

# EDUCATION AND EXAMINATION REGULATION BACHELOR PROGRAMMES (EXCEPT FOR ATLAS)

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## *General section*

*of the programme part of the students' charter, including the  
education and examination regulations (EER) for the  
Bachelor's programmes Faculty EEMCS*

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# 1. General provision

## Article 1.1 Applicability of these regulations

*Explanation paragraph 2: right of consent Faculty council (FC), right of consultation Programme committee (PC).*

1. This general section of the education and examination regulations applies to all students enrolled in the bachelor's programmes of the Faculty EEMCS.
2. For students who follow a study unit from another programme<sup>1</sup>, the rules for testing apply that are laid down in the assessment plan of the study unit concerned, in the education and examination regulations and in the rules and regulations of the examination board of the programme that offers the study unit concerned. Special facilities<sup>2</sup> according to Article 6.2.5 can only be granted by the examination board of the programme for which the student is enrolled.
3. Each programme has its own programme-specific appendix.
4. For each programme, this general section and the programme-specific appendix together form the education and examination regulations for the bachelor's programme concerned.
5. The general section and the programme-specific appendix of the education and examination regulations are determined by the faculty board.
6. The institutional part of the students' charter includes a definition of what the UT considers as fraud. The rules of the examination board of the bachelor programme concerned has additional regulations about fraud, for instance about what action the examination board is entitled to take when they have detected a case of fraud.
7. The rules of the examination board of the bachelor's programme concerned include regulations about the rules of order during tests and rules in case of calamities.
8. The following rules about the language of the general section and the programme-specific appendix of the education and examination regulations and the rules of the examination board apply:
  - a) In the event of discrepancy, the Dutch version of this general section is binding.
  - b) For English-taught bachelor's programmes, English versions of the programme-specific appendix of the education and examination regulations and the rules of the examination board of the bachelor's programme must be available.
  - c) If both English and Dutch versions of the programme-specific appendix of the education and examination regulations and the rules of the examination board of the bachelor's programme concerned are available, both versions must include a rule about which version is binding in the event of discrepancy.
9. Requests for exceptions to provisions laid down in the education and examination regulations should be submitted to the examination board or the programme board, the guiding principle here is which body has the authority to make a decision on - or to make an exception to - a provision of these regulations.

## Article 1.2 Definitions

The terms used in these Regulations should be interpreted as follows:

**Academic year:** The period that starts on 1 September and ends on 31 August of the following year.

**Binding recommendation on continuation of studies (BSA):** Recommendation on continuation of studies in accordance with Article 7.8b, paragraphs 1 and 2 of the WHW to which a rejection in accordance with Article 7.8b, paragraph 3 of the WHW is attached, issued by the programme board on behalf of the institutional board.

**Assessment plan:** A plan indicating how the testing of a module is organised. At first, it states the grading of the study units of the module, and secondly, the conditions for passing the entire module (including possible compensation rules within the module and compensation rules for study units or parts of study units of different modules).

**Canvas:** The digital learning management system of the University of Twente.

**CPO:** Personal Circumstances Committee. A committee formed by the institutional board that issues advice to the programme board in individual cases concerning the validity, term and seriousness of the personal circumstances of the student involved.

**Curriculum:** The entirety of compulsory and optional study units belonging to the programme, as set down in the programme-specific appendix.

**EC:** A unit of 28 hours of study workload, in accordance with the European Credit Transfer System, a full academic year consisting of 60 EC or 1680 hours (Article 7.4 WHW).

**Education period:** The period in which the study unit is offered. This period starts in the first week in which the study unit has any educational activity and ends in the last week in which the study unit has an educational activity and/or a test. Resits are not part of the education period. This period is not always the same as a quartile (a quarter of an academic year<sup>3</sup>).

**Exam:** An evaluation in a study unit 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); an exam may consist of a number of tests.

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<sup>1</sup> This applies for example for a minor module, for an elective study unit from the study programme of a student and for a study unit which is not included in the standard study programme of the student. This does not apply, unless otherwise agreed, for units that are supplied.

<sup>2</sup> Under Article 6.2.5 this is about providing special facilities with regard to testing to a student with functional impairments. All other matters are handled by the examination board of the programme that offers the study unit.

<sup>3</sup> <https://www.utwente.nl/en/ces/planning-schedules/frequently-asked-questions/>

- Examination board:** The body that establishes objectively and expertly whether a student meets the criteria set in the education and examination regulations regarding knowledge, insight and skills needed for obtaining a degree.
- Examiner:** The individual who has been appointed by the examination board in accordance with Article 7.12c of the WHW to hold exams and tests and determine their results.
- Exemption:** Establishing by the examination board that a student has acquired competences, i.e. on account of exams or final examinations in the higher education domain passed earlier, or knowledge or skills acquired outside the higher education domain, that are comparable in content, size and level to one or more study units or parts thereof.
- Faculty board:** Head of the faculty (Article 9.12 WHW).
- Final examination:** A programme concludes with a final examination. A final examination is deemed successfully completed if the study units belonging to a programme have been completed successfully.
- Honours programme:** Institution-wide Bachelor's Honours programme.
- Institution:** The University of Twente.
- Institutional board:** The Executive Board of the University of Twente.
- Module:** A total of 15 EC of one or more study units in which disciplinary knowledge, skills and attitude are developed and assessed in an as integrated and/or coherent way as possible.
- Module coordinator:** The individual charged by the programme board with organising the module.
- Module examiner:** In case the module consists of one study unit, the individual designated by the examination board to determine the result of the module.
- Part of study unit:** A part of a study unit.
- Programme:** The bachelor's programme referred to in the programme-specific appendix to these education and examination regulations.
- Programme board:** The committee charged by the faculty board with managing the programme. This may also be an individual person. In which case the term programme director is used.
- Programme committee (PC):** The committee as referred to in Article 9.18 of the WHW.
- Osiris:** System designated by the institutional board for registration and for providing information on all relevant data related to students and the programme, as described in the WHW.
- Practical exercise:** A practical exercise as referred to in Article 7.13, paragraph 2d of the WHW, is a study unit or part thereof, where the emphasis lies on the personal activity of the student, as described in the programme-specific appendix.
- Student:** Anyone registered with a programme in accordance with Article 7.34 and 7.37 of the WHW.
- Study adviser:** Person appointed by the faculty board who acts as contact between the student and the programme, and as such represents the interests of the students, as well as fulfilling an advisory role.
- Study load:** The amount of time an average student needs to capture the learning material. The study load comprises for instance project work, self-study, lectures and writing papers. The study load is expressed in credit points in accordance with the European Credit Transfer System.
- Study unit:** A component of the programme as described in Article 7.3, paragraphs 2 and 3 of the WHW. Every study unit concludes with an exam.
- Test:** An evaluation of the knowledge, understanding and skills of the student, as well as the assessment of the results of this evaluation. A test is a part of an exam. If a study unit has only one test, this coincides with the exam for the unit in question.
- UT:** University of Twente.
- WHW:** The Higher Education and Research Act (WHW), 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 compulsory holidays (compulsory days free of work) on which the staff is off.

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

## Article 2. Admission

### Article 2.1 Prerequisites

Admission to the programme is granted if the requirements with regard to prior education for enrolment in university education are met, in accordance with the WHW, Articles 7.24, 7.25 and 7.28. The conditions pertaining to this can be found on the University of Twente's website<sup>7</sup>.

### Article 2.2. Language requirement bachelor's programme for holders of foreign diplomas

Holders of diplomas from outside the Netherlands can only enrol in the following cases<sup>8</sup>:

- a) if the programme is offered in the Dutch language: after it has been shown that the requirement for adequate proficiency in the Dutch language to the level of the Dutch pre-university (VWO) examination has been met. The UT Admission Office provides a complete overview of the language requirements and certificates that show evidence of meeting these requirements<sup>9</sup>.
- b) if the programme is offered in the English language: after it has been shown that the requirement for adequate proficiency in the English language to the level of the Dutch pre-university (VWO) examination has been met. The UT Admission Office provides a complete overview of the language requirements and certificates that show evidence of meeting these requirements<sup>7</sup>.
- c) The provisions in paragraphs a and b relate to the entry requirements for incoming students. They involve only the formal aspects of language such as spelling and grammar: not academic language proficiency<sup>6</sup>. Acquiring academic language proficiency should be part of the programme's vision.

### Article 2.3 Admission test or colloquium doctum

If the conditions referred to in Articles 2.1 and 2.2 are not met, the institution can grant an exemption on the grounds of a positive result of an admission test (colloquium doctum), in accordance with Article 7.29 of the WHW. The conditions pertaining to this can be found on the University of Twente's website<sup>7</sup>.

## 3. Content and structure of the programme

### Article 3.1 Programme objectives and intended learning outcomes

*Explanation: right of consent FC, right of consultation PC.*

The qualities regarding the knowledge, insight and skills a student must have acquired upon completion of the programme (objectives and intended learning outcomes, Article 7.13, paragraph 2c of the WHW) are described in the programme-specific appendices.

### Article 3.2 Structure of the programme

*Explanation paragraph 1 f, j-l, paragraph 2: right of consent FC, right of consultation PC.*

1. The programme is equivalent to 180 EC.
  - a) The curriculum always needs to contain a core programme of a maximum of 120 EC, a minor of 30 EC and a graduation phase of a minimum of 15 EC.  
Exceptions are the programmes Advanced Technology and Technical Medicine which have electives instead of a minor or do not have a minor but a core programme of more than 120 EC.
  - b) The programme-specific appendix describes the core programme of the programme.
  - c) The curriculum is composed of modules.
  - d) A module is the total of 15 EC of one or more study units in which disciplinary knowledge, skills and attitude are developed and assessed in an as integrated and/or coherent way as possible.
  - e) Before the start of a study unit, the student must meet the prior knowledge prerequisites for that study unit, as described in the education catalogue.
  - f) In principle, the minors are done during the first semester of the third year of study.
  - g) The programme offering the minor module may set prerequisites for prior knowledge of the student for admission to the minor modules. These prerequisites must be included in Osiris.
  - h) The study programme in which the students is enrolled may set prerequisites for the number of ECs required for admission to the minor modules, these prerequisites have been included in the programme-specific appendix concerned.
  - i) The offer of minors from which the student can choose for his minor is limited by the restrictions in paragraph g and h. The offer can be examined on the website <https://www.utwente.nl/en/education/electives/minor/>
  - j) In principle, the graduation phase, requiring a minimum of 15 EC, is done during the second semester of the third year of study.
  - k) To be admitted to the graduation phase the student is required to have at least completed the core programme of the bachelor's programme.
  - l) The examination board<sup>4</sup> is authorised to deviate from Article 3.2.1e, 3.2.1h, 3.2.1j and 3.2.1k in individual cases, if strict application of those terms would result in an unreasonable delay in study progress. In consultation with the study adviser, the student can submit a proposal to the examination board.

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<sup>4</sup> It is important that the student can still achieve the programme intended learning outcomes. As a result of this consideration, authority is formally placed with the examination board, since they must ensure that a student who has passed, has achieved the programme intended learning outcomes.

2. The programme is described in the programme-specific appendix to these regulations, in accordance with Article 7.13, paragraph 2 a to e, i, l, s, t and v of the WHW.

### **Article 3.3. The programme's language of tuition**

*Explanation paragraph 2-4: right of consent FC, right of consultation PC.*

1. The official language of tuition is the language in which the education is given, in which teaching material is provided and in which tests and exams are held. In Dutch bachelor's programmes, study materials are provided in either the English or Dutch language.
2. The choice of the official language for the programme or a part of the programme lies with the programme board, for which the programme committee has the right of approval. The programme-specific appendix, which is established by the faculty board, specifies the language of tuition for the programme.
3. If there are deviations from this official language of tuition for components of the programme, this occurs in accordance with the UT Language Code of Conduct (Gedragscode Voertalen) and Article 7.2 of the WHW.
4. In Dutch bachelor's programmes parts of a study unit can be taught or tested in English if:
  - a) a lecturer or tutor of the study unit concerned is not a native speaker of Dutch, or
  - b) students of the bachelor's programme concerned are taught together with students of an English-language bachelor's programme, or
  - c) the programme board deems it necessary in order to meet one of the programme intended learning outcomes with regard to the communication skills in the English language.

### **Article 3.4 Exemption**

*Explanation: right of consent FC, right of consultation PC.*

1. The examination board can grant students exemption from one or more complete study units at their request. To this end, the student will demonstrate that they have completed a component of a similar content, size and level of a university or higher professional education programme or have, as a result of work and/or professional experience, sufficient knowledge and skills regarding the study unit concerned.
2. The examination board is authorised to make exceptions to the provisions as stated in paragraph 1 and grant an exemption to a student from parts of a study unit.
3. An exemption granted by the examination board will be registered in Osiris with the concerning study unit or parts thereof with an EX (exemption).
4. Students cannot be forced to take extra study units or parts of study units in their curriculum instead of the granted exemption.
5. Students may be exempted from the obligation to participate in practical exercises if they can demonstrate that they expect to be placed in a moral dilemma as a result of the need to meet one of the requirements for this component. In such cases, the examination board decides whether the component can be carried out in another manner to be determined by the examination board.

### **Article 3.5 Flexible programme**

*Explanation: right of consent FC, right of consultation PC.*

The examination board of the programme decides whether a student may take part in a flexible programme as stipulated in Article 7.3h of the WHW. The examination board assesses whether the programme is appropriate and consistent within the domain of the programme and whether the level is high enough in light of the intended learning outcomes of the programme.

## **4. Education and testing**

### **Article 4.1 General**

*Explanation paragraph 1, 2, 3: right of consent FC, right of consultation PC.*

1. The institutional board is responsible for the practical organisation of the exams and the final examinations.
2. A study unit is completed with an exam.
3. An exam consists of one or more tests.
4. Exams and tests can have various forms<sup>5</sup>. Tests or exams can be held online.
5. A test can be taken in multiple sessions or components, spread over time.
6. When a test or exam is held online by means of online surveillance<sup>6</sup> or online proctoring<sup>7</sup>, the examination board may lay down further rules and conditions for online (proctored) testing.
7. These further rules and conditions must comply with the General Data Protection Regulation (GDPR<sup>8</sup>), the Data Protection Impact Assessment (DPIA<sup>9</sup>) on proctoring and the EER.

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<sup>5</sup> A test or exam can have the following forms: a written test, an assignment, an oral test, practical exercises, or a combination of these forms.

<sup>6</sup> Camera-surveillance of student(s) during exams without recording via e.g. Canvas, Teams.

<sup>7</sup> Surveillance of student(s) using special proctoring software e.g. Proctorio.

<sup>8</sup> The text of the GDPR can be found here: <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016R0679>

<sup>9</sup> The DPIA is an instrument to point out privacy risks of a processing operation to be able to take measures to mitigate those risks. In this case it is done for proctoring. Among a lot of other things, it describes the rights of the data subjects (in this case: the students) and the context in which proctoring can be used. <https://www.utwente.nl/remote-exams/students/proctoring/dpia-proctoring.pdf>

8. Pursuant to Articles 12-14 of the GDPR, students must be informed before the use of online surveillance or online proctoring about the processing of their personal data.
9. Pursuant the DPIA
  - a) in the event where no alternative exam method is reasonably possible, online surveillance or online proctoring can be used<sup>10</sup>.
  - b) the retention period of the data is 30 days unless the examination board decides that the data needs to be maintained longer for a fraud investigation.
10. Results of exams, tests or components of tests have to be announced to the students, in any case via Osiris or via the Grade Centre of Canvas. Osiris is used for the registration of grades.
11. The student has the right to refer to recent model test questions or trial tests or representative older tests and the related answers and the standard of the related assessment.
12. A test has a maximum duration of 3 hours<sup>11</sup>.  
If the examiner wishes to use a form of testing which takes more than 3 hours, they may request permission from the examination board to deviate from this provision. This request must be submitted not later than 4 weeks prior to the start of the period when a study unit is offered, to be able to meet the provisions in paragraph 19.
13. Test results are expressed in a grade from 1 to 10, with one decimal place, or as 'pass / fail'.
14. Exam results of a study unit, as determined by the examiner, are expressed in half grades from 1,0 up to and including 5,0 and from 6,0 up to and including 10,0 whereby:
  - Grades will only be rounded in the last phase of the assessment of the study unit.
  - The rounding is done in accordance with the following scheme:

<b>In case n≠5</b>	
Grade ≥ n.00 and <n.25	⇒ n.0
Grade ≥ n.25 and <n.75	⇒ n.5
Grade ≥ n.75 and <(n+1).00	⇒ (n+1).0
<b>In case n=5:</b>	
Grade ≥ 5.00 and < 5.50	⇒ 5.0
Grade ≥ 5.50 and <6.00	⇒ 6.0

15. Exam results of 6,0 or higher are a pass
16. Exam results, if passed, obtained at foreign universities will be registered as a P (Pass). Exam results obtained at Dutch universities will be adopted one-to-one in compliance with paragraph 14.
17. The ECs for a study unit will only be awarded if the exam has been successfully completed. No ECs will be awarded for parts of a study unit that have not been completed successfully.
18. If a student receives more than one result for the exam in the same study unit, the highest grade will apply. This also applies for the results of tests and components of tests within the same academic year and for the results of tests and components of tests that remain valid after the academic year in which they were obtained.
19. Through the education catalogue of Osiris, the programme board will announce at least the following aspects: size, course objectives and content of the module, language, required prior knowledge, mandatory and recommended study materials, design of the education (teaching methods) and testing.

#### **Article 4.2 Modules**

1. Each module has a module coordinator.
2. When a module comprises of one study unit, the examiner of this study unit is also module-examiner.
3. The examination board assigns the examiners for the study units and/or parts of study units

#### **Article 4.3 Registering for a module, study unit and tests**

1. To participate in a module or study unit, registration via Osiris prior to the start of the study unit is required.
2. By registering for the module or study unit the student is automatically also registered for the regular exam periods that go with this module or study unit.
3. Information on resits, the applicable conditions and the registration procedure will be published in the assessment plan.

#### **Article 4.4 Module description and assessment plan**

1. In the programme-specific appendix to these regulations, a module description is given for each module.
2. The module description defines at least:
  - a) if applicable, the study units that are part of the module and their related ECs;

<sup>10</sup> This means online proctoring can be used for a few students as well as for all students.

<sup>11</sup> If a test consists of several parts spread over time, the maximum duration applies per part. Article 7.1, paragraph 10 includes a provision regarding the maximum extra time that can be allocated to students with dyslexia.

- b) if applicable, the number of ECs and the weighting factors of the parts of the study units;
  - c) the language of tuition and testing.
- Learning goals of the module and/or the learning goals of the study units that are part of the module will be published in time on Osiris and Canvas.
3. The assessment plan of a module is determined by the programme board after the module coordinator and/or the examiners of the study units that are part of the module have drawn up the assessment plan. The examination board advises on the assessment plan.
  4. At least 2 weeks prior to the start of the module, the assessment plan for the module is published on Canvas.
  5. The assessment plan of a module states at least:
    - a) when the module has been passed;
    - b) how the learning goals of the study units of the module are assessed;
    - c) the period of validity of the result of the test or tests of parts of a study unit
    - d) when tests will be administered
    - e) any required minimum grade per test; a minimum grade for a test may not be set higher than 5.5
    - f) resits for each test and – if applicable - any conditions for participating in the resit; for each study unit at least one resit has to be offered within the same academic year without any conditions for participating<sup>12</sup>. An exception may be made for practical exercises<sup>13</sup>.
    - g) if applicable, any options to compensate test results within a study unit;
    - h) if applicable, any options to compensate test results with results from tests in other study units in the same module and/or results from tests in study units in other modules;
    - i) the grading period of each test; which is a maximum of 10 working days in compliance with Article 4.6.9 of these regulations.
  6. The programme board may modify the assessment plan during the course of the study unit.
    - a) The assessment plan may only be changed in consultation with the module coordinator and the examiners of the study unit or study units of the module.
    - b) The programme board consults the examination board beforehand in case of changes in the form or the method of administering of a test or tests. If the change involves nothing more than moving tests or test components to a timeslot other than as shown in the schedule, the programme board must inform the examination board of the decision to make the change at latest before the next meeting of the examination board.
    - c) Students are to be informed immediately of the change.
  7. Changes to the assessment plan may, in reasonable expectation, not put students at a disadvantage. Examination boards may provide special facilities in individual cases.

#### **Article 4.5 Oral tests**

1. Oral tests are open to the public, unless the examination board has determined otherwise in a particular case, possibly at the request of the examiner or the student.
2. A student or examiner who wishes third parties to be present during an oral test must submit this request to the programme board at least 15 working days prior to the oral test. The decision of the programme board will be made known to the student and the examiner not later than 5 working days before the oral test. The programme board must inform the examination board of the decision at their next meeting. This does not apply for public graduation colloquia, public presentations or group tests.
3. If the examination board has determined that members of the examination board (or an observer representing the examination board) are to be present during the oral test, it will notify the examiner and the student at least one working day prior to the test.

#### **Article 4.6 Term assessment, date of exam or test**

1. The examiner will inform the student of the result within at most 1 working day after conducting the oral test.
2. The provisions of paragraph 1 do not apply if the oral test is part of a series of oral tests for the same study unit, which take place on more than one working day. In that case, the examiner determines the result within one working day after the conclusion of the series of oral tests.
3. The deadline for determining and publication of the result of a written exam or an exam taken in some other way will be included in the assessment plan for the module.
4. The result of a test or part of a test will be made known to the student within 10 working days in compliance with paragraph 9 of this Article.
5. The exam result of a study unit will be made known to the student within 10 working days after the end of the education period in which the unity of study is offered. If the exam result is insufficient, and a resit is possible outside the education period in which the study unit is offered, and the examiner has determined that the students meet the terms and conditions to participate in the resit (in accordance with Article 4.4, paragraph 5f) this decision will also be made known to the students within 10 working days after the end of the education period in which the study unit is offered.
6. The date of exam is the date on which the last test for a study unit was passed.
7. The date of a test is the date on which a test is taken.

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<sup>12</sup> A resit may also fall within the quartile with due observance of the provision in Article 4.6.9. If the result of a unit of study is determined by more than one test, there must be a resit for each test or part of a test. Combining several tests or parts of tests into one resit is allowed.

<sup>13</sup> See the definitions in Article 1.2. These include projects and practical exercises.

8. If the assessment of a test is based on the completion of one or more assignments, a paper or a thesis, the deadline for submission of the final part will count as the test date.
9. If a resit is planned shortly after the first test, the results of the first test will be published at a time that provides the student with at least 5 working days to prepare for the resit.
10. Should an examiner not be able to meet the deadlines as described in paragraphs 1, 2, 4,5 and 9 due to special circumstances, they will report this with reasons to the examination board. The students involved will be informed of the delay as soon as possible including the new deadline when the result will be announced. If the examination board feels that the examiner has not met their responsibility, they can order a different examiner to determine the grade.

#### **Article 4.7 Period of validity**

*Explanation paragraph 1: right of consent FC, right of consultation PC.*

1. The period of validity for the results of an exam that has been passed is unlimited. The validity of an exam result can only be restricted if the tested knowledge, insight or skills are proven to be out of date.
2. A study unit that was not passed, has to be repeated completely in the next academic year. Results of parts of a study unit expire after the academic year. Exceptions are listed in the programme-specific appendix and in the assessment plan of the module.

#### **Article 4.8 Right of discussion and review.**

1. The student is entitled to a discussion, including review, of the results of a test with the examiner, where the examiner justifies the assessment.
2. If the examiner holds a plenary discussion, the student must make use of this opportunity to exercise their right of discussion as referred to in paragraph 1. In case the student cannot attend this plenary discussion or if the student was not offered the opportunity to discuss the justification of his assessment with the examiner, the student may submit a request to the examiner for an individual discussion within 5 working days after the plenary discussion. The individual discussion must take place no later than 3 working days prior to the next test opportunity.
3. If there is no plenary discussion of the test, the student may submit a request to the examiner for an individual discussion within 10 working days after publication of the results. The individual discussion must take place no later than 3 working days prior to the next test opportunity.
4. Plenary and individual discussions must take place no later than 5 weeks after the publication of the test results, but at least 3 working days prior to the next test opportunity, in the presence of the examiner or an authorised replacement.
5. Students have the right to inspect their work for a period of 2 years after the assessment.

#### **Article 4.9 Retention period for tests**

1. The questions, answers and the assessed work of written tests will be retained for a period of 2 years.
2. The retention period of final assignments of the bachelor's programme is at least 7 years.

#### **Article 4.10 Evaluation of education**

*Explanation paragraph 1 and 2: right of consent FC, right of consultation PC.*

1. The programme board is responsible for monitoring the quality of the programme.
2. The programme board is responsible for evaluating the programme.
3. The way evaluation is organised is described in the programme-specific appendix.

## **5. Final examination**

### **Article 5.1 Examination board**

*Explanation: right of consent FC, right of consultation PC.*

1. The faculty board appoints an examination board for each programme or group of programmes.
2. The faculty board establishes the examination board and appoints the members of the examination board based on their expertise in the domain of the relevant programme or group of programmes.
3. The faculty board ensures that the independent and expert operation of the examination board is adequate.
4. Under their own authority, an examination board define rules and regulations for examiners, exams and tests and the final examination (WHW Article 7.12b).

### **Article 5.2 Final examination**

*Explanation paragraph 1: right of consent FC, right of consultation PC.*

1. In accordance with Article 7.10, paragraph 2 of the WHW, the bachelor's final examination is deemed successfully completed if the exams of the study units of the bachelor's programme have been taken successfully.
2. As proof that the final examination has been completed successfully, the examination board issues a certificate, after the institutional board has declared that the procedural requirements have been met. In this case, the date recorded on the certificate, i.e. the graduation date, is the date on which the student successfully completed the last remaining study unit (Article 7.11 WHW).
3. If so desired, the student has the right to submit a substantiated request in writing to the examination board to delay declaring the final examination as successfully completed and consequently the presentation of the certificate (WHW Article 7.11 paragraph 3). In principle the maximum duration of the delay that may be granted is 12 months. In

exceptional cases<sup>14</sup> the student may have justifiable reasons to submit a request to delay the presentation of the certificate for more than 12 months.

4. If the student requests a delay on the basis of paragraph 3, the graduation date will be the date after the delay on which the examination board has decided to declare the student to have successfully completed the final examination.

### **Article 5.3 Degree**

*Explanation paragraph 1: right of consent FC, right of consultation PC.*

1. Participants who have successfully met all requirements for the bachelor's final examination are awarded a Bachelor of Science degree.
2. The awarded degree will be stated on the certificate.

### **Article 5.4 Certificate**

*Explanation: right of consent FC, right of consultation PC.*

1. The examination board grants a certificate as proof that the student has successfully passed their final examination. The chair of the examination board will sign the certificate. In their absence, it can also be signed by one of the members of the examination board.
2. The certificate will state the following (Article 7.11 WHW):
  - a) the student's name and date of birth;
  - b) the name of the institution and the programme as referred to in the register, referred to in Article 6.3 of the WHW, it concerns;
  - c) the date on which the final examination was sat;
  - d) which components<sup>15</sup> the final examination included;
  - e) the degree awarded (WHW Article 7.10a);
  - f) where appropriate what qualification was attached thereto (taking into account Article 7.6, paragraph 1, of the WHW);
  - g) the date on which the programme was most recently accredited or passed the initial accreditation assessment as referred to in Article 5a.11 of the WHW.
3. The International Diploma Supplement will be appended to the certificate for the successfully completed final examination (WHW, Article 7.11, paragraph 4). The purpose of the supplement is to provide information on the nature and content of the completed programme, in order to support the international recognition of programmes. This supplement will contain at least the following information:
  - a) the name of the programme and the name of the University;
  - b) the fact that it is a programme in academic education;
  - c) a description of the content of the programme; where applicable also stating the specialization and/or minor taken;
  - d) the study load of the programme;
  - e) the components of the final examination and their assessment, based on the registration of grades in Osiris;
  - f) exams that were passed by the student, which are not part of the final examination;
  - g) if the student has successfully completed an honours programme during the bachelor's programme, this will be recorded on the diploma supplement as an extracurricular programme;
  - h) the average grade (Grade Point Average, GPA). The manner in which the GPA is calculated is stated on the diploma supplement.
4. If the examination board has granted the student a *judicium*, this will be stated on the certificate.
5. Students who have passed more than one exam and to whom no certificate as referred to in paragraph 1 of this article can be issued, can request a written statement from the examination board stating the exams they have passed (WHW, Article 7.11, paragraph 5).

## **6. Student guidance and (binding) recommendation on continuation of studies**

### **Article 6.1 Study progress overview**

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

### **Article 6.2 Student guidance**

1. The faculty board is responsible for student guidance, which includes informing the student of study opportunities in or outside the programme.
2. Each student is assigned a study adviser.
3. The study adviser guides the student and offers advice on study-related matters, as well as personal problems that may affect their studies if the student so desires.
4. If a student wishes to exercise their right to specific guidance or special facilities, they are required to contact the study adviser. The study adviser will record any agreements made with the student.
5. The following applies to the entitlement to special facilities:
  - a) demonstrable force majeure or personal circumstances;

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<sup>14</sup> Some examples (by way of illustration, not to exclude other situations): the student follows a double bachelor's programme, the student needs more time for a pre-master programme, an extensive extra-curricular activity requires more than 12 months.

<sup>15</sup> 'Components' in the WHW refers to the study units that comprise the bachelor's final examination. Legally, these are all of the study units that are part of the modules and all modules that comprise one study unit of 15 EC. The programme determines which parts of study units are also mentioned on the certificate.

- b) if necessary and possible, dispensation for participation in exams or tests and/or the availability of special facilities with regards to testing. Such dispensation and additional testing opportunities can only be granted by the examination board.
- 6. An introductory interview is held with every student before 1 November of the first year in which they are enrolled in the programme.
- 7. In the first year in which they are enrolled in the programme, the student will receive a first preliminary recommendation on continuation of his studies in week 52 at the latest. This also applies to students in their second year of enrolment in the programme, whose recommendation on continuation of studies has been postponed. This recommendation is not binding.
- 8. In the first year in which they are enrolled in the programme, the student will receive a second preliminary recommendation on continuation of their studies in week 10 at the latest. This also applies to students in their second year of enrolment in the programme, whose recommendation on continuation of studies has been postponed. This recommendation is not binding.
- 9. Any student who receives a negative preliminary recommendation, will be invited for an interview with the study adviser to discuss the study method and a reconsideration of the choice of study.

### **Article 6.3 (Binding) Recommendation on continuation of studies**

- 1. Each student receives a written recommendation on continuation of their studies within the programme no later than at the end of the first year of enrolment in the programme concerning, subject to Article 6.4. This recommendation is based on the student's study results and may be a positive or negative recommendation, in compliance with Articles 6.4 and 6.5.
- 2. The issuing of the recommendation on continuation of studies as referred to in paragraph 1 is by the institutional board to the programme board.
- 3. Results of completed parts of a study unit that remain valid beyond the current academic year are counted when issuing the recommendation on continuation of studies.
  - a) Only credits from study units and parts of study units in the first year of the programme that issues the final recommendation, count for determining the number of EC's.
  - b) Exemptions granted to the student for study units and parts of study units of the first-year count for determining the number of credits.
  - c) The programme board may set programme-specific requirements that must be met. These requirements are included in the programme-specific appendix. Programme-specific requirements may not state that all study units or parts of a study unit of a certain educational curriculum must be completed<sup>16</sup>.
- 4. The recommendation on continuation of studies as referred to in paragraph 1 may involve rejection from the programme, if the student, in the opinion of the programme board, is not deemed suitable for the programme because
  - the student has passed in total less than 45 ECs of the first year, or
  - has passed 45 ECs or more of the first year but does not meet the programme-specific requirements (as referred to in paragraph 3c of this Article).

*A recommendation on continuation of studies that involves rejection is referred to as a binding recommendation on continuation of studies (BSA).*

- 5. In its deliberations on attaching a rejection to a recommendation on continuation of studies, the programme board will take into account the student's personal circumstances at their request.
  - a) 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 or top-level culture of the person involved and the membership of the university council, faculty council, programme committee or a board (category 3 or 4 in accordance with the FOBOS regulations).
  - b) The personal circumstances must be submitted to the Personal Circumstances Committee (CPO) for assessment. The application for assessment of the personal circumstances must be substantiated with evidence.
  - c) The CPO assesses the validity and seriousness of the personal circumstances. A recommendation is issued to the programme board and the relevant study adviser.
  - d) The programme board takes the judgement of the CPO into account in its handling of the student's request. The programme board will only take into account in its deliberations personal circumstances that have been reported to the study adviser by the student as soon as can reasonably be expected after they arose.
- 6. Before issuing a rejection, the programme board must first issue a warning to the student, while giving them a reasonable term to improve their study results, to the programme board's satisfaction. Moreover, the student has the right to be heard by the programme board before the issue of a binding recommendation (WHW Article 7.8b, paragraph 4).
- 7. The decision of the programme board with respect to the binding recommendation on the continuation of studies mentions the possibility of filing an appeal. Objections are only possible for a recommendation on continuation of studies involving rejection and the student may lodge an appeal within 6 weeks with the Board of Appeal for Examinations.
- 8. If a binding recommendation on continuation of studies has been issued to the student, they may not enrol in the same programme for a period of 3 subsequent academic years.
- 9. If a student re-enrols in the programme concerned after the period referred to in paragraph 8 of this Article, this enrolment is designated as their first-year enrolment and the relevant provisions of this paragraph apply in full.

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<sup>16</sup> For example: 'The student must have passed all mathematics study units from the B1 programme' is not permitted, whereas 'The student must have passed not less than 3 of the 4 mathematics study units from the B1 programme' is permitted.

#### **Article 6.4 Discontinuation of enrolment**

1. The programme is considered to be discontinued if the student stops taking courses or any form of tests of the programme and:
  - a) Submits a request for termination of enrolment to the UT, or
  - b) De-enrols for the programme at the UT, while they enrol in another programme at the UT and thus transfer to the other UT programme, or
  - c) Starts a study at another institution of higher education with a 'proof of paid tuition fee'.
2. If in their first year of enrolment for the programme, a student submits a request to terminate enrolment through Studielink not later than 31 January and they are de-enrolled before or on 1 February and they do not re-enrol for the same programme in that same academic year, a study recommendation as referred to in paragraph 1 of Article 6.3 will not be issued. If this student does re-enrol in the relevant programme, this enrolment is designated as their first-year enrolment.
3. Students who are de-enrolled after 1 February for the programme at the UT, will receive a recommendation on continuation of studies as referred to in Article 6.3 paragraph 1 from the programme they discontinued.

#### **Article 6.5 Postponing recommendation on continuation of studies**

1. The recommendation on continuation of studies as referred to in Article 6.3 paragraph 1 may be postponed if:
  - a) the student is enrolled in the programme on or after 1 October of the relevant academic year, whether or not this is due to a transfer as outlined in Article 6.4 paragraph 1b, and on 31 August at the latest has not met the requirements set in Article 6.3, paragraph 4, or
  - b) if personal circumstances preclude rendering an opinion on a student's academic capacities at the end of the first year of enrolment in the programme.
2. If the student whose recommendation on continuation of studies as referred to in Article 6.3, paragraph 1 has been postponed based on Article 6.5, paragraph 1, re-enrols in a subsequent academic year for the relevant programme, the end of the second year of enrolment in the relevant programme applies as the new deadline for the final recommendation. Within 6 weeks after the enrolment date the student will be notified in writing when the programme will issue the final recommendation. The same requirement as set out in Article 6.3; paragraph 3 applies to this recommendation.

In case of postponement based on paragraph 1a the recommendation on continuation of studies is issued by the programme in which the student is newly enrolled.
3. For students who transfer to a different programme within the UT before 1 October, the recommendation on continuation of studies will not be postponed on the basis of transfer and thus there will be no adjustment of the requirements as stipulated in Article 6.3 paragraph 4.

## **7. Studying with a functional impairment**

### **Article 7.1 Studying with a functional impairment**

1. A functional impairment is a physical, sensory or other impairment that might limit the student's academic progress.
2. Based on a discussion with the study adviser, the student will be consulted to determine which adjustments as referred to in Article 2 of the Equal Treatment Act on the basis of a Handicap/Chronic Illness (WGB h/cz) are deemed most effective for this student.
3. Adjustments are intended to remove specific obstructions when following the curriculum and/or sitting exams. Where necessary, these may concern facilities pertaining to the accessibility of infrastructure (buildings, classrooms and teaching facilities) and study material, changes to examination, alternative courses or a custom study plan. Realising the programme intended learning outcomes must be guaranteed when implementing changes.
4. On the basis of the interview described in paragraph 2, the student submits a written application for the facilities consultation with the study adviser. The application is submitted to the faculty board, preferably 3 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 letter from a doctor or psychologist registered in the BIG register, or in case of dyslexia from a health care psychologist or remedial educationalist, also registered in the BIG register).
6. The faculty board makes a decision, within 20 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 paragraph 4, and informs the student and the study adviser of their 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 faculty board turn down the application in full or in part, the faculty board will inform the student of the reasons for this rejection and the possibilities for lodging an objection or an appeal. Objections must be submitted in writing within 6 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.

## **8. Amendments, transitional arrangements, appeals and objections**

*Explanation paragraph 8.5 and 8.9: right of consent FC, right of consultation PC*

### **Article 8.1 Conflicts with the regulations**

If other additional regulations and/or provisions pertaining to teaching and/or examinations conflict with these education regulations, the present education and examination regulations take precedence.

### **Article 8.2 Administrative errors**

If, following the publication of a result, a grade list, or an overview of a student's progress, an apparent error is discovered by either the university or the student, is required to make this known to the other party immediately upon finding the error and with rectification of the error.

### **Article 8.3 Amendments to the regulations**

1. Substantive amendments to these education and examination regulations are determined by the faculty board in a session.
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 reason or in situations of force majeure.
3. Amendments to these regulations have no effect on earlier decisions of the examination board.

### **Article 8.4 Transitional arrangement**

1. In the case of amendments to the education and examination regulations, the faculty board may decide on a transitional arrangement.
2. The transitional arrangement will be published on the website of the programme.
3. Basic principles for a transitional arrangement if a curriculum is changed:
  - a) Changes to a curriculum are published before the start of the academic year in which they are to apply.
  - b) No guarantee can be given that all the study units or parts of study units of a programme, as they existed at the time of enrolment in a programme, will continue to be part of their programme. The curriculum as most recently approved by the faculty board serves as the basis for establishing the results of the bachelor's final examination.
4. The transitional arrangement will always include:
  - a) which lapsed study units or parts of study units are equivalent to study units or parts of study units in the current curriculum included in the programme-specific appendix;
  - b) that if a study unit or part of a study unit without practical exercises is removed from the curriculum, there will be opportunities in the subsequent academic year to take a written or oral exam or to obtain an assessment by some other means;
  - c) that if a study unit or part of a study unit that involves practical exercises is removed from the curriculum, in the subsequent academic year no opportunities are offered to carry out these practical exercises, at least one study unit will be offered as a suitable replacement for the lapsed study unit;
  - d) the period of validity of the transitional arrangement.

5. The transitional arrangement requires the approval of the examination board pursuant to the provisions of paragraph 4.
6. In exceptional cases, and if this is to the student's advantage, the examination board may allow deviation regarding the number of times and the way in which an exam or a test for a lapsed study unit or a lapsed part of a study unit can be taken.

#### **Article 8.5 Assessment education and examination regulations**

1. The faculty board is responsible for the regular assessment 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 has an advisory role on some parts of the education and examination regulations and a right of consent on other parts.
3. The programme committee annually assesses the way in which the education and examination regulations are implemented.

#### **Article 8.6 Appeal and objections**

An appeal against a decision made by the examination board or an examiner, and objections to decisions made by the faculty board on the basis of these regulations, must be submitted in writing to the Complaints Desk at Student Services within 6 weeks after notification of the decision.

#### **Article 8.7 Hardship clause**

In the event of demonstrable, considerable unreasonableness and unfairness, departures from the provisions of these regulations can be permitted by the examination board or the programme board, as suggested in the relevant Articles of these regulations.

#### **Article 8.8 Publication**

The education and examination regulations and the rules and regulations of the examination board are published on the website.

#### **Article 8.9 Entry into force**

These regulations take effect on 1 September 2021 and supersede the regulations of 1 September 2020.

Enacted by the board of the Faculty EEMCS,

in view of Articles 9.5, 9.15, first paragraph under a, 7.13, first and second paragraph, 9.38, under b, and 9.18, first paragraph and 7.59 of the Higher Education and Research Act (WHW), and after consent of the faculty council.

Enschede, 27-07-2021

## ***Explanatory memorandum***

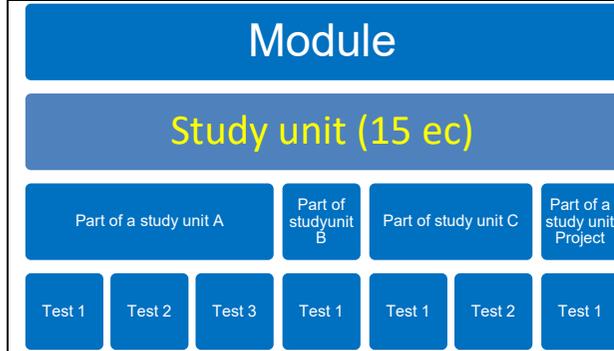
- When we speak of ***integrated*** education, we mean an integrated study unit that consists of different interdependent parts. These parts are assessed in an integrated manner. Integrated education is registered as one study unit, with 1 grade. The parts of an integrated study unit can be listed with “ECs” (as a measure of invested time) and grades are presented on a grade list.
- When we speak of ***coherent*** education, we mean that the education consists of different parts which are related. These parts are assessed separately. Coherent education is registered as separate study units with their own grades. The coherent module itself is not graded.
- Bachelor programmes decide for themselves which modules are integrated, and which are coherent.
- The number of ECs for a study unit is the same for all participating students. It is not possible for different designated target groups of students to receive different ECs for the same “study content and assessment”.
- It is possible to offer parts of an integrated study unit as a different study unit (with other learning objectives and assessment) to students of another bachelor programme.

## ***Explanatory notes on terminology in assessment and the structure of a module.***

<b>Terminology in assessment</b>
The bachelor is assessed with a Final Examination
A study unit is assessed with an exam.
Parts of a study unit are assessed with tests. A test can have the following forms: a written test, an assignment, an oral test, the assessment of practical exercises as referred to in Article 1.2, or a combination of these forms.

You can find the words ‘study unit’, part of study unit, Exam in the list of definitions (article 1.2).

### Integrated module

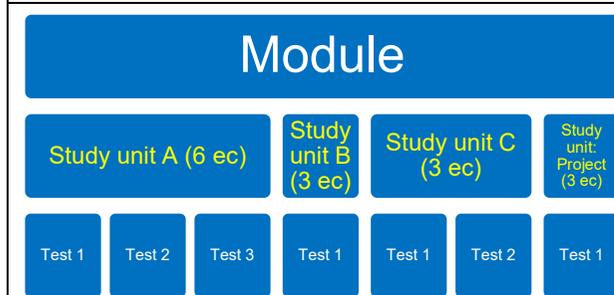


In integrated education, a module is a *study unit*. A study unit is tested with an exam. The exam result is expressed in half grades (see Article 4.1.9). This grade is determined by the *module examiner*. Successfully passed exams remain valid (see Article 4.7.2). A study unit that was not passed, has to be repeated completely in the next academic year. Results of parts of a study unit expire after the academic year. Exceptions are listed in the programme-specific appendix and in the assessment plan of the module).

Often, the integrated module is split up into *Parts of a study unit*, which are assessed with one or multiple *tests*. Results of tests are expressed in a grade from 1 to 10 with one decimal grade or as pass/fail (Article 4.1.8). Grades of *parts of a study unit* are determined by the *examiners*. Results of *part of a study unit (tests)* expire after the academic year in case the study unit was not passed (see Article 4.7.2).

In the study progress overview, *parts of study units* are listed with ECs and grades are presented on a grade list. The module is graded as well.

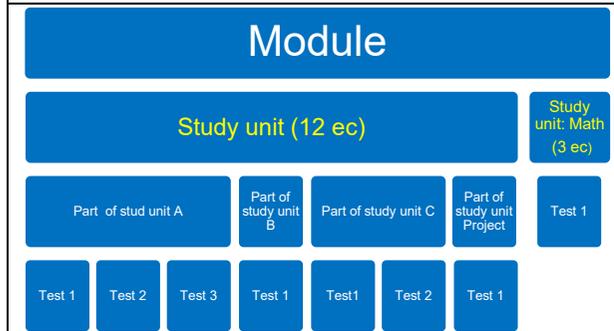
### Coherent module



Coherent education consists of *study units* with their own grades. The coherent module itself is not graded. Each study unit is tested with an *exam*. The exam result is expressed in half grades (see Article 4.1.9). The result is determined by the *examiner* of the *study unit*. Successfully passed exams remain valid (see article 4.7.2). The exam can consist of multiple *tests* (see example: study unit A, the exam consists of 3 tests). Results of tests are expressed in a grade from 1 to 10 with one decimal grade or as pass/fail (Article 4.1.8). Grades of tests are determined by the examiners. Results of part of a study unit expire after the academic year in case the study unit was not passed (see article 4.7.2: A study unit that was not passed, has to be repeated completely in the next academic year. Results of parts of a study unit expire after the academic year. Exceptions are listed in the programme-specific appendix and in the assessment plan of the module).

In the study progress overview, coherent modules are registered with separate study units with their own grades and ECs.

### Mix: Some modules are a mix of coherent and integrated education.



Mixed modules consist of *study units*; the modules itself is not graded. Each *study unit* is tested with an *exam*. The exam result is expressed in half grades (see Article 4.1.9). The result is determined by the examiner of the *study unit*. (see example: study unit Math). Successfully passed exams remain valid (see Article 4.7.2: A study unit that was not passed, has to be repeated completely in the next academic year. Results of parts of a study unit expire after the academic year. Exceptions are listed in the programme-specific appendix and in the assessment plan of the module).

The study unit can be split up into *Parts of a study unit*, which are assessed with one or more *tests* (in the example: 4 parts of a study unit). Results of tests are expressed in a grade from 1 to 10 with one decimal grade or as pass/fail (Article 4.1.8). Grades of tests are determined by the examiners. Results of part of a study unit expire after the academic year in case the study unit was not passed (see article 4.7.2).

In the study progress overview, these modules are registered with separate study units with their own grades and ECs.

# EDUCATION AND EXAMINATION REGULATIONS

## **BACHELOR OF SCIENCE CREATIVE TECHNOLOGY**

A. UNIVERSITY SECTION

B. PROGRAMME-SPECIFIC SECTION

*2021-2022 academic year*

# INHOUDSOPGAVE

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## **SECTION B: PROGRAMME-SPECIFIC SECTION**

# **BACHELOR CREATIVE TECHNOLOGY (B-CREA)**

### **About this Section**

The Education and Examination Regulations (EER) are subdivided into two sections (Section A and Section B), which together form the EER. Section A, which can be seen as the university section, includes provisions that may apply for all EEMCS Bachelor's degree programmes. Section B contains the provisions that are specific to the particular degree programme, in this case the Bachelor's programme in Creative Technology.

## SECTION B – PROGRAMME-SPECIFIC SECTION CREATIVE TECHNOLOGY

### B1 - The programme specific issues of articles 3.1 and 3.2. (WHW 7.13.2) of the regulations<sup>i</sup>

#### Art. 1.1 Programme Contents and examinations (a)

1. Students pass the bachelor's examination by completing the study units of table 1 of this section.
2. Students must choose at the end of their first year between two options for module 5 in their second year: Smart Technology (module 5A) or Interactive Media (module 5B) as indicated in table 1.
3. The first semester of the programme's third year is in principle scheduled for a 30 EC free-space programme a.k.a. the minor programme. Students must choose their *minor* programme at the end of the second year. Students can take:
  - (dedicated) pre-Master modules or courses to prepare for further study in a Master's programme,
  - one or more High Tech, Human Touch (HTHT) modules or one of the other following general minor options: The Educative minor ("leren lesgeven" in Dutch only) or the Crossing Borders minor,
  - one semester of courses at another (foreign) university,
  - one or more "deepening" modules, one of those can be the alternative module of their first module in the second year,
  - one or more "broadening" modules (Join-in modules), first or second year modules which belong to other UT Bachelor's programmes,<sup>ii</sup>
  - an internship,
  - and possibly more, with due observation of the provisions of article 1.9 of this section.
4. The student's choice of modules in their minor space (see article 1.1.3 above) must meet the requirements of article 1.9 of this section.
5. To pass their degree students successfully complete a Graduation Project (GP).
  - a. Students complete their Graduation Project in two parts. The first part is contained in the "Real World Perspective" module (module 11), the second part in the "We Create Impact" module (module 12), as indicated in table 1. The combined study load of the two parts of the Graduation Project is 17 EC.
  - b. The Graduation Project (GP) consists of:
    1. a research project in which the student is required to develop a working example of a product or a service, based on a thorough literature review and the state of the art in the domain. The working prototype is to be evaluated with users; the proposal for this research project needs to be approved by the GP coordinator,
    2. a thesis, with appendices where necessary, in which the student renders account of the Graduation Project,
    3. one non-public (module 11) and one public presentation and defense (module 12) of the student's graduation work.
  - c. The "Real World Perspective" module and the "We CreaTe Impact" module are taught each semester; the "Real World Perspective" module (module 11) in blocks 1A and 2A and the "We CreaTe Impact" module (module 12) in blocks 1B and 2B. Students must successfully complete at least the Graduation Project I (Thesis part I and Academic Writing) study unit in module 11 before starting the "We Create Impact" module.

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<sup>i</sup> The regulations are: the Education and Examination Regulations for Creative Technology. The letters (a-e, i, l, s, t, v) in the article titles of this paragraph refer to the corresponding items in WHW 7.13.2 and as mentioned in article 3.2 of the Guideline for Education and Examination Regulations for Bachelor's programmes.

<sup>ii</sup> Information about the offer of deepening or broadening modules can be found at:  
<https://www.utwente.nl/en/education/electives/minor/offer/regular-minors/>

6. Table 1 provides the content of all modules within the curriculum and links to the module information in Osiris.
  - a. Modules 1-8, 11 and 12 provide coherent education consisting of a number of study units that are related. These study units are assessed and graded separately. These modules itself are not graded.
  - b. Even though the modules 1- 8, 11 and 12 have separately graded study units, these study units are related and ideally should be taken together in the first attempt.
  - c. The module descriptions are based on the data of the previous academic year. These descriptions reflect the curriculum of the current academic year to the best of the Programme's Board knowledge but are not binding. They may be subject to minor changes based on e.g. the evaluation results of modules and study units in the fourth quartile which still takes place during the composition of these education and examination regulations.
  - d. Osiris module information of modules 1- 8, 11 and 12 provide module descriptions, number of EC per study unit, intended learning objectives of the study units, and the assessment plan. More specific information about weights of each study unit part is provided on Canvas.
  - e. The Programme Board in close cooperation with the Programme Committee will guarantee the correct completion and publication of the module descriptions no later than 2 weeks prior to the start of a respective module in accordance with the requirements specified in Article 4.4.4 of the Guideline for Education and Examination Regulations for Bachelor's programmes.

Module code	Module name	SU code	Study unit (SU)	EC
<b>Year 1</b>				
202000951	<b>M1: We Create Identity<sup>1</sup></b>	202000952	Introduction to CreaTe	4
		202000953	Web Technology	1
		202000954	Mathematics	1.5
		202000955	Programming	2.5
		202000956	Introduction to Computer Science	2.5
		202000957	Visual Communication	2.5
		202000958	Professional development	1
202000960	<b>M2: Smart Environments<sup>2</sup></b>	202000961	Smart Environments core	11
		202000962	Sketching	3
		202000963	Professional development	1
202000965	<b>M3: Living and Working Tomorrow<sup>3</sup></b>	202000966	Fixing the future	7.5
		202000967	Interactive Visualization	1
		202000968	Introduction to Physical systems	3
		202000969	Math and modelling	2.5
		202000970	Professional Development	1
202000972	<b>M4: Art, Impact and Technology<sup>4</sup></b>	202000973	Have Fun and Play!	8
		202000975	Algorithms for Creative Technology	3
		202000976	Statistics	3
		202000977	Professional development	1
<b>Year 2</b>				
202000979	<b>M5A: Smart Technology<sup>5a*</sup></b>	202000980	Smart Technology Core	9.5
		202000981	Sensors	3
		202000982	Literature Research Project	2
		202000983	Professional Development	0.5
202000985	<b>M5B: Interactive Media<sup>5b*</sup></b>	202000986	Interactive Media core	10.5
		202000987	Mathematics for Interactive Media	2
		202000988	Literature Research Project	2
		202000989	Professional Development	0.5
202000991	<b>M6: Intelligent Interaction Design<sup>6</sup></b>	202000992	Design and Research of User Experience	6.5
		202000993	Artificial Intelligence	5
		202000994	Statistical techniques	3
		202000995	Professional development	0.5

202000997	<b>M7: Innovation and Entrepreneurship<sup>7</sup></b>	202000998	Innovation & Entrepreneurship	7
		202000999	Acting Responsibly	3.5
		202001000	Empirical Research Methods	4
		202001001	Professional Development	0.5
202001003	<b>M8: Data: from the source to the senses<sup>8</sup></b>	202001004	Hybrid Worlds project	4.5
		202001005	Internet Technology	2.5
		202001006	Data Visualisation	2.5
		202001007	Data driven applications	2.5
		202001008	Either: ST: Biosignals and medical electronics	2.5
		202001009	OR: IM: Animated storytelling	2.5
		202001010	Professional development	0.5
<b>Year 3</b>				
xxxxxxxxxx	Minor/exchange			15
xxxxxxxxxx	Minor/exchange			15
2020011012	<b>M11: Real World Perspective<sup>9</sup></b>	tba	Graduation project I	7
		tba	Reflection	3
			Elective**	5
		202001015	EITHER Documentary Practice	
		202001016	OR Remote care nearby***	
		202001017	OR Design of persuasive technology	
		202001555	OR Storytelling through Oral Presentation	
		202001508	OR Study Trip Preparatory	2
		202001509	Study Trip Exploratory	3
202001018	<b>M12: We Create Impact<sup>10</sup></b>	tba	Graduation project part II	13
		tba	Reflection	2

Table 1 Curriculum Creative Technology. All CreaTe modules have the ADOPRW assessment types. Assessment types are explained in article 1.8.1 of this section.

\* elective: students can choose between Smart Technology or Interactive Media

\*\* one of the 5EC elective courses; the study trip courses have to be taken together

\*\*\* Only available in the second semester

1 <https://osiris.utwente.nl/student/OnderwijsCatalogusSelect.do?selectie=cursus&cursus=202000951&collegejaar=2020&taal=en>

2 <https://osiris.utwente.nl/student/OnderwijsCatalogusSelect.do?selectie=cursus&cursus=202000960&collegejaar=2020&taal=en>

3 <https://osiris.utwente.nl/student/OnderwijsCatalogusSelect.do?selectie=cursus&cursus=202000965&collegejaar=2020&taal=en>

4 <https://osiris.utwente.nl/student/OnderwijsCatalogusSelect.do?selectie=cursus&cursus=202000972&collegejaar=2020&taal=en>

5a <https://osiris.utwente.nl/student/OnderwijsCatalogusSelect.do?selectie=cursus&cursus=202000979&collegejaar=2020&taal=en>

5b <https://osiris.utwente.nl/student/OnderwijsCatalogusSelect.do?selectie=cursus&cursus=202000985&collegejaar=2020&taal=en>

6 <https://osiris.utwente.nl/student/OnderwijsCatalogusSelect.do?selectie=cursus&cursus=202000991&collegejaar=2020&taal=en>

7 <https://osiris.utwente.nl/student/OnderwijsCatalogusSelect.do?selectie=cursus&cursus=202000997&collegejaar=2020&taal=en>

8 <https://osiris.utwente.nl/student/OnderwijsCatalogusSelect.do?selectie=cursus&cursus=202001003&collegejaar=2020&taal=en>

9 <https://osiris.utwente.nl/student/OnderwijsCatalogusSelect.do?selectie=cursus&cursus=2020011012&collegejaar=2020&taal=en>

10 <https://osiris.utwente.nl/student/OnderwijsCatalogusSelect.do?selectie=cursus&cursus=202001018&collegejaar=2020&taal=en>

Art. 1.2 Contents of Examination Specializations (b)

There are no graduation track specializations within the Creative Technology programme.

Art. 1.3 Intended Learning Outcomes (c)

Graduates of this programme are globally minded societal problem-solvers, who

- can trace back (or help a client trace back) a possibly ill-posed initial question to the underlying challenge,
- can generate ideas and concepts,
- can identify opportunities for the exploitation of new technologies in various (global) contexts,
- can develop ideas and concepts into working prototypes, and
- can evaluate these prototypes.

To this end, they acquire skills and knowledge in five areas:

- (1) Self-managing design process,
- (2) Understanding and use of technology,
- (3) Designing for interaction, expression, impact and experience,
- (4) Societal, economic, and global competences, and
- (5) Academic and professional skills.

The intended learning outcomes in area (1) Self-managing design process, are:

1. Graduates understand autonomous design, and have the skills and knowledge to act as an autonomous designer, thus
  - a. they can identify and choose projects,
  - b. they can explain and justify ideas in context,
  - c. they have developed personality and a personal style.
2. Graduates understand and are skilled in creative thinking and creative acting, thus
  - a. they know and can apply creative thinking techniques,
  - b. they know and can apply divergent and convergent thinking,
  - c. they know and can apply tinkering.
3. Graduates understand and have the knowledge to employ multidisciplinary design methods, thus
  - a. they understand and can apply phasing in the systematic design process,
  - b. they understand and can apply demand driven and explorative design,
  - c. they can design in a team, and invoke help of experts,
  - d. they have the knowledge and skills to document and report,
  - e. they have the knowledge and skills to incorporate the user in the design process,
  - f. they have the knowledge and skills to evaluate design options and take design decisions.

The intended learning outcomes in the area (2) Understanding and use of technology are:

4. Graduates understand and can use technology in the following domains:
  - a. programming, algorithms, frameworks & protocols,
  - b. web technology, web services and data management,
  - c. dynamic behaviour of physical systems, (especially in the electrical domain)
  - d. physical computing, sensing, physical (user) interaction,
  - e. (Internet) network technology and protocols.
5. Graduates can rely on a basic knowledge of physics, mathematics and engineering in support of their understanding and use of technology.

The intended learning outcomes in the area (3) Designing for interaction, expression, impact and experience are:

6. The graduates understand and can use expressive technology, thus
  - a. they have knowledge and skills in expressive media, like still and moving images, sound and 3d-modelling,
  - b. they have knowledge and skills in storytelling, story worlds, and messaging to various (international) audiences.
7. The graduates
  - a. have knowledge of and can investigate human technology relationships and human design relationships,
  - b. are familiar with arts and culture,
  - c. are aware of intercultural differences and can communicate with people from other cultures,
  - d. are aware of human factors, and of social patterns and societal structures.

The intended learning outcomes in the area (4) Societal, economic, and global competences are:

8. Graduates have knowledge and skills to bring creative technology to the global market, hence
  - a. they have the knowledge to perform a market analysis in international markets,
  - b. they are familiar with attracting capital and financing,
  - c. they understand intellectual property rights,
  - e. they can write a business plan.
9. Graduates are aware of the roles of designers in society, and the standards (ethically and legally) for professional behaviour.

The intended learning outcomes in the area (5) Academic and professional skills are:

10. Graduates can communicate with experts and non-experts about all aspects of their field, this communication covers:
  - a. presentation,
  - b. justification,
  - c. documentation,
  - d. scientific debate.In this communication the graduate knows how to employ modern media.
11. Graduates are:
  - a. capable of logical reasoning,
  - b. inquisitive and capable of posing proper questions,
  - c. they have knowledge of research methods,
  - d. they can set up their own research,
  - e. they can critically evaluate results obtained (by themselves and others),
  - f. they can work in a diverse and international team,
  - g. they are capable of critical reflection and can adapt their behaviour on the basis of that reflection,
  - h. they are aware of gaps in their own knowledge and skills, and
  - i. they are prepared to learn and capable of learning.

Art. 1.4 Practical work and practical exercises (d)

There are no special provisions for practical work and exercises.

Art. 1.5 study load of the programme and its units (e)

The study load of the study units is in the table 1 of article 1.1 of this section. The study load of the entire programme is 180 EC.

Art. 1.6 The full- /part-time status (i)

The programme enrolls only students with a full-time status.

Art. 1.7 Period of validity of results (K)

1. Test results within a study unit are only valid in the academic year in which they were obtained. The Examination Board may decide upon an extension of this period in individual cases at the request of the student.
2. In case a student failed a module, results obtained in 2019-2020 (and before) for those parts of the module that in 2020-2021 have become study units will remain valid in the academic year 2021-2022. To remain valid, the grades obtained in 2019-2020 and before need to be at least a 6.0. Grades lower than 6.0 will not qualify as a pass.
3. The Reflection components in Modules 11 and 12 become separate study units in 2021-2022, passing grades for these components obtained in 2020-2021 remain valid in 2021-2022. Academic writing in module 11 becomes part of the Graduation Project I study unit in 2021-2022. Passing grades obtained in 2020-2021 for Academic writing remain valid in 2021-2022.
4. A detailed overview of the curriculum of 2019-2020 and 2020-2021 for modules 11 and 12 and the module parts of which the results remain valid in 2021-2022 is provided in the appendix.
5. A study unit that was not passed in 2020-2021 (or before), has to be repeated in its entirety.

Art. 1.8 Type and organization of tests and assessment (L)

1. The way tests and assessments are organized can be found in the table 1 of article 1.1 of this section. The following abbreviations are used:
  - A (Assignments) students hand in (homework) assignments.
  - D (Deliverable) students demonstrate the results of an assignment (a working prototype, a result to be analysed and observed, not mere text)
  - E (Essay) students hand in one or more essays.
  - O (Oral) oral examination
  - P (Public defence) students give a presentation and (publicly) defend the results of an assignment
  - R (Report) written report
  - W (Written) students participate in a session for a written exam
2. The Programme Board will set and publish the assessment schedule for all study units in table 1 (Article 1.1 of this section) in accordance with the Guideline for Education and Examination Regulations for Bachelor's programmes, article 4.4.4.
3. In the case of a minor (Article 1.1. table 1), the Education and Examination Regulations of the educational programme providing this particular minor shall apply. This will also be the case for any extracurricular courses or modules.
4. Authority of the module examiner and the Examination Board regarding supplementary assessment (applicable only to study units of Year 1 & 2 of Article 1.1, table 1 of this section)
  - a. The module examiner of each module can offer participants a *supplementary assessment* for a particular study unit in the module,

- b. Students can not apply for admission to such a supplementary assessment,
- c. Admission to supplementary assessment can be granted only to students who failed a module, but who were close to success, and who have shown, despite their failure for this study unit, clear progress towards reaching the final qualifications of the programme.
5. Supplementary assessment (applicable to study units of Article 1.1, table 1 (excluding minor) of this section)
  - a. Supplementary assessment for study units within a module is conducted within a 10 weeks period after the moment the results of the module study units are set. This does not entail that candidates are entitled to have a full 10 weeks period between the original result and the supplementary assessment.
  - b. For students who are admitted to the supplementary assessment, the result of the study unit they failed is suspended, until the result of the supplementary assessment is available (i.e. suspension lasts at most 10 weeks).
  - c. If the result of supplementary assessment is lower than the initial result, the result of the study unit remains the same as the initial result.
6. Final repair session (applicable only to study units of Year 1 & Year 2 of Article 1.1 table 1 of this section)
  - a. The Programme Board chooses a time slot in the summer holiday period (July and/or August) where a limited number of tests will be offered for repair of failed study units.
  - b. Admission to these final repair sessions is restricted to the students invited by the Programme Board about two weeks prior to the final repair sessions; students cannot apply for participation in a final repair session.
  - c. The Programme Board will inform the Examination Board about the final repair sessions, its invited attendees and the obtained results by the attendees.
7. An extension to finalising the Graduation Project (GP) can be granted:
  - a. by the GP supervisor and the critical observer,
  - b. for the maximum period of 2 weeks,
  - c. if and only if at least 50% of the thesis has been reviewed by both the GP supervisor and critical observer, and the feedback has been incorporated,
  - d. if the student has successfully presented his/her work at the final GP presentation.

#### Art. 1.9 Conditions of admission to study units (S)

1. Students who want to repair failed study units from previous years are allowed to register and participate in more study units than the study units belonging to one module at the same time. It is the responsibility of the student to judge whether the study load is doable within a given quartile. The programme will not adjust the schedule to accommodate the needs of different students regarding the study units outside the main module.
2. Due to the large amount of groupwork and study load, it is not allowed to participate simultaneously in two study units of different modules in the same quarter that have a major project as one of the parts. More specifically, it is not possible 1) to combine "Introduction to CreaTe" (M1) with either the "Smart Technology Core" (M5A) or "Interactive Media Core" (M5B); 2) to combine "Smart Environments Core" (M2) with "Design and Research of User Experience" (M6); 3) to combine "Fixing the Future" (M3) with "Innovation and Entrepreneurship" (M7) and 4) to combine "Have Fun and Play" (M4) with "Hybrid Worlds Project" (M8). 5) The same rule applies to the minor space.
3. Participation in study units of the second year is not permitted during the first year of enrolment as a Creative Technology student.

4. To start a minor programme, the following conditions must be met:
  - a. Study units of the first and second years must have been completed with a total study load of at least 90 EC.
  - b. (*Minor programme*) The student has completed the minor application procedure, as published on the dedicated Canvas page by the Programme Board.
  - b1 (*Minor programme at UT*) The student's choice of the minor programme agrees with the provisions of the matrix of options for join-in minors, in-depth minors, and High Tech, Human Touch (HTHT) minors, as established by the university and published on the university's website
  - b2. (*Minor programme partly outside the UT*) The study units in the *minor programme* are courses offered by an institution or programme which has an accreditation proving its university level<sup>iii</sup>, or comparable. The Examination Board may rule otherwise.
  - b3. (*Minor programme partly outside UT*) The study units devoted to foreign culture and language among the courses in the *minor programme* have a total study load of at most 10 EC.
  - b4. (*Internship as part of Minor programme*) The study units devoted to an internship in the *minor programme* must not exceed 15 EC. In order to pursue an internship or practical work, the student needs to apply at the Traineeship Office of the EEMCS faculty.
  - b5. (*Multidisciplinary project participation as part of the minor programme*) The study units devoted to participation in a multidisciplinary project in the *minor programme* must not exceed 15 EC. Examples of such projects at the UT are: Green Team, Solar Challenge, and Aerobotic Tech Team Twente (A3T). In order to be eligible for a multidisciplinary project the student needs to apply at the programme board.
6. The Examination Board delegates advice and approval for choices of courses in the minor programme (i.e. modules 9 and 10) to the programme coordinator.
7. The graduation semester consists of two modules, the "Real World Perspective" module (module 11) and the "We CreaTe Impact" module (module 12)
  - a. In accordance with article 3.2.1k of the Guideline for Education and Examination Regulations for Bachelor's programmes, students must have completed all study units in modules 1-8 (i.e. full modules 1 through 8) of the bachelor programme Creative Technology, before starting the "Real World Perspective" module,
  - b. To start the "We CreaTe Impact" module, students must have completed at least the Graduation Project I unit in the "Real World Perspective" module in the previous block.

Art. 1.10 mandatory participation in practical work and/or practical exercises to be admitted to the examination (T)

1. Table 1 in Article 1.1 of this section shows for which study unit participation in practical work is mandatory in order to be admissible to the exam (if any).
2. Provisions (if any) regarding mandatory practical work are also to be found in Article 1.9 of this section.

Art. 1.11 Selection procedures for special tracks within the study programme (V)

There are no special tracks within the study programme that require selection procedures.

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<sup>iii</sup> Although institutes for higher professional education are recognized as universities outside the Netherlands, they are \*not\* included in this Dutch use of "university level". For a minor programme at such an institute a student needs permission of the Examination Board.

## B2 – Other Programme Specific Characteristics

### Art. 2.1 Language

See also the Guideline for Education and Examination Regulations for Bachelor's programmes, article 3.3.

1. The language of the programme is English. This applies both to education and examination.
2. The Examination Board can grant permission to teach and conduct interim examination in another language. Permission can be granted only if it serves the quality of the assessment.
3. The dean of the faculty Electrical Engineering, Mathematics and Computer Science issues a regulation concerning the assessment of English language proficiency of staff members who teach courses in the programme, and of the support staff for the programme. All staff involved must meet the language requirements of the regulation. Courses to improve English proficiency of staff members are provided.

### Art. 2.2 Student counselling

See also the Guideline for Education and Examination Regulations for Bachelor's programmes, article 6.2.

1. By Article 6.2.2 of that Guideline, each student has a study adviser, who, in accordance with the university directive for study advice and notices of exclusion, is the primary person to address for students in matters concerning their study.
2. The study adviser for Creative Technology has a task in mentoring; i.e. personal guidance oriented to personal problems and personal growth.

### Art. 2.3 Professional Development

1. Every student of Creative Technology has a mentor. Mentors are university staff members who take care of academic guidance and professional growth of their mentees.

### Art. 2.4 The designated Master's programme

1. The master's programme for Creative Technology graduates, in accordance with section 7.13, subsection 3 of the Act, is the Interaction Technology Programme of the University of Twente.
2. Admission to other Master's programmes may depend on the study units in the student's minor programme. The Admissions Board of the Master's programme defines the requirements an applicant must meet to be eligible for admission.

### Art. 2.5 The administration of the results for tests and exams

1. When an exemption is granted for a test, this is registered in the student information system as a result for that test, with code EX. This EX result will count as a grade 6.0 when the weighted average of test results according to the test scheme of the module is calculated.
2. A student who is entitled to an exemption for a test, may decide to take the test anyway, in order to get a proper mark, instead of the EX and its associated 6.0.
3. A test may be marked by *Pass* or *Fail* only, instead of a score on the standard numeric scale. A Fail is registered by code F (Fail), a *Pass* is registered by code P (Pass). No numeric values are associated with these codes for the purpose of determining averages.

### Art. 2.6 Pass / fail regulation

1. Students who meet the following requirements will pass the Bachelor's final degree audit for the Creative Technology programme:
  - a. The student has received an assessment for all study units (within modules 1 through 8, modules 11 and 12, and the study units of the minor space) of the Bachelor's final degree audit,
  - b. The student's marks are 6.0 or higher for all study units;

In all other cases, the student will not pass the final degree audit.

Art. 2.7 cum laude (with distinction)

1. A student may pass the Bachelor's final degree audit with distinction (cum laude). The following conditions must be met to obtain the award of distinction:
  - a. the weighted average of the study units of the bachelor's examination, is at least 8.0. This is a weighted average based on the relative number of credits per study unit.
  - b. when determining the above average, the study units for which no marks have been awarded or for which exemptions were granted will be left out of consideration;
  - c. none of the study units of the examination programme has been awarded an unsatisfactory grade;
  - d. no more than one study unit has been awarded a 6;
  - e. exemptions have been granted for no more than one third of the total degree programme;
  - f. the assessment mark of the Graduation Project in the "We Create Impact" module is at least an 8.0.
  - g. the bachelor programme has been completed within a maximum of four years (performance requirement).
2. In exceptional cases and at the student's request, the Examination Board may award the distinction (cum laude) if the student has met all requirements with the exception of the performance requirement, due to extenuating circumstances. These circumstances may involve delays recognised and provided for by the institution.
3. It should be noted that the award of distinction is never awarded automatically. In exceptional cases such as fraud the Examination Board may decide not to grant cum laude.

Art. 2.8 Regulations regarding BSA (Notice of exclusion)

1. Creative Technology uses the BSA module of the student information system (Osiris).
2. Recommendations regarding the continuation of studies are based on results that are registered for the study units of the first year (i.e. for study unit results and not for the results of (sub)tests within the study units).
3. To receive a positive recommendation, students must adhere to the requirement of having obtained 45 EC, in accordance with article 6.3.4. of the Guideline for Education and Examination Regulations for Bachelor's programmes. 30EC of the required 45EC must be completed in two full first year modules. 15EC of 45EC can be acquired from separate study units of the remaining two first year modules.
4. Students will receive their formal recommendations by email to the official student UT address with a digital signature. The recommendations are formulated in accordance with the provisions of these regulations.

Art. 2.9 Regulations regarding confidentiality and non-disclosure

1. The thesis of the Graduation Project is a public document that is available at the public repository "University of Twente Theses".
2. The Programme Board may decide to suspend publication of the Graduation Project thesis for a limited period of time and to declare the information in the thesis to have a confidential status.
  - a. Confidentiality can be granted only if the thesis supervisor asks for confidentiality at the start of the Graduation Project.
  - b. Even under an agreement of confidentiality, the thesis is accessible for parties who have duties and responsibilities regarding the quality of education: The Programme Director, Board of Examiners and, when applicable, the Quality Assessment Committee for accreditation purposes.
  - c. Parties with access to a confidential thesis will respect confidentiality and sign a non-disclosure agreement if so required.
3. The student's Graduation Project is completed by a public presentation and defence.
  - a. There is no exception to the rule that the presentation and defence are public.

- b. The contents of the presentation may be adapted to prevent confidential information becoming public.

#### Art. 2.9 Evaluation and safeguarding of education

See also the Guideline for Education and Examination Regulations for Bachelor's programmes, article 4.10.

To monitor and improve the quality of teaching, the Creative Technology BSc programme uses information about the students' learning experiences.

1. Each student participating in a module will receive an invitation to participate in the UT – Student Experience Questionnaire (UT-SEQ).
2. The Programme Board has installed an evaluation committee: The CreaTe Evaluation Committee to evaluates modules as a whole.
3. The Programme Board in consultation with the module coordinator will organize panel discussions between Programme Board, teachers and students.
4. The following external sources are used:
  - a. The National Student Survey (Dutch: Nationale Studenten Enquete, [www.studiekeuze123.nl](http://www.studiekeuze123.nl)).
  - b. The International Student Barometer ([www.i-graduate.org/](http://www.i-graduate.org/)).

## APPENDIX

Curriculum 2019-2020		Curriculum 2021-2022		Grades from 2019-2020 (and before) and 2021-2022 for M11 and M12 that remain valid in 2021-2022 in case the student failed a module
<b>Module 1: We Create Identity</b>	15EC	<b>Module 1 We create identity</b>	EC	
Introduction to CreaTe		Introduction to CreaTe (consisting of: Theory; Intercultural communication; and Interactive Video Project)	4	All parts, but IF Introduction to CreaTe OR Interactive video project failed, then new "Introduction to Create" of 4 EC has to be taken in its entirety.
Interactive video project				
Web Technology				
Mathematics				
Programming				
Introduction to Computer Science				
Visual Communication				
Professional Development				
	Mathematics	1.5		
	Programming	2.5		
	Introduction to Computer Science	2.5		
	Visual Communication	2.5		
	Professional Development	1		
<b>Module 2: Smart Environments</b>	15EC	<b>Module 2 Smart Environments</b>		
Smart Environments (project)		Smart Environments core (consisting of: Smart Environments project; Introduction to Engineering; Ubiquitous computing)	11	All parts, but if SE project OR Introduction to Engineering OR Ubiquitous Computing failed, then SE core of 11 EC has to be taken in its entirety.
Introduction to Engineering				
Ubiquitous Computing				
Sketching				
Professional Development				
	Sketching	3		
	Professional development	1		
<b>Module 3: Living &amp; Working Tomorrow</b>	15EC	<b>Module 3 Living and working tomorrow</b>		
Living and Working Tomorrow (project)		Fixing the future (consisting of: Living and working tomorrow project; Human Centred Design)	7.5	All parts, but if Living and working tomorrow project OR Human Centred Design failed, then Fixing the Future of 7,5EC has to be taken in its entirety
Human-centred Design				
Interactive Visualisation				
Introduction to Physical Systems				
Mathematics & Modelling				
Professional Development				
	Introduction to Physical Systems	3		
	Math and modelling	2.5		
	Professional Development	1		
<b>Module 4: Art, Impact &amp; Technology</b>	15EC	<b>Module 4 Art, Impact and Technology</b>		
Have Fun and Play (project)		Have Fun and Play! (consisting of: Project; Design for experience)	8	All parts, but IF Have fun and play project OR Design for Experience failed, then Have Fun and Play! of 8EC has to be taken in its entirety
Design for Experience				
Algorithms in Creative Technology				

Statistics		Algorithms for Creative Technology	3		
Professional Development		Statistics	3		
		Professional development	1		
<b>Module 5A: Smart Technology</b>	15EC	<b>Module 5A: Smart Technology*</b>			
Circuits & Electronics		Smart Technology Core (consisting of: Circuits and Electronics; Modelling and control; Systems and signals; Hackathon)	9,5	All parts; but IF Circuits & Electronics OR Modelling & Control OR Systems & Signals OR Smart Technology Hackathon failed, then Smart Technology Core of 9,5 EC has to be taken in its entirety.	
Sensors					
Modelling & Control					
Systems and Signals					
Smart Technology Hackathon					
Literature Research Project		Sensors	3		
Professional Development		Literature Research Project	2		
		Professional Development	0.5		
<b>Module 5B: Interactive Media</b>	15EC	<b>Module 5B: Interactive Media*</b>			
Interactive Media Project (Game engines, 3D modelling & animation, VR&AR, sound design, game)		Interactive Media core (consisting of: Interactive Media project; Game design; Game Engine Technology; 3D modelling and animation; Sound engineering)	10.5		All parts; but IF IM project OR Game Design OR Sound Engineering failed, then IM core of 10,5 EC has to be taken in its entirety.
Game Design					
Sound Engineering					
Mathematics for Interactive Media					
Literature Research Project					
Professional Development					
		Mathematics for Interactive Media	2		
		Literature Research Project	2		
		Professional Development	0.5		
<b>Module 6: Intelligent Interaction Design</b>	15EC	<b>Module 6 Intelligent Interaction Design</b>			
Human Computer Interaction (HCI) (project)		Design and Research of User Experience (consisting of: Theory; Project)	6.5	All parts; but  - IF HCI project OR HCI Design and Evaluation failed, then Design and Research of User Experience of 6,5 EC has to be taken in its entirety.  - IF AI theory OR AI practice failed, then AI of 5Ec has to be taken in its entirety.	
HCI Design and Evaluation					
AI theory		Artificial Intelligence (consisting of: Theory; Practice)	5		
AI practice					
Statistical Techniques					
Professional Development		Statistical techniques	3		
		Professional development	0.5		

<b>Module 7: Innovation and Entrepreneurship</b>	15EC	<b>Module 7 Innovation and Entrepreneurship</b>		
Innovation & Entrepreneurship		Innovation & Entrepreneurship (consisting of: Theory; Practice)	7	All parts
Theory				
Practice				
Empirical Research Methods		Empirical Research Methods	4	
Acting Responsibly		Acting Responsibly	3.5	
Professional Development		Professional Development	0.5	
<b>Module 8: Data: from source to senses</b>	15EC	<b>Module 8 Data: from the source to the senses</b>		
Hybrid Worlds (project)		Hybrid Worlds project	4.5	All parts
Internet Technology		Internet Technology	2.5	
Data Visualisation		Data Visualisation	2.5	
Data Driven Applications		Data Driven Applications	2.5	
ST: Biosignals & Medical Electronics		ST: Biosignals and medical electronics	2.5	
IM: Animated Storytelling		IM: Animated storytelling	2.5	
Professional Development		Professional development	0.5	
<b>Module 11: Real World Challenges</b>	15EC	<b>Module 11 Real World Challenges</b>		
Graduation project I		Graduation project I (consisting of: Academic writing; Thesis part I)	7	All parts; but IF Graduation project I OR Reflection failed, then Graduation project I of 7 EC has to be taken in its entirety.
Reflection				
Academic writing				
Elective (one)		Reflection	3	
Documentary Practice		Elective (one; For the study trip courses then both have to be taken)	5	
Remote care nearby		Documentary Practice		
Design of persuasive technology		Remote care nearby		
		Design of persuasive technology		
		Storytelling Through Oral Presentation		
		Study trip Preparatory	2	
		Study trip Exploratory	3	
<b>Module 12 We Create Impact</b>	15EC	<b>Module 12 We Create Impact</b>		
Graduation project II		Graduation project part II	13	
Reflection		Reflection	2	

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Module 11: Real World Challenges		Module 11 Real World Challenges		
Graduation project I	7	Graduation project I	7	All parts; but IF Graduation project I OR Reflection failed, then Graduation project I of 7 EC has to be taken in its entirety.
Reflection		Academic writing		
Thesis part I		Reflection	3	
Academic writing	3			
Elective (one, For the study trip courses then both have to be taken)	5	Elective (one; For the study trip courses then both have to be taken)	5	
Documentary Practice		Documentary Practice	-	
Remote care nearby		Remote care nearby		
Design of persuasive technology		Design of persuasive technology		
Storytelling Through Oral Presentation		Storytelling Through Oral Presentation		
Study trip Preparatory	2	Study trip Preparatory	2	
Study trip Exploratory	3	Study trip Exploratory	3	
<b>Module 12 We Create Impact</b>	<b>15EC</b>	<b>Module 12 We Create Impact</b>		
Graduation project II		Graduation project part II	13	
Reflection		Reflection	2	