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

TECHNOLOGY AND LIBERAL ARTS & SCIENCES (ATLAS)

Academic year 2018 – 2019

Content

Paragraph 1 GENERAL PROVISIONS

ART 1.1 APPLICABILITY OF THESE REGULATIONS

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

ART 1.2 DEFINITIONS

In these regulations, the following terms have the following meanings:

Academic year	The period that starts on 1 September and ends on 31 August of the following year.
ATLAS	The honours bachelor's programme Technology and Liberal Arts & Sciences.
Assessor	The individual appointed by the Examination Board to assess the student's progress over a whole semester in accordance with article 7.12c WHW.
Assessment meeting	The panel of assessors that convene to conduct the semester assessment.
Bachelor Examination	Final examination of the degree programme as referred to in 7.10.2 and 7.10a.1 WHW. The final examination is deemed to be successfully completed, if all semesters and Personal Pursuit assessments belonging to the programme have been completed successfully. The bachelor examination may also include an additional assessment by the Examination Board.
Board of Admissions	Board, appointed by the Dean of UCT, responsible for the admissions procedure and admissions decisions.
BSA	Binding recommendation on continuation of studies (*Bindend studieadvies*): student progress evaluation as referred to in Article 7.8 (b), paragraphs 1 and 2 WHW involving expulsion from the programme in accordance with Article 7.8 (b), paragraph 3 WHW. A BSA is issued by the Programme Director on behalf of the institutional administration.
Coordinator Academic	

Advising	Person appointed by the Programme Director who acts as contact between the student and the programme, and in this role, represents the interests of the students, as well as fulfilling an advisory role between student and programme.
Credit or EC	European Credit: A unit of study load corresponding to 28 hours of study. In concordance with the European Credit Transfer System a nominal academic year equals 60 EC or 1680 hours (art. 7.4 WHW).
Dean of UCT	Head of University College Twente.
Dean of the Faculty	Head of a Faculty.
Degree programme	The entirety of curriculum components: six semesters and the Personal Pursuit.
Elective	Educational activity or unit of study the students can choose themselves.
Evidence	The substantiation and proof of a student's learning.
Exam or Examination	An evaluation of the knowledge, understanding and skills of the student, as well as the assessment of the results of this evaluation (Article 7.10 of the WHW); these results can be expressed in summative or formative feedback.
Examination Board	The committee that is responsible for safeguarding the quality of the output of the programme and the validity and reliability of the exams and examinations. The members are appointed by the Dean of the Faculty, in concordance with article 7.12a WHW.
Examiner:	The individual appointed by the Examination Board to conduct the exams, or tests or who reviews assignments in accordance with article 7.12c WHW.
FOBOS	Provisions to provide financial support for students in special circumstances (*Financiële Ondersteuning Bijzonder Omstandigheden Studenten*).
Honour Code	Code of conduct written by ATLAS students for ATLAS students and staff.
Institution or UT	University of Twente.
Mentor	UCT staff member who advises students on their academic development in ATLAS.
Module	A unit of study of 15 ECTS in the Twente Educational Model.
CPC	Committee Personal Circumstances (*Commissie Persoonlijke Omstandigheden)*. A committee convened by the institutional administration to advise the institutional administration in individual cases regarding the validity, duration, and severity of a specific student's extenuating personal circumstances.
PDP	Personal Development Plan: A student's individual study plan for a semester detailing how and with what evidence the student plans to meet the semester goals.
Programme:	The Bachelor's programme Technology and Liberal Arts and Science .

Programme Director	Person appointed by the Dean of the Faculty to administer the degree programme.
Programme committee	The Programme Committee *(Opleidingscommissie*) as referred to in article 9.18 WHW.
Student	Person registered for the programme in accordance with article 7.34 and 7.37 WHW.
SER	Self-evaluation report: end of semester report wherein the student substantiates their learning with evidence, and reflects on their progress.
UCT	University College Twente, department of the UT that provides the Bachelor's programme ATLAS, and takes responsibility for its students and staff community.
Unit of study	A component of the programme as described in Article 7.3, paragraphs 2 and 3 of the WHW, providing students the opportunity to create evidence.
Twente Educational Model	The educational model introduced at the University of Twente's Bachelor's degree programmes in 2013.
WHW	The Higher Education and Research Act (abbreviated in Dutch to WHW), Bulletin of Acts and Decrees 1992, 593, and its subsequent amendments.
Working day:	Any day from Monday to Friday with the exception of official holidays and the prearranged 'bridging days' (*brugdagen*).

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

Paragraph 2 ADMISSION

ART 2.1 BOARD OF ADMISSIONS

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

ART 2.2 ELIGIBILITY AND ADMISSIONS CRITERIA

1. In order to be eligible for admission a prospective student needs a VWO diploma or an equivalent thereof, and a strong background in mathematics, and a science subject, preferably physics.
2. Admission to the programme can be granted to students who convincingly demonstrate to the Board of Admissions to be talented, have a broad interest and fit in the ATLAS educational approach.
   Talent can be demonstrated through performance in pre-university education, for example through
   i. ranking: the top 15% of a class;
   ii. extracurricular activities or experiences;
   iii. grades:
      a. for example, a VWO-diploma including Math and Science. Average pass grades above 7.5, the score in Mathematics ('*Wiskunde B'*) and Physics or Chemistry at least 7.5.
      b. for example, a university entry certificate such as British A-levels or International Baccalaureate or equivalent, with high grades in Mathematics and a Science subject (preferably physics).

ART 2.3 LANGUAGE PROFICIENCY

3. Since English is the working language of the degree programme, non-native speakers are required to demonstrate proof of their English language proficiency for example through
   a. test scores such as the IELTS with a score of at least 7, or TOEFL with a minimum score of 100 (internet test) or equivalent test scores.
   b. high grades for English on the university entry certificate.
4. Non-native speakers with an International Baccalaureate (IB) or European Baccalaureate (EB) diploma are exempt from this requirement.

ART 2.4 ADMISSIONS PROCEDURE

1. Prospective students are asked to submit their application through *Studielink* and complete their application by sending in a motivation letter, academic transcripts, and proof of English language proficiency.
2. The Board of Admissions reviews the applicant on the basis of overall academic background, foundation in math and science, English language proficiency, and motivation for choosing ATLAS.

3. The Board of Admissions assesses whether or not an applicant is invited for a selection day activity in Enschede or alternatively an activity online.
4. A final admission decision is made by the Board of Admissions on the basis of the outcome of 2.4.2 and 2.4.3.

ART 2.5 COLLOQUIUM DOCTUM

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

Paragraph 3 CONTENT AND STRUCTURE OF THE PROGRAMME

ART 3.1 AIM OF THE PROGRAMME

1. Upon graduation, the student
    i. Is competent in at least one technical and one social science academic subject
    ii. Is competent in carrying out scientific research
    iii. Is competent in design
    iv. Is competent in organizing
    v. Has an academic approach
    vi. Has intellectual skills
    vii. Is competent in cooperating and communicating
    viii. Takes account of the temporal and social context
    ix. Behaves in a socially responsible manner and is able to take leadership
    x. Is prepared to make decisions about their future
2. A detailed description of the Intended Learning Outcomes of the degree programme as referred to in Article 7.13, paragraph 2c of the WHW, is included in Appendix 1.

ART 3.2 STRUCTURE OF THE DEGREE PROGRAMME

Table 3.2.1 Structure of the ATLAS degree programme

Year	Curriculum Component				Credits
1	Semester 1	27			
	Semester 2	27	Personal Pursuit	6	
		54		**6**	**60**
2	Semester 3	27			
	Semester 4	27	Personal Pursuit	6	
		54		**6**	**60**
3	Semester 5	27	Personal Pursuit or Electives	6	
	Semester 6	27			
		54		6	60
Total		**162**		**18**	**180**

1. The study load for the degree programme is equivalent to 180 EC's.
2. The degree programme is taught full-time.
3. The degree programme comprises two curriculum components:
    a) Semesters with a minimum of 27 credits each;
    b) Personal Pursuit of 6 credits per year;

4. Each semester comprises
   a) educational activities culminating in a workload of at least 27 credits.
   b) Semester learning goals;
   c) a description of all semester requirements including the project.
5. The semesters 1, 2, 3 and 4 all comprise a semester theme.
6. Semester 5
   a) Is an individual semester beyond ATLAS.
   b) In order to safeguard quality of the teaching and learning beyond ATLAS students need to complete a learning agreement for semester 5 providing information about the institution and units of study they are planning to take.
   c) The learning agreement is approved by the semester 5 coordinator before the start of the semester.
   d) If there is no approved learning agreement, the semester cannot be assessed.
   e) Final approval for the learning agreement can only be granted, if the student has successfully completed at least 3 semesters and has thus obtained a minimum of 87 credits (60 credits of year 1 and at least one semester of year 2).
7. Semester 6
   a) Is the final semester of the programme.
   b) Contains an individual research project of at least 15 credits.
   c) Students can only start semester 6 if they have successfully completed at least 4 semesters and have thus obtained a minimum of 114 credits (60 credits of year 1 and at least two semesters of year 2).
8. The Personal Pursuit
   a) Comprises 6 credits per academic year.
   b) Proposals for the Personal Pursuit are sent to and approved by the Personal Pursuit committee.
   c) The Personal Pursuit committee publishes an approval and assessment procedure including deadlines for approval and completion, no later than the 3rd week of the academic year.
   d) All students complete a Personal Pursuit in year 1 and 2. The Personal Pursuit in year 3 is optional and may be substituted by elective(s) with a total minimal credit load of 6 credits.

ART 3.3 EXEMPTION

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

Paragraph 4 LEARNING AND ASSESSMENT

ART 4.1 GOALS OF LEARNING AND ASSESSMENT

1. Teaching and learning in the degree programme is student driven and focused on the academic development of the student.
2. The assessment in the degree programme is set up to foster and stimulate learning for understanding.

ART 4.2 SEMESTER SYLLABUS

1. The semester syllabus describes the content of an ATLAS semester and comprises at least
   a) the respective semester goals.
   b) a description and semester theme and function.
   c) a semester planning.
   d) the semester requirements.
2. The semester syllabus is published on the ATLAS Canvas site.
3. The semester syllabus is provided to the students no later than 3 weeks before the first PDP deadline of the respective semester.

ART 4.3 PERSONAL DEVELOPMENT PLAN

1. At the start of each semester, the student writes a PDP in which they describe
   a) the planned activities for the semester
   b) how these activities allow them to reach the semester goals
   c) the intended evidence for these goals.
2. The semester syllabus stipulates the specific requirements for the PDP for that semester.
3. The PDP needs approval of the PDP committee. The PDP committee comprises the semester coordinator and at least two other lecturers.
4. Approval of a PDP is based on whether or not the student's plan meets all semester requirements and the intended evidence allows the student to reach the semester goals. Criteria for PDP approval are described in the semester syllabus.
5. The first deadline for the PDP is announced in the ATLAS academic calendar. PDPs that are not approved in the first round can be improved and sent in for a second round of approval.
6. The PDP is updated at least once halfway through the semester.
7. The deadline for the updated PDP is the last chance to receive an approval for the PDP.
8. The chosen activities as described in the approved PDP will, upon successful completion appear on the student's transcript.
9. Changes to the chosen activities after the PDP has been approved, need reapproval of the PDP committee. Changes to the chosen activities cannot be made after week 12 of the semester.
10. Students whose PDP was not approved or who do not hand in a PDP cannot participate in the semester assessment.
11. The PDP is handed in through a UCT appointed system.

ART 4.4 ASSESSMENT AND SEMESTER ASSESSMENT

1. Each semester is completed with a semester assessment to determine if the student has achieved the semester goals at a satisfactory level.
2. The ATLAS assessment manual describes the assessment process, deadlines and requirements and is published every year no later than the third week of the semester
3. In order to pass the semester and receive the credits for the semester the student needs to:
    a) meet the quantitative semester requirements
    b) meet the qualitative semester requirements
    c) receive a positive assessment of the SER
4. The semester requirements are described in the semester syllabus.
5. The list of units of study and educational activities the student has chosen to use to meet the semester requirements as referred to in 4.4.3 a and 4.4.3 b, needs to be included in the approved PDP. The passing, and if applicable the results of these units of study and educational activities, are recorded on the student's transcript.
6. Upon meeting all requirements for passing the semester, the units of study and corresponding credits are allocated to the semester in order to pass the semester.
7. The semester syllabus stipulates expectations, possibilities, and deadlines for requesting feedback on educational activities during the semester.
8. The results of units of study outside of the ATLAS programme can only be used to meet the semester requirements if the student has successfully completed the unit of study according to the rules and regulations of the university or department responsible for that unit of study.
9. If external units of study are assessed in a summative way, using a grade or a statement, the summative assessment can be used to substantiate evidence but will not be recorded on the student's transcript of the degree programme.
10. The programme ensures that students receive feedback on their development through the semester at least once half way through the semester. In the first year of enrolment, this moment is linked to indications and warnings to students in relation to BSA procedure.
11. The SER is handed in through the appointed UCT system.

ART 4.5 SEMESTER VERDICTS

1. The semester assessment cumulates in a verdict.
2. The semester assessment verdict is based on the SER. In the SER the student evaluates their learning and provides evidence of achieving the semester goals as described in the approved PDP.
3. The possible verdicts are:

Verdict		Description
PX	Pass with excellence	Overall performance exceeds the expectations as stipulated in the semester goals
PH	Pass with honours	Overall performance is in line with the expectations as stipulated in the semester goals
PC	Pass with condition	Overall performance is below the expectations as stipulated in the semester goals The condition is clearly described on the verdict and stipulates the requirements and deadlines for meeting the condition A pass for the semester and semester credits can only be awarded when the condition is met; Upon completion of the condition the verdict changes from PC into a PA (Pass) as verdict for the semester
HO	Hold	Student has failed the semester and needs to redo the semester
PA	Pass	The final and recorded verdict after the condition of the verdict PC has been met.

4. An SER handed in on or before the SER deadline will be assessed.
5. If the student chooses not to hand in the SER or hands in the SER after the deadline – they will have a new opportunity to be assessed during the assessment round of the following semester. For semester 1 and semester 2 the result of not handing the SER will have consequences for meeting the BSA norm (See art. 6.3).
6. If at the time of assessment the student has not been able to meet all semester goals the student can request an Extended Examination (EE).
7. An EE can only be requested for semesters 3, 4, 5, and 6.
8. Requests for an EE are directed at the Semester coordinator by email with a cc to the Office of Student Affairs. The final deadline for requesting an EE is the deadline for handing in the SER.
9. If the request for an EE is accompanied by a clear planning and the student substantiates a need for having to be assessed before the next semester assessment round, the semester coordinator will consider this request and grant the option if the planning is met. Need is substantiated in relation to the study progress of the student and the time line for assessment is realistic and feasible.

10. The EE is granted by the semester coordinator and includes a clear stipulation of the conditions and timeline to be met for the final assessment.
11. The student is informed about the outcome of the assessment in writing by email within 5 working days after the semester assessment meeting. The assessment meeting takes places within two weeks after the deadline of the SER.
12. Students have the right to appeal to the results of the assessment and the justification of the verdict within 1 week after the publication of the results. The appeal is first to be addressed to the semester coordinator by email. If students disagree with the handling of the appeal by the semester coordinator they can take their appeal to the Examination Board.
13. If an error is discovered in the results of a student, all involved parties will do their utmost to inform the other parties and cooperate to rectify the alleged error.
14. The rights of ownership of all results of tasks, assignments, and projects within the ATLAS programme and for which the student has earned credits, resides with the faculty.
15. Results of projects and assignments are public, even for projects in an external organisation, unless at the start of the project the organisation and the Programme Director agree upon different arrangements. These additional arrangements will be documented in writing.

ART 4.6 RIGHT OF JUSTIFICATION AND INSPECTION

1. For all units of study executed within the degree programme, the students are entitled to a justification of the results of a test from the examiner, whereby the examiner substantiates the assessment that was given.
2. If no collective discussion of the results is held, students may submit a request for an individual discussion of the results to the examiner within ten working days of publication of the test results.
3. The discussion must take place at the latest five weeks after the publication of the test results, in the presence of the examiner or an authorized replacement.
4. Students have the right to inspect their work for a period of two years after the assessment.

ART 4.7 RETENTION PERIOD FOR SEMESTER ASSESSMENT

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

Paragraph 5 GRADUATION

ART 5.1 THE BACHELOR'S EXAMINATION

1. In accordance with WHW Article 7.10. the Bachelor's examination is successfully completed if the assessment of all curriculum components of the Bachelor's programme (see art. 3.2.1) have been completed successfully.
2. In evidence of the fact that the exam has been completed successfully, the Examination Board awards a degree, after the institutional administration has declared that the procedural requirements for delivery have been met. The Examination Board adds a supplement to a certificate.
3. The date recorded on the degree certificate, i.e. the examination date, is the date of the final semester assessment meeting or the date on which the student successfully completed the last remaining unit of study.
4. A student may submit a substantiated written request to the Examination Board to postpone declaring the bachelor's examination as 'successfully completed' and thus delay the awarding of the degree. The student must indicate at least the duration of the postponement in the request.
5. The details of the provision in article 5.1.4 will be included in the Rules and Regulations of the Examination Board.
6. If the student has requested postponement on the basis of article 5.1.4, the examination date will be the date following postponement on which the Examination Board has decided to declare the student to have successfully completed the examination.

ART 5.2 DEGREE AND DEGREE CERTIFICATE

1. The student who has passed the Bachelor's examination is awarded a Bachelor of Science (BSc) degree.
2. As proof of having successfully completed the Bachelor's examination, the student will receive a degree certificate from the Examination Board, signed by the chair or when the chair is not present, another member of the Examination Board.
3. The degree certificate states the name and date of birth of the student, 'Bachelor Technology and Liberal Arts & Sciences', the graduation date, degree 'Bachelor of Science' and the most recent accreditation date of the programme. The diploma supplement comprises an explanation of the content and set up of the programme. If the student finished an additional honours programme of the UT, this will be indicated on the diploma supplement.
4. The Examination Board will invite students to accept the ATLAS Bachelor degree certificate and transcript of results and or supplement. The date recorded on the degree certificate – the graduation date – is the date on which the student successfully completed the last remaining programme component.
5. The Bachelor graduation assessment can be taken with the designation "cum laude", "magna cum laude", or "summa cum laude". The guidelines for awarding this designation are that the following conditions must be fulfilled:
    a) The Bachelor examination is achieved during the 3rd year of registration;
    b) Semester 6 is passed with excellence (PX);
    c) The achievements of the student are:
        i) For cum laude: At least four out of all six semesters or at least three out of the four semesters 3-6 are passed with excellence (PX).
        ii) For magna cum laude: at least 5 semesters are passed with excellence (PX).

iii) For summa cum laude: all six semesters are passed with excellence (PX).

6. In exceptional cases, at the assessment meeting's request, the Examination Board can award a designation if the student had pardonable grounds for non-compliance with the time limits requirement or the verdicts requirement.

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

ART 6.1 STUDY PROGRESS OVERVIEW

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

ART 6.2 STUDENT GUIDANCE

1. Each student is appointed a mentor.
2. The mentor guides and advises on the student's academic development throughout the degree programme.
3. The Coordinator Academic Advising functions as a liaison between the student and the institution and as such represents the interests of students.
4. If students wish to exercise their right to specific counselling or special facilities, they are required to contact the Coordinator Academic Advising. The Coordinator Academic Advising will record any agreements made with the student, of which the student and or the programme can derive rights.
5. The following applies to the entitlement to special facilities:
    a. Demonstrable circumstances beyond the student's control or extenuating personal circumstances
    b. If necessary and where possible, dispensation for participation of exams or tests and/or the availability of special facilities with regards to examination. Only the Examination Board can grant such dispensation and additional testing opportunities.

ART 6.3 (BINDING) RECOMMENDATION ON CONTINUATION OF STUDIES

1. Each student receives a written recommendation on continuation of studies at the end of the first year of enrolment in the programme. This recommendation is based on the student's results. The student may be allowed to continue on the programme, or may be required to leave the programme.
2. Students will receive a first preliminary recommendation on continuation of studies in the week after the student has received feedback on their development halfway through the first semester of their first year of enrolment in the programme. This preliminary recommendation is not binding.
3. Students will receive a second preliminary recommendation on continuation of studies in the week after the results of the semester assessment of their first semester of their first year of enrolment in the programme are published. This preliminary recommendation is not binding.
4. Students will receive a third preliminary recommendation on continuation of studies after the student has received feedback on their development halfway through the second semester of their first year of enrolment in the programme. This preliminary recommendation is not binding.
5. Students who receive a negative preliminary recommendation on continuation of studies as referred to in paragraph 3 and/or 4 and/or 5 will be invited for a meeting with the Programme Director to discuss their study progress and review their choice of degree programme, within 4 weeks after receiving the preliminary recommendation.
6. The institutional administration mandates the Programme Director to issue recommendations on continuation of studies, as referred to in paragraph 1.

7. The final recommendation on continuation of studies, as referred to in paragraph 1, may involve expulsion from the programme if the student has completed less than 100% of study load in the first year of the programme. Results of exams and of tests that remain valid beyond the current academic year are counted to establish how much a student has completed.
8. Expulsion remains in force for a period of three academic years. A final recommendation on continuation of studies that involves expulsion is referred to as a binding recommendation on continuation of studies (BSA). If after this period, the student wants to re-enrol in the degree programme, the student has to submit a new application and proof of complying with the current admissions criteria.
9. Only the credits from semesters and personal pursuit in the first year of the programme count toward the threshold for the final recommendation on continuation of studies. In case a student requests to transfers credits to the first year from courses taken in a different programme or institution, specific requirements for BSA are communicated to the students together with the decision on the student's request. These specific requirements may include passing specific courses.
10. If a student terminates enrolment in the programme prior to 1 February of the first year of enrolment, no final recommendation on continuation of studies will be issued as referred to in Article 6.3, paragraph 1. If this student re-enrols in a subsequent academic year, then a final recommendation on continuation of studies will be issued at the end of that subsequent academic year.
    As termination of enrolment are seen:
    a. Submitting a request for termination of enrolment to the UT;
    b. Submitting a request for registration in a different program at the UT;
    c. Starting studies at a different institution with a 'proof of paid tuition fee'.
11. Prior to receiving a final decision on the BSA, students receive a warning with the intended final recommendation. Students have the right to a hearing with the Programme Director before the final decision (WHW art. 7.8b, paragraph 4).
12. When considering a BSA involving expulsion, the Programme Director will take the student's personal circumstances into account at the student's request. The Programme Director will only take personal circumstances into account that have been reported to the Coordinator Academic Advising as soon as can reasonably be expected following their onset.
13. Personal circumstances include illness, physical, sensory or other functional disability or pregnancy of the student involved, extenuating family circumstances, participation in elite sports and membership on the University Council, Faculty Council, Programme Committee or a Category 3 board in accordance with the FOBOS Regulations.
14. In consultation with the Coordinator Academic Advising, the personal circumstances are to be reported to the Committee Personal Circumstances (CPC) and accompanied by supporting documentation.
15. The CPC will assess the validity and severity of the personal circumstances and report its findings to the Programme Director and the Coordinator Academic Advising.
16. The Programme Director will take the PCC's findings into account when assessing the student's request as referred to in Article 6.3, paragraph 13.
17. If personal circumstances preclude assessment of a student's academic capacities, the final recommendation on continuation of studies is postponed. The final recommendation on continuation of studies will be issued no later than the end of the student's second year of enrolment. The student is notified when the programme will issue the recommendation within 6 weeks after the decision to postpone.
18. The Programme Director's decision regarding the BSA will make mention of the applicable appeals procedure.

Paragraph 7 STUDYING WITH A FUNCTIONAL IMPAIRMENT

ART 7.1 STUDYING WITH A FUNCTIONAL IMPAIRMENT

1. A functional impairment is a physical, sensory or other functional disorder that might limit the student's academic progress.
2. The Coordinator Academic Advising and the student will discuss the most effective facilities for the student as referred to in Article 2 of the Equal Treatment of Disabled and Chronically Ill People Act (WGB h/cz).
3. Facilities are to be aimed at removing specific barriers in the teaching programme or when it comes to assessment activities such as taking exams. Where necessary, these facilities may be related to access to infrastructure (buildings, classrooms and furnishings) and study materials, adjustments to the form of assessment, alternative learning pathways or a customized study plan. The facilities are to ensure the student's chances of achieving the final attainment targets.
4. Based on the interview referred to in paragraph 2, the student is to submit a request for facilities to the faculty Dean, preferably three months before the student is to participate in classes, exams and practical exercises for which the facilities are required.
5. The request is to be submitted along with supporting documentation that is reasonably necessary for assessing the request (such as a letter from a doctor or psychologist registered in the BIG register, or in the case of dyslexia from a healthcare psychologist or special education needs expert, also registered in the BIG register).
6. The faculty Dean will decide on the admissibility of the request as referred to in paragraph 4 and will inform the student and the coordinator academic advising of the decision within 20 working days after receipt of the request, or sooner as the urgency of the request dictates.
7. The Coordinator Academic Advising will ensure that the relevant parties are informed in good time about the facilities granted to a student with a functional impairment.
8. Should the faculty Dean reject the request in full or in part, the faculty Dean is to inform the student of the justification for the rejection and the possibilities for lodging an objection and an appeal. A written objection must be submitted in writing within six weeks after the decision has been communicated to the student. The objection is to be submitted to the objections, appeals and complaints office via the Student Services desk.
9. Should extra facilities be granted, the period of validity will also be indicated. The applicant and the Coordinator Academic Advising will evaluate the facilities before the end of this period. During this evaluation, parties will discuss the effectiveness of the facilities provided and whether they should be continued.
10. A student that is dyslexic will be granted a maximum of 15 extra minutes for each hour that a test or exam is officially scheduled.

Paragraph 8 AMENDMENTS, APPEALS AND OBJECTIONS

ART 8.1 CONFLICTS WITH THE REGULATIONS

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

ART 8.2 ADMINISTRATIVE ERRORS

1. If, following the publication of an interim examination result, a list of marks, or an overview of a student's progress, an apparent error is discovered, the discoverer, be it the university or the student, is required to make this known to the other party immediately upon finding the error and to cooperate on the rectification of the error.

ART 8.3 AMENDMENTS TO THE REGULATIONS

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

ART 8.4 REVIEW OF THE EER

1. The Dean of the faculty is responsible for the regular review of the Education and Examination Regulations and is to take into account the time involved for the student for the purposes of monitoring and adjusting the study load, if necessary.
2. In accordance with article 9.18 of the WHW, parts of the Education and Examination Regulations need the approval of the Programme Committee. On other parts the Programme Committee can advise.
3. The Programme Committee annually assesses the way in which the Education and Examination Regulations are implemented.

ART 8.5 APPEALS AND OBJECTIONS

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

ART 8.6 HARDSHIP CLAUSE

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

ART 8.7 PUBLICATION

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

ART 8.8 COMMENCEMENT

2. These Regulations take effect on 1 September 2018 and supersede the Regulations of 1 September 2017.

APPENDIX 1. INTENDED LEARNING OUTCOMES AND SEMESTER GOALS

Upon graduation, the ATLAS graduate:

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

a. Understands the knowledge base of the relevant fields (theories, methods, techniques).

b. Understands the structure of the relevant fields, and essential connections between sub-fields.

c. Has knowledge of and some skills in the way in which truth-finding and the development of theories and models takes place in the relevant fields.

d. Has knowledge of the way in which interpretations of texts, data, problems, and results take place in the relevant fields, and is able to apply this knowledge.

e. Has knowledge of and some skills in the way in which experiments, gathering of data and simulations take place in the relevant fields.

f. Has knowledge of and some skills in the way in which decision-making takes place in the relevant fields.

g. Is aware of the presuppositions of the standard methods and their importance.

h. Is able (with supervision) to spot gaps in their own knowledge, and overcome this through study.

2. Is competent in carrying out scientific research

a. Is able to reformulate ill-structured research problems, taking into account the boundaries of systems. Is able to defend new interpretations against various stakeholders.

b. Is observant, and has the creativity and the capacity to discover in apparently trivial matters certain connections and new viewpoints.

c. Is able (with supervision) to produce and carry out a research plan including selection of the appropriate research methodology, both for technical as well as for social science problems.

d. Is able to work at different levels of abstraction.

e. Has an interdisciplinary mindset, and so can understand the importance and relevance of various disciplines and approaches.

f. Is aware of, and can handle, the unpredictability of the research process due to changing external circumstances or new insights.

g. Is able to discern the usefulness of existing research on the subject.

h. Is able (with supervision) to contribute to the development of scientific knowledge in one or more areas of the subjects concerned.

3. Is competent in design

a. Is able to reformulate ill-structured design problems, taking into account the boundaries of the system. Is able to defend this new interpretation against various stakeholders.

b. Uses creative skills to analyse design problems and to synthesize different aspects and approaches.

c. Is able (with supervision) to produce and carry out a design plan, both for technical as well as for social science problems.

d. Is able to work at different levels of abstraction including the system level.

e. Understands the importance of other subjects (interdisciplinarity) and can integrate them where appropriate.

f. Is aware of, and can handle, the unpredictability of the design process due to changing external circumstances or new insights.

g. Is able to integrate existing knowledge in a design.

h. Has the skill to take design decisions, and to justify and evaluate these in a systematic manner.

4. Is competent in organizing

a. Is able to evaluate the usefulness, relevance, and restrictions of prototypes with respect to scaling products or processes.

b. Is able to understand, evaluate and value the likely effect of perspectives and propositions of stakeholders, potential users and 'society' on the process of change.

c. Is able to adjust and optimize the process of change (implementation) accordingly by optimizing the outcomes of 4a and 4b.

5. Has an academic approach

a. Is inquisitive and has an attitude of lifelong learning; can assess own knowledge and skills, indicate their limits, find ways to improve the aforementioned points, and is able to test and evaluate their own learning progress.

b. Has a systematic approach to their work, characterized by the development and use of theories, models and interpretations.

c. Has the knowledge and the skill to use, justify, and assess the value of models for research and design, and is able to adapt models for a specific purpose. (Here the term 'model' can be used broadly, from mathematical models to scale-models).

d. Has insight into the nature of science and technology (such as purpose, methods, differences and similarities between scientific fields, nature of laws, theories, explanations, role of the experiment, and objectivity).

e. Has insight into academic and professional practice (such as research systems, relations with clients, publication systems, and the importance of integrity).

f. Is able to adequately document the results of research and design with a view to contributing to the development of knowledge in the field and beyond.

6. Has intellectual skills

a. Has the self-awareness to critically reflect (with supervision) on their own thinking, decision-making, and acting, and adjust these accordingly on the basis of said reflection.

b. Is able to reason logically within the field and beyond, through the use of 'why', 'how', and 'what-if' reasoning.

c. Is able to recognise modes of reasoning (such as induction, deduction, and analogy) within the field.

d. Is able to ask relevant questions, and has a critical, yet constructive, attitude towards analysing and solving problems in the field.

e. Is able to form a well-reasoned opinion where data are incomplete or irrelevant.

f. Is able to take a cultivated standpoint with regard to an academic or professional argument in the field.

g. Possesses basic numerical skills, and has an understanding of orders of magnitude.

7. Is competent in cooperating and communicating

a. Is able to communicate (in writing and verbally) with colleagues and non-colleagues about the results of learning, thinking, and decision-making.

b. Is able to follow and contribute to debates about a field and its place in society.

c. Is able to comfortably handle 7.a and 7.b, both verbally and in writing, in English.

d. Is characterised by professional behaviour, including drive, reliability, commitment, accuracy, perseverance, and independence.

e. Is able to perform project-based work, is pragmatic and has a sense of responsibility.

f. Is able to deal with limited resources and risks, and is able to make compromises.

g. Is able to work within an interdisciplinary team and to contribute to its functioning.

h. Has insight into, and is able to deal with, team roles and social dynamics.

8. Takes account of the temporal and social context

a. Is aware of developments in the history of the fields concerned. This includes the interaction between the internal developments (of ideas) and the external (social and technological) developments.

b. Is able to analyse and to discuss with colleagues and non-colleagues the social consequences (economic, social, cultural) of new (technological) developments in relevant fields.

c. Is able to analyse the consequences of academic and professional thinking and acting on the environment and on sustainable development.

d. Is able to analyse and to discuss with colleagues and non-colleagues the ethical and the normative aspects of the consequences and assumptions of academic thinking and acting (both in research and in designing).

e. Notices and can understand the roles that different professionals play in society.

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

a. Is aware of both the intended and unintended effects of their opinions and actions.

b. Values the principles stipulated in the ATLAS Honour Code.

c. Will take initiative where appropriate.

d. Empathises with, and can understand the viewpoints of, people from different cultures, and those who hold different values and perspectives, as well as people from different levels of education and socioeconomic status.

e. Is able to value the contribution of others and generates input themselves.

f. Is aware of their own ‘natural’ leadership style, its strengths and weaknesses, and will actively work to better their leadership where applicable.

10. Prepared to make decisions about their future

a. Has a realistic view of their own capacities, skills, and motives.

b. Is able to make well-reasoned decisions and carry them out.

Semester goals

S1: Orientation & Adaptation

At the end of Semester 1, the student is able to:

1. Independently and deliberately plan, structure, monitor and evaluate learning, and effectively adapt when necessary to reach learning goals.
2. Explain and apply basic concepts, theories, and methods of the domains of natural science, social science, and mathematics in domain-specific problems and cases.
3. Describe similarities and differences in modelling approaches between the domains.
4. Design a solution for a socio-technical problem for a specific target group.
5. Express themselves clearly and appropriately in both written and spoken form.

S2: Broadening & Direction

At the end of Semester 2, the student is able to:

1. Articulate a tentative academic profile as a new engineer and make deliberate choices to explore this profile.
2. Explain and apply fundamental concepts, theories, and methods of natural science, social science, and mathematics in domain-specific problems and cases.
3. Demonstrate broadening and deepening of academic competencies of their choice.
4. Analyze a complex socio-technical system and design short-term and long-term plans for innovating such a system.
5. Demonstrate effective individual contributions to collective efforts.

S3: Exploration and focus

At the end of Semester 3, the student is able to:

1. Articulate their academic profile as a new engineer and make deliberate choices to develop this profile
2. Explain and apply advanced concepts, theories, and methods from Natural Science, Social Science, and Mathematics in various contexts
3. Demonstrate deepening of academic competencies of their choice
4. Set up and execute empirical research and communicate the results
5. Describe the state-of-the-art, theories and methods of a self-chosen research field and compare and contrast these with those of a second research field

S4: Expertise & Integration

At the end of Semester 4, the student is able to:

1. Based on their chosen academic profile as a new engineer, make deliberate choices to further complete that profile.
2. Demonstrate academic competencies in the fields that constitute their profile as a new engineer.
3. Apply their current expertise to a complex real-world problem in a multidisciplinary team.
4. Design a mitigation strategy that contributes to the solution of a complex real-world problem, taking into account the interests of relevant stakeholders.

S5: Away & Aware

At the end of Semester 5, the student is able to:

1. Based on their chosen academic profile as a new engineer, make deliberate choices to complete that profile.
2. Demonstrate advanced academic competencies in the fields that constitute their profile as a new engineer.
3. Evaluate the process of adapting to a different educational environment in light of their academic development towards a new engineer.

S6: Signature & Celebration

At the end of Semester 6, the student is able to:

1. Describe their academic profile as a new engineer.
2. Demonstrate advanced academic competencies in the fields that constitute their profile as a new engineer.
3. Set up and execute a design or research Capstone Project within their academic profile as a new engineer
4. Communicate the results of the Capstone Project in spoken and written form to both experts and a general academic public.