study unit in YEAR 4</td>
<td>Study period</td>
<td>weeks</td>
<td>Competencies</td>
<td>Contact hours p/w</td>
<td>contact hours p/y</td>
<td>forms of teaching / learning</td>
<td>Exam – form</td>
<td>Exam - week</td>
<td>EC total: 60 (mandatory + 3 facultative)</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------</td>
<td>-------</td>
<td>--------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>-----------------------------</td>
<td>-------------</td>
<td>------------</td>
<td>----------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Position paper</td>
<td>1,2</td>
<td>n/a</td>
<td>2,4,6,7</td>
<td>2x2</td>
<td>4</td>
<td>Writing</td>
<td>Paper + presentation</td>
<td>Wk 50</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Graduation project</td>
<td>2,3</td>
<td>n/a</td>
<td>1,2,3,4,5,6,7</td>
<td>n/a</td>
<td>N/a</td>
<td>Whole task</td>
<td>Presentation</td>
<td>Wk 14</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Collaborative public event</td>
<td>3</td>
<td>n/a</td>
<td>1,2,3,4,5,6,7</td>
<td>n/a</td>
<td>n/a</td>
<td>Whole task</td>
<td>Presentation</td>
<td>Wk 26</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Come back days</td>
<td>1,2,3,4</td>
<td>19 days in total</td>
<td>1,2,3,4,5,6,7</td>
<td>114</td>
<td>group work, peer to peer sessions, lectures, workshops</td>
<td>--</td>
<td>Wk 28</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facultative free space</td>
<td>tbd</td>
<td>tbd</td>
<td>tbd</td>
<td>4</td>
<td></td>
<td>depends</td>
<td>Several</td>
<td>To be determined</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Finalizing iArts: Documentation &amp; Evaluation</td>
<td>4</td>
<td>2</td>
<td>1,2,3,4,5,6,7</td>
<td>2</td>
<td>4</td>
<td>Documentation and evaluation</td>
<td>Presentation and work</td>
<td>Wk 28</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
1.1.2 Description of units of study

N/A

1.1.3 Practical exercises

N/A

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 an attendance of at least 80% is required. Each teacher will communicate at the start of the study unit, what the consequences will be when the 80% is exceeded. 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. Domainprojects 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 programme is evaluated in the following ways:

- Lesson/project bases
  Teacher and students evaluate afterwards

- Programme development team
  The programme development team evaluates and adjusts the programme based on several evaluation instruments, such as team and student consults and developments in the workfield.

- Study programme committee
  The study programme committee gives advice to the programme development, 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
Chapter 2: Examination regulations

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’s work will be graded on a 5-point scale ranging from ‘poor’ to ‘excellent’. These grades will be converted into an overall grade, without necessarily adding them up.

The evaluation is a whole-task assessment – also known as an integrative test – in which all relevant knowledge and skills are assessed, but particularly the competencies acquired and the process of arriving at the end result.

The work that has been done during each project feeds into the final assessment. This may concern one or more practical or theoretical assignments related to the theme of each particular project or to the entire iArts programme. Examples would be: write an 800-word essay explaining your position regarding a particular art form, or: present a pre-final version of your end product to your fellow students.

The result of each block is presented to an iArts audience, including students and teachers and if 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 one of the criteria of the final grade. The project is assessed by the main project teacher and the assessment is communicated with the student within 5 working days.

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 all 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 may either be in the form of the assessment grid shown above (in some cases, slightly adapted), or they may take the form of a pass/fail judgement. This portfolio is then discussed by the teachers gathered, with the team leader as an independent chairman, in order to arrive at an overall judgement, called ‘study progress’. The outcome of this assessment meeting is communicated with each individual student within 24 hours after the meeting and discussed more extensively within 10 working days.
Chapter 3 Academic guidance counselling

Tutoring/coaching
There are four types of guidance offered: discipline-specific guidance, research guidance, study or career guidance, and internship supervision.

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 final essay 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.

The tutor/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. The internship supervisor assists students during the short internship (the 'look-round' internship) during the second academic year and during the long internship during the third academic year. This long internship can take place abroad. Guidance is also offered from the organisation offering the internship.

Expert coaching
In the graduating year, students can consult expert coaching for their graduation project. These coaches are professionals and experts in the specific subject the iArts students wants to explore in his graduation project.
In addition to the concentrated discipline-specific guidance as part of the study program, students also receive individual study guidance and coaching. The task of the tutor/coach comprises four aspects:
- Offering clear information on the program 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

Research guidance ensures a methodological approach to research and establishing the academic thinking and working level required within the program. The tutor/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.
<table>
<thead>
<tr>
<th>Period</th>
<th>Data</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 34</td>
<td>16/09/2020</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16/09/2020</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>01/10/2020</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>08/10/2020</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15/10/2020</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>22/10/2020</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>29/10/2020</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>05/11/2020</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>12/11/2020</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>19/11/2020</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>26/11/2020</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>03/12/2020</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>10/12/2020</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>17/12/2020</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>24/12/2020</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>31/12/2020</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>07/01/2021</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>14/01/2021</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>21/01/2021</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>28/01/2021</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>04/02/2021</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>11/02/2021</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>18/02/2021</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>25/02/2021</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>04/03/2021</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>11/03/2021</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>18/03/2021</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>25/03/2021</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>01/04/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>08/04/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15/04/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>22/04/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>29/04/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>06/05/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13/05/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20/05/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>27/05/2021</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>03/06/2021</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>10/06/2021</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>17/06/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>24/06/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>01/07/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>08/07/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15/07/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>22/07/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>29/07/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>05/08/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12/08/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>19/08/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26/08/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>02/09/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>09/09/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16/09/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>23/09/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30/09/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>07/10/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14/10/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>21/10/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>28/10/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>04/11/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11/11/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18/11/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25/11/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>02/12/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>09/12/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16/12/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>23/12/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30/12/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- **AUTUMN BREAK**
- **CHRISTMAS BREAK**
- **CARNIVAL BREAK**
- **2nd Easter day**
- **GOOD FRIDAY**
- **EASTER BREAK**
- **Liberation Day**
- **SUMMER BREAK**