

EDUCATION AND EXAMINATION
REGULATIONS (EER) FOR BACHELOR'S
PROGRAMME

**TECHNOLOGY AND LIBERAL ARTS &
SCIENCES (ATLAS)**

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Paragraph 1 GENERAL PROVISIONS

ART 1.1 APPLICABILITY OF THESE REGULATIONS

1. These Education and Examination Regulations apply to all students enrolled in the bachelor programme Technology and Liberal Arts & Sciences.
2. The programme's Examination Board sets down regulations for the execution of its tasks and powers in accordance with Article 7.12b of the WHW.
3. The statutory powers of the Examination Board of the degree programme apply to all components that are part of the student's degree programme.
4. Requests for exceptions to what has been recorded in the education and examination regulations can be addressed to the examination board
5. In addition to the EER all staff and students in the degree programme abide by a code of conduct known as the ATLAS Honour Code. In case of conflicting interpretations with the ATLAS Honour Code, the EER takes precedence.
6. References in these regulations to 'she', 'her' should also be read as he, him or his.

ART 1.2 DEFINITIONS

In these regulations the following terms have the following meanings

| | |
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| Academic year: | The term that starts on 1 September and ends on 31 August of the following year. |
| ATLAS: | The abbreviation for the honours bachelor programme in Technology and Liberal Arts & Sciences. |
| Assessor: | The individual who has been appointed by the Examination Board to assess the student's progress over a whole semester in accordance with article 7.12c WHW. |
| Bachelor Examination: | Final examination of the degree programme as referred to in 7.10.2 and 7.10a.1 WHW. The final examination is deemed to be successfully completed, if all semester and Personal Pursuits assessments belonging to the programme have been completed successfully. The bachelor examination may also include an additional assessment by the Examination Board. |
| Board of Admissions: | Board, appointed by the Dean of UCT, responsible for the admissions procedure and admissions decisions. |
| Board of ATLAS: | Also referred to as Board of UCT: Board of all 'Deans of Faculty' of the University of Twente. |
| BSA | Binding recommendation on continuation of studies (<i>Bindend studieadvies</i>): Negative recommendation on continuation of studies in accordance with Article 7.8b, paragraphs 1 and 2 of the WHW issued by the Programme Director on behalf of the institution administration. |

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| CPO | Personal Circumstances Committee (<i>Commissie Persoonlijke Omstandigheden</i>). A committee formed by the institutional administration that issues advice to the Programme Director or Board in individual cases concerning the validity, term and seriousness of the personal circumstances of the student involved. |
| Dean of UCT | Head of UCT. |
| Dean of the Faculty | Head of a Faculty. |
| Degree programme | The entirety of compulsory and optional units of study belonging to the programme: six semesters and the Personal Pursuit. |
| Domain | Component of the ATLAS curriculum. There are 3 domains in the programme: Engineering, Mathematics and Social Sciences |
| EC | European Credit: A unit of study load corresponding to 28 hours of study. In concordance with the European Credit Transfer System a nominal academic year equals 60 EC or 1680 hours (art. 7.4 WHW). |
| Elective | Educational activity or unit of study the student can choose herself. |
| Evidence | The substantiation of a student's learning. |
| Exam or Examination | An evaluation of the knowledge, understanding and skills of the student, as well as the assessment of the results of this evaluation (Article 7.10 of the WHW); these results can be expressed in summative or formative feedback. |
| Examination Board | The committee that is responsible for safeguarding the quality of the output of the programme and the validity and reliability of the exams and examinations. The members are appointed by the Dean of the Faculty, in concordance with article 7.12a WHW. |
| Examiner: | The individual who has been appointed by the Examination Board to conduct the exams, or tests or who reviews assignments in accordance with article 7.12c WHW. |
| FOBOS | Financial Support for students in special circumstances. |
| Honour Code | Code of conduct written by ATLAS student for ATLAS students and staff |
| Institution | University of Twente also referred to as UT |
| Mentor | UCT staff member who advises on the student's academic development in ATLAS. |
| Module | A unit of study of 15 ECTS in the Twente Educational Model |
| PDP | Personal Development Plan: A student's individual study plan for a semester. |
| Programme: | The Bachelor's programme as described in the appendix to this Education and Examination Regulations. |
| Programme Director | Person, responsible for the governance, the coherence and quality assurance of the degree programme. |
| Programme committee | The Programme committee as referred to in article 10.3c WHW; |
| Student: | Person registered with the programme in accordance with article 7.34 and 7.37 WHW. |

| | |
|--------------------|--|
| SIS | Application authorized by the Executive Board of the University for registration and for providing information on all relevant data on the students and the university, as described in the WHW. |
| SER | Self-evaluation report; end of the semester report wherein the student substantiates her learning with evidence, and reflects on her progress. |
| Study adviser: | Person appointed by the Programme Director who acts as contact between the student and the programme, and in this role represents the interests of the students, as well as fulfilling an advisory role between student and programme. |
| UCT | University College Twente, part of the UT organization that provides the bachelor programme ATLAS, and takes responsibility for its students and staff community. |
| UT | University of Twente; also referred to as the institution |
| Unit of study: | A component of the programme as described in Article 7.3, paragraphs 2 and 3 of the WHW, providing students the opportunity to collect evidence. |
| Twente Educational | |
| Model: | The educational model introduced at the University of Twente 's Bachelor's degree programmes in 2013. |
| WHW | The Higher Education and Research Act in the Dutch Bulletin of Acts and Decrees 1992, number 593, and as amended since. |
| Working day: | Any day from Monday to Friday with the exception of official holidays and the prearranged 'bridging days' (<i>brugdagen</i>). |

Any terms not defined here have the meaning assigned to them by the WHW.

Paragraph 2 ADMISSION

ART 2.1 BOARD OF ADMISSIONS

1. The Dean of UCT appoints a Board of Admissions, which is responsible for the admissions procedure and decisions

ART 2.2 ELIGIBILITY AND ADMISSIONS CRITERIA

1. In order to be eligible for admission a prospective student needs a VWO diploma or an equivalent thereof and a strong background in mathematics and a science subject, preferably physics.
2. Admission to the programme can be granted to students who convince the Board of Admissions to be talented, have a broad interest and fit in the ATLAS educational approach. Talent can be indicated by their performance in pre-university education, for example through
 - i. ranking: the top 15% of a class
 - ii. grades:
 - iii. extracurricular activities;

- iv. a VWO-diploma including Math and Science. Average pass grades well above 7.5, the score in Mathematics ('*Wiskunde B*') and Physics or Chemistry at least 7.5
- v. a university entry certificate such as British A-levels or International Baccalaureate or equivalent, with high grades in English, Mathematics and a Science subject (preferably physics).

ART 2.3 LANGUAGE PROFICIENCY

1. Since English is the working language of the degree programme non-native speakers are required to demonstrate proof of their English language proficiency.
2. Students with an International Baccalaureate (IB) or European Baccalaureate (EB) diploma are exempted from this requirement, as are Dutch students who in VWO 5 have a grade of 7.0 or higher;
3. All other prospective students need to provide proof of English proficiency such as the IELTS with a score of at least 7 or TOEFL with a minimum score of 100 (internet test) or equivalent test scores.

ART 2.4 ADMISSIONS PROCEDURE

1. Prospective students are asked to submit their application through *Studielink* and complete their application by sending in a motivation letter, academic transcripts and proof of English language proficiency.
2. The Board of Admissions reviews the applicant on the basis of overall academic background, foundation in math and science, English language proficiency, and motivation for choosing UCT.
3. The Board of Admissions assesses whether or not an applicant is invited for a selection day activity in Enschede or alternatively an activity online.
4. A final admission decision is made by the Board of Admissions on the basis of the outcome of 2.4.2 and 2.4.3.

ART 2.5 COLLOQUIUM DOCTUM

1. The colloquium doctum exam as referred to in Art. 7.29 of the WHW has the form of an assessment by a colloquium doctum committee to be appointed by the Board of Admissions.
2. Purpose of the assessment is to assess the academic readiness of a prospective student, to determine if the student will be able to successfully participate in the degree programme, on the basis of his/her previous education or otherwise obtained academic background.
3. The colloquium doctum committee applies the same procedure and assessment criteria as articulated in Art. 2.2, 2.3 and 2.4.

Paragraph 3 CONTENT AND STRUCTURE OF THE PROGRAMME

ART 3.1 AIM OF THE PROGRAMME

1. Upon graduation the student
 - i. Is competent in at least one technical and one social science academic subject
 - ii. Is competent to do scientific research

- iii. Is competent in design
 - iv. Is competent in organising
 - v. Has an academic approach
 - vi. Has basic intellectual skills
 - vii. Is competent in co-operating and communicating
 - viii. Takes account of the temporal and social context
 - ix. Behaves in a socially responsible manner and is inclined to take leadership
 - x. Is prepared to make a decision about her future
2. A detailed description of the intended learning outcomes of the degree programme as referred to in Article 7.13, paragraph 2c of the WHW, is included in appendix 1.

ART 3.2 STRUCTURE OF THE DEGREE PROGRAMME

Table 3.2.1 Structure of the ATLAS degree programme

| Year | Curriculum Component | | | Credits |
|--------------|----------------------|------------|---------------------------------|------------|
| 1 | Semester 1 | 27 | | 60 |
| | Semester 2 | 27 | Personal Pursuit 6 | |
| | | 54 | 6 | |
| | | | | |
| 2 | Semester 3 | 27 | | 60 |
| | Semester 4 | 27 | Personal Pursuit 6 | |
| | | 54 | 6 | |
| | | | | |
| 3 | Semester 5 | 27 | Personal Pursuit/ Elective 6 | 60 |
| | Semester 6 | 27 | | |
| | | 54 | 6 | |
| | | | | |
| Total | | 162 | 18 | 180 |

1. The study load for the degree programme is equivalent to 180 EC's
2. The study programme is taught full-time
3. The degree programmes comprises of two curriculum components
 - a) Semesters with a minimum of 27 credits each
 - b) Personal Pursuit of 6 credits per academic year
4. Each semester comprises of educational activities culminating in a workload of at least 27 credits
5. The semesters 1, 2, 3 and 4 all contain:
 - a) A semester theme
 - b) Semester learning goals and intended outcomes
 - c) A description of all required educational activities in the semester
6. Semester 5

- a) Is an individual semester
 - b) Upon approval of a learning agreement the student can complete semester 5 with educational activities of her choice at a university of her choice
 - c) Final approval for the learning agreement can only be considered if the student has successfully completed at least 3 semesters and has thus obtained a minimum of 87 credits.
7. Semester 6
- a) Is the final semester of the programme
 - b) Contains an individual research project of at least 15 credits
8. Personal Pursuit
- a) Comprises 6 credits per academic year
 - b) Proposals for the Personal Pursuit are sent to and approved by the Personal Pursuit committee
 - c) The Personal Pursuit committee publishes an approval and assessment procedure including deadlines for approval and completion no later than the 3rd week of the academic year.
 - d) All students complete a Personal Pursuit in year 1 and 2. The Personal Pursuit in year 3 is optional and may be substituted by elective(s) with a total minimal credit load of 6 credits

ART 3.3 EXEMPTION

1. The Examination Board can grant the student exemption from one or more or parts of the curriculum components. To this end, the student will demonstrate that she has completed a component of a similar content, size and level of a university or higher professional education programme or has, as a result of work and/or professional experience, sufficient knowledge and skills regarding the unit of study concerned.
2. The total number of exempted credit cannot exceed 60.
3. A student can apply for an exemption before her enrolment in the programme but no later than the end of the first semester of enrolment.

Paragraph 4 EDUCATION AND ASSESSMENT

ART 4.1 A SEMESTER

1. Semesters follow the structure as described in article 3.2.
2. At the beginning of each semester the student writes a Personal Development Plan (PDP) describing her learning goals and activities for the semester and how these goals and activities allow her to successfully reach the semester goals.
3. The PDP is updated at least once half way through the semester, after the midterm evaluation.

ART 4.2 SEMESTER ASSESSMENT

1. Each semester is completed with a semester assessment.
2. The semester assessment is based on the Self-Evaluation Report (SER) and all the evidence provided by the student about her personal development related to the learning goals and activities as described in the student's Personal Development Plan.

3. The products and other proofs of achievements of the student are collected in her portfolio or another approved UCT system. Teachers evaluate these products and provide feedback regularly. Students may ask for more extended feedback as evidence for their assessment. The product together with the feedback counts as evidence.
4. The results of students in educational activities organised outside UCT (for electives and semester 5) can only be brought into as evidence for the semester assessment if the student has successfully completed the unit of study according to rules and regulations of the university or department responsible for that unit of study.
5. External educational activities are often evaluated and assessed in a summative way. The conclusion (often a grade, sometimes a statement) can be included as evidence but will not be recorded on the student's transcript of the degree programme.
6. Halfway through the semester the programme organises a midterm evaluation providing the student insight in her progress throughout the semester.
7. In the first year of enrolment the midterm evaluation is linked to indications and warnings to students in relation to BSA procedure.

ART 4.3 SEMESTER VERDICTS

1. The semester assessment cumulates in a verdict.
2. The possible verdicts are:

| Verdict | | Description | Credits |
|---------|----------------------|--|---|
| PX | pass with excellence | Overall performance exceeds the expectations | Credits awarded |
| PH | pass with honours | Overall performance is at expected level | Credits awarded |
| PC | pass with condition; | The condition is clearly described on the verdict and contains a well described assignment for the next period | Credits awarded only when the condition is met; Upon completion of the condition the verdict changes from PC into a P (Pass) |
| HO | | Student has failed the semester and needs to redo the semester | No credits awarded |
| P | Pass | The final and recorded verdict after the condition of the verdict PC has been met | Credits awarded |

3. When due to circumstances not all-supporting evidence can be included in the SER an Extended Examination (EE) can be granted.
4. The student or the mentor can request the EE. Request for the EE is directed at the Semester coordinator by email with a cc to the Office of Student Affairs.
5. If an Extended Examination is granted, it includes a clear stipulation of the conditions and timeline to be met for the final assessment.
6. The student is informed in writing by email about the verdict within 5 working days after the semester assessment meeting.
7. The semester assessment results are valid for 4 years. Students may apply for an extension of this period with the Examination Board.
8. The student has the right to appeal the results of the assessment and the justification of the verdict with the Examination Board within 2 weeks after the publication of the results.

9. If an error is discovered in the results of a student, all involved parties will do their utmost to inform the other party and cooperate to rectify the alleged error.
10. The rights of ownership on all results of tasks, assignments and projects within the ATLAS programme and for which the student has earned credits, reside with EEMS.
11. Results of projects and assignments are public, even for projects in external organisation, unless at the start of the project the organisation and the Programme Director agree upon different arrangements. These additional arrangements will be documented in writing.

ART 4.4 RIGHT OF JUSTIFICATION AND INSPECTION

1. The student is entitled to a justification of the results of a test from the examiner, whereby the examiner substantiates the assessment that was given. If no collective discussion of the results is held, the student may submit a request for an individual discussion of the results to the examiner within ten working days of publication of the test results. The discussion must take place at the latest five weeks after the publication of the test results, in the presence of the examiner or an authorized replacement.
2. The student has the right to inspect her work for a period of two years after the assessment.

ART 4.5 RETENTION PERIOD FOR SEMESTER ASSESSMENT

1. The assessed work that is part of the evidence collected for the semester assessment will be retained for a period of two years.
2. The retention period for the semester 6 project is seven years.

Paragraph 5 GRADUATION

ART 5.1 THE BACHELOR EXAMINATION

1. In accordance with WHW Article 7.10.1 the Bachelor's examination is successfully completed if the assessment of all curriculum components of the Bachelor's programme have been completed successfully.
2. In evidence of the fact that the exam has been completed successfully, the examination board awards a diploma, after the institutional administration has declared that the procedural requirements for delivery have been met. The examination board adds a supplement to a certificate.
3. In the present case, the date recorded on the certificate, i.e. the examination date, is the date of the final semester assessment meeting or the date on which the student successfully completed the last remaining unit of study.
4. If so desired, the student has the right to submit a substantiated request in writing to the Examination Board to postpone declaring the examination as 'successfully completed' and consequently postpone the presentation of the certificate as well. The student must indicate at least the duration of the postponement she desires in her request.
5. The details of the provision in article 5.1.4 will be included in the Rules and Regulations of the Examination Board.
6. If the student has requested postponement on the basis of article 5.1.3, the examination date will be the date following postponement on which the Examination Board has decided to declare the student to have successfully completed the examination.

ART 5.2 DEGREE

1. When a student has passed all semester and Personal Pursuits assessments of the programme and thus has earned 180 EC, the student is has passed the Bachelor's examination.
2. The student who has passed the Bachelor's examination is awarded a Bachelor of Science (BSc) degree.
3. As proof of having successfully completed the assessment, the student will receive a Diploma from the Examination Board, signed by the chairman or when he is not present, another member of the Examination Board.
4. The Diploma states the name and date of birth of the student, 'Honours Bachelor Technology and Liberal Arts & Sciences', the graduation date, degree 'Bachelor of Science' and date of last accreditation of the ATLAS programme. The programme is explained in the diploma supplement. If the student finished an additional honours programme of the UT, this will be indicated on the diploma supplement.
5. The Examination Board will invite the student to accept the ATLAS Bachelor diploma and marks sheet or supplement. The date recorded on the diploma – the graduation date – is the date on which the student successfully completed the last remaining programme component.
6. The Bachelor graduation assessment can be taken with the designation "cum laude", "magna cum laude", or "summa cum laude". The guidelines for awarding this designation are that the following conditions must be fulfilled:
 - a) The Bachelor examination is achieved during the 3rd year of registration;
 - b) Semester 6 is passed with excellence (PX);
 - c) The achievements of the student are:
 - i) For cum laude: At least four out of all six semesters or at least three out of the four semesters 3-6 are passed with excellence (PX).
 - ii) For magna cum laude: all six semesters are passed with excellence (PX).
 - iii) For summa cum laude: all six semesters are passed with excellence (PX) and the research project in semester 6 is of exceptional quality that is receiving the highest assessment possible
7. In exceptional cases, at the assessment meetings' request, the Examination Board can award the designation "cum laude", "magna cum laude" or "summa cum laude" if the student had pardonable grounds for non-compliance with the time limits requirement or the verdicts requirement. For the time requirement this could be the case, for instance, when delay has been acknowledged in accordance with the provisions stipulated by the institution.

Paragraph 6 STUDENT COUNSELLING AND (BINDING) RECOMMENDATION ON CONTINUATION OF STUDIES

ART 6.1 STUDY PROGRESS OVERVIEW

1. The student can request a certified study progress overview from the Student Services Desk if required.

ART 6.2 STUDENT GUIDANCE

1. The study advisor is responsible for student counselling, which includes informing the student of study opportunities in or outside the programme.
2. Each student is appointed a mentor

3. The mentor counsels the student and offers advice on study-related matters;
4. If a student wishes to exercise her right to specific counselling or special facilities, she is required to contact the study adviser. The study adviser will record any agreements made with the student, of which the student and the programme board can derive rights.
5. The following applies to the entitlement to special facilities:
 - a) Demonstrable force majeure or personal circumstances;
 - b) If necessary and possible, dispensation for participation of exams or tests and/or the availability of special facilities with regards to examination. Only the Examination Board can grant such dispensation and additional testing opportunities.

ART 6.3 (BINDING) RECOMMENDATION ON CONTINUATION OF STUDIES

1. Each student receives a recommendation at the end of the first year of enrolment in the programme concerning the continuation of her studies within the programme. This recommendation is based on the student's study results and may be positive or a recommendation that includes a rejection of the student.
2. In the first year of enrolment there is a midterm evaluation half way through each semester
3. In the first year of enrolment the student will receive a provisional recommendation on the continuation of her studies from the programme director by 31 January at the latest. This recommendation is not binding.
4. Any student who receives a negative provisional recommendation as referred to in article 6.3.3 will be invited for an interview with the study adviser to discuss the study method and a reconsideration of the choice of study.
5. The issuing of the study recommendation as referred to in this article, has been mandated to the programme director by the institutional administration.
6. The definitive (binding) recommendation referred to in article 6.3.1 may include a rejection if the student has obtained fewer than 60 EC's in the first year of enrolment. The rejection will apply for a period of three academic years. A definitive recommendation that includes a rejection is referred to as a binding recommendation on the continuation of studies.
7. In determining the number of EC's obtained, only the units of study of the curriculum components in year 1 (semester 1 and semester 2 and the Personal Pursuit) will count.
8. No binding recommendation on the continuation of studies as referred to in Article 6.3.1 will be issued to students who request deregistration before 1 February of the first year of enrolment. If such a student reenrols in a subsequent academic year, the definitive (binding) recommendation will be issued at the end of that subsequent academic year.
9. For students who transfer to a different programme within the UT before 1 October, there will be no adjustment of the standard as stipulated in Article 6.3.7 Otherwise, the provisions intended in Article 6.3.7 will apply mutatis mutandis.
10. A delayed binding recommendation, dated at the very latest at the end of the student's second year of enrolment, will apply for students who transfer to a different programme on 1 October or later.
11. The student has the right to be heard by the programme director in connection with the issue of a binding recommendation (WHW Article 7.8b Paragraph 4)
12. In the deliberations on attaching a rejection to a binding recommendation, the programme director will take into account the student's personal circumstances at her request. The programme director will only take into account in the deliberations personal circumstances that have been reported to the study adviser by the student as soon as can reasonably be expected after they arose.

13. Personal circumstances are understood to be illness of the person involved, a physical, sensory or other impairment of the person involved, pregnancy of the person involved, exceptional family circumstances, top-level sports of the person involved and the membership of the University Council, Faculty Council, Programme Board or a category 3 board in accordance with the FOBOS arrangement.
14. The personal circumstances must be submitted to the Personal Circumstances Committee (CPO) in consultation with the study adviser. This report must be substantiated with items of evidence.
15. The CPO assesses the validity and seriousness of the personal circumstances. A report in respect thereof is submitted to the programme board and the relevant study adviser.
16. The programme director takes the judgement of the CPO into account in the handling of the student's request as referred to in Article 6.3.13.
17. A deferred definitive recommendation, with the end of the second year of the student's enrolment as the final date, will apply if it is impossible to render an opinion concerning the study skills of the student as a result of personal circumstances.
18. The decision of the programme director with respect to the binding recommendation on the continuation of studies states the possibility of filing an appeal.

Paragraph 7 STUDYING WITH A DISABILITY

ART 7.1 STUDYING WITH A DISABILITY

1. A disability is a physical, sensory or other impairment that might limit the student's academic progress.
2. It is explored in consultation with the student and on the basis of an interview with the study adviser what adjustments as referred to in Article 2 of the Equal Treatment Act on the basis of a Handicap/Chronic Illness (WGB h/cz) are considered most effective for this student.
3. Adjustments are intended to remove specific obstructions when following the degree programme and/or sitting examinations. Where necessary, these may concern facilities pertaining to the accessibility of infrastructure (buildings, classrooms and teaching facilities) and study material, changes to examinations, alternative courses or a custom study plan. Realising the attainment targets must be guaranteed when implementing changes.
4. On the basis of the interview described in art.7.1.2, the student submits a written application for the facilities in consultation with the study adviser. The application is submitted to the Dean of the Faculty, preferably three months before the student is to participate in classes, exams and tests for which the facilities are required.
5. The application is supported by documents that can reasonably be requested to assess the application (such as a doctor's or psychologist's letter or, in case of dyslexia for example, a report by a testing bureau registered with BIF, NIB or NVO).
6. The Dean of the Faculty takes a decision, within twenty working days of receipt of the application or earlier if the urgency of the application necessitates it, on the validity of the application as described in art 7.1.4, and informs the student and the study adviser of his decision.
7. The study adviser ensures that the relevant parties involved are informed in due time of the facilities granted to the student with a disability.
8. Should the Dean of the Faculty turn down the application in full or in part, the Dean of the Faculty will inform the student of the reason at the basis of this rejection and the possibilities for lodging an objection or an appeal. Objections must be submitted in writing within six weeks, of the decision being announced to the relevant party, at the Complaints Desk at Student Services.
9. Should extra facilities be granted, it will be stated for what term this grant will apply. The applicant and the study adviser will evaluate the facilities before the end of this term. During this evaluation, the parties will discuss the effectiveness of the facilities provided and whether they should be continued.
10. In the case of dyslexia, an additional period of 15 minutes for every hour is granted in the event additional time for a test is granted.

Paragraph 8 AMENDMENTS, APPEALS AND OBJECTIONS

ART 8.1 CONFLICTS WITH THE REGULATIONS

1. If other additional regulations and/or provisions pertaining to teaching and/or examinations conflict with these Education and Examination Regulations, the present Education and Examination Regulations take precedence.

ART 8.2 ADMINISTRATIVE ERRORS

1. If, following the publication of an interim examination result, a list of marks, or an overview of a student's progress, an apparent error is discovered, the discoverer, be it the university or the

student, is required to make this known to the other party immediately upon finding the error and to cooperate with rectification of the error.

ART 8.3 AMENDMENTS TO THE REGULATIONS

1. Substantive amendments to these Education and Examination Regulations are determined by the Dean of the Faculty in a separate decision.
2. In principle, substantive amendments to these Regulations do not apply to the current academic year. Substantive amendments to these Regulations may apply to the current academic year if the interests of the students are not prejudiced within reasonable bounds, or in situations of force majeure.
3. Amendments to these Regulations have no effect on earlier decisions of the Examination Board.

ART 8.4 REVIEW OF THE EER

1. The Programme Director is responsible for the regular review of the Education and Examination Regulations and takes into account the resultant study load for the students to enable this to be monitored and adjusted if necessary.
2. In accordance with Article 9.18 of the WHW, the Programme Committee is responsible for issuing advice on the Education and Examination Regulations as well as the annual assessment of the manner in which the Education and Examination Regulations are implemented.

ART 8.5 APPEAL AND OBJECTIONS

1. An appeal against a decision made by the Examination Board or an examiner, and objections to decisions made by the Dean of the Faculty on the basis of these Regulations, must be submitted in writing to the Complaints Desk at Student Services within six weeks after notification of the decision.

ART 8.6 HARDSHIP CLAUSE

1. In the event of demonstrable, considerable unreasonableness and unfairness, the Examination Board can permit departures from the provisions of these Regulations.

ART 8.7 PUBLICATION

The Education and Examination Regulations and the Rules and Regulations of the Examination Board are published via the website of the programme in question.

ART 8.8 COMMENCEMENT

These Regulations take effect on 1 September 2016 and supersede the Regulations of 1 September 2015.

APPENDIX 1. INTENDED LEARNING OUTCOMES ATLAS

Upon graduation the ATLAS graduate:

1. Is competent in at least one technical and one social science academic subject

- a. Understands the knowledge base of the relevant fields (theories, methods, techniques).
- b. Understands the structure of the relevant fields, and essential connections between sub-fields.
- c. Has knowledge of and some skill in the way in which truth-finding and the development of theories and models take place in the relevant fields.
- d. Has knowledge of and some skill in the way in which interpretations (texts, data, problems, results) take place in the relevant fields.
- e. Has knowledge of and some skill in the way in which experiments, gathering of data and simulations take place in the relevant fields.
- f. Has knowledge of and some skill in the way in which decision-making takes place in the relevant fields.
- g. Is aware of the presuppositions of the standard methods and their importance. Is able (with supervision) to spot gaps in his own knowledge, and to revise and extend it through study.

2. Is competent to do scientific research

- a. Is able to reformulate ill-structured research problems, and also take account of the system boundaries. Is able to defend this new interpretation against involved parties.
- b. Is observant, and has the creativity and the capacity to discover in apparently trivial matters certain connections and new viewpoints.
- c. Is able (with supervision) to produce and carry out a research plan including selection of the appropriate research methodology, both for technical as well as for social science problems.
- d. Is able to work at different levels of abstraction.
- e. Understands, where necessary, the importance of other subjects and approaches (interdisciplinarity).
- f. Is aware of the changeability of the research process through changing external circumstances or deepening insight.
- g. Is able to assess research within the subject on its usefulness.
- h. Is able (with supervision) to contribute to the development of scientific knowledge in one or more areas of the subjects concerned.

3. Is competent in design

- a. Is able to reformulate ill-structured design problems, and also take account of the system boundaries. Is able to defend this new interpretation against the parties involved.
- b. Has creativity and synthetic skills with respect to design problems.
- c. Is able (with supervision) to produce and carry out a design plan, both for technical as well as for social science problems.

- d. Is able to work at different levels of abstraction including the system level.
- e. Understands, where necessary, the importance of other subjects (interdisciplinarity).
- f. Is aware of the changeability of the design process through changing external circumstances or deepening insight.
- g. Is able to integrate existing knowledge in a design.
- h. Has the skill to take design decisions, and to justify and evaluate these in a systematic manner.

4. Is competent in organising

- a. is able to evaluate the usefulness, relevance and restrictions of prototypes for scaling of product and process;
- b. is able to understand, evaluate and value the likely effect of perspectives and propositions of stakeholders, potential users and 'society' on the process of change;
- c. is able to adjust and optimize the process of change (implementation) accordingly by optimizing the outcomes of 4a and 4b.

5. Has an academic approach

- a. Is inquisitive and has an attitude of lifelong learning; can assess own knowledge and skills, can indicate their limits, find ways to improve those and is able to test and evaluate his own learning progress.
- b. Has a systematic approach characterised by the development and use of theories, models and interpretations.
- c. Has the knowledge and the skill to use, justify and assess the value of models for research and design (model understood broadly: from mathematical model to scale-model). Is able to adapt models for a specific purpose.
- d. Has insight into the nature of science and technology (such as purpose, methods, differences and similarities between scientific fields, nature of laws, theories, explanations, role of the experiment, and objectivity).
- e. Has insight into academic and professional practice (such as research system, relation with clients, publication system, and the importance of integrity).
- f. Is able to document adequately the results of research and design with a view to contributing to the development of knowledge in the field and beyond.

6. Has basic intellectual skills

- a. Is able (with supervision) to critically reflect on his own thinking, decision-making, and acting, and to adjust these on the basis of this reflection (self-awareness).
- b. Is able to reason logically within the field and beyond: 'why', 'how' and 'what-if' reasoning.
- c. Is able to recognise modes of reasoning (such as induction, deduction, and analogy) within the field.
- d. Is able to ask adequate questions, and has a critical yet constructive attitude towards analysing and solving simple problems in the field.
- e. Is able to form a well-reasoned opinion where data are incomplete or irrelevant.
- f. Is able to take a standpoint with regard to an academic or professional argument in the field.
- g. Possesses basic numerical skills, and has an understanding of orders of magnitude.

7. Is competent in co-operating and communicating

- a. Is able to communicate with colleagues and non-colleagues in writing and verbally about the results of learning, thinking and decision-making.
- b. Is able to follow and contribute to debates about both the field and the place of the field in society.
- c. Is able to handle 7a and 7b (verbally and in writing) in English.
- d. Is characterised by professional behaviour, including drive, reliability, commitment, accuracy, perseverance and independence.
- e. Is able to perform project-based work: is pragmatic and has a sense of responsibility; is
- f. able to deal with limited sources; is able to deal with risks; is able to compromise.
- g. Is able to work within an interdisciplinary team and to contribute to its functioning.
- h. Has insight into, and is able to deal with, team roles and social dynamics.

8. Takes account of the temporal and social context

- a. Is aware of developments in the history of the fields concerned. This includes the interaction between the internal developments (of ideas) and the external (social and technological) developments.
- b. Is able to analyse and to discuss with colleagues and non-colleagues the social consequences (economic, social, cultural) of new (technological) developments in relevant fields.
- c. Is able to analyse the consequences of academic and professional thinking and acting on the environment and on sustainable development.
- d. Is able to analyse and to discuss with colleagues and non-colleagues the ethical and the normative aspects of the consequences and assumptions of academic thinking and acting (both in research and in designing).
- e. Has an eye for the different roles of professionals in society.

9. Behaves in a socially responsible manner and is inclined to take leadership

- a. Is aware of intended and unintended effects of opinions and actions.
- b. Values the principles stipulated in the ATLAS Honour Code.
- c. Is taking initiative whenever appropriate.
- d. is able to empathise with people having different cultures, values and perspectives as well as with people who are different in rank and level of education;
- e. Is able to value the contribution of others and to generate input.
- f. Is aware of his own 'natural' leadership style and its strengths and weaknesses.

10. Prepared to make a decision about his future

- a. Has a realistic view on own capacities, skills and motives.
- b. Is able to motivate himself for decisions made.

APPENDIX 2. SEMESTER ASSESSMENT PROCEDURE

1. Students submit their Self Evaluation Reports (SER) before the deadline.
2. If a SER is submitted after the deadline – it will be assessed in the assessment week of the following semester.
3. The SER is the semester report wherein the student substantiates her learning with evidence, and reflects on her progress and substantiates how she has met the learning objectives of the semester.
4. The SER refers to the material collected by the student and made available to the assessor through portfolio or another designated system approved by UCT and to the updated Personal Development Plan (PDP).
5. Thereafter, the SER and if necessary all or parts of the collected materials (the evidence) will be evaluated by (at least) one assessor.
6. The assessor comes to an integral assessment on the overall development of the student during the semester. The assessor assesses the relation to the PDP and the accuracy with regard to the collected evidence and in particular whether the statements in the SER are substantiated by evidence in the portfolio.
7. The SER is also read by the mentor who can give information and context on the development of the student before and during the semester assessment meeting.
8. In the semester assessment meeting assessors, semester lecturers and mentors calibrate and justify the preliminary conclusions (draft verdicts).
9. The semester coordinator, as representative of the semester assessment meeting, signs and approves the final verdicts.
10. The verdicts are definitive after confirmation by the Examination Board.
11. Within two weeks after the assessment meeting the student is sent the verdict and justification.