

**Degree Statute and Education and Examination Regulations of the Master's degree
course Circular Economy 23-24**

Academie Financieel Economisch Management

Academic year 2023-2024

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PART 1 General part

Adoption

This degree statute was adopted by the dean on July 5, 2023, after consent was received from the degree committee on May 25, 2023 and consent from school council on May 16, 2023.

1 About the degree statute

This degree statute has been formulated according to the model degree statute for master programmes of HAN University of Applied Sciences. The courses described in this degree statute consist of units of study.

"Unit of study" is a legal term. This degree statute will use the term "course" from this point onward.

The Higher Education and Research Act stipulates in article 7.59 that an institution such as HAN University of Applied Sciences (hereafter HAN) is obliged to adopt and publish a student charter. The Student Charter consists of two parts: the institution-specific part (which we call the 'Student Charter') and the degree-specific part (which we call the 'Degree Statute').

The degree statute consists of three parts:

- Part 1: General part.
- Part 2: The Education and Examination Regulations, which outline the education, final assessment, exams and modular exams for your degree programme.
- Part 3: Other regulations.

Part 1 is purely informative. No rights can be derived from it. Rights and obligations can be derived from the other parts; these are legally applicable regulations.

1.1 Which degree programme(s) does this degree statute apply to?

This is the Degree Statute for the following HAN degree programme(s):

Degree programme	Degree format	CROHO number	Degree after graduation
M Circular Economy	Full-Time	49142	Master of Science

This degree statute contains information on the structure, organisation and execution of the degree programme, education, student facilities, counselling and study coaching, the education and examination regulations and the other degree-specific regulations that describe student rights and responsibilities. When this document subsequently refers to 'the degree programme', we mean the above degree programme(s).

1.2 How do you read this degree statute?

We use regular UK spelling rules.

When we use 'you', we mainly mean you as an internal or external student enrolled in this degree programme at HAN. But we also mean others, such as prospective students.

1.3 How long is the degree statute valid for?

A new degree statute is written for each HAN degree programme every academic year. The degree statute for a certain academic year applies to everyone enrolled in the degree programme for that academic year. It does not matter which phase of your degree programme you are in, whether you are an internal or external student, or when you started. You can find the digital version of the degree statute here: www.han.nl > Your Program.

This degree statute applies to the 2023-2024 academic year: from 1 September 2023 to 31 August 2024. For students starting their degree programme on 1 February 2024, two different degree statutes apply consecutively

during their first 'year': the current one and that of the next academic year.

Did you enrol in the degree programme in a previous academic year? And is the degree programme working with a renewed curriculum or modifications in the education and examination regulations? You can read how this is organised in Part 2, chapter 8 (Transition regulations).

1.4 How does the degree statute come about?

The degree statute for the degree programme is adopted by the dean each year. It is based on the model degree statute: a model that applies for the entire HAN.

The school council exercises the participation rights on the degree statute, but only in so far as the HAN participation council has not already exercised these rights through the model degree statute and in so far as these rights have not been conferred to the degree committee. How this works exactly is set out in the Participation Council Regulations and the Regulations of the Degree Committee.

Advice is requested in advance from the degree programmes board of examiners.

The relevant HAN organisational bodies strive to publish the new degree statute each year before 1 July.

1.5 Consistency of degree statute, student charter and enrolment regulations

The Degree Statute is part of the Student Charter. The Student Charter applies to the entire HAN. The Student Charter lists all the rights and obligations of students and HAN.

The Student Charter can be found here: [Student Charter | HAN University of Applied Sciences](#).

You can find the rules for application, admission, educational requirements, selection and enrolment in the Enrolment regulations. The degree statute only contains a number of specific additions to this. These additions may not contradict the rules from the enrolment regulations.

The enrolment regulations can be found at: www.han.nl .

2 Education at HAN

Your degree programme is part of the HAN educational offerings. HAN has an overarching mission and vision on higher education. Your degree programme embodies this vision in its own way. HAN's mission and vision are described in the HAN Institutional Plan. You can find this plan on www.han.nl.

3 Information about your degree programme

3.1 Mission and vision of your degree programme

The master program Circular Economy aims to train professionals who can initiate, help realize and accelerate the transition towards sustainable management within international companies. These professionals work as 'change agents' towards the circular economy. The master is a follow-up program for bachelors in the economic or technical domain and offers a 'sustainable' specialization of the bachelor program. The program aims to train T-shaped professionals in an international context that are capable of 'integrated thinking' from the perspective of the multiple value creation in an international setting.

3.2 Content of your degree programme

This section gives a broad description of your degree programme. You can find the rules and details in Part 2, the education and examination regulations, and in the regulations in Part 3.

3.2.1 Scope

The scope of the degree programme is represented in courses and study load. One credit is equal to 28 hours of study (this is an average indication). This is also stipulated as such in the Higher Education and Research Act. Your master degree programme has a study load of 60 credits.

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3.2.2 Degree content

The transition towards a circular economy requires professionals who can bring about change towards sustainable management in companies. Sustainable management is aimed at value retention and , following this, economic, ecological and social value creation for the sake of our collective well-being. The transition to a new economy implies a fundamental change, since improving the existing situation is not enough. This perspective requires an integral approach of values when dealing with practical/real life issues. These issues at international companies and organizations are sustainability problems that are extra complex, because cause and effect of these problems are generally unclear or unknown and take place in an international playing field. Moreover, the fact that there are various parties involved makes the problems even more complex. The transition from linear to circular does not happen automatically. It involves not only changing one organization's business model, but also cooperation in the cycle; aligning strategies and reaching agreement about joint business models. Furthermore, the transition implies a change process in people's way of thinking and acting, and it requires leadership and knowledge of intercultural competencies to motivate people to get involved as well. In other words: professionals in the role of 'change agents' have the knowledge, attitude and skills needed in the field of multiple value creation, design oriented research and transformational leadership. These three form the pillars of the master program Circular Economy.

3.3 Organisation of your degree programme

The curriculum consists of three learning lines that form integrated parts of the program: practice, skills and theory. The curriculum consists of 60 credits, in which the practical component is the central focus. There are two study units in the full-time program. The set-up of the curriculum illustrates the integrated nature of the program.

3.4 How we educate and supervise

The master program uses the model of multiple value creation as the theoretical framework for the curriculum. This model has been derived from the reporting framework of the IIRC (International Integrated Reporting Council) and offers an integral, holistic approach as starting point for the study of the six values (financial, material, intellectual, human, natural and social-relational values). With a view to the transition to circular economy, the broader context of transitions, system thinking and ethical dilemmas will be dealt with explicitly in the theoretical line.

The theoretical line will be offered in the form of tutorials, which will be generic in the first semester of the full-time program, but which will be gone into more deeply in the second, in alignment with real life issues in an international environment.

The practical line forms the focus in the master program. In the practical line the students work on a transition issue of an international company or organization. Full time students work in interdisciplinarian duos.

In the practice line students work in co-creation with the client, fellow students, lecturers, professors and experts from the field in the so-called innovation lab. Students learn from and with one another and share experiences in coaching and peer-review meetings with other students. During these meetings they get formal feedback on the progress and give feedback to each other. Reflection plays an important role in these sessions. By reflecting critically and talking about it with each other, students learn more comprehensively and become aware of their development.

Next to offering increasing knowledge, the practical issues also offer the opportunity to develop skills. Skills about transformational leadership and intercultural competencies are offered in workshops. The workshops offer both the theoretical background and skills practice. We train professional skills in training sessions. In support of the practice line we offer tutorials in research and coaching for research. In the peer-review and coaching sessions we pay attention to the development of the skills and enable students to practice specific skills.

The coaching sessions are organized in groups of about five to ten students. Coaching involves supervision on the project progress, the process, the content and the skills.

The practice issues and the international background of the students are directive for a closer study of the theory, which is offered by the professors and lecturers in the role of experts.

There is a toolbox available with a wide range of literature, information, tests and exercises to be used by students according to their own needs.

During the program the students work on professional products which they incorporate in two master portfolios. Next to that they work on two reflection portfolios. The study units are concluded with assessment sessions about the portfolios by two examiners.

Every student has their own personal coach/tutor with regard to the supervision of the student's personal growth.

3.5 Internships and/or workplace

Students work on international sustainability issues in real-life situations; complex issues that require an integral approach. 'Integrated thinking' is a challenge that requires cooperative learning. That is what we do in the innovation lab. That is a teaching environment where education, research and practice come together. Students work and learn with lecturers, professors and experts from the field and work on problems together from different perspectives and experts. Students share knowledge and contribute to the development of knowledge.

Students in the master program acquire the real-life issues from international organizations* that wish to make the

transition towards a circular economy.

*organization can be a company, NGO, community or other form of partnership/cooperation.

3.6 How the professional field is involved

The clients of the organizations work on a strategic level in the organization and are experts in their field. They are the coaches and supervisors of the students in their organization. Together with their colleagues they play an active part in the activities of the students in their organization and share their knowledge and skills. Participative research methods, among which design thinking, make for interaction with the organization and its external stakeholders. Clients attend seminars and meetings and thus contribute to knowledge development. Clients are role models for students. They give them feedback and are also involved in the assessment of the student's learning process and results.

Together with the students and the clients we determine what in-depth theoretical and practical knowledge is needed and where this knowledge and experience can be found. That may be through guest lecturers, excursions and consultation sessions. That way also other experts from the professional field can (though incidentally) contribute to the work and learning in the innovation lab.

The master program has a professional field committee with representatives of strategic partners of the Centre for Multiple Value Creation of HAN University of Applied sciences, which the master program is affiliated with. There is regular consultation with the professional field committee and the clients, in the interest of the external validation of the learning outcomes of the master program.

3.7 Research groups and research centres

The HAN Professor of Financial Control is the Academic Director of the master program. The knowledge development of the lectorate Financial Control is aimed at (further) development of a theoretical framework for future-proof control, which is to do with multiple value creation and which safeguards the strategic cohesion between the different types of value. The lectorate belongs to the Centre of Multiple Value Creation and works in collaboration with the Lectorate of International Business of the International School of Business (HAN). The Centre uses the model of multiple value creation as basis, just like the master program. Each of the six types of values is covered by a professor/lectorate from the broad portfolio of HAN University of Applied sciences.

3.8 Other

4 Exit qualifications and professional requirements

4.1 The professional field

The professionals are the 'change agents' towards the circular economy. They act as the driving force of the transition to sustainable management from the perspective of various positions, such as that of manager, consultant, technician and project leader. The master students have a completed bachelor degree in the economic or the technical domain and with the master degree get a 'sustainable' specialization in support of the international professional field of their bachelor degree and/or experience gained.

4.2 Professional requirements

Not applicable

4.3 Exit qualifications

This section describes your exit qualifications at the end of the degree programme. These exit qualifications are formally set in the education and examination regulations.

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When you graduate, you conform to the exit qualifications of the degree programme. In other words, you have certain (required) knowledge, understanding, skills and (if relevant) attitude, for the profession you have been educated for. The exit qualifications for your degree programme are outlined below.

Nr.	Exit qualification	Description
1.	A	The student can analyze and diagnose problems in an international organization on the basis of organizational models, in which he/she maps the various values of an organization in their mutual cohesion and assesses the performance of the organization in an integral way.
2.	B	In co-creation with the organization the student can design a strategy aimed at sustainable management, translate this into practically relevant and innovative interventions and contribute to knowledge development.
3.	C	The student can formulate a challenging vision on sustainability and with that can motivate and coach others in the transition process towards sustainable management by establishing vital coalitions and by increasing the capacity for change.
4.	D	The student can reflect on their own professionalism and vision on circular economy. Develops a moral compass and is intrinsically motivated to take the lead in the transition towards sustainable management.

The level of the exit qualifications is geared to the Dublin Descriptors Long Cycle and the NLQF level 7.

As a result, our degree programmes are guaranteed to be at the correct national and international level. The degree

certificates meet all legal requirements and are therefore comparable with and equal to similar degree certificates from other universities of applied sciences in the Netherlands and abroad.

Matrix 'Relationship between the exit qualifications of the Master's in Circular Economy and the Dublin descriptors'. Below, the Dublin descriptors are related to the learning outcomes of this Master's. Short explanations are given in parentheses where necessary.

	<i>The student is able to make an organizational analysis and diagnosis based on organizational models in which he/ she maps the various values of an organization in mutual coherence and assesses the performance of the organization in an integral manner.</i>	<i>In co-creation with the organization, the student can design a strategy aimed at sustainable business operations, translate this into practically relevant and innovative interventions and contribute to the development of knowledge</i>	<i>The student can formulate a challenging vision on sustainability and knows how to motivate and to guide others in the transition process towards sustainable business operations by entering into vital coalitions and increasing the capacity for change</i>	<i>The student is able to reflect on his/ her own professionalism and vision on circular economy, develops a moral compass and is intrinsically motivated to take the lead in the transition to sustainable business operations</i>
<i>knowledge and insight Has demonstrable knowledge and insight based on the knowledge and insight at Bachelor level and which exceed and/or deepen these, as well as offer a basis or an opportunity to make an original contribution to the development and/or application of ideas, often in a research context.</i>	<i>1. Analyzing an organization on the different value types in relation to the environment in an (inter)national context, in dialogue with the relevant stakeholders (With this integral analysis of different value types, the student transcends the level of a bachelor.)</i>	<i>1 Collaborating interdisciplinary in co-creation with relevant stakeholders to complex issues of an organization focused on sustainable business operations 7. Contribute to knowledge development for the field and wider application (This allows the student to make an original contribution to the development and application of ideas.)</i>		

<p>Applying knowledge and insight <i>Is able to apply knowledge and insight and problem-solving abilities in new or unknown circumstances within a broader (or multidisciplinary) context related to the field; is able to integrate knowledge and deal with complex issues.</i></p>	<p>3. Apply relevant research methods in relation to the intended transition and the complex and versatile context of practical issues.</p> <p>4. Create and implement an action plan for design-oriented and participatory research, aimed at designing a strategy for sustainable business operations (The student always applies his/her knowledge and insights in new and complex circumstances.)</p>	<p>1. Collaborating interdisciplinary in co-creation with relevant stakeholders on complex issues of an organization aimed at sustainable business operations</p> <p>3. Utilize and deploy relevant knowledge from other than one's own field of expertise for complex issues</p> <p>5. Translating the designed strategy into practically relevant and innovative interventions for an organization</p> <p>(The student always applies his/her knowledge and insights in new and complex circumstances. The student works on solving problems in a broad and interdisciplinary context.)</p>	<p>4. As a change agent, supervising a transition process towards a sustainable organization with employees with a sustainable attitude (This mainly concerns the integration of knowledge, its integral application and the application of problem-solving capabilities.)</p>	
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<p>Judgment <i>Is able to formulate judgments based on incomplete or limited information, taking social and ethical responsibilities associated with applying one's own knowledge and judgments into account.</i></p>	<p>2. Assess value types in mutual cohesion ('integrated thinking'), identify (potential) opportunities and risks and advise towards a sustainable strategy (The type of judgment requested here takes into account social and ethical responsibilities, because these are part of the values to which the student must relate.)</p>	<p>4. Designing a strategy aimed at sustainable business operations for an organization (When designing the strategy, the student will always have to weigh up different uncertainties; that is inherent to the complexity of this matter.)</p>	<p>2. Substantiate your own vision on sustainability from existing international scientific insights (Here too, the student is asked to formulate an opinion, taking his/her own responsibilities and ethics into account.)</p>	<p>2. Developing and acting on a moral compass (Again, the student is asked to formulate an opinion, taking his/her own responsibilities and ethics into account.)</p>
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<p>Communication <i>Is able to communicate conclusions, knowledge, motives and considerations on which they are based, clearly and unambiguously to an audience of specialists and non-specialists.</i></p>	<p>5. In the role of initiator and moderator, present and substantiate the results of the analysis and reach consensus on this with relevant stakeholders</p>	<p>2. Establishing effective connections between and with the various stakeholders through communication (strategic communication.)</p> <p>6. Provide a theoretical basis for the chosen research method, approach, the designed solution/strategy and the research results and present them in various ways.</p>	<p>1. Understand and speak the different 'languages' that are spoken at different levels in the organization or in different disciplines for the purpose of forming vital coalitions (communication ability)</p> <p>3. Formulate a challenging, substantiated vision on sustainable business operations taking into account the (inter)national environment, present this and communicate consistently and act according to this vision</p> <p>5. Describe the realized transition at the level of the organization and at the level of the people in and around this organization</p>
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<p>Learning skills Possesses the learning skills that enable him or her to undertake further education with a largely self-directed or autonomous approach.</p>				<ol style="list-style-type: none"> 1. Evaluate and reflect on one's own role and development as a change agent and driver of the transition to a circular economy 3. Directing and taking responsibility for one's own development with regard to knowledge and skills 4. Reflect on one's own vision of sustainability and one's own personal commitment to sustainability and ask for feedback with regards to these topics 5. Acts from intrinsic motivation and personal commitment with regards to sustainability
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5 Academic calendar

This chapter outlines the lecture days, lecture times and the holidays and lecture-free weeks.

5.1 Lecture days and lecture times

The HAN timetable is published on HAN Insite.

The masterstudent has contact moments that are included in the timetable. These moments can take place from Monday to Friday.

The contact moments are scheduled between 9 am and 5.45 pm.

In the event of excursions, company visits and seminars there may be other contact moments outside of regular lecture times. Times may also deviate during the introduction period.

The most recent version of the academic calendar can be found on the HAN Insite: Home > Study and Living > Studying at HAN > Academic

Calendar or <https://hanuniversity.com/en/study-and-living/studying-at-han/academic-calendar/>

5.2 Holidays and lecture-free weeks

The calendar for this academic year can be found on HAN Insite. It gives the lecture weeks and holidays.

6 HAN organisation

This chapter gives information about the organisation of HAN. Here you also find information on participation, quality assurance and the facilities you as a student can use.

6.1 Schools

At HAN, the degree programmes are divided over 14 schools.

Your degree programme belongs to International School of Business.

Below is a list of all the schools.

School	Academie (NL)	Abbreviation
School of Allied Health	Academie Paramedische Studies	APS
School of Applied Biosciences and Chemistry	Academie Toegepaste Biowetenschappen en Chemie	ATBC
School of Built Environment	Academie Built Environment	ABE
International School of Business	International School of Business	ISB
School of Business and Communication	Academie Business en Communicatie	ABC
School of Education	Academie Educatie	AE
School of Engineering and Automotive	Academie Engineering en Automotive	AEA
School of Finance	Academie Financieel Economisch Management	AFEM
School of Health Studies	Academie Gezondheid en Vitaliteit	AGV
School of IT and Media Design	Academie IT en Mediadesign	AIM
School of Law	Academie Rechten	AR
School of Organisation and Development	Academie Organisatie en Ontwikkeling	AOO
School of Social Studies	Academie Mens en Maatschappij	AMM
School of Sport and Exercise	Academie Sport en Bewegen	ASB

6.2 Management and organisation of the school

On HAN Insite you can find information about the set-up, organisation and staff of your degree programme, and about the school they belong to.

6.2.1 Board of examiners and examiners

The members of the board of examiners can be found on: www.han.nl > Insite > opleiding Master Circulaire Economie

You can contact the board of examiners for your degree programme via the board of examiners secretarial office examencommissie.AFEM@han.nl

The members of the board of examiners are appointed by the HAN Executive Board.

The tasks and responsibilities of our board of examiners can be found in the Regulations of the Board of Examiners. These include additional rules regarding final assessment and examination in so far as these are within the powers of the board of examiners. See also the Regulations of the Board of Examiners in Part 3 of this degree statute.

The board of examiners decides, amongst other things, whether you meet the conditions set out in the education and examination regulations.

The board of examiners appoints examiners for each exam and modular exams. One or more appointed examiners administer that exam or modular exam and determine the result.

Other duties and powers of the board of examiners include:

- Assuring exam quality.
- Granting exemptions.
- Handling requests for an extra opportunity for an exam or a modular exam.
- Handling requests for modified exam or modular exam formats.
- Handling complaints.

You can find all the further rules on exams, modular exams and the final assessment that apply to you in the education and examination regulations (see Part 2). For rules on how these are organised, please refer to the Exam Regulations (see Part 3).

6.2.2 Participation and consultation

Below is a short overview of the HAN committees and councils. They discuss and also influence the policies and decisions made at HAN.

Degree committee

There is a degree committee for each degree programme or group of programmes. A degree committee consists of an equal number of staff members and students. The degree committee advises the course department about promoting and guaranteeing the quality of the degree programme. Each year it also evaluates the degree programme's compliance with the education and examination regulations. The degree committee also has a right of consent and advisory rights. Through this committee, you can contribute ideas and make decisions about the education and organisation of your degree programme.

Would you like to become a member of the degree committee? You can request more information from DegreeCommittee.ISB@han.nl. The degree committee has its own regulations (see Part 3).

School council

Each school has its own school council. This council has the right to discuss all matters concerning the school and to ask the dean about these matters. The council also has the right to be consulted on school policies. The school council gives you the opportunity to contribute ideas and decide on school policies.

Would you like to know more about the school council? Contact the school council secretarial

office: Academycouncil.ISB@han.nl

Participation council

The participation council allows staff and students to participate at HAN level. This council has a right of consent on certain aspects of policy, on the main features of the institution budget, the general applicable part of the education and examination regulations and more. The participation council has an equal number of students and staff. The participation council deals with general HAN policy.

Would you like to join the participation council? You can ask for more information from the secretarial office for the participation council: secretariaat.mr@han.nl. Would you like to learn more about the participation council? Go to https://www1.han.nl/insite/mr/home_opl.xml.

6.3 Student facilities

As a student, you can rely on good coaching and guidance during your academic career. Within your degree programme, you and your study coach look at what coaching you need, your study progress and your career development. We look at your talents, ambitions and support needs.

In addition to the coaching offered within your degree programme, you can use the services offered by HAN Student Support Centre. This is a team of experts who work together on one goal: your growth as a student.

On www.han.nl, under the 'Studying' tab, you will find all information about the facilities that are offered in- and out-of-school. The right of students to the various facilities is regulated in section 3.1 of the Student Charter. The various contact details are included in chapter 5 of that statute. The Student Charter can be found at:

<https://hanuniversity.com/en/study-and-living/studying-at-han/rights-and-responsibiliti/index.xml>

The main facilities are briefly summarized below. For more information about these facilities, see www.hanuniversity.com or www.han.nl.

SUPPORT

HAN Student Support Centre

All HAN students can contact HAN Student Support Centre for support, advice, training and coaching. This is a network of experts in various areas of student supervision. They have expertise in:

- Study skills, language skills and personal development.
- Degree transfers and study delays.
- Psychological support.
- Student finance, support funds and support and questions about finances.
- Studying with special circumstances, chronic illness or pregnancy.
- Course selection and further studies.
- Various statutory and university of applied sciences regulations.
- Complaints, objections and appeals procedures.
- Studying as an elite athlete.
- Purpose and spirituality.

HAN Language Centre

HAN Language Centre can help you with all your language and translation needs. You can also sign up for various language courses, coaching sessions or workshops. HAN students receive a discount on all foreign language courses.

At HAN Language Centre you can also take a writing or spelling course. There is also a special course (in Dutch) for

students with dyslexia. The courses are intended for both Dutch and international students.

Confidential counsellors

At HAN we treat each other respectfully. Unfortunately, incidents can occur in which you as a student or staff member has to deal with unacceptable and/or disruptive behaviour. If this happens, contact one of the confidential counsellors to discuss what you can do about it. You can choose which confidential counsellor you speak to. More information and the contact details of the [confidential counsellors](#) can be found on HAN Insite.

Complaints and Disputes Office

Do you have a complaint, dispute, objection or appeal? The first step is to try to work it out together, possibly with the support of the study coach. If this does not help, you should submit your complaint to the Complaints and Disputes Office. The Complaints and Disputes Office ensures that complaints and letters of appeal are delivered to the right persons within the HAN organisation. The office also takes care of the secretarial duties of the Examination Appeals Board.

E: Bureau.klachtengeschied@han.nl

T: 026-3691504

A: Verlengde Groenestraat 75 Nijmegen / Postbus 6960, 6503 CD NIJMEGEN

I: [Klacht en bezwaar \(han.nl\)](#)

INFORMATION FACILITIES

Student Affairs Enquiry Desk via ASK@han.nl

Do you have questions about your degree programme? For example, about enrolment, payment of tuition fees, examinations, lecture timetables or OSIRIS? You can ask the staff at the Student Affairs Enquiry Desk via ASK@han.nl.

Study and Multimedia Centres

The Study and Multimedia Centres offer a physical library collection at diverse HAN locations. The locations also have places to study and quiet zones.

On the website [HAN Study Centres - HAN Study Centres](#) you can find the digital collection, which you can also consult at home. Here you can also find study materials for the Information Skills lessons.

More information about the services, opening hours and contact details can be found on the website of the Study and Multimedia Centres: [HAN Study Centres - HAN Study Centres](#).

HAN Information Centre via ASK@han.nl

The staff at the HAN Information Centre can tell you everything about degree courses, forms of collaboration, promotional activities and the organisation of the entire HAN.

I: [Contact form \(hanuniversity.com\)](#)

International Office

HAN is also active internationally. The activities are extremely varied. For example, the International Office works on internationalisation of the curriculum, expanding the international network of partner universities, studying abroad for HAN students and lecturer exchanges. The International Office also coordinates HAN's efforts in three important internship projects for community work in South Africa, India and Curacao. Finally, the International Office offers practical support regarding scholarships (including Erasmus+) and filling in forms such as the Learning Agreement.

The International Office is also the first point of contact for international students. The International Office is located in Arnhem (Ruitenberglaan 31) and Nijmegen (Kapittelweg 33). Drop by to ask your questions or visit the Insite page of the [International Office](#).

I: [International office \(hanuniversity.com\)](https://www.hanuniversity.com)

OTHER FACILITIES AND SERVICES

Sports facilities

As a HAN student you can purchase a sports card. This allows you to use the sports facilities of HAN Seneca (the HAN centre for sport and health), the sports facilities of the Arnhem council and the sports facilities of Radboud University Nijmegen.

HAN Employment

HAN Employment mediates between employers and jobseekers doing a work-study or part-time degree course.

HAN Employment also publishes vacancies for alumni.

HAN Employment offers companies the opportunity to post vacancies on the job bank.

Students doing work-study and part-time degree courses are offered training sessions (SollicitatieBoost) and network sessions (Meet & Match).

Entrepreneurship

Students with entrepreneurial ambitions can come here for coaching/starter supervision, entrepreneurship education, help in applying for financing, networking and entrepreneurial events.

You can also contact the centre about doing an internship or graduation assignment in your own company. And HAN offers various minors on entrepreneurship.

Health and safety for students

Would you like to know more about the rules for safe and healthy work practices at HAN? Or do you want to know which resources we have in this area? Visit the special health and safety pages for students on Insite.

PART 2 Education and Examination Regulations

1 About the education and examination regulations

These education and examination regulations are included in the degree statute that applies to your degree programme. The education and examination regulations are adopted each academic year.

The education and examination regulations cover the education, exams, modular exams and final assessment for your degree programme and your rights and obligations.

1.1 Terms and definitions

The terms and definitions used in these education and examination regulations are given below.

The Dutch term is given between brackets.

Academic year (<i>Studiejaar</i>)	The period starting on 1 September and ending on 31 August of the following calendar year.
Assessment criteria (<i>Beoordelingscriteria</i>)	Clearly defined and unambiguous standards that can be used to give a motivated assessment of whether and to what extent a student meets the required level of knowledge, understanding and skills and (if relevant) attitude assessed in an exam or modular exam.
Assessment dimensions (<i>Beoordelingsdimensies</i>)	Assessment dimensions give a global description of the aspects on which a student's performance and/or the resulting products should be assessed. These descriptions need to be global because the assessment dimensions should apply to any type of student performance that demonstrates their qualification.
BRIN number (<i>BRIN-nummer</i>)	The Basisregistratie Instellingen (BRIN) is a database for educational institutions that is published by the Dutch Ministry of Education, Culture and Science. It contains all schools and related institutions. Each educational institution is identified in the database with a number. The BRIN number for HAN is 25KB.
Course (<i>Cursus</i>)	The term "Course" refers to a unit of study or a unit of learning outcomes and is used for all types of education and corresponding educational concepts.
Credit (<i>Studiepunt</i>)	Official term: Education Credit (EC). The study load of a course is measured in credits. For degree programmes that consist of courses one credit equals a normative study load of 28 hours of study. For degree programmes that consist of units of learning outcomes a credit expresses the comparative study load of a course compared to the study load of the degree programme.....
CROHO (<i>CROHO</i>)	CROHO is the central register for degree programmes in higher education.

Degree committee (<i>Opleidingscommissie</i>)	The statutory public participation body as referred to in article 10.3c of the Higher Education and Research Act, which is responsible for eg. guaranteeing the quality of the degree programmes listed in Part 2, chapter 1.
Degree format (<i>Inrichtingsvorm</i>)	The manner in which a degree programme is organised: full-time, part-time or work-study.
Deregister (<i>Uittekenen</i>)	When a student is registered for certain educational components, exams or modular exams, that student must deregister if they decide they no longer wish to participate. OSIRIS uses the term 'disenrol' for deregistering.
D-stream (<i>D-Stroom</i>)	This is a customised study programme that has the same exit qualifications, assessment dimensions and assessment criteria for courses as the regular stream (A-stream). It allows a student to following their own study track in continuous consultation with examiners, lecturers and classmates.
Educational arsenal (<i>Onderwijsarsenaal</i>)	The educational and coaching activities offered to students by a unit of learning outcomes programme with the aim of supporting the student in gaining the course exams and exam modules.
Elective course (<i>Keuze-cursus</i>)	A course that can be chosen from two or more courses. Once selected, a course becomes part of the student's study programme and final assessment. The exams and modular exams for the non-mandatory courses that the student did not select do not need to be taken for the degree certificate.
Exam (<i>Tentamen</i>)	A test of the student's knowledge, understanding, skills and (if relevant) attitude in conjunction with each other. Also, the assessment of the results of that test. The exam is the concluding component of a course .
Exam opportunity (<i>Tentamengelegenheid</i>)	An opportunity offered in the degree programme to sit for an exam or modular exam.
Exam sitting (<i>Tentamenmoment</i>)	The sitting/time at which an exam or modular exam is administered/held.
Examination Appeals Board (<i>College van Beroep voor de examens</i>)	This is the board referred to in article 7.60 of the Higher Education and Research Act. The board deals with appeals submitted by students against decisions made by HAN.
Exams taken independently of the standard programme (<i>Leerwegaafhankelijk tentamen</i>)	An exam or modular exam that the student can take without having participated in the educational activities linked to that exam or modular exam.

Exemption (<i>Vrijstelling</i>)	A decision made by the board of examiners that a student does not have to take the exam(s) relating to one or more specific courses. This decision is based on the board's opinion that the student already sufficiently masters the required knowledge, understanding, competences and/or skills and (if relevant) attitude.
Exit qualifications (<i>Eindkwalificaties/Eindtermen</i>)	Well-defined outcomes regarding the knowledge, understanding and skills and (if relevant) the attitude a student should acquire by the time they complete their degree programme.
External student (<i>Extraneus</i>)	A person enrolled at a university of applied sciences or university who can participate in exams, modular exams and final assessments but not in the education or supervision.
Graduation specialisation (<i>Afstudeerrichting</i>)	A specialisation within a degree programme as defined in the education and examination regulations.
HAN (<i>HAN</i>)	HAN University of Applied Sciences. This abbreviation is used in internal documents to improve the readability of documents.
Head examiner (<i>Hoofdexaminator</i>)	Appointed by the board of examiners as the head examiner responsible for the results of examination and assessment in cases where more than one examiner has been appointed for an exam or modular exam.
Higher Education and Research Act (<i>WHW</i>)	Higher Education and Research Act (in Dutch: <i>Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek</i>).
Honours programme (<i>Honoursprogramma</i>)	A specialisation or differentiation programme for students who are capable of and want to do more than what is offered in the regular study programme. An honours programme has an additional study load of 22.5 credits or more.
Learning outcome (<i>Leeruitkomst</i>)	A measurable result of learning outcomes .
Major (<i>Major</i>)	The core 210 credits of a bachelor degree programme. During the major a student acquires the qualifications needed to graduate for a university of applied sciences bachelor degree and meet the professional requirements.
Minor (<i>Minor</i>)	The part of the post-propaedeutic phase of the bachelor degree programme that is aimed at specialisation or differentiation. The minor has a study load of 30 credits.
Model degree statute (<i>OER</i>)	Education and examination regulations.
Module (<i>Module</i>)	An internally coherent and to some extent independent part of the part-time and work-study degree programme. A module consists of one or more courses and is aimed at a realistic cluster of qualifications derived from professional practice.

Module certificate (<i>Modulecertificaat</i>)	Written statement by the board of examiners that a student has successfully completed a module in the part-time or work-study degree format.
OSIRIS	The HAN study information system.
Premaster (<i>Premaster</i>)	Opportunity to resolve deficiencies when failing to meet the admission requirements of master degree programmes
Professional requirements (<i>Beroepsvereisten</i>)	Well-defined qualifications regarding the knowledge, understanding and skills and (if relevant) the attitude a student needs to carry out the profession they are studying for.
Professional task (<i>Beroepstaak</i>)	A meaningful, complete task as carried out in all its complexity by a professional practitioner in an actual professional setting with all its complexities.
Recognition of Prior Learning (<i>Erkenning Verworven Competenties, EVC</i>)	Recognition of prior learning gained outside the degree programme that leads to a Certificate of Prior Learning from the Nationaal Kenniscentrum EVC, the national research centre for the recognition of prior learning. Recognition of prior learning can lead to exemption from exams and modular exams for courses that focus on the competences already gained through the prior learning.
Register (<i>Intekenen</i>)	Registering for educational components, exams and modular exams. OSIRIS uses the term 'Enrol' for this.
School (<i>Academie</i>)	An organisational unit with interconnected degree programmes, research and knowledge services.
Student (<i>Student</i>)	A person enrolled as a student in a degree programme at HAN with the aim of participating in education, exams and modular exams.
study coach (<i>Studiebegeleider</i>)	A staff member responsible for the study coaching of one or more students.
Study load (<i>Studielast</i>)	The time and effort required for a course.
Study plan (<i>Studieplan</i>)	The contract between a student and HAN at courses that consist of units over learning outcomes. Also called the education contract.
Study progress requirement (<i>Studievoortgangsnorm</i>)	The standard that the course department sets and that the student must meet in order to receive positive study advice.
Talent programme (<i>Talentenprogramma</i>)	A specialisation or differentiation programme for students who are capable of and want to do more than what is offered in the regular study programme. A talent programme has an additional study load of fewer than 22.5 credits.
Track with special feature (<i>Traject met bijzondere eigenschap</i>)	A degree track that distinguishes itself from the standard track because of a different duration, intensity, language or format. In all cases, the study load and the qualities in the area of knowledge, understanding and skills that a student has to acquire by the end of the track are the same as those of the degree programme.

Unit of Learning Outcomes (<i>Eenheid van leeruitkomsten</i>)	A measurable result of learning outcomes that a student may gain without having participated in the educational activities linked to said learning outcomes, the command of which the student is able to demonstrate independently of regular in-class educational activities. A unit of educational outcomes comes with a final examination that may consist of more than one module of exams. In the model degree statute a unit of learning outcomes is called a course.
Unit of study / study unit (<i>Onderwijseenheid</i>)	A basic unit of HAN education that is aimed at achieving clearly defined objectives in terms of knowledge, understanding, skills and (if relevant) attitude. These are assessed in an exam and awarded a certain number of credits.
Workplace learning agreement (<i>Praktijkleerovereenkomst</i>)	Agreement between HAN, the student and a company or organisation regarding work-study placement in the part-time or work-study courses as described in article 7.7,

1.2 Which degree programme(s) do these education and examination regulations apply to?

These are the education and examination regulations, as defined in article 7.13 of the Higher Education and Research Act, for the following HAN degree programme(s):

Degree programme	Degree format	CROHO number	Location of the degree programme
M Circular Economy	Full-time	49142	Arnhem

The degree statute of the Dutch-language main format of the degree programme or degree programmes M Circulaire Economie is published HAN Insite > M Circulaire Economie.

1.3 Which education and examination regulations apply to you?

At HAN, the education and examination regulations are renewed every year. This does not mean everything changes each year. Generally only a small number of changes are made to the educational programme and the organisation.

These education and examination regulations apply to the 2023-2024 academic year, so from September 2023 to 31 August 2024.

Amendments made to the education and examination regulations do not apply to events or matters in the past, but only to the new academic year. Special rules may apply when switching from 'earlier' education and examination regulations to new education and examination regulations. These rules can be found in the transition regulations: Part 2, chapter 8.

In exceptional cases the education and examination regulations must be amended during an academic year. Amendments can only be made during an academic year if this is reasonably necessary and does not disadvantage the students. Transition regulations may also apply in these cases: see Part 2, chapter 8. The overview of adopted amendments is included in Part 2, section 8.5.

In cases not provided for in these education and examination regulations, the dean will decide. If a case is subject to

the authority of the board of examiners, a decision will be made by the chair of that board of examiners. Those with an interest in the decision will be informed of that decision within four weeks.

2 Regulations concerning admission

The rules concerning application, admission, admission requirements, selection and enrolment for all degree programme(s) to which this degree statute applies, can be found in the Enrolment Regulations: www.han.nl.

This chapter contains the applicable rules for admission into the degree programme, which by law must be included in the education and examination regulations.

2.1 Maximum number of admissions

A maximum of 25 persons will be enrolled for this degree programme in the 2023-2024 academic year. If the number of applicants is higher than this maximum, the following will apply for admission: A maximum of 25 people will be enrolled in this programme for the academic year 2023-2024 for the full-time programme. If the number of applicants exceeds this maximum, the following admission procedure applies: applicants who are eligible will be placed on a reserve list. When someone withdraws his/her registration, the next one on the reserve list will still be placed, if this student meets the admission requirements. This can take place until August 1, 2023 at the latest..

2.2 Admission requirements

A requirement for admission to a master degree programme is holding a bachelor degree from a university of applied sciences or university or possessing knowledge, understanding and skills at the level of a bachelor degree from a university of applied sciences or university.

The following specific requirements also apply to this degree programme:

- Holding a bachelor degree in Economics or Engineering & Management or possessing the knowledge, understanding and skills at the level of this bachelor degree.
- You need to prove you have a sufficient level of English. We require one of the following:
 - IELTS score of at least 6.5
 - TOEFL score of 80 or higher (it has to be an iBT= Internet Based done at a Test Centre)
 - Cambridge FCE Grade B minimum score 176 / CAE / CPE*
- As places for this program are limited, we also look at your suitability. We check this through:
 - CV
 - Motivation letter
 - Interview

*If you have a diploma in International Business or Communication at the HAN International School of Business, you are exempt of these requirements.

2.3 Employment requirements for part time degree programme(s)

Not applicable

2.4 Workplace-learning agreement for the work study degree format

Not applicable

2.5 Extra contribution

Based on article 7.50 of the Higher Education and Research Act, HAN may require you to pay an extra contribution when you enrol in the degree course (in addition to your tuition fee). This is to cover certain costs directly related to the education.

3 Description of the degree programme

In this chapter you can read about the format and structure of the degree programme. You can also read about the study load of the different courses offered in the degree programme. This chapter contains a general description. Part 2, chapter 6 describes the exact content of the degree programme.

3.1 Structure and format of the degree programme.

3.1.1 Structure of the degree programme

The degree programme consists of a coherent set of courses.

The study load of a degree programme is represented in credits. The study load of a course is at least one credit. One credit is equal to 28 hours of study (this is an average indication). The study load of this master degree programme is 60 credits.

Each year of study is structured so that the standard study load for a full time degree format is 60 credits.

You can follow the degree programme in the following degree formats:

Full-time

At location: Arnhem.

The standard scheduled duration of the degree course is 1 years of study.

The structure of the educational programme for this degree programme is provided in Part 2, chapter 6.

3.1.2 Structure of the work-study degree format

Not applicable

3.1.3 Elective courses

Not applicable

3.1.4 Graduation specialisation

Not applicable

3.2 Tracks with special features

3.2.1 Combined track

Not applicable

3.2.2 Other track with special feature

Not applicable

3.3 Language in which the courses are offered

The degree programme M Circular Economy is offered in English.

3.4 Extra educational components

As a student you can take one or more extra modules or courses at HAN. If you choose to do this, you will be expanding your study load. You can do this at HAN by:

- taking one or more extra modules,
- taking one or more extra courses.

You do not need approval from the board of examiners to participate in an extra module or one or more extra courses.

Capacity limits may apply for participation in an extra courses or an extra module.

Extra educational components are not part of the degree programme. The results of extra educational components will be listed separately on the degree certificate.

3.5 If the content or structure of your degree programme changes

We regularly change or update components of the degree programme so we can guarantee the quality of the degree programme and the value of your degree (certificate). This means the education and examination regulations for a following academic year may contain amendments to the course programme you will follow.

Changes to the degree programme can have certain consequences. If you have a study delay, for example, you may need to pass a different exam or modular exam than you initially thought. A change may also mean an exam or modular exam is still offered, but you can no longer follow the educational activities for that particular component.

A change cannot mean that courses or exams and modular exams you have already passed no longer count towards the final assessment. The law only allows this in highly exceptional cases.

The transition regulations in Part 2, chapter 8, stipulate, for every change to the degree programme, where needed, what the consequences are for students who are registered for the study programme at the time of said change. .

3.6 Registering for educational activities

In order to take part in education you need to register for educational activities. The 'OSIRIS Regulations for Education, Exams and Modular Exams' in Part 3 of this degree statute stipulates what is expected of you regarding registering and deregistering for educational activities. The regulations also contain exceptions for situations where registering for an educational activity is not necessary.

4 Study coaching and study facilities

The learning objective and basic principle at HAN is that you are responsible for your own learning process. We also want you to feel acknowledged during your entire time as a student. You are entitled to good study coaching. Each degree programme offers support for this. If needed, HAN can also offer you academic, psychological and financial support. The HAN Student Support Centre network offers you support for successful study progress.

4.1 What does HAN offer to assist you with your studies?

HAN offers facilities that enable you to do well in your studies. Examples of these are:

1. Facilities for students with a disability;
2. Facilities for pregnant students and students with informal care tasks;
3. Special support for international students;
4. Special support for students from minority groups.

HAN Student Support Centre also offers support for successful study progress. Students who need this can get extra support. You can contact your study coach or HAN Student Support Centre for more information about the facilities and coaching offered at HAN. See also Part 1, chapter 6

In addition to the general facilities, your degree programme also offers at least the following facilities:

1. Study coaching as described below;
2. Two exam opportunities each academic year.

4.2 How is study coaching organised?

The study coaching starts with the introduction to the study coach at the start of the academic year. In the first year of study, your personal study coach will invite you to come and talk with them at least one time. Furthermore, study coaching is integrated in the education in the courses.

Student coaching starts with meeting the study coach at the beginning of the academic year. In the first year your personal coach will invite you for a meeting at least once. For the rest of the curriculum, coaching is integrated in what you do in the study units.

Every student has a personal study coach who offers supervision aimed at successful study progress. During the study program the coach and the student have at least two meetings, during which the following topics may be dealt with:

- Study progress
- Personal development
- Personal circumstances that affect development and study progress
- Motivation and attitude
- Exceptional circumstances in the study program hampering the student
- Referral for academic, psychological and financial support

The meetings are planned by mutual agreement.

5 Exams and final assessment

This chapter covers, in general terms, the exams, modular exams and final assessment for your degree programme.

Each course has a related exam. An exam can consist of two or more modular exams that have a predetermined weight factor and jointly determine the result for the exam of the course.

5.1 Exams and modular exams

5.2 Exam

The result of an exam for a course is used to determine whether the student has the knowledge, understanding and/or skills and (if relevant) attitude required to successfully complete that course. The learning outcomes and assessment criteria of the exams and modular exams are set out in Part 2, chapter 6.

5.2.1 Entry requirements

Some courses have qualitative entry requirements for participating in educational activities, exams and modular exams for that course. The entry requirements are provided in the course descriptions in Part 2, chapter 9. You can submit a well-reasoned request to the board of examiners for permission to deviate from these entry requirements.

The following entry requirements may apply to your degree programme:

- You need to have passed one or more other specific exams or modular exams.
- You need to sufficiently master the language in which the course is taught.

5.2.2 Mandatory participation

In some cases you may only sit an exam or modular exam if you have actually participated in the educational activities for the course belonging to that exam or modular exam.

Part 2, chapter 6, further stipulates which courses have full or partial mandatory participation.

The board of examiners may grant full or partial exemption of mandatory participation. In that case, an equivalent requirement is imposed.

5.2.3 Exam format

The format of an exam or modular exam is specified in Part 2, chapter 6, in the description of the course concerned. The board of examiners may deviate from this format in special cases, on request or at their own initiative.

The following exam formats are used:

Format	Description
GESP-F	Meeting on location
GESP-O	Online/digital meeting
KENN-F	Knowledge exam on location/written
KENN-M	Oral knowledge exam
KENN-O	Online/digital knowledge exam

PART-F	Participation on location
PART-O	Online/digital participation
PERF-F	Performance on location/written
PERF-O	Online/digital performance
PORT-F	Portfolio on location/written
PORT-O	Online/digital portfolio
PRES-F	Presentation on location
PRES-O	Online/digital presentation
PROD-F	(professional) Product on location/written
PROD-O	Online/digital (professional) product

It is not possible to use more than one exam format.

Oral examinations are public. The exam commission may, in special cases, deviate from this rule. This decision will be communicated with a motivation to all interested parties.

5.3 The examiner

Each exam and modular exam is designed and assessed by one or more examiners, as decided and appointed by the board of examiners.

The examiner determines the outcome of the exam or modular exam and the result. If more than one examiner is appointed, the head examiner sets the final result.

5.3.1 When have you passed an exam?

The examiner gives the result of an exam as a grade, a word qualification or a pass/fail qualification.

The **grade** of an exam is expressed in one of the following numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9 or 10.

A **word** qualification can be given in one of the following terms: excellent, good, more than satisfactory, satisfactory, unsatisfactory, poor, very poor.

The conversion chart below must be used:

Word qualification	Abbreviation word qualification	Conversion
Excellent (<i>excellent</i>)	E	10
Good (<i>goed</i>)	G	8
More than satisfactory (<i>ruim voldoende</i>)	RV	7

Satisfactory (<i>voldoende</i>)	V	6
Unsatisfactory (<i>onvoldoende</i>)	OV	5
Poor (<i>ruim onvoldoende</i>)	RO	4
Very poor (<i>slecht</i>)	S	2

You have passed an exam if you receive a grade of 6 or higher, a word qualification of satisfactory or higher or a Pass.

You have failed an exam if you receive a grade of 5 or lower, a word qualification of unsatisfactory or lower or a Fail.

In the course descriptions in Part 2, chapter 6, is described if an exam is graded with a grade, a word qualification or a pass/fail.

In the case of fraud, an F is recorded for the exam result in OSIRIS.

5.3.2 When have you passed a modular exam?

The examiner gives the result of a modular exam as a grade, a word qualification or a pass/fail qualification as described in art. 8.3.1. The same conversion chart applies.

A grade for a modular exam is rounded to a number with 1 decimal place.

Grades with the decimals 1, 2, 3 or 4 are rounded down.

Grades with the decimals 5, 6, 7, 8 or 9 are rounded up.

You pass a modular exam if you earn a grade of 5.5 or higher, a word qualification of satisfactory or higher or a 'pass' qualification.

You fail a modular exam if you earn a grade of 5.4 or lower, a word qualification of unsatisfactory or lower or a 'fail' qualification.

In the course descriptions in Part 2, chapter 6, is described if a modular exam is graded with a grade, a word qualification or a pass/fail.

In the case of fraud, an F is recorded for the modular exam result in OSIRS.

5.3.3 How is the overall grade calculated for an exam with modular exams?

When the overall grade for the exam is calculated, the grades earned for the modular exams are weighted as specified in the course descriptions given in Part 2, chapter 6. In case of word qualifications the conversion chart above applies. The final exam grade is then rounded as follows:

Exam grades with the decimal 1, 2, 3 or 4 are rounded down to whole numbers.

Exam grades with the decimal 5, 6, 7, 8 or 9 are rounded up to whole numbers.

5.3.4 Applicable result

The final grade for an exam or modular exam is the highest grade achieved. You are allowed to resit an exam or modular exam even if you pass it.

5.4 Number of exam opportunities each academic year

You have at least two opportunities each academic year to take an exam or modular exam. Degree programmes may choose to offer an exam or modular exam more than twice in an academic year. The degree programme will then decide how often a student may sit an exam or modular exam. Your degree programme allows you to sit exams and modular exams at least 2 times per academic year.

The descriptions of the courses in Part 2, chapter 6, specify how many exams and modular exams are conducted each academic year and in which term.

In the following exceptional situations, the course description in Part 2, chapter 6, may stipulate that fewer opportunities than mentioned above will be offered each academic year for students to take the exam or modular exam. This may occur in the following situations:

- if the nature of the education and assessment for the course make it impossible to offer the maximum amount of opportunities. Each academic year at least one opportunity must be given to sit an exam or modular exam, or,
- if it is not possible to offer the maximum amount of opportunities due to physical or logistic reasons, for instance the participation of a third party such as an actor or if the time of the exam makes an extra opportunity impossible, and the next opportunity cannot be offered until the following academic year, and
- an alternative has been offered that prevents further study delay.

The student will be informed of this exception when they apply for the course and, if possible, before the start of the academic year.

5.4.1 Registering for exams and modular exams

If you want to sit an exam or modular exam you need to register for this exam or modular exam. Part 2, chapter 6 describes how and when you need to register for an exam or modular exam. In some situations you will be registered automatically. These exceptions are described in the Regulations Education and exams and modular exams OSIRIS in part 3 of this statute. These regulations also contain information about what is expected of you regarding registering and de-registering for exams and modular exams.

5.4.2 Request for extra exam opportunity or different exam format

You can submit a request to the board of examiners for an extra opportunity for an exam or modular exam. The request must include a good motivation and at least a description of the reason and importance. In the Regulations of the Board of Examiners (see Part 3) gives further details on the procedure are explained.

5.5 Modified exam format

Do you have a disability or chronic illness, or is there another reason that means you cannot participate in the regular format of the exam or modular exam? Then you can ask the board of examiners to conduct the exam or modular exam in a format adjusted to your situation.

The board of examiners will decide, if needed after consultation with you and the examiner, which format can reasonably be used for the exam or modular exam, which facilities will be offered and which different rules will apply.

5.6 When is the result of an exam announced?

It depends on the exam format when the result of an exam or modular exam is announced:

- You will be informed of the result of a written exam or written modular exam within at least 15 working days. This result will be recorded in OSIRIS.
- The result of an oral exam or oral modular exam will be decided directly after the exam and announced within no more than five days. This result will be recorded in OSIRIS.
- You will be notified of the result of a practical exam or practical modular exam immediately after the exam, or if that is not possible, within five working days. This result will be recorded in OSIRIS.

A result entered into OSIRIS may only be changed in the following cases:

- If a demonstrably incorrect result has been entered into OSIRIS.
- In cases of fraud, deceit or impersonation.
- If an examiner has revised their assessment for well-founded reasons.
- If you have lodged an appeal to the Examination Appeals Board or the Higher Education Appeals Tribunal against an assessment, the appeal is judged to be valid and the result has been revised by the examiner.

Has a result changed after being entered into OSIRIS? Then you will be notified.

5.7 Exams: review and discussion rights

You are entitled to receive further explanation about the assessment of your exam or modular exam. This is set out in the HAN rules on discussion and review rights below. Both the discussion and individual review are closely monitored to ensure no fraud takes place.

Discussion and review rights are organised as follows:

5.7.1 Group discussion

Within 10 working days after the results of an exam or modular exam, the examiner organises a group discussion, unless there is clearly no need for this among the students.

5.7.2 Review and discussion of individual work

As an interested party you are entitled to review and discuss your own work with your lecturer and the examiner, unless you could reasonably have already done this during the group discussion. You are allowed to review and discuss everything: the assessed exam or modular exam, the questions, assignments and grading system. Students must have the option to review and discuss their own work within 6 weeks after the result.

5.7.3 Other exam formats

If an exam has been administered in a format that cannot be reviewed or discussed as outlined in the procedure above, the course description in chapter 6 will specify how the review and discussion is organised. The same principles will be guaranteed as in sections 5.8.1 and 5.8.2 above.

5.8 Exams taken independently of the standard programme

An exam or modular exam taken independently of the standard programme is an exam you can participate in without following any of the educational offerings of the course. If you would like to participate in an exam or modular exam taken independently of the standard programme, you can submit a substantiated request to the board of examiners. The request must include at least a description of the reason and importance.

The board of examiners will make a reasoned decision based on the evidence submitted within 20 working days.

If this decision is positive, you can participate in the exam or modular exam. If the regular exam or modular exam is

not suitable for that, the board of examiners will appoint the examiners and decide on the exam format, in accordance with the relevant exit qualifications and assessment criteria given in Part 2, chapter 6.

5.9 When and how can you request exemption from an exam or modular exam?

Part 2, chapter 6 describes for each exam and modular exam which knowledge, understanding, skills and, if relevant, attitude you need to demonstrate and how they will be examined and assessed. You can request an exemption from the board of examiners for one or more exams or modular exams if you demonstrate that you already master the knowledge, understanding, skills and, if relevant, attitude associated with the exam or modular exam.

You can demonstrate this with:

- evidence showing you previously passed an exam in higher education;
- an official report showing recognition of prior learning;
- evidence that you gained the required knowledge, the required understanding and/or the required skills elsewhere.

The learning outcomes and assessment criteria of the exams and modular exams as specified in Part 2, chapter 6, form the guidelines for the board of examiners to grant the exemption.

Instead of a grade, a word qualification or the 'pass' qualification, you receive the qualification of 'exemption' for an exam or modular exam.

The procedure for granting exemptions can be found in the Regulations of the Board of Examiners (Part 3).

The board of examiners may designate certain previously passed exams and modular exams and/or any previously earned credits and degree certificates as entitling students to exemption from one or more exams or modular exams.

The designated exams, credits and certificates are outlined in an appendix to the Regulations of the Board of Examiners. The board of examiners may also consider these as grounds for exemptions from one or more exams or modular exams for courses that are part of abridged tracks.

5.10 The final assessment

You pass the final assessment of the master degree programme if you have passed all of the exams related to that final assessment.

This will differ if the board of examiners has specified that an extra assessment is needed of your knowledge, understanding and skills. In that case, you will also need to pass that extra assessment (exam). Only then will you pass the final assessment.

5.10.1 Cum laude

If you pass all the exams that count towards the final assessment with a grade of 8 or higher, you will pass that assessment 'cum laude'. The grades that count here are the overall exam grades for each course; separate grades for the modular exams are not taken into account.

Exams that have a word qualification will be converted using the table in 5.3.1.

Exams that are part of an increase of your study load, as described in Part 2, chapter 3, are not taken into consideration when determining the 'cum laude' distinction.

You may earn no more than 30 credits in exemptions or 'pass' qualifications in the degree programme.

5.10.2 With merit

If you pass all the exams that count towards the final assessment with a grade of 7 or higher, you will pass that assessment 'with merit'. The grades that count here are the overall exam grades for each course; separate grades for the modular exams are not taken into account.

Exams that have a word qualification will be converted using the table in 5.3.1.

Exams that are part of an increase of your study load, as described in Part 2, chapter 3, are not taken into consideration when determining the 'with merit' distinction.

You may earn no more than 30 credits in exemptions or 'pass' qualifications in the degree programme.

5.11 Overview of results, supporting documents, and declarations

5.11.1 How to request a - certified - overview of your study results

You can make a printout of your exam results as recorded in OSIRIS. If you want to use this overview as an official document outside HAN, you can submit a request to the Student Affairs Enquiry Desk, via ASK@han.nl for a certified overview of study results. This certification does not guarantee that the relevant authorities will also consider the document official.

5.11.2 Exam documentation

You will receive a digital document from the examiner for each exam or modular exam you take. It gives the name and code of the exam or modular exam, the course and your result. The examiner is required to provide you with this documentation.

Keep these documents in a safe place.

5.11.3 Statement

Are you dropping out of the degree programme and not entitled to a master degree certificate? If you have passed more than one exam, you can ask the board of examiners for a statement listing the exams you passed, for which degree programme, how many credits you earned for those exams and, if applicable, the programme for which the statement is being issued.

5.11.4 Module certificate

Not applicable

5.12 Degree certificate, degree and diploma supplement

5.12.1 Master degree certificate and diploma supplement

In the month when you expect to have passed all the exams for the degree programme, you can apply for your certificate through OSIRIS. Only after you apply, does the board of examiners check whether you have indeed passed all exams for the degree programme, whether you are enrolled in the degree programme, and whether you have met all your financial obligations towards HAN.

Following this, the board of examiners will award the degree certificate and the accompanying diploma supplement in English. The official date of graduation is the day the board of examiners determines that you have earned all the required credits.

5.12.2 Degree and degree title

Once the board of examiners has confirmed you have passed the final bachelor assessment, the HAN Executive Board will award you the degree for your degree programme. This degree comes with an official abbreviation you can place after your surname in the Netherlands and abroad.

You will receive the following degree: Master of Science.

The abbreviation related to this degree is: MSc.

This degree title is also stated on the certificate.

5.12.3 Postponement of the degree certificate

You are allowed to postpone the request for your master degree certificate. The board of examiners will determine the duration of the postponement, taking into account the reasons for the delay. You must request the degree certificate within the timeframe specified. If you do not do so, the board will issue the degree certificate after this timeframe, unless you have requested an extension to the timeframe on time. You can postpone graduation for a maximum of two years.

5.13 Appeal

You can lodge an appeal with the HAN Examination Appeals Board against a decision concerning education, exams, modular exams and final assessments within 6 weeks based on the education and examination regulations.

For more information about which decisions you can appeal and how, go to HAN Insite Complaints and Disputes Office:

<https://www1.han.nl/insite/en/students/contact/complaints-disputes-unacceptable-behavior/examination-appeals-board/>

6 Description of the educational programme

This chapter describes your degree programme in the form of a curriculum overview and description of the courses.

If extra programmes, tracks in a language other than English or tracks with a special feature are offered, these are also described.

This chapter also specifies whether the degree programme offers modules and/or elective courses.

Name of degree programme: Master Circular Economy			
CROHO number: 49142			
Degree format	Full-time		
Language	English		
Variants and tracks	N/A		

Below is a schematic overview that gives you an overall impression of the degree programme. It also gives the courses in the degree programme.

6.1 Courses

See Appendix to chapter 6 description of the educational programme.

6.2 Graduation specialisations

Not applicable

6.3 Other

Not applicable

7 Evaluation of the degree programme

7.1 Evaluation structure

A quality framework has been adopted for all HAN degree. This is in line with the accreditation framework of the Accreditation Organisation of the Netherlands and Flanders (NVAO) and the education policy formulated by HAN. This framework stipulates, among other things, that regular evaluations must be held among students, graduates, the professional field and staff.

Assessments are also held by HAN to support the evaluations at the level of the degree programme.

Each year all HAN degree programmes participate in the National Student Survey (NSE) in which students indicate how satisfied they are with different aspects of their degree programme.

Every year an alumni survey is held via the HBO-monitor. This evaluates for each degree programme how alumni look back on their degree programme and how well it was geared to the labour market in their experience.

HAN students who leave a degree programme without a degree certificate are contacted to enquire about their reason for leaving. Also, study progress and drop-outs are monitored for each degree programme.

Every six years an accreditation is held by the NVAO, with external reviews beforehand by a committee of experts. Halfway through the accreditation cycle, an audit is conducted by an internal committee complemented by an external expert in the relevant field. The aim is to monitor and test the progress of improvement measures relating to the last external assessment of the degree programme. This internal audit results in a report with improvement recommendations for those responsible for the content of the degree programme, the degree committee and the dean.

The audit is conducted according to HAN guidelines and it includes quality assurance with regards to administrative and educational law and good implementation of the education and examination regulations.

7.2 Evaluation by the degree programme

The dean is responsible for the structure and the quality of the degree programme.

Each year the dean adopts an annual quality assurance report on the degree programme. This document, along with the internal audit report or review report, forms the basis for dialogue about the quality of the degree programme. This report concerns the improvement activities that were agreed on for the reported year, how they were executed and what results they delivered.

Based on the analysis of evaluation data for the reported year, a description follows of the improvement activities to be implemented in the current year. The evaluation data come about through evaluations of courses, annual evaluations and curriculum evaluations by lecturers, students, alumni and the professional field. Also through evaluation studies conducted centrally by HAN.

The academy manager and/or the degree committee, curriculum committee and the board of examiners are involved in this cycle at degree programme level by means of a brief response to this. Their responses are included in the appendixes to the annual report.

7.3 Role of the degree committee

The tasks, role and responsibilities of the degree committee in the evaluation are set out in the Regulations of the Degree Committee (see Part 3). The degree committee can also take the initiative to conduct specific evaluations.

7.4 Degree-specific quality assurance

The process surrounding quality assurance involves the evaluation of the desired and realized learning outcomes of the master. The desired learning outcomes have been defined in the end qualifications and learning outcomes. In February 2019 the NVAO judged that these are fitting for the level and orientation of the study program. Moreover, they align with the expectations of the professional field and the profession and international requirements.

The degree to which the desired learning outcomes are realized is assessed on the basis of a review of the portfolios and assessments of students with respect to the end qualifications and learning outcomes. Next to that, there is an external supervisor connected to the study program. The program is accredited by the NVAO every six years.

The schedule, the international teaching and learning environment and the quality of the teaching staff enable the students who enroll to reach the desired learning outcomes. This is evaluated in annual and mid-term student evaluations, evaluation with the teaching staff, with the teaching staff of the Dutch master circulaire economie and with partners of the innovation lab. This also includes the organization of the master program. Apart from that, peer review and calibration sessions during the master program serve as valuable instruments of quality assurance, just like consultation with the curriculum committee.

In the assessment policy plan the principles for examination and assessment of the students of the master CE have been formulated. The core team is responsible for the development, the planning and the execution of testing and educational innovation. The core team designs and manages the test program and is responsible for the quality of this program. Lecturers develop the exams and the assessment forms. They are responsible for correctly setting and assessing exams. We use the four-eyes principle. Calibration sessions in our team and together with the colleagues of the Dutch master circulaire economie are held to enhance the quality and reliability of exams.

The quality of examination is evaluated in evaluations with students with the help of the HBO Spiegel (a reflection tool), in the NSE (National Students Evaluation) and in the curriculum committee. Besides, there is regular consultation with the professional field committee and organizations to guarantee the external validation of the learning outcomes and examination.

The board of examiners guarantees the end level and the quality of exams and gives feedback on the exam organization. The Regulations of Board of Examiners have been incorporated in part 3.

8 Transition regulations

8.1 Effective date for amendments

An amendment to the education and examination regulations can only become effective as of 1 September in the following academic year. Exceptions to this rule are clerical error, force majeure, fulfilment of legal regulations or when the amendment is in your favour.

This chapter sets out the rules for respecting acquired rights and legitimate expectations.

8.2 Validity certificate

A successful master degree certificate is inviolable, except in the case of proven fraud in the process of earning this.

8.3 Obtained credits and study results

The result of an exam and its corresponding credits remain valid until the board of examiners has made a substantiated decision that the examined material is so outdated that it can no longer be used in the profession and the term of validity has expired as of a date stipulated by the board of examiners.

Results obtained for modular exams remain valid and may – if they still fit in the new programme – lead to exemptions for modular exams. A modular exam can, if possible, be added to another course to replace a different modular exam that had the same learning outcomes or learning goals.

8.4 Participation in education, but not in exam or exam not passed

A student who has participated in the educational activities for a course in the academic year prior to the programme change, but who has not completed an exam or modular exam or has not passed an exam or modular exam, is entitled to repeat the educational activities at least during the academic year in which the change takes effect, and is entitled to at least two opportunities to take the (modular) exams.

8.5 Degree-specific transition regulations

Not applicable.

8.6 Adopted amendments to this degree statute

Not applicable

PART 3 Other regulations

1 Exam regulations

These regulations set out:

1. The rules of conduct for students in exam and modular exam sessions, insofar as these are not laid down in the Student Charter, the Education and Examination Regulations or related regulations.
2. The rules of conduct for students in review sessions and discussions of exams and modular exams, insofar as these are not laid down in the Student Charter, the Education and Examination Regulations or related regulations.

1 Code of conduct for students during exam sessions

The facilities provided by HAN for students with respect to exams and modular exams are laid down in the Student Charter and Education and Examination Regulations or related regulations. HAN also has a general code of conduct for students. In addition to general provisions, this code of conduct contains provisions governing the conduct of students at exam venues. These exam regulations contain additional provisions regarding student behaviour during written and digital exams in particular.

Behaviour

The student:

1. must follow the instructions given by the supervisor and treat the supervisor with respect;
2. must behave in such a way that they do not disturb other students at any time during the exam or when entering or leaving the exam venue. The student must be silent before, during and after the exam when in and near the room where the exam is being held;
3. must contact the supervisor as soon as possible if anything is unclear before and/or during the exam.

Identification and admission

The student:

1. must report to the supervisor at the exam room 15 minutes before the start of the exam;
2. will only be admitted to the HAN exam if they can identify themselves with a valid student card or a valid proof of identity. This includes:
 - a passport;
 - a European identity document;
 - a Dutch driving licence;
 - a European driving licence;
 - a Dutch residence permit.
3. may only use an identity document to identify themselves if they are sitting for a national exam;
4. must place their valid student card or proof of identity at the top right-hand corner of the desk during the exam so the supervisor can check their identity;
5. will have their name checked off the attendance list by the supervisor to confirm their participation in the exam.

Theft/loss of identification

If the student cannot show identification due to theft or loss, they can participate in the exam using an original police report of the theft and/or official request to the municipal authorities for new identity papers. The supervisor should

contact the coordinator when determining whether to approve. This is then noted on the official report/attendance list.

Extra requirements for computer-based exam

1. When taking a computer-based exam, the student is expected to have actively participated in the mock exam organised by the degree course and to have been informed about the exam application, about the fraud prevention application and about the use of personal data;
2. The laptop the student brings with them for the computer-based exam or modular exam must meet the HAN requirements. These can be found at HAN Insite – Facilities and IT – Applications/Software – Schoolyear (digital exams with fraud prevention);
3. If the student's laptop is not compatible with the exam and fraud prevention software, the student may request a loan laptop from the degree course/school before participating in the exam or modular exam.

Before the start of the exam

The student:

1. may only place items needed to complete an exam on or next to the table;
2. may not – unless expressly stated otherwise – be in possession of any digital data carriers during the exam other than those expressly permitted and necessary for taking the exam or modular exam. This includes equipment with integrated digital data carriers, such as USB flash drives, calculators, special watches, special glasses, special earphones, etc.;
3. may not wear a watch. A clock is provided in all exam venues;
4. may not – unless expressly stated otherwise – use the following resources during the exam: hard-copy or digital versions of dictionaries, law books, textbooks, etc. If these resources are permitted, the hard-copy or digital resources will be made accessible and may be checked by the supervisors;
5. must put their coat, scarf, hat, bags, cases, mobile phone(s), smartphone(s), digital data carrier(s) and any equipment with integrated digital data carrier(s) in the place specified by the supervisor;
6. must turn off mobile phones, smartphones, etc. before putting them away;
7. must write their name, student number, class/group and other details requested by the supervisor on all written exam documents at the start of the exam. The student must also write these details on any note paper they use;
8. will not have direct access to the exam venue after the actual start of the exam. Students who do not make it to the exam venue on time are allowed to enter the exam venue when 30 minutes of the exam have passed and are allowed to sit the exam for the remainder of the exam time. The supervisor makes a note of which students are late. Students must strictly observe any instructions given by the supervisors regarding where they are allowed to sit and they may not disturb students who have already started the exam;
9. may log into the exam application prior to a computer-based exam, identify themselves via SURF-connext or Microsoft Azure, and wait at the cover sheet for the exam or modular exam until the supervisor signals that students may start the exam or modular exam.

During the exam

The student:

1. may not take toilet breaks during exam sessions of 120 minutes or less. During exams that last longer than 120 minutes, students may take a toilet break after 120 minutes if accompanied by a supervisor. Exceptions are possible for all exams in cases of physical discomfort, provided the supervisor is notified no later than 15 minutes before the start of the exam or immediately upon entry when arriving 30 minutes after the start of the

exam;

2. may not leave or submit their work during the first 30 minutes of the actual start of an exam (to prevent disruption to other students and/or irregularities). If there are any students who enter the exam venue 30 minutes after the start, any students who want to leave may only do so after the late students have started their exam;
3. will be given access to additional exam facilities if they are entitled to those facilities according to OSIRIS or a decision to that effect by the board of examiners. These facilities are applicable if the student indicated when registering for the exam that they wanted to use these facilities;
4. may not consume any food during exams that are shorter than 150 minutes; students may consume food during exam sessions of 150 minutes or longer if this does not cause a nuisance to fellow students;
5. may only consume drinks from a resealable bottle/container;
6. must use the writing materials specified on the cover sheet (black or blue pen or lead pencil) to complete the written exam;
7. must ensure that multiple-choice forms are filled in correctly and according to the instructions given by the supervisor;
8. may not copy or scan a written or computer-based exam or parts thereof in any way or take the exam or its contents outside the exam venues in any manner;
9. may not use unauthorised digital resources, facilities or functions.

Resources

The student:

1. may not use resources other than those permitted. The permitted resources will be announced in advance by the department and will be listed on the exam cover sheet;
2. must ensure that resources do not have notes, etc. on them unless the exam cover sheet states that this is permitted;
3. must make sure that the laptop and accompanying mouse and earplugs they bring for computer-based exams meet the requirements set by HAN. These can be found at [HAN Insite – Facilities and IT – Applications/Software – Schoolyear \(digital exams with fraud prevention\)](#).

Suspected irregularity

The student:

1. will be referred to Part 2 of the degree statute (the education and examination regulations), and Part 3, chapter 3, of the degree statute (the regulations of the board of examiners) for provisions concerning irregularities or fraud, penalties for irregularities or fraud, and confiscation of evidence;
2. will be permitted by the supervisor to complete the exam in the event of reasonable suspicion of an irregularity or fraud and will sign to confirm they have seen the 'Official exam report form' that has been filled in by the supervisor. This form is appended to these regulations.

Handing in exam documents

The student:

1. must check before handing in the exam script and assignment(s) whether their name, student number, class/group number and any other details requested by the supervisor have been written correctly on all of the exam documents to be submitted;
2. must submit all the exam documents including used and unused note paper to the supervisor and sign the

attendance list for confirmation;

3. must make sure everything is left neat and tidy before leaving the exam venue;
4. must make sure they close down the exam application and blocking software for the computer-based exam.

2 Code of conduct for students during review/discussion sessions of assessed exam work

There is a code of conduct for students. In addition to general provisions, this code of conduct contains provisions governing the conduct of students at exam venues.

Below are additional regulations regarding the review of assessed exam work, hereafter referred to as a 'review session'.

Before the review session: Only students who have taken part in the exam for which the review session is organised may be present in the classroom. A lecturer and a supervisor will be present during the review session.

Behaviour

The student:

1. must follow the instructions given by the supervisor and treat the supervisor with respect;
2. must behave in such a way that they do not disturb other students at any time during the review session or when entering or leaving the room where the review session takes place (hereafter referred to as the 'room');
3. must contact the supervisor a.s.a.p. if anything is unclear during the review session.

Identification and admission

The student:

1. must show the supervisor a valid student card or another valid form of identification:
 - a passport;
 - a European identity document;
 - a Dutch driving licence;
 - a European driving licence;
 - a Dutch residence permit.

If the student cannot show a student card or a valid form of identification, they will not be allowed to take part in the review session/discussion;

2. In the case of theft or loss of the identity document, the student can apply for a certificate of enrolment at the exams office, which will give them admittance to the room. This certificate will only be issued if the student can show the original police report and/or official request to the municipal authorities for new identity papers;
3. must write their name on the attendance list provided by the supervisor to confirm their participation in the review session/discussion;
4. must place their valid student card or other form of identification at the top right-hand corner of the desk during the review session/discussion so the supervisor can check their identity;
5. will only be admitted to a digital review session if they have a laptop with them that meets the requirements set by HAN. These can be found at [HAN Insite – Facilities and IT – Applications/Software – Schoolyear \(digital exams with fraud prevention\)](#).

Start and resources

The student:

1. must ensure they have a copy of their answer sheet (yellow carbon copy) when reviewing a multiple-choice

exam with OMR answer sheet;

2. must log in to the exam application when reviewing a digital exam or modular exam, and identify themselves via SURF-connext or Microsoft Azure;
3. may only place on the table the permitted resources listed on the review cover sheet or announced by the supervisor at the start of the review session;
4. may not – unless expressly stated otherwise – have any of the following in their possession during the review session: digital data carriers or equipment with an integrated digital data carrier, such as mobile phone, smartphone, USB flash drive, calculator, special watch, special glasses, special earphones, etc.;
5. must put their coat, scarf, hat, bags, cases, mobile phone(s), smartphone(s), digital data carrier(s) and any equipment with integrated digital data carrier(s) in the place specified by the supervisor;
6. must ensure their mobile phone(s), smartphone(s) or other digital data carrier(s) and any equipment with integrated digital data carrier(s) are switched off before putting them away.

During the review session/discussion

The student:

1. may not take a toilet break during the review session;
2. may not eat anything during the review session;
3. may only consume drinks from a resealable bottle/container;
4. may only place one or more of the following permitted documents on the table in the case of written exams:
 - a. assessment form
 - b. yellow carbon copy (of the multiple-choice exam with OMR answer sheet)
 - c. exam script
5. may not make any annotations or amendments to the exam script. If the student does this anyway, this is reported to the board of examiners as an irregularity;
6. may not copy, scan or take with them any model answers or assignments. Neither may students copy their own exam scripts and/or those of other students;
7. may not copy or scan a written or computer-based exam or parts thereof in any way or take the exam or its contents outside the exam venues by any other means;
8. may not use unauthorised digital resources, facilities or functions.

In the case of protest

The student:

1. must carefully complete all requested details on the protest form.

Submitting reviewed (assessed) exam work

The student:

1. must submit all the exam documents received for the review session to the supervisor and sign the attendance list to confirm this;
2. must make sure they close the exam application and blocking software for the computer-based exam;
3. must make sure everything is left neat and tidy before leaving the room.

3 Final provisions

Unforeseen circumstances

In exceptional situations and cases not provided for by these regulations and in which an immediate decision is necessary, the decision will be taken by:

- a. the head of the exams office (in so far as this is within the powers of the exams office);
- b. the examiner (in so far as this is within their powers);
- c. the chair of the board of examiners (in so far as this is within their powers);
- d. the supervisor, in consultation with the coordinating supervisor if it is not possible to wait until one of the above authorised people is present.

The interested parties will be informed of the decision as soon as possible.

Complaints and appeals concerning decisions and procedures of the exams office

Complaints and appeals concerning decisions and procedures of the exams office

For more on this, see these HAN regulations:

- 'Complaints Regulations';

- 'Regulations for Legal Protection of Decisions Concerning Education'.

4 Appendix Proces-verbaal tentamen Official exam report

Naam surveillant *Name of supervisor:*

.....

Code/naam tentamen *Code/name of exam*

.....

Tentamendatum en tentamentijdstip *Date and time of exam*

.....

Tentamenlokaal *Exam room:*

.....

Plaats *Place:*

.....

PART 1: UITREIKEN VAN HAN LAPTOPS / LOAN OF HAN LAPTOPS

Totaal aantal uitgeleende HAN laptops *Total number of loaned HAN laptops*

.....

Naam én studentnummer van de student aan wie de HAN laptop is uitgeleend en de reden van uitleen
Name and student number of the student to who the HAN laptop has been lent and the reason for lending

1. (Naam, studentnummer en reden *name, student number and reason*)

.....

.....

2.....

.....

3.

.....

4.....

.....

5.....

**PART 2: MELDING VAN EEN GECONSTATEERDE VERMOEDELIJKE ONREGELMATIGHEID OF FRAUDE /
NOTIFICATION OF A SUSPECTED IRREGULARITY OR FRAUD**

Naam student *Name of student*

.....

Studentnummer *Student number*

.....

Beknopt verslag door de surveillant van de geconstateerde vermoedelijke onregelmatigheid of fraude

Brief written report report of the suspected irregularity/fraud by the supervisor

.....

.....

Korte reactie van de student (je bent niet verplicht dit in te vullen, je krijgt nog de kans je verhaal te doen bij de examencommissie):

Brief response by the student (you are not required to fill out this form, you will still have the opportunity to tell your story to the Board of Examiners):

.....

.....

Handtekening surveillant *Supervisor's signature:*

.....

Handtekening 'voor gezien' van student *Student's signature to confirm he/she has read the form*

.....

The supervisor intervenes immediately in case of a suspected irregularity or fraud. The supervisor provisionally allows the student to finish the exam, and seizes all documents that they suspect are involved in the suspected irregularity/fraud. The supervisor fills in this form and submits it to the coordinating supervisor along with all accompanying items immediately after the exam. The student in question receives a copy of the completed form. The form is then sent to the board of examiners via the exams office. The board of examiners will contact the student.

De surveillant grijpt in geval van een redelijk vermoeden van een onregelmatigheid of fraude direct in. Hij laat de student onder voorbehoud het tentamen afmaken en neemt alle bescheiden in waarmee de vermoedelijke onregelmatigheid/fraude heeft plaatsgevonden. De surveillant vult dit formulier in en levert dit met alle bescheiden na afloop van het tentamen direct in bij de coördinator-surveillant. De student ontvangt een kopie van het ingevulde formulier. Via het Tentamenbureau gaat het formulier vervolgens naar de examencommissie. De examencommissie neemt contact op met de student.

2 OSIRIS regulations for education, exams and modular exams

These regulations set out:

1. The rules applying to registering for courses;
2. The rules applying to registering for exams or modular exams;
3. The rules applying in case of technical problems.

Regulations for registering and cancelling registrations for courses, exams and modular exams in OSIRIS

1. Registering for courses

- a. You need to register for courses you plan to participate in. If you do not register, you cannot participate in any courses;
- b. The degree programme may specify that a maximum number of students can participate in a certain course. If applicable, this is stated in Part 2 of the degree statute (the education and examination regulations), in the chapter 'Description of the education programme';
- c. The degree programme may decide that registration is not required for certain courses. If applicable, this is specified in the description of the course in Part 2 of this degree statute (the education and examination regulations), in the chapter 'Description of the education programme';
- d. You do not have to register for courses you take at the start of your degree programme. However, if registration is required at the start of the degree programme for electives / courses, this is specified in Part 2 of the degree statute (the education and examination regulations), in the chapter 'Description of the education programme'.

2. Registration periods for courses

- a. Registration for courses is open from 20 to 10 working days before they start. If a different registration period is set for a certain course, this period can be found in the description of that component in Part 2 of the degree statute (the education and examination regulations), in the chapter 'Description of the education programme'.
Deviating from this provision is only permitted if it benefits students;
- b. A different registration period may be set for the courses related to minors. This period can be found in the description of the course in Part 2 of the degree statute (the education and examination regulations), in the chapter 'Description of the education programme', for the degree programme offering the minor.
Deviating from this provision is only permitted if it benefits students.

Registration for courses offered at the start of the academic year is open until 10 working days before the start of the academic year.

3. Registering for courses after the deadline

- a. You cannot register after the registration deadline has passed. You can submit a request for late registration via ASK@HAN.nl until 9.00 on the last working day before the course starts;
- b. You will be granted permission if there is no maximum number of students as referred to in article 1 under b and if the format of the course allows for late registration;
- c. If a maximum number of students is specified, you will still be given permission if this maximum has not yet

been reached and if the format of the course allows for late registration;

- d. The degree programme may decide late registration is not possible for certain courses. If applicable, this is specified in the description of the course in Part 2 of the degree statute (the education and examination regulations).

If permission is granted, you will be registered by Study Progress.

4. Cancelling registration for courses

- a. If you do not want to participate in an course for which you have registered, you need to deregister no later than the day before it starts;
- b. When you cancel your registration, the automatic registration for the first exam sitting is cancelled as stipulated below in article 5 under b.

Registering and cancelling registration for exams

5. Registering for exams and modular exams

- a. You need to register for the exams and modular exams you want to take. If you are not registered for an exam or modular exam, you cannot take that exam;
- b. There is one exception to this rule: when you register to participate in an course, you are automatically registered for the first sitting of the exam or modular exam for that component. If you want to participate in a different sitting of the exam or modular exam, you need to cancel your registration (see article 8 below). If you do this, also remember to register for the sitting of the exam or modular exam that you do want to attend.

6. Registration periods for exams and modular exams

- a. Registration for exams and modular exams is open from 20 to 10 working days before the exam date;
- b. If a different period has been set for certain exams and modular exams, this period can be found in the description of that course in Part 2 of the degree statute (the education and examination regulations), in the chapter 'Description of the education programme'.

Deviation from this provision is only permitted if it benefits students.

7. Registering for exams and modular exams after the deadline

- a. You can no longer register after the registration deadline has passed. You can still request late registration until 9.00 one working day before the exam or modular exam sitting via ASK@HAN.nl;
- b. You will not be granted permission for late registration if it is no longer possible to arrange the required facilities, services or support;
- c. A request for late registration will be granted if the request is for the last exam or modular exam for a final assessment or if the exam is being offered for the last time due to a change in the curriculum.

8. Cancelling registration for exams and modular exams

- a. If you decide not to participate in the exam or modular exam, you must cancel your registration prior to the exam or modular exam sitting;
- b. You can cancel registration for an exam or modular exam up to one working day before the exam or modular exam sitting;
- c. If you are registered for an exam or modular exam, but do not participate and have not cancelled your registration, this will count as an exam opportunity used and an 'NP' (not participated) will be recorded for the

exam or modular exam result in OSIRIS. If there were special circumstances that prevented you from cancelling your registration and/or from participating, you can apply to the board of examiners for an additional exam opportunity if needed. See the section 'Request for extra exam opportunity or another exam format' in Part 2 of the degree statute (the education and examination regulations), in the chapter 'Exams and final assessment'.

9. Technical problems

If you encounter problems while registering or cancelling your registration for educational components, exams or modular exams and you are unable to register or cancel your registration, report this by email or in person to ASK@HAN.nl before the registration deadline.

3 Regulations of the Board of Examiners

2023-2024 Regulations of the Board of Examiners for the School of Finance

Section 1: General provisions

Article 1.1 Terms and definitions

The terms and definitions applied in these regulations are those set out in section 1.1 of the Education and Examination Regulations.

Article 1.2 Status and scope of application of these regulations

1. These regulations contain rules about the duties and powers of the Board of Examiners for the School of Finance and the measures available to them, as well as rules about their implementation.
2. The model regulations are adopted annually, as part of the model degree statute, by the Executive Board with consent from the Participation Council.
The board of examiners may change paragraphs, articles and sections, provided the changes do not conflict with the degree-specific education and examination regulations, the HAN Student Charter or the Higher Education and Research Act.
3. These regulations were adopted by the board of examiners. They apply to the courses, exams, modular exams and final assessments for the following degree programmes:
 - Bachelor programmes: Accountancy, Finance & Control, Finance, Tax and Advice, Financial Services Management and Fiscaal Recht en Economie
 - Associate degree programme: Accountancy
 - Master programme: Circular Economy (Dutch and English-taught)

Section 2: Decision-making and mandates, duties and meetings

Article 2.1 Decision-making and mandates

1. The chair of the board of examiners signs resolutions by the board of examiners, unless this duty has been delegated to someone else.
2. The board of examiners can appoint a managing committee for matters concerning day-to-day business. This committee is composed of the chair of the board of examiners and another member – insofar as this position is occupied – with assistance from the official secretary. The managing committee has a general mandate authorising it to make provisions for ongoing matters. If a situation arises where the managing committee is unable to reach a decision, the situation will be presented to the board of examiners as soon as possible for a resolution.
3. The board of examiners can be assisted in its activities by an official secretary.
4. Tasks mandated by the board of examiners are recorded in an overview that is available upon request from the official secretariat for the Board of Examiners for the School of Finance at Examencommissie.AFEM@han.nl. Full responsibility for any duties and/or powers that the board of examiners mandates remains with the board of examiners.
5. The duties mandated to the board of examiners by or on behalf of the Executive Board are recorded in the Executive Board's mandate register, which is available on Insite.

6. The board of examiners will arrange to receive regular written reports regarding the progress of the duties and/or powers that it has mandated.

Article 2.2 Duties and powers of the board of examiners

The board of examiners has the following duties and powers:

1. Ensuring the quality of exams, modular exams and final assessments.
2. Adopting guidelines and instructions in addition to the Education and Examination Regulations (EER) to ensure an objective, reliable, valid and transparent manner for assessing exams, modular exams and final assessments and determining their result.
3. Passing a resolution to declare the results for an exam or modular exam (and the corresponding credits) expired effective a date as established by the board of examiners. This is only done in cases where reasoned arguments can be given showing the knowledge, understanding and/or skills are obsolete and are no longer useful for the profession.
4. Deciding on students' requests for exemptions. If it later emerges that the evidence submitted by the student that formed the basis for the decision was incorrect, the board of examiners is authorised to reverse its decision.
5. Deciding that specific exams and modular exams, certificates and other declarations, diplomas and degree certificates that a student has passed or obtained entitle that student to an exemption for one or more exams and/or modular exams. An overview of designation decisions (*aanwijzingsbesluiten*) for student groups is available on the Insite page of the board of examiners or upon request from the official secretariat for the Board of Examiners for the School of Finance at Examencommissie.AFEM@han.nl.
6. Adopting further rules and regulations regarding the possibility of fraud and/or irregularities by students, prospective students or external students, including what action may be taken.
7. Adopting policies and rules with regards to exercising the duties and powers described in paragraphs 1, 2, 3, 4 and 5.
8. Assuring the quality of the organisation of and the procedures for exams and final assessments.
9. When adopting the guidelines and instructions as referred to in paragraph 2: following national requirements as closely as possible for the protocols for assessing final projects and other assignments.
10. Appointing examiners and head examiners to administer exams and modular exams and to determine the results of those exams. The board of examiners establishes guidelines for appointing examiners and head examiners and assigning them their duties per exam format.
11. Terminating the appointments of examiners.
12. Making proposals to the Executive Board for terminating a student's enrolment in the event of serious fraud.
13. Advising the Executive Board on the termination of a student's enrolment in a degree programme as a consequence of the student's conduct in relation to future professional practice.
14. Deciding on situations where a student is suspected of committing an irregularity and/or fraud and, if necessary, taking appropriate action, in accordance with the regulations of the board of examiners as adopted by the board of examiners.

15. Deciding on student requests to take a particular minor in accordance with the EER.
16. Establishing which HAN minors are approved as minors for the degree certificate of the degree programme(s). The overview of these HAN minors approved by the board of examiners can be found on the degree programme's Insite page under 'Board of Examiners'.
17. Deciding on student requests for extra opportunities to take an exam or modular exam.
18. Only for degree programmes consisting of units of study: deciding on student requests to take an exam or modular exam for a course independently of the standard programme.
19. Deciding on requests from bachelor students to take exams and modular exams for the final bachelor assessment before they have passed the final assessment of the propaedeutic phase.
20. Deciding on student requests to take educational components and exams and modular exams that do not match the applicable entry requirements.
21. Deciding on student requests to take exams and modular exams in a different format from what is set out in the education and examination regulations.
22. Deciding on student requests to take exams and modular exams in an adapted format, due to disability or chronic illness or another situation such as pregnancy.
23. Deciding on student requests for an oral exam to be closed to the public. The board of examiners may also decide (in practice or in principle) to close certain exams and modular exams to the public without a student's request in cases where there are special reasons such as company confidentiality during a graduation meeting.
24. Awarding official documentation, module certificates and declarations.
25. Helping design the examination policy for the degree programme or group of degree programmes.
26. Advising the dean on the education and examination regulations.
27. Awarding degree certificates as proof that the final assessment has been passed after the Executive Board has declared that the procedural requirements for issuing the certificate have been met.
28. These requirements are as follows:
 - the student must be enrolled at HAN University of Applied Sciences in order to be awarded the degree;
 - the student's tuition fees must have been paid;
29. Deciding on the postponement term after the student has passed all parts of the final assessment but has not requested the degree certificate.
30. Issuing statements of successfully completed exams, at the student's request, where the student has successfully completed more than one exam but cannot be awarded with a degree certificate as referred to in article 7.11 paragraph 2 of the Higher Education and Research Act.
31. Deciding on requests for exemption from mandatory participation, with or without the option of imposing additional requirements.

Article 2.3 Meetings of the board of examiners

1. The board of examiners meets at least eight times each year.
2. The meetings of the board of examiners are scheduled to concur with the scheduling cycles of the degree programmes and the school.
3. The board of examiners passes its resolutions by a simple majority of votes.
4. If the votes are equally divided, the chair has the deciding vote.

5. At each meeting, the board of examiners ratifies decisions taken by the managing committee in the intervening period based on its general mandate regarding day-to-day business, as well as any other decisions taken on the basis of mandated duties/powers.
6. The secretarial assistant or official secretary to the board of examiners ensures that a report is drawn up of every meeting. The report is adopted at the following meeting of the board of examiners. The report includes a list of resolutions passed during the meeting.
7. The secretarial assistant or official secretary to the board of examiners ensures that the dean and the other members of the board of examiners receive a copy of the final report as soon as possible.
8. The secretarial assistant or official secretary to the board of examiners ensures that the meeting reports, having been adopted and rendered anonymous, are available on request to lecturers/students/professors and other interested parties from the degree programme(s) concerned. The meeting reports are available on request from the official secretariat to the Board of Examiners for the School of Finance at Examencommissie.AFEM@han.nl.

Article 2.4 Joint meeting of the dean and board of examiners

1. The board of examiners, or the chair of that board, will meet with the dean at least eight times each academic year.

Section 3: Quality assurance of exams, final assessments and organisation

Article 3.1 Assuring the quality of exams

1. The board of examiners is responsible for assuring the quality of exams and modular exams.
2. The board of examiners verifies whether the guidelines and instructions as referred to in article 3.2 are observed in practice and whether they result in high quality exams and modular exams.
3. Where needed, the board of examiners will give instructions for improvement.
4. Each year, the board of examiners prepares a monitoring plan / quality control plan to ensure the validity, reliability, feasibility and transparency of examination.

Article 3.2 Guidelines and instructions for exams

1. Exams and modular exams are administered and graded by examiners and head examiners who are appointed by the board of examiners.
2. The examiners and head examiners examine and assess the exams and modular exams based on the criteria given in the education and examination regulations and the guidelines and instructions adopted by the board of examiners.
3. The board of examiners establishes guidelines and instructions for the following:
 - the construction of exams and modular exams.
 - the administering of exams and modular exams.
 - the assessment and grading of exams and modular exams.

Article 3.3 Assuring the quality of the final assessment

1. The board of examiners is responsible for assuring the quality of the final assessments. It will adopt and follow a policy for this.

2. The board of examiners regularly inspects whether the exams and modular exams together assess all the intended exit qualifications.
3. The board of examiners determines whether students possess the knowledge, understanding, skills and (if relevant) attitude, as described in the EER, that are required for earning a degree. The board of examiners also determines whether to award distinctions. The board of examiners follows a protocol for this, which is available on the degree programme's Insite page under 'Board of Examiners'.
4. The board of examiners has the authority to administer its own further investigation/exam to reach a carefully considered decision about the matters outlined in the previous paragraph.
5. The board of examiners periodically reviews the quality of final graduation projects. The board of examiners may delegate these reviews to other persons, who will then report to the board of examiners.
6. The board of examiners will oppose and counteract any unjustified awarding or withholding of credits by examiners.

Article 3.4 Assuring the quality of the organisation and procedures for exams and final assessments

1. The board of examiners is responsible for assuring the quality of the organisation and procedures for exams, modular exams and final assessments.
2. The board of examiners monitors compliance with the guidelines and instructions for administering exams and modular exams as set out in article 3.2 paragraph 3. The board of examiners meets periodically with the exams office, and if needed with the Executive Board, to discuss this compliance.

Article 3.5 External validation of the quality of final assessments

The board of examiners assures the external validation of the quality of final assessments by facilitating the following:

- school-wide and institution-wide examination;
- a joint protocol for assessing graduation projects;
- engagement of external experts to assist in preparing exams and modular exams and assessment procedures;
- engagement of external experts to inspect exam results;
- the possibility of engaging external supervisors to monitor the quality of the assessment of graduation projects;
- the possibility of collaborating with other institutions of (higher) education for assessing exams, modular exams and final assessments.

Section 4: Appointment and expertise of examiners

Article 4.1 Appointing examiners and expertise of examiners

1. The board of examiners appoints examiners (including external examiners) to construct, administer and assess exams and modular exams and to determine the results. If there is more than one examiner for an exam or modular exam, the board of examiners will also appoint a head examiner.
2. Depending on their role in the examination process, examiners and head examiners must be experts in their subject field, and must possess the necessary knowledge and skills to construct exams and modular exams, establish methods and standards for assessing exams and modular exams, organise exams and modular exams and

- analyse the results based on guidelines and criteria for reliable, legitimate and transparent examinations and assessments.
3. The board of examiners ensures examiners possess the required expertise. If necessary, the board of examiners may ask the dean to take measures to facilitate the professional development of examiners.
 4. To ensure the expertise of examiners and head examiners, the board of examiners uses a profile for appointing examiners. These profiles are available on request from the official secretariat to the Board of Examiners for the School of Finance at Examencommissie.AFEM@han.nl.
 5. Examiners are assigned to one or more specific programme components (course, exam or modular exam, phase, subject area) and for a specific period.
 6. The board of examiners informs examiners about their appointment and the profile on which their appointment is based.
 7. If necessary, the board of examiners may hear examiners and other parties involved, who will then provide the board with the requested information and/or advice.
 8. If so requested, examiners must be able to provide the board of examiners with materials for evaluating the quality of exams, assessment methods and assessment results (such as learning outcomes, test plans, test matrices, answer keys, assessment rubrics, assessment criteria for assignments, the actual exam or modular exam and/or assignments and the exam results, plus an analysis).
 9. If at any moment an examiner does not meet the required level of expertise, the board of examiners has the authority to revoke that examiner's appointment.

Section 5: Specific rules on decisions regarding individual students

Article 5.1 EER as a model document

The EER sets out model provisions regarding exams, modular exams, minors, assessment criteria, exemptions, exams and modular exams taken independently of the standard programme, Dutch proficiency, extended study load, study advice and studying with a disability, chronic illness or another special situation such as pregnancy.

Article 5.2 Specific rules on exemptions from exams and modular exams

1. The procedure for requesting and granting exemptions is as follows:
 - The student submits their request to the board of examiners through OSIRIS.
 - The student needs to support their request and attach the relevant supporting material (at a minimum, a description of the exam they already passed including learning objectives, a certified grades list/certificate as proof of passing that exam, and a description of the exam for which they are requesting the exemption).
 - If needed, the board of examiners will consult an examiner or an (external) expert for advice.
 - The assessment and decision-making will comply with the provisions of article 8.10 of the EER and the guidelines and instructions of the board of examiners.
 - The board of examiners will decide on the submitted request within 20 working days and notify the student in writing/by email.
2. A list of designation decisions (*aanwijzingsbesluiten*), which offer the prospect of one or more exemptions for special groups (e.g. as part of an abridged track), is available on the Insite page of the board of examiners.

Article 5.3 Specific rules on studying with a disability, chronic illness or another special situation such as pregnancy.

1. The student may use exam facilities if they need to. They can submit a request for exam facilities through OSIRIS.
2. The exam facility in question needs to be clearly described in the request. The request needs to include the reasons and, where necessary, evidence of the special condition and/or situation.
3. A request for extra time and/or an exam on A3 format based on a dyslexia diagnosis will be assessed by the senior study coach. The senior study coach verifies whether the student does indeed have dyslexia, for which exam facilities can provide a solution. The senior study coach has been mandated to grant these exam facilities.
4. A request for exam facilities other than those mentioned in paragraph 2 (e.g. extra time and/or an exam on A3 format on the grounds of a disability other than dyslexia, use of a HAN laptop, use of dyslexia software), will be assessed by the board of examiners. When assessing the request, the board of examiners may consult the senior study coach and/or the examiner involved.
5. If a student wants to use the requested exam facilities in the upcoming exam period, they need to submit the request no later than 15 working days before the start of that exam period. If the request is submitted later than the above term, the request will be processed, but if the request is approved, it will apply only to the exam period following the next one.
6. The board of examiners will decide on the submitted request within 20 working days and notify the student in writing.

Article 5.4 Specific rules on minors (including flexible minors)

1. The student needs permission to take a minor. The procedure for requesting permission depends on the type of minor the student wishes to take. The student needs to submit the request to take a minor through OSIRIS.
 - Students need to send requests for minors offered by the degree programme to the senior study coach through OSIRIS. If needed, the senior study coach will consult an examiner or an (external) expert for advice.
 - Students need to send requests for HAN minors offered outside their degree programmes to the senior study coach through OSIRIS. This request needs to include the student's motivation for choosing this minor. If needed, the senior study coach will consult an examiner or an (external) expert for advice.
 - Students need to send requests for flexible minors offered outside HAN to the board of examiners through OSIRIS. The student can use the application form for flexible minors that can be found on Insite under 'Board of Examiners'. The request needs to include the student's motivation, signature and advice from the senior study coach. If the request is for a Kies-Op-Maat minor, the student also needs to include the learning agreement. Requests for flexible minors outside HAN that are not offered on Kies-Op-Maat can be submitted the same way and are assessed by the board of examiners. This also applies to minors taken abroad, although in this case students also need to contact the HAN International Office prior to submitting their request.
 - A request for a self-compiled minor can be made to the board of examiners using a special application form that also needs to include a description of the relationship between the various components of the minor. This must also include advice and signature of the senior study coach.
 - The request for minors will be assessed based on the criteria given in the EER.

- The request may be rejected if a flexible minor was requested to avoid a penalty for a different minor.
- The board of examiners decides on the submitted request within 6 working weeks. The board of examiners notifies the student of this through OSIRIS.

Article 5.5 Specific rules on processing flexible minor results

When the student has taken a (pre-approved) flexible minor, the results needs to be processed afterwards.

1. To process results, the student needs to submit a request through OSIRIS to the board of examiners.
2. This request needs to be provided with documentation showing the student has passed the exams approved by the board of examiners for a flexible minor. This documentation can be a certificate, a declaration or other documents that show the student has passed the approved exam.
3. After the board of examiners has received the documentation, the board records a 'Pass' ('P') grade in OSIRIS for the exam or exams corresponding to the flexible minor.
4. The documentation will be archived by the board of examiners.

Article 5.6 Specific rules on deviating from entry requirements

Some courses have qualitative entry requirements for participating in the educational activities, exams and modular exams for that course. If a student does not meet these, they may ask the board of examiners for permission to deviate from the entry requirements. The procedure for that is as follows:

1. The student needs to submit a written request to the board of examiners at Examencommissie.AFEM@han.nl.
2. The comments accompanying the request need to include at least the following: 1) the reason why the student does not meet the entry requirements, 2) a reason for deviating from the entry requirements, and 3) the advice from the senior study coach.
3. The request needs to be submitted to the board of examiners no later than 15 working days before the start of the course.
4. The board of examiners will decide on the submitted request within 20 working days and notify the student in writing.

Article 5.7 Specific rules on requesting extra exam opportunity

The EER describes the number of exam sittings and exam opportunities offered during the academic year. Students may request an extra exam opportunity.

1. The student needs to submit their request including their reasons to the board of examiners through OSIRIS.
2. To qualify for an extra exam opportunity, the student needs to have already completed two exam opportunities in this academic year.
3. Requests for additional opportunities are only granted in highly exceptional cases.
4. Students will be granted an extra exam opportunity if it concerns the last exam or modular exam they need to pass to earn their degree certificate.
5. If a student wants to use the requested extra exam opportunity in the upcoming exam period, they need to submit the request no later than 20 working days before the start of that exam period. If the request is submitted later than the above term, the request will be processed, but if the request is approved, it will apply only to the exam period following the next one.

6. The board of examiners will decide on the submitted request as soon as possible and will notify the student in writing of its decision including the reasons.

Article 5.8 Specific rules on requesting an alternative exam format

1. The student needs to submit the request in writing to the board of examiners at Examencommissie.AFEM@han.nl.
2. The comments accompanying the request need to include at least the following: 1) the reason the student believes they need a different exam format, including evidence for that, 2) a concrete description of the proposed exam format and 3) advice from the senior study coach.
3. The request needs to be submitted to the board of examiners no later than 20 working days before the exam or modular exam.
4. If needed, the board of examiners will consult a senior study coach, examiner or (external) expert for advice.
5. The board of examiners will decide on the submitted request within 20 working days and notify the student in writing.

Article 5.9 Specific rules on requesting permission to take an exam independently of the standard programme

1. The student needs to submit the request in writing to the board of examiners at Examencommissie.AFEM@han.nl.
2. The comments accompanying the request need to include at least the following: 1) the reason the student believes they need to take an exam independently of the standard programme and 2) advice from the senior study coach.
3. The request needs to be submitted to the board of examiners no later than 20 working days before the exam or modular exam.
4. If needed, the board of examiners will consult a senior study coach, examiner or (external) expert for advice.
5. The board of examiners will decide on the submitted request within 20 working days and notify the student in writing.

Article 5.10 Specific rules on determining the postponement term when certificate not requested

1. If the student has passed all the exams included in the final assessment of the propaedeutic phase or of the entire degree programme, the student can request the certificate in OSIRIS.
2. The student may postpone submitting the request for the associate, bachelor or master degree certificate for up to two years, in order to follow extra courses at HAN, for example.
3. If the student wants to postpone receiving the degree certificate, they need to submit a request stating their reasons to the board of examiners. Based on the reason for the postponement, the board of examiners will assess whether or not to grant a postponement and for what period.
4. If postponement is approved, the student needs to request their certificate within the period decided by the board of examiners, as referred to in the previous paragraph. If the student does not do so, the board of examiners will proceed to award the certificate at the end of the academic year, unless the student has, within this period, asked the board of examiners for another postponement.

5. If the student does not request the certificate mentioned in paragraph 2 and has not requested a postponement, the board of examiners will proceed to award the certificate at the end of the academic year.

Section 6: Irregularities and fraud in exams and modular exams

Article 6.1 Definition of irregularities and fraud

1. An irregularity is defined as: 'any action or omission by a party through which they either intentionally or unintentionally give the wrong impression of their own or one or more other parties' knowledge, understanding, skills and (if relevant) attitude.'
2. Fraud is defined as 'any action or omission that the party knew or should have known would make it partly or wholly impossible to form a correct judgement of their own or someone else's knowledge, understanding, skills and (if relevant) attitude; and/or any intentional influencing of all or any part of the exam or exemption process for the purpose of influencing the results of an exam or modular exam or a decision about an exemption or for the purpose of getting a different result for an exam, modular exam or exemption request.'
3. At a minimum, the following situations are considered to constitute irregularities or fraud:
 - a. intentionally or unintentionally including work in a portfolio, and/or presenting or submitting work as a group's or an individual's own work (such as a thesis, project, assignment or another written piece to be submitted for assessment) that was wholly or partly copied and/or that the student created, in whole or in part, in unauthorised collaboration with one or more other students. This includes the following:
 - i. paraphrasing the content of other persons' texts without properly crediting the sources;
 - ii. using or copying other persons' texts, data or ideas without providing the complete and correct sources;
 - iii. failing to clearly indicate in the text, for example by using quotation marks or specific formatting, that an excerpt has been copied verbatim from another author, even if the source is properly credited;
 - iv. submitting text that was previously submitted or that is similar to that was previously submitted for assignments or other exams or modular exams;
 - v. submitting other written pieces acquired from a commercial institute or written by someone else (whether or not for a fee);
 - vi. failing to contribute, or barely contributing, to a group assignment, while placing or having someone else place the student's name under the group's work;
 - b. sharing or obtaining exam/modular exam questions and/or answers during, before and/or after sitting the exam or modular exam;
 - c. aiding or assisting another student in a way that results in an incorrect impression being given of that other student's knowledge, understanding and/or skills;
 - d. seeking and/or receiving help or assistance from a fellow student or another person that results in an incorrect impression being given of the student's own knowledge, understanding and/or skills;

- e. having unauthorised resources on hand during an exam or modular exam;
- f. using permitted resources during an exam or modular exam that contain unauthorised notes and/or additions (e.g. written in the margin or on separate pieces of paper);
- g. leaving and returning to the exam venue during an exam or modular exam without explicit permission;
- h. leaving the exam venue with all or part of the completed exam or modular exam, even if the answer sheet is subsequently handed in to the supervisor or their substitute;
- i. altering written exams or modular exams that have already been submitted to the examiner or assessed by the examiner;
- j. taking an exam or modular exam under another person's name, or having another person do that for you;
- k. violating the rules for reviewing and discussing assessed exams;
- l. making unauthorised use of artificial language processing models such as ChatGPT;
- m. any and all other situations or incidents which the board of examiners sees as constituting irregularities.

Article 6.2 Confiscation of evidence

If there is reasonable suspicion of an irregularity or fraud, the board of examiners, examiner, head examiner and any other person who is present at an exam or modular exam on the Executive Board's behalf are authorised to confiscate materials that could serve as evidence of the irregularity or fraud. At the latest, the board of examiners will return the material to the person concerned once its decision, as referred to in article 6.5, has become final and conclusive.

Article 6.3 Sanctions in the event of fraud and irregularities

1. If a student has committed any irregularity or fraud with respect to any part of an exam or modular exam, the board of examiners may take one or more of the following measures:
 - a. issue a written warning;
 - b. issue a written reprimand;
 - c. declare an administered exam or modular exam and the exam results invalid, if the board of examiners is unable to guarantee the quality due to the irregularity or fraud. If an exam or modular exam is declared invalid, an 'F' will be recorded for the exam or modular exam result in OSIRIS;
 - d. withhold the student's degree certificate (if the irregularity or fraud is not discovered until after the exam or modular exam);
 - e. decide the degree certificate can only be awarded after the student resits an exam in a manner, on a date and at a time to be decided by the board of examiners (if the irregularity or fraud was not discovered until after the exam or modular exam);
 - f. revoke the degree certificate after it has been awarded (if the serious fraud was not discovered until after the certificate was awarded to the student).
2. In the event of an irregularity or fraud, the board of examiners may deny the relevant student access to one or more exams or modular exams for a period not exceeding one year.

3. In the event of serious fraud, the board of examiners may recommend that the Executive Board terminate the student's enrolment for the degree programme.
4. If the board of examiners believes that an administered exam or modular exam does not meet the quality criteria for examination as the result of an irregularity or fraud committed by another person besides the student, the board of examiners may decide to declare all or part of the exam or modular exam and/or the exam results invalid. Declaring a past exam or past modular exam invalid means that the exam results will be annulled or not be awarded. Students affected by this will be offered the opportunity to redo the relevant exam or modular exam (or the relevant parts).

Article 6.4 Hearing the student, the person who reported the irregularity and any relevant third parties

1. If any irregularity or fraud is reported at an exam or modular exam, the board of examiners will immediately notify the students concerned, if possible in person but always in writing.
2. Each student will be given the opportunity to be heard by the board of examiners before a final decision is made.
3. If the student wishes to be heard, they need to make this known in writing within eight working days of being informed about the possibility to be heard.
4. The student will be heard no later than 10 working days after receipt of their request.
5. The board of examiners may hear the person who reported the irregularity, plus any third parties, before making a final decision on the irregularity or fraud.
6. Before the hearing takes place, the student will be informed of their right not to answer the questions posed by the board of examiners.
7. Any third parties accompanying the student may not be refused. They are permitted to be present as observers.

Article 6.5 Announcement of the decision

1. If the student does not respond in writing within eight working days of being informed about the possibility to be heard, the board of examiners will presume that the student does not wish to be heard. After expiry of this period, the board of examiners will inform the student in writing, within 10 working days, of its decision or of its proposal/recommendation to the Executive Board.
2. If the student, reporter or any third parties are heard, the board of examiners will inform the student in writing within 10 working days after the hearing of the decision or of a proposal/recommendation to the Executive Board.

Section 7: Degree certificate and diploma supplement

Article 7.1 EER as a model document

1. The EER sets out model provisions with regard to units of learning outcomes / units of study, exams and degree certificates.
2. The board of examiners uses the formats for degree certificates, diploma supplements and other certificates provided by the Executive Board. When awarding certificates the board of examiners applies the principles and procedures set out in the notes accompanying the Executive Board's decision.
3. After the board of examiners has established that a student has passed their final bachelor assessment, that student may submit a request to be awarded their degree

certificate before the scheduled dates. The board of examiners will grant such requests, although the student should allow for at least 10 working days for processing the request.

Article 7.2 Translations of degree certificates

For translations, graduates should contact a certified translator at their own expense (see: www.ngtv.nl).

All costs for the translation are for the student's own expense.

Section 8: Annual reports of the board of examiners

Article 8.1 Annual report for the board of examiners and dean

1. Each year in November, the board of examiners writes a report on its activities during the previous academic year and submits it to the Executive Board and dean.
2. The board of examiners uses the guidelines for annual reports.

Section 9: Final provisions

Article 9.1 Unforeseen circumstances

Any situations that are not covered by these regulations but that require immediate resolution will be decided by the chair of the board of examiners, provided that the matter falls within the powers of the board of examiners. The chair will communicate their decision to all relevant parties as soon as possible.

Article 9.2 Complaints and appeals concerning decisions and procedures of a board of examiners

1. Students may appeal to the Examination Appeals Board against a decision made by the board of examiners or an individual examiner within six weeks after that decision was announced. The relevant procedure is outlined in the 'Regulations for Legal Protection of Decisions Concerning Education' in the HAN Student Charter.
2. Every decision taken by the board of examiners or an individual examiner contains a clause describing the student's possibilities for recourse. This clause stipulates at least the following:
 - a) an appeal can be made within six weeks of the date of the decision;
 - b) the appeal needs to be lodged with the Examination Appeals Board;
 - c) what the correct and current address details are of the Examination Appeals Board;
 - d) a reference – for more information – to the 'Regulations for Legal Protection of Decisions Concerning Education' in the HAN Student Charter.
3. If a student wants to file a complaint against an individual examiner or member of the board of examiners, they should consult the procedure set out in the complaints regulations of the HAN Student Charter.
4. If a complaint or appeal concerns a member of the board of examiners, that member of the board of examiners will not be involved in handling the complaint or appeal on behalf of the board of examiners.

Article 9.3 Adoption, effective date and amendments

1. These regulations were adopted by the Board of Examiners for the School of Finance on 9 May 2023. They come into effect in the 2023-2024 academic year.
2. These regulations replace the previous 2022-2023 Regulations of the Board of Examiners that were adopted on 21 April 2022.
3. These regulations will be added to the degree statute to make them available to the students and staff of the degree programmes referred to in article 1.2 paragraph 3 of these regulations.
4. Amendments to these regulations will be adopted by the board of examiners in a separate decision. Amendments during the course of the academic year will be made only if this is necessary to protect students' interests.
5. Amendments to these regulations may not have any adverse impact on any student with respect to decisions previously made by the board of examiners pursuant to these regulations.

Arnhem, 9 May 2023

On behalf of the Board of Examiners for the School of Finance,



C.J.T. Daniels
chair of the Board of Examiners for the School of Finance

4 Regulations of the Degree Committee

4 Reglement opleidingscommissie

Hoofdstuk 1 Inleidende bepalingen

Artikel 1 Status en begripsbepalingen

1. Dit reglement is een reglement als bedoeld in het bestuurs- en beheersreglement van HAN University of Applied Sciences (hierna: HAN).
2. Dit reglement is van toepassing op de opleidingscommissie(s) voor de opleidingen M Circulaire Economie in de voltijdse en deeltijdse inrichtingsvorm en de Engelstalige opleiding M Circular Economy.
3. De definities en bepalingen uit de begrippenlijst van bijlage 1 bij het opleidingsstatuut zijn op dit reglement van toepassing.

Hoofdstuk 2 Opleidingscommissie

Artikel 2 Instellen opleidingscommissie(s)

1. Voor elke opleiding of voor een groep van opleidingen wordt een opleidingscommissie ingesteld.
2. Indien een academie slechts één opleiding omvat worden de taken en bevoegdheden van de opleidingscommissie door de academieraad uitgeoefend.
3. In het geval een opleidingscommissie voor twee of meer opleidingen wordt ingesteld, wordt die opleidingscommissie een gemeenschappelijke opleidingscommissie genoemd. Het besluit tot instelling of opheffing van een gemeenschappelijke opleidingscommissie wordt door de academiedirecteur genomen en vereist de instemming van de academieraad van de desbetreffende academie. Bij het besluit tot instemming consulteert de desbetreffende academieraad de desbetreffende opleidingscommissies.
4. De bepalingen in dit reglement gelden ook voor de gemeenschappelijke opleidingscommissie, tenzij de aard van de bepaling zich tegen toepassing verzet.
5. Binnen een opleidingscommissie kunnen zo nodig één of meerdere kamers worden ingesteld. Een kamer kan worden ingesteld naar inrichtingsvorm, naar de bijzondere eigenschap van de opleiding (bijvoorbeeld Engelstaligheid), naar locatie van de opleiding of naar gelang een andere bijzonderheid van de opleiding daartoe noodzaakt.¹
6. De opleidingscommissie voor de opleiding M Circulaire Economie is voor een groep van opleidingen ingesteld. De opleidingscommissie bestaat uit twee kamers: een kamer voor de voltijdse en deeltijdse inrichtingsvorm en een kamer voor de voltijdse Engelstalige variant.

Artikel 3 Gezamenlijke vergadering

Indien de opleidingen van één academie niet een gemeenschappelijke opleidingscommissie hebben, vergaderen alle opleidingscommissies behorend tot de academie ten minste twee keer per jaar in een gezamenlijke vergadering over gemeenschappelijke punten, waaronder ten minste de punten genoemd in artikel 27 lid 4 van dit reglement.

¹ Zie voor de taken en bevoegdheden van een kamer de omschrijving in artikel 27 lid 3 van het reglement.

Artikel 4 Samenstelling opleidingscommissie

1. De opleidingscommissie bestaat uit minimaal zes leden. De kamer van de voltijdse en deeltijdse inrichtingsvorm bestaat uit minimaal vier leden en de kamer van de Engelstalige variant bestaat uit minimaal twee leden.
2. De helft van de leden van de (kamer van de) opleidingscommissie bestaat uit studenten van de desbetreffende opleiding en de andere helft van de leden van de (kamer van de) opleidingscommissie bestaat uit personeel van de desbetreffende opleiding.
1. Zij die deel uitmaken van het academie- of opleidingsmanagement of werkzaam zijn als onderwijsmanager kunnen niet tevens lid zijn van de opleidingscommissie.

Artikel 5 Zittingsduur

1. De leden van een opleidingscommissie, kamer(s) en leden van de gezamenlijke vergadering die uit en door de studenten zijn benoemd, hebben zitting voor de duur van hun opleiding (1 jaar voor de voltijdse inrichtingsvorm en 2 jaar voor de deeltijdse inrichtingsvorm). De leden van een opleidingscommissie, kamer(s) en leden van de gezamenlijke vergadering die uit en door het personeel zijn benoemd, hebben 4 jaar zitting.
2. De zittingstermijn vangt aan op 1 september.
3. Alle leden treden aan het einde van hun zittingsperiode tegelijk af.
4. De leden van een opleidingscommissie, kamer(s) en leden van de gezamenlijke vergadering kunnen aan het einde van hun zittingsperiode herbenoemd worden, met dien verstande dat de leden die uit en door het personeel zijn benoemd twee aansluitende termijnen zitting kunnen hebben en daarna eerst weer herkozen/herbenoemd kunnen worden na één termijn geen zitting te hebben gehad. De leden die uit en door de studenten gekozen zijn kunnen na aftreden hernoemd worden met een maximum van vier aansluitende studie jaren.

Artikel 6 Beëindiging lidmaatschap

1. Het lidmaatschap van een opleidingscommissie, kamer en de gezamenlijke vergadering eindigt door:
 - a. het aflopen van de zittingsperiode, tenzij het lid opnieuw benoemd wordt;
 - b. tussentijds:
 - in geval van overlijden;
 - indien de samenstelling van de opleidingscommissie niet meer voldoet aan de eisen zoals opgenomen in dit reglement;
 - in het geval de docent niet meer aan het academie, respectievelijk de betreffende opleiding verbonden is;
 - in geval de student de opleiding verlaten heeft.
2. Een lid van de opleidingscommissie kan te allen tijde het lidmaatschap beëindigen, door het lidmaatschap -met vermelding van reden- schriftelijk bij de desbetreffende academiedirecteur op te zeggen.

Artikel 7 Wijze van samenstellen

1. De samenstelling van de opleidingscommissie geschiedt op basis van voordracht en benoeming.
2. Jaarlijks wordt gezien of het wenselijk is de wijze van samenstelling te handhaven. Indien de opleidingscommissie in het hiervoor gaande artikel voor verkiezingen heeft gekozen, dan zijn de bepalingen in hoofdstuk 3 van toepassing. Indien de opleidingscommissie in het

hiervoor gaande artikel voor benoeming gekozen heeft, dan zijn de bepalingen in hoofdstuk 4 van toepassing. Bij een keuze voor benoeming dient jaarlijks bezien te worden of het wenselijk is deze wijze van samenstelling te handhaven.

Hoofdstuk 3 Verkiezingen

Artikel 8 Kiesrecht

1. De leden van de opleidingscommissie worden rechtstreeks gekozen door de studenten en het personeel dat op de peildatum van het maken van het kiesregister staan ingeschreven als student van desbetreffende opleiding of groep van opleidingen respectievelijk werkzaam is bij de desbetreffende opleiding of groep van opleidingen. Iedere kiesgerechtigde brengt één stem uit.
2. Verkiesbaar tot lid van de opleidingscommissie zijn studenten die ingeschreven staan als student van desbetreffende opleiding of groep van opleidingen en personeel dat werkzaam is bij de desbetreffende opleiding of groep van opleidingen.

Artikel 9 Verkiezingen

1. De verkiezingen van de leden die uit en door het personeel worden gekozen vinden om de vier jaar plaats. De verkiezingen van de leden die uit het en door de studenten worden gekozen vinden jaarlijks plaats.
2. De verkiezingen voor alle opleidingscommissies vinden gelijktijdig plaats op een door het college van bestuur in samenspraak met de medezeggenschapsraad vast te stellen datum. Deze datum wordt in de jaarplanning van de HAN opgenomen. Afwijken van deze datum is alleen toegestaan na schriftelijke goedkeuring van het college van bestuur.
3. Verkiezingen vinden plaats op basis van een personenstelsel.
4. De verkiezingen voor de leden van een (groep van) opleiding(en) worden per (groep van) opleiding(en) georganiseerd door een door de academiedirecteur in overleg met de opleidingscommissie(s) samengestelde kiescommissie.
5. De kiescommissie heeft onder meer tot taak:
 - het vaststellen van de kiesregisters;
 - het beslissen op verzoeken tot verbetering van de kiesregisters;
 - het beslissen over de geldigheid van de kandidaatstelling;
 - het treffen van allen voorzieningen om een ordelijk verloop van de verkiezingen te verzekeren;
 - het vaststellen en bekendmaken van een tijdpad voor de verkiezingen;
 - contacten onderhouden met ondersteunende dienstverleners, zoals ICT;
 - het vaststellen van de uitslag van de verkiezingen.
6. In het geval de kiescommissie onregelmatigheden bij de verkiezingen of uitslag constateert, doet zij hiervan opgave bij de opleidingscommissie. Indien de onregelmatigheden tot beïnvloeding van het stemresultaat hebben kunnen leiden, kan de opleidingscommissie in overleg met de academiedirecteur tot nieuwe verkiezingen besluiten.

Artikel 10 Kandidaatstelling

1. Per opleidingscommissie wordt voor de verkiezingen van de desbetreffende opleidingscommissie een kandidatenlijst opgesteld. Op de lijsten staan de namen van verkiesbare personeelsleden en verkiesbare studenten.

2. Kandidaten voor de verkiezingen van het deel van de commissie dat uit en door het personeel wordt gekozen, kunnen door personeelsleden en door organisaties van personeel worden gesteld.
3. Kandidaten voor de verkiezingen van het deel van de commissie dat uit en door studenten wordt gekozen, kunnen door studenten en door organisaties van studenten worden gesteld.
4. Aanmelden als kandidaat geschiedt op een daarvoor bestemd formulier bij de kiescommissie. De periode voor kandidaatstelling bedraagt ten minste 10 werkdagen en eindigt ten minste 14 dagen voor de aanvang van de verkiezingen.

Artikel 11 Stemming

1. De verkiezingen vinden per opleidingscommissie bij geheime digitale stemming plaats. Er kan gedurende vijf werkdagen gestemd worden.
2. Indien er niet meer kandidaten per opleidingscommissie zijn gesteld dan er plaatsen te vervullen zijn, vinden er voor die desbetreffende opleidingscommissie geen verkiezingen plaats en worden de gestelde kandidaten geacht te zijn gekozen.
3. Indien er minder kandidaten zijn gesteld dan er plaatsen te vervullen zijn, vinden er binnen zes weken nieuwe verkiezingen plaats. Bij de vaststelling van de zes weken worden de verplichte vrije weken conform de officiële jaarplanning van de HAN niet meegeteld.
4. Kandidaten die zich na de in het vorige lid gestelde termijn voor een niet ingevulde vacature melden, kunnen na overleg van de voorzitter van de opleidingscommissie met de academiedirecteur alsnog tot de opleidingscommissie toegelaten worden.

Artikel 12 Uitslag verkiezingen

1. Toedeling van de zetels geschiedt per opleidingscommissie en per geleding aan de kandidaten die achtereenvolgens het grootste aantal stemmen hebben behaald, behoudens het bepaalde in lid 3 van dit artikel.
2. Bij de toedeling van de zetels aan kandidaten voor een gemeenschappelijke opleidingscommissie hebben de kiesgerechtigde personeelsleden en studenten van elke opleiding elk het recht door ten minste één lid van zijn geleding vertegenwoordigd te zijn in de gemeenschappelijke opleidingscommissie.
3. Indien per geleding en per opleiding de zetel bedoeld in lid 2 niet wordt verworven, worden de daartoe benodigde zetels ontnomen aan hen die achtereenvolgens het kleinst aantal stemmen hebben behaald. Toedeling van de zetels bedoeld in lid 2 geschiedt vervolgens per geleding aan hen die daar, naar rato van het aantal behaalde stemmen, het eerst voor in aanmerking komen.

Artikel 13 Tussentijdse vacature

1. In geval van een tussentijdse vacature wordt een opengevallen plaats ingenomen door de kandidaat op de kandidatenlijst van de kiesgerechtigde geleding waar zich de vacature voordoet, die bij de laatst gehouden verkiezingen direct na de laatst gekozen kandidaat het meeste aantal stemmen heeft behaald. Indien de opengevallen plaats een garantiezetel betreft, zoals bedoeld in artikel 12 lid 2, wordt de opengevallen plaats ingenomen door de kandidaat die daar, naar rato van het aantal behaalde stemmen, het eerst voor in aanmerking komt.
2. Als een tussentijdse vacature niet meer kan worden ingevuld vanuit de lijst waaruit de opengevallen zetel afkomstig was, zijn de overgebleven leden van de desbetreffende geleding gerechtigd voor het resterende deel van de zittingsperiode zelf, met inachtneming van het bepaalde in artikel 12 lid 2, een kandidaat te kiezen.

Artikel 14 Bezwaar

Iedere belanghebbende kan tegen een besluit van de opleidingscommissie of kiescommissie in het kader van de verkiezingen bezwaar maken bij de opleidingscommissie. De opleidingscommissie treft indien nodig de nodige voorzieningen en beslist binnen vier weken op het bezwaar en deelt het besluit aan de belanghebbende mee.

Artikel 15 Kiesreglement

Ter nadere regeling van de verkiezingen kan door de academiedirecteur een kiesreglement vastgesteld worden.

Hoofdstuk 4 Benoeming

Artikel 16 Benoeming

De leden van de opleidingscommissie worden door de academiedirecteur benoemd.

Artikel 17 Procedure

1. Voor afloop van de zittingstermijn dragen de leden van de studentengeleding van de opleidingscommissie met inachtneming van artikel 4 van elke (tot de groep van opleidingen behorende) opleiding ten minste twee studenten ter benoeming aan de academiedirecteur voor. De voordracht wordt opgesteld door de opleidingscommissie van de betreffende opleiding(en), dan wel door of namens de academiedirecteur.
2. Voor afloop van de zittingstermijn dragen de leden van de personeelsgeleding van de opleidingscommissie met inachtneming van artikel 4 van elke tot (tot de groep van opleidingen behorende) opleiding ten minste twee personeelsleden voor de komende zittingsperiode aan de academiedirecteur ter benoeming voor. De voordracht wordt opgesteld door de opleidingscommissie van de betreffende opleiding(en), dan wel door of namens de academiedirecteur.
3. Indien voor de opleidingen van een academie niet één gezamenlijke opleidingscommissie is ingesteld, kiest elke afzonderlijke opleidingscommissie behorend tot de academie jaarlijks uit haar midden een medewerker en een student, die naast de voorzitter, in de gezamenlijke vergadering worden afgevaardigd.

Artikel 18 Tussentijdse vacature bij benoeming

1. In het geval van een tussentijdse vacature bij een opleidingscommissie of kamer benoemt de academiedirecteur een opvolger. De benoemingsprocedure uit artikel 17 wordt gevolgd.
2. De benoeming van een opvolger geschiedt binnen 4 weken na het ontstaan van de tussentijdse vacature.
3. De tussentijdse opvolger treedt af op het moment dat degene wiens lidmaatschap tussentijds is geëindigd had moeten aftreden.

Hoofdstuk 5 Functies en functioneren

Artikel 19 Functies

1. De opleidingscommissie en kamer kiest uit haar midden een voorzitter en een secretaris, en voor elk van beide een plaatsvervanger.
2. Een (kamer van een) opleidingscommissie wordt vertegenwoordigd door de voorzitter of diens plaatsvervanger.

Artikel 20 Besluitvorming

1. De opleidingscommissie of kamer beslist met gewone meerderheid van stemmen. Een onthouding wordt niet meegerekend. Er kan alleen gestemd worden als de meerderheid van de leden bij de vergadering aanwezig is.
2. Stemming vindt plaats zonder aanwezigheid van de directie of gesprekspartner.
3. De leden van de opleidingscommissie adviseren en stemmen zonder last of ruggenspraak.
4. Bij afwezigheid kan een lid zijn stem per volmacht uitbrengen. Volmachten worden aan het begin van de vergadering schriftelijk afgegeven. Een lid kan slechts door een ander lid per keer gevolmachtigd worden. De gevolmachtigde stemt zonder last of ruggenspraak. Een volmacht telt mee bij het bepalen van het quorum van de vergadering.
5. Eenieder die bij de uitvoering van de taak van de commissie betrokken is en daarbij de beschikking krijgt over gegevens waarvan hij het vertrouwelijke karakter kent of redelijkerwijs moet vermoeden, is verplicht tot geheimhouding.
6. De (kamer van de) opleidingscommissie draagt er in voorkomende gevallen zorg voor dat ook het standpunt van de minderheid van de uitgebrachte stemmen aan de academiecteur en/of academiemanager kenbaar wordt gemaakt.
7. De opleidingscommissie draagt er zorg voor dat haar besluiten, adviezen en voorstellen ter inzage liggen op een voor de docenten en de studenten van de academie, respectievelijk de opleiding toegankelijke plaats.

Artikel 21 Vergaderingen

1. De [kamer van de] opleidingscommissie vergadert (minimaal) acht maal per jaar en voorts in het geval minstens de helft van de leden van de [kamer van de] opleidingscommissie hierom verzoekt. De vergadering wordt bijeengeroepen door de voorzitter van de opleidingscommissie of kamer. Op de eerste vergadering wordt in overleg met de academiecteur een vergaderrooster opgesteld, dat op de website van de opleiding wordt gepubliceerd.
2. De leden van de [kamer van de] opleidingscommissie ontvangen uiterlijk vijf werkdagen voor aanvang van de vergadering een schriftelijke uitnodiging voor de vergadering. De uitnodiging is voorzien van een agenda.
3. De vergaderstukken worden uiterlijk vier werkdagen voor aanvang van de vergadering aan de leden van de opleidingscommissie gezonden. Bij latere toezending kunnen de leden ter vergadering met meerderheid van stemmen besluiten om de vergaderstukken niet te behandelen.
4. De opleidingscommissie kan zich op de vergadering door een deskundige laten voorlichten. De deskundige wordt minimaal zeven dagen voorafgaand aan de vergadering bij de secretaris aangemeld.
5. De opleidingscommissie kan uit haar midden een tijdelijke commissie samenstellen, die een onderwerp voorbereidt. Deze commissie rapporteert aan de opleidingscommissie.

Artikel 22 Openbaarheid

1. De vergaderingen van de [kamer van de] opleidingscommissie zijn openbaar, tenzij de [kamer van de] opleidingscommissie anders beslist. De [kamer van de] opleidingscommissie bepaalt zelf of zij ter voorbereiding van een openbare vergadering

een besloten vergadering houdt. In besloten vergaderingen kunnen geen besluiten genomen worden.

2. De opleidingscommissie houdt ten minste twee maal per jaar een openbare vergadering. De data van de openbare vergaderingen worden, in overleg met de academiedirecteur, zodanig gepland dat zij aansluiten bij de officiële jaarplanning van de HAN.

Artikel 23 Verslaglegging

1. Van iedere vergadering wordt door de secretaris van de [kamer van de] opleidingscommissie een verslag gemaakt.
2. Dit verslag bevat ten minste:
 - de datum, tijd en plaats van de vergadering;
 - de namen van de op vergadering aanwezige en afwezige leden;
 - de agendapunten;
 - de hoofdlijnen van de discussie;
 - eventuele stemverklaringen;
 - de adviezen;
 - de besluiten over advies en instemming met vermelding van stemmingen en uitslagen van stemmingen;
 -
3. Het verslag wordt uiterlijk 15 werkdagen na afloop van de vergadering in concept naar de leden van de opleidingscommissie gestuurd, waarna het verslag in de eerstvolgende vergadering wordt vastgesteld.
4. De verslagen van de openbare vergaderingen van de [kamer van de] opleidingscommissie worden digitaal beschikbaar gesteld opdat de docenten en studenten van de academie, respectievelijk de betreffende opleiding er kennis van kunnen nemen.

Artikel 24 Contact met directies

1. De academiedirecteur van de betreffende inrichtingsvorm/opleiding met een bijzondere eigenschap verstrekt de opleidingscommissie respectievelijk de kamer ongevraagd tijdig alle inlichtingen die deze voor de vervulling van haar taak naar redelijkheid en billijkheid nodig kan hebben en, gevraagd, tijdig alle inlichtingen die deze voor de vervulling van haar taak naar redelijkheid en billijkheid nodig acht.
2. De opleidingscommissie is bevoegd de academiedirecteur ten minste twee maal per jaar uit te nodigen om het voorgenomen beleid te bespreken aan de hand van een door haar opgestelde agenda.
3. Bij aanvang van het studiejaar stelt de opleidingscommissie een beleidsplan op, waarin de opleidingscommissie de visie en speerpunten van de opleidingscommissie voor het komende studiejaar formuleert. Het beleidsplan wordt met de academiedirecteur gedeeld.
4. Op verzoek van de academiedirecteur -of de door hem aangewezen plaatsvervanger- dan wel op verzoek van de [kamer van de] opleidingscommissie woont de academiedirecteur - of de door hem aangewezen plaatsvervanger- de vergaderingen van de [kamer van de] opleidingscommissie of een gedeelte daarvan, bij.
5. De academiedirecteur draagt er zorg voor dat de studenten en de medewerkers van de betreffende academie voldoende op de hoogte zijn van het bestaan en het functioneren van de [kamer van de] opleidingscommissie.

Artikel 25 Jaarlijkse rapportage

1. De voorzitter van de opleidingscommissie brengt jaarlijks uiterlijk in de maand november schriftelijk verslag uit aan de academiedirecteur over de werkzaamheden en het

- functioneren van de opleidingscommissie in het voorgaande studiejaar. De voorzitter zendt het verslag ter kennisneming aan de academieraad.
2. De rapportage bevat in elk geval informatie over:
 - de samenstelling van opleidingscommissie;
 - de visie van de opleidingscommissie op haar taak en werkwijze;
 - het beleidsplan van de opleidingscommissie en de evaluatie daarvan;
 - de door de opleidingscommissie uitgebrachte adviezen en besluiten, waaronder de instemmingsverzoeken;
 - de reactie van het bestuur op de adviezen en besluiten;
 - conclusies en aanbevelingen.
 3. Het in de leden 1 en 2 bedoelde verslag wordt in ieder geval digitaal en indien gewenst schriftelijk beschikbaar gesteld voor de medewerkers en studenten van de academie, respectievelijk de betreffende opleiding(en).

Artikel 26 Contact met academieraad

De voorzitter van de opleidingscommissie draagt er zorg voor dat daar waar nodig overleg met de (voorzitter van de) academieraad plaatsvindt.

Hoofdstuk 6 Taken en bevoegdheden opleidingscommissie

Artikel 27 Taakstelling opleidingscommissie

1. De opleidingscommissie heeft tot taak te adviseren over het bevorderen en waarborgen van de kwaliteit van de opleiding.
2. De opleidingscommissie heeft voorts als taak:
 - het jaarlijks beoordelen van de wijze van uitvoeren van de onderwijs- en examenregeling (OER) van de betreffende opleiding;
 - het desgevraagd of op eigen beweging advies uitbrengen of voorstellen doen aan de academieraad en de academiedirecteur over alle andere aangelegenheden betreffende het onderwijs in de betreffende opleiding(en).
3. Een kamer van de opleidingscommissie heeft tot taak de opleidingscommissie te adviseren over:
 - het bevorderen en waarborgen van de kwaliteit van de opleiding;
 - het jaarlijks beoordelen van de wijze van uitvoeren van de OER van de betreffende opleiding;
 - het desgevraagd of op eigen beweging advies uitbrengen of voorstellen doen aan de opleidingscommissie over alle andere aangelegenheden betreffende het onderwijs in de betreffende opleiding(en).
4. De gezamenlijke vergadering heeft tot taak:
 - de afzonderlijke adviezen over de OER, van de opleidingscommissies die tot een academie behoren, te bespreken, om tot één gezamenlijk besluit of advies te komen in het geval de OER op academieniveau wordt vastgesteld.
 - de afzonderlijke beoordelingen van de opleidingen over de wijze van uitvoeren van de OER te bespreken om tot een beoordeling over de wijze van uitvoeren van de OER op academieniveau te komen.
 - het desgevraagd of op eigen initiatief advies uitbrengen aan de academiedirecteur, en/of de academieraad over alle andere aangelegenheden betreffende het onderwijs in de betreffende opleiding(en) op academieniveau.

Artikel 28 Instemmingsrecht

1. De opleidingscommissie heeft instemmingsrecht ten aanzien van het bestuurs- en beheersreglement voor zover:
 - daarin een andere wijze van samenstelling van de opleidingscommissie wordt vastgelegd dan verkiezing;
 - het de jaarlijkse beoordeling van de wenselijkheid van deze andere wijze van samenstelling betreft;
2. De opleidingscommissie heeft instemmingsrecht ten aanzien van de OER van de betreffende opleiding voor zover het betreft:
 - de wijze waarop het onderwijs in de desbetreffende opleiding wordt geëvalueerd;
 - de inhoud van de afstudeerrichtingen binnen een opleiding;
 - de kwaliteit op het gebied van kennis, inzicht en vaardigheden die een student zich bij beëindiging van de opleiding moet hebben verworven;
 - waar nodig de inrichting van praktische oefeningen;
 - de studielast van de opleiding en van elk van de daarvan deel uitmakende onderwijseenheden en eenheden van leeruitkomsten;
 - indien van toepassing, de wijze waarop de selectie van studenten voor een speciaal traject binnen een opleiding gericht op het behalen van een hoger kennisniveau van studenten plaatsvindt;
 - indien van toepassing, de regeling dat de studielast voor een versneld traject gericht op studenten met een vwo-diploma 240 in plaats van 180 studiepunten bedraagt.

Artikel 29 Adviesrecht

De opleidingscommissie heeft adviesrecht ten aanzien van de OER van de betreffende opleiding voor zover het betreft:

- de inhoud van de opleiding en van de daaraan verbonden examens;
- de nadere regels ter uitvoering van het studieadvies propedeutische fase bacheloropleiding of eerste studiejaar associate degree-opleiding en de nadere regels ter uitvoering van de verwijzing in propedeutische fase/het eerste studiejaar indien een opleiding na de propedeutische fase/het eerste studiejaar meer dan een afstudeerrichting omvat;
- het aantal en de volgtijdelijkheid van de tentamens alsmede de momenten waarop deze afgelegd kunnen worden;
- de voltijdse, deeltijdse of duale inrichting van de opleiding;
- waar nodig, de volgorde waarin, de tijdvakken waarbinnen en het aantal malen per studiejaar dat de gelegenheid wordt geboden tot het afleggen van tentamens en examens;
- waar nodig, de geldigheidsduur van met goed gevolg afgelegde tentamens, behoudens de bevoegdheid van de examencommissie die geldigheidsduur te verlengen;
- of de tentamens mondeling, schriftelijk of op een andere wijze worden afgelegd, behoudens de bevoegdheid van de examencommissie in bijzondere gevallen anders te bepalen;
- de wijze waarop studenten met een functiebeperking of chronische ziekte redelijkerwijs in de gelegenheid worden gesteld de tentamens af te leggen;
- de openbaarheid van mondeling af te nemen tentamens, behoudens de bevoegdheid van de examencommissie in bijzondere gevallen anders te bepalen;

- de termijn waarbinnen de uitslag van een tentamen bekend wordt gemaakt alsmede of en op welke wijze van deze termijn kan worden afgeweken;
- de wijze waarop en de termijn gedurende welke degene die een schriftelijk tentamen heeft afgelegd, inzage verkrijgt in zijn beoordeeld werk;
- de wijze waarop en de termijn gedurende welke kennis genomen kan worden van vragen en opdrachten, gesteld of gegeven in het kader van een schriftelijk afgenomen tentamen en van de normen aan de hand waarvan de beoordeling heeft plaatsgevonden;
- de gronden waarop de examencommissie voor eerder met goed gevolg afgelegde tentamens of examens in het hoger onderwijs, dan wel voor buiten het hoger onderwijs opgedane kennis of vaardigheden, vrijstelling kan verlenen van het afleggen van een of meer tentamens;
- waar nodig, dat het met goed gevolg afgelegd hebben van tentamens voorwaarde is voor de toelating tot het afleggen van andere tentamens;
- waar nodig, de verplichting tot het deelnemen aan praktische oefeningen met het oog op de toelating tot het afleggen van het desbetreffende tentamen, behoudens de bevoegdheid van de examencommissie vrijstelling van die verplichting te verlenen, al dan niet onder oplegging van vervangende eisen;
- de bewaking van studievoortgang en de individuele studiebegeleiding;
- de feitelijke vormgeving van het onderwijs.

Artikel 30 Voorwaarden instemming en advies

1. De academiedirecteur draagt er zorg voor dat:
 - a. een advies op een zodanig tijdstip wordt gevraagd dat het advies van wezenlijke invloed kan zijn op de besluitvorming,
 - b. de commissie in de gelegenheid wordt gesteld met de directeur overleg te voeren voor dat het advies wordt uitgebracht,
 - c. de commissie zo spoedig mogelijk schriftelijk in kennis wordt gesteld van de wijze waarop aan het uitgebrachte advies gevolg wordt gegeven.

Artikel 31 Procedure instemming en advies

1. De opleidingscommissie deelt de academiedirecteur zo spoedig mogelijk, doch uiterlijk binnen 6 weken nadat instemming of een advies is gevraagd, schriftelijk mede of de opleidingscommissie instemming verleent respectievelijk wat het advies van de opleidingscommissie is.
2. De opleidingscommissie en academiedirecteur kunnen overeen komen de in het vorige lid genoemde termijn te verlengen, dan wel te verkorten in het geval het spoedeisende karakter van het te nemen besluit dat verlangt, dan wel indien het besluit genomen dient te worden ter voldoening aan een wettelijk voorschrift.
3. Indien de opleidingscommissie het advies dan wel de beslissing met betrekking tot de gevraagde instemming niet binnen de in lid 1 van dit artikel genoemde termijn c.q. binnen de verlengde of verkorte termijn aan de academiedirecteur kenbaar heeft gemaakt, dan wordt de opleidingscommissie geacht van zijn bevoegdheden geen gebruik te maken.
4. De opleidingscommissie kan studenten en/of medewerkers van de betreffende opleiding raadplegen, alvorens te besluiten op het instemmingsverzoek respectievelijk een advies af te geven.

Artikel 32 Afwijken advies

1. Indien de academiedirecteur een advies van de opleidingscommissie niet of niet geheel wil volgen, deelt hij dit binnen vier weken en met redenen omkleed aan de opleidingscommissie mede.
2. De academiedirecteur draagt er zorg voor dat de opleidingscommissie in de gelegenheid gesteld wordt nader overleg met hem te voeren alvorens tot definitieve besluitvorming over te gaan.
3. De academiedirecteur schort de uitvoering van zijn besluit op tot 4 weken na de dag waarop hij de opleidingscommissie het besluit heeft medegedeeld, tenzij de commissie tegen onmiddellijke uitvoering geen bedenkingen heeft.
4. De academiedirecteur stelt de opleidingscommissie en de academieraad schriftelijk van het definitieve besluit in kennis en vermeldt in het besluit dat wordt afgeweken van het advies van de opleidingscommissie.

Artikel 33 Initiatiefrecht

1. Indien de opleidingscommissie desgevraagd of op eigen beweging een voorstel als bedoeld in artikel 27 lid 2 van dit reglement aan de academieraad of academiedirecteur doet, reageert de academiedirecteur binnen twee maanden na ontvangst van het voorstel. De opleidingscommissie zendt de adviezen en voorstellen ter kennisneming aan de medezeggenschapsraad of desbetreffende academieraad.

Hoofdstuk 7 Kwaliteitszorg

Artikel 34

1. Bij aanvang van het studiejaar maken de opleidingscommissie en de academiedirecteur afspraken over de wijze waarop de kwaliteitszorg wordt uitgevoerd.

Hoofdstuk 8 Betrokkenheid bij accreditatie

Artikel 35

In het kader van en ten behoeve van de accreditatie van de opleiding:

- geeft de opleidingscommissie op verzoek van de academiedirecteur een advies af voor de zelfevaluatie van de opleiding;
- heeft de opleidingscommissie in voorkomende geval adviesrecht op het herstelplan.

Hoofdstuk 9 Geschillen

Artikel 36 Toegang tot de geschillencommissie

De geschillencommissie medezeggenschap neemt kennis van geschillen tussen de opleidingscommissie of academiedirecteur over:

- a. de toepassing van het reglement opleidingscommissies;
- b. geschillen die voortvloeien uit de artikelen 27 tot en met 30 van dit reglement.

Artikel 37 Minnelijke schikking

Indien er een geschil is tussen de opleidingscommissie en de academiedirecteur onderzoekt het college van bestuur of een minnelijke schikking mogelijk is. Indien dit niet mogelijk blijkt, legt de academiedirecteur of de opleidingscommissie het geschil voor aan de geschillencommissie.

Artikel 38 Bindende uitspraak geschillencommissie

De geschillencommissie is bevoegd een minnelijke schikking tussen partijen tot stand te brengen. Indien geen minnelijke schikking wordt bereikt, beslecht de geschillencommissie een aan haar voorgelegd geschil door een bindende uitspraak te doen waarbij zij toetst of:

- a. de academiedirecteur zich heeft gehouden aan de eisen van de wet en het huishoudelijk reglement opleidingscommissies;
- b. de academiedirecteur bij de afweging van de betrokken belangen in redelijkheid tot het voorstel of de beslissing heeft kunnen komen en;
- c. de academiedirecteur onzorgvuldig heeft gehandeld ten opzichte van de opleidingscommissie.

Artikel 39 Opschorting uitvoering beslissing

Indien het geschil betrekking heeft op het niet of niet geheel volgen van het advies van de opleidingscommissie, wordt de uitvoering van de beslissing opgeschort met vier weken, tenzij de opleidingscommissie geen bedenkingen heeft tegen onmiddellijke uitvoering van de beslissing.

Artikel 40 Toestemming bij ontbreken instemming

Indien de academiedirecteur voor de voorgenomen beslissing geen instemming van de opleidingscommissie heeft gekregen, kan de academiedirecteur de geschillencommissie, in afwijking van artikel 31, toestemming vragen om de beslissing te nemen. De geschillencommissie geeft slechts toestemming indien de beslissing van de opleidingscommissie om geen instemming te geven onredelijk is of indien de voorgenomen beslissing van de academiedirecteur gevergd wordt door zwaarwegende organisatorische, economische of sociale redenen.

Hoofdstuk 10 Faciliteiten

Artikel 41 Faciliteiten (leden) opleidingscommissies

1. De academiedirecteur staat de opleidingscommissie het gebruik toe van de voorzieningen waarover de commissie kan beschikken en die de commissie voor de vervulling van haar taak redelijkerwijs nodig heeft, waaronder in ieder geval wordt verstaan ambtelijke, financiële en juridische ondersteuning.
2. Meer in het bijzonder heeft de opleidingscommissie recht op:
 - vergaderruimte;
 - mogelijkheden tot reproductie/distributie van vergaderstukken;
 - secretariële ondersteuning;
 - restauratieve voorzieningen.
3. De academiedirecteur stelt de leden van de opleidingscommissie een scholingsbudget ter beschikking. Het scholingsbudget wordt bij aanvang van het studiejaar in onderling overleg tussen de opleidingscommissie en de academiedirecteur bepaald en maakt mogelijk dat de leden van de opleidingscommissie in ieder geval deel kunnen nemen aan het scholings- en professionaliseringsaanbod van de HAN Academy. Het scholingsbudget voor de opleidingscommissie van de opleiding M Circulaire Economie bedraagt €2.000 inclusief btw per studiejaar.

4. De leden van de opleidingscommissie die als medewerker werkzaam zijn worden in de gelegenheid gesteld om deze scholing in werktijd en met behoud van salaris te ontvangen.
5. De academiedirecteur stelt de opleidingscommissies in de gelegenheid om zoveel mogelijk tijdens werktijd te vergaderen. De studentleden en personeelsleden van de opleidingscommissie worden voor het geheel aan activiteiten van de opleidingscommissie voor 30 uur per lid per studiejaar gefaciliteerd, waarbij voor het voorzitterschap een aanvullende facilitering van 12 uur per studiejaar geldt.

Hoofdstuk 11 Slotbepalingen

Artikel 42 Rechtsbescherming

Het college van bestuur, de academiedirecteur en de academiemanager van de betreffende opleidingen dragen er zorg voor dat de leden van de opleidingscommissie, de kamer en de leden van de gezamenlijke vergadering - uit hoofde van hun lidmaatschap van de opleidingscommissie - niet worden geschaad in hun positie en/of belangen met betrekking tot de hogeschool.

Artikel 43 Onvoorziene omstandigheden

In gevallen waarin dit reglement niet voorziet en waaromtrent een onmiddellijke beslissing van de opleidingscommissie respectievelijk kamer respectievelijk gezamenlijke vergadering, noodzakelijk is, beslist de voorzitter van de opleidingscommissie respectievelijk de voorzitter van de gezamenlijke vergadering. De voorzitter deelt zijn/haar besluit zo spoedig mogelijk mede aan de overige leden van de (*kamer van de*) opleidingscommissie respectievelijk de overige leden van de gezamenlijke vergadering, en aan de academiedirecteur *en de betreffende academiemanager*.

Artikel 44 Inwerkingtreding

Dit reglement is door de academiedirecteur vastgesteld op 17 mei 2023 en geldt met ingang van 1 september 2023.

Appendix to chapter 6 description of the education

Master Circular Economy 2023-2024

Chapter 6 Description of the education

Academy

ADMISSION REQUIREMENTS

Completed business economics or engineering bachelor's degree

Additional requirements:

- fluency in English
- has affinity with business administration
- has intrinsic motivation and ambition
- has an inquisitive and entrepreneurial attitude
- is communicative and connective
- can deal with uncertainties

The fulfilment of these additional requirements must be proven by a language test result or a certificate, a motivation letter, a reference letter and an admission interview.

Exemptions not possible

Innovation workplace

Semester 1 – study unit: Integral Analysis (30 ec)

Learning outcomes: A: 1, 2, 3, 4, 5; B: 1, 2, 3, 4, 5; C: 1, 2, 3, 4; D: 1, 2, 3, 4, 5

Theory line

Multiple value creation



In-depth theory linked to practical issues

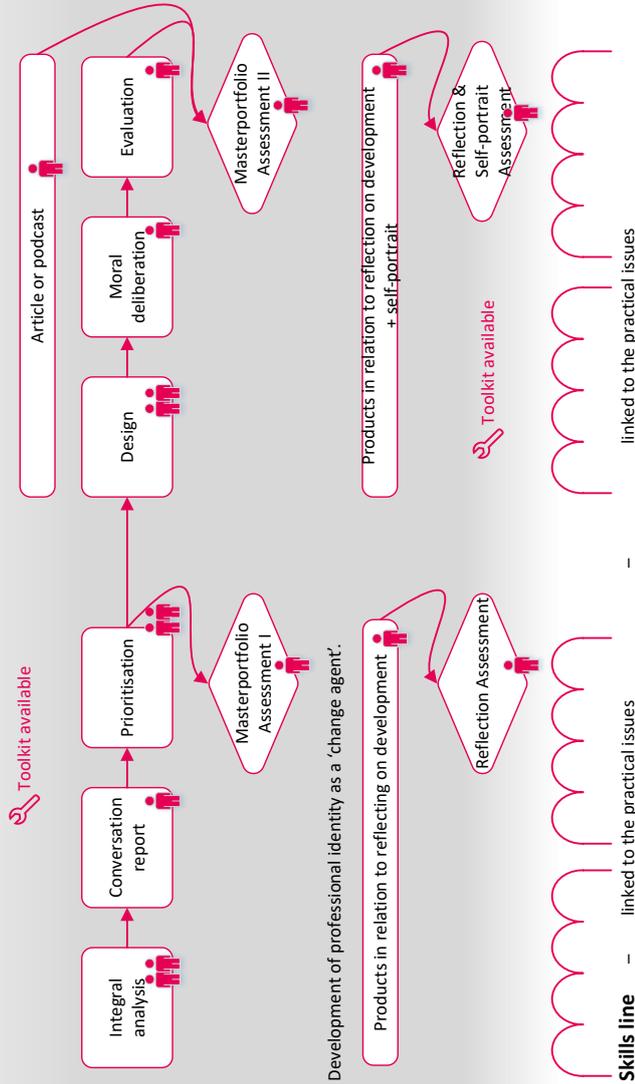
Semester 2 – study unit: Design (30 ec)

Learning outcomes: B: 1, 2, 3, 4, 5, 6, 7; C: 1, 2, 3, 4, 5; D: 1, 2, 3, 4, 5

Practice line

Working in pairs on solutions to practical problems of companies and organisations in order to initiate, help, realise and accelerate the transition to sustainable business operations

Participatory design-oriented research as a way of finding solutions for and within practical issues.



Skills line

Research skills
Professional skills
Transformational leadership skills

EXIT QUALIFICATIONS

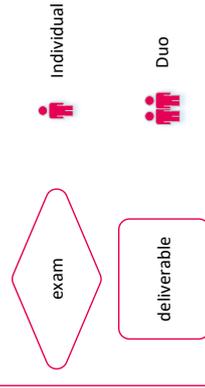
A. The student can make an organisational analysis and diagnosis based on organisational models in which they map the different values of an organisation and their interrelatedness, and evaluate the organisation's performance in an integrated manner.

B. In co-creation with the organisation, the student can design a strategy geared towards sustainable business operations, translate this into practical, relevant and innovative interventions, and contribute to the development of knowledge.

C. The student can formulate a challenging vision on sustainability, motivate others with this vision and guide them in the transition process towards sustainable business operations by forging vital coalitions and increasing the capacity to change.

D. The student can reflect on their own professionalism and their own vision on the circular economy, develops a moral compass and is intrinsically motivated to take the lead in the transition towards sustainable business operations.

Legenda



SU Integral Analysis - INTANL01

1. General information	
Long English name of course	Integral Analysis
Short English name of course	Integral Analysis
Course code	INTANL01
Degree programme and cluster	Master Circular Economy Cluster: N.A.
Teaching period	S1
Method of enrolment for educational activities	Via Osiris
ECTS credits, study load and contact hours	Study load: 30 EC Scheduled contact time: 250 hours Expected self-study time: 590 hours Total assigned study load: 840 hours
Course entry requirements	N.A.
Prior knowledge	N.A.

2. Content and organisation	
Professional task	N.A.
Exit qualifications / programme Learning Outcomes (PLO)	<p>A. The student can analyze and diagnose problems in an international organization on the basis of organizational models, in which he/she maps the various values of an organization in their mutual cohesion and assesses the performance of the organization in an integral way.</p> <p>B. In co-creation with the organization the student can design a strategy aimed at sustainable management, translate this into practically relevant and innovative interventions and contribute to knowledge development.</p> <p>C. The student can formulate a challenging vision on sustainability and with that can motivate and coach others in the transition process towards sustainable management by establishing vital coalitions and by increasing the capacity for change.</p> <p>D. The student can reflect on their own professionalism and vision on circular economy. Develops a moral compass and is intrinsically motivated to take the lead in the transition towards sustainable management.</p>
General description	<p>The master and the SU's are composed of three integrated learning lines:</p> <ul style="list-style-type: none"> • Theory line: working lectures and self - study. • Skills line: professionalism and leadership workshops on the theme "Me & me and my environment"; professional skills training; research and self - study seminars. • Practice line: coaching meetings, peer review meetings, consulting research supervisor, learning and working in the innovation workshop and with the client. <p>The common thread in the program is working on a practical issue at an organization for the purpose of initiating, helping to realize, and accelerating the transition to sustainable operations.</p> <p>During this teaching unit, you will perform an integral analysis of the organization based on the six values of the multiple value creation</p>

	<p>model. Then, in dialogue with stakeholders, you will prioritize and choose a sustainability issue. The way you work is methodically anchored, practically relevant, and ethically sound. Thus, you build Master Portfolio I. At the same time, you work integrally on your development as a change agent and build your Reflection Portfolio. The theory line and skills line support the acquisition of knowledge about multiple value creation, professional skills, participatory design - oriented research skills, and transformational leadership skills. The teaching unit starts with an introduction and getting to know the field, each other and the programme.</p>
Cohesion	<p>During this study unit, you will make an integral analysis for an organization based on the 6 capital model of multiple value creation. This integral analysis will be used to create and develop, using the Design Thinking method, a product, service, and/or activity (interventions) in line with the chosen sustainability issue.</p>
Mandatory participation	N.A.
Maximum number of participants	25
Compensation options	N.A.
Activities and/or instructional formats	<p>Theory Line: working college – self-study – group coaching Practical Line: coaching – Intervention – study tutorials Skills Line: working college – self study – workshops - Training</p>
Required literature / description of learning material	<p>Multiple Value Creation</p> <ul style="list-style-type: none"> • Reader of scholarly articles "Multiple Value Creation. • Reader 'Sustainability and circular economy' • Reader 'Moral Economy. Introduction'. • Aken, T. van, Riepma, R. & Westerdijk, R. (2018). Future - proof entrepreneurship. The OK! method as a foundation. Rheden: Organization - Knowledgeable. • Gleeson - White, J. (2021). Six Capitals. The Revolution Capitalism has to have - or can Accountants Save the Planet? Sydney: Allen & Unwin. • Haan E. de (2017). Transitioning sectors. Amsterdam: Boom. • Meadows, D. (2022). Thinking in systems. A manual. With a foreword by economist Kate Raworth. Utrecht: Ten Have. • Tulder, R. van (2018). Business & The Sustainable Development Goals: A Framework for Effective Corporate Involvement. Rotterdam: Rotterdam School of Management. <p>Research</p> <ul style="list-style-type: none"> • Syllabus "Research Skills" for the integral analysis. • Silverman, D. (2015) Interpreting Qualitative Data. Los Angeles/London/Singapore/New Delhi/Washington DC: Sage Publication • HAN University of Applied Sciences & Amsterdam University of Applied Sciences. (n.d.). CMD Methods Pack: Find a combination of research methods that suit your needs. Available at https://www.cmdmethods.nl/ • APA Reference List: https://specials.han.nl/sites/studycentres/copyright/citing-sources/apa-citations/ <p>Depending on the practice issues, students complete this list themselves for the purpose of their portfolio.</p>
Required software / required materials	Own laptop
Extra contributions	Travel expenses for field trips, client visits and seminars/conferences. Cost of personality test.

3. Examination	
MCEIA1A.1	Multiple Value Creation
MCEIA1A.8	Reflection assessment
MCEIA1B.8	Master Portfolio Assessment I

Exam code: INTANL01_T01 (Multiple Value Creation)	
Name (modular) exam	Multiple Value Creation
Code (modular) exam	INTANL01_T01
Assessment criteria	The questions in the knowledge test align with the learning outcomes. An assessment model is used in the assessment. Knock-out criteria: N.A.
Exam format	Written exam
Exam type, if written	ANS, BYOD
Individual / group	Individual
Assessment periods	T2
Duration exam	90 minutes
Permitted resources / aids	The pre-issued case study.
Minimum result	5.5
Weight factor of modular exam	25%
Method of enrolment for exam	via Osiris
Discussion and review	Individual review with invigilator; you can request an individual session with your lecturer.
Other info	Learning outcomes: A1, 2; B3, 4, 5 and C2.

Exam code: INTANL01_T03 (Reflection assessment)	
Name (modular) exam	Reflection assessment
Code (modular) exam	INTANL01_T03
Assessment criteria	<p>Presentation:</p> <ul style="list-style-type: none"> The student has an understanding of strengths and weaknesses as a personal leader. The student has an understanding of his or her moral compass. The student has insight into the context in which personal leadership qualities are best expressed. The student understands and demonstrates the ability to develop into a change agent CE using examples. <p>Conversation:</p> <ul style="list-style-type: none"> The student is able to direct his own actions. The student has his/her own vision on sustainability and acts accordingly. The student is credible in the professional context regarding his own sustainable actions. <p>Knock-out criteria: N.A.</p>
Exam format	Portfolio
Exam type, if written	N.A.
Individual / group	Individual
Assessment periods	P2
Duration exam	N.A.
Permitted resources / aids	No restrictions
Minimum result	5.5

Weight factor of modular exam	25%
Method of enrolment for exam	via Osiris
Discussion and review	Review and inspection are part of the assessment procedure. They take place at the end of the assessment.
Other info	Learning outcomes: B2; C1, 2 and D1, 2, 3, 4, 5

Exam code: INTANL01_T02 (Master Portfolio Assessment I)	
Name (modular) exam	Master Portfolio Assessment I
Code (modular) exam	INTANL01_T02
Assessment criteria	<p>Integral analysis:</p> <ul style="list-style-type: none"> • The student shows the strategic issues that are useful for the organization in a logical, coherent way with the use of a SWOT analysis. • The student makes clear how the values in the context of the organization are related and how they influence each other and are underpinned with rich data collection, frameworks, models related to the practice context. A social constructivist research approach is used in a systematic, methodologically thorough way and ethically sound. The participation of internal and external stakeholders is traceable. • The student gives a critical reflection on the strengths and weaknesses of the integrated analysis and on the students growth with regard to integrated thinking. <p>Prioritisation:</p> <ul style="list-style-type: none"> • The student has unlined the criteria with stakeholders input and their participation is traceable. • The student has chosen a strategic issue with support of the stakeholders that is convincingly substantiated and made use of social constructivist research approach. This approach is systematic, methodologically thorough and ethically sound. • The student and interlocutors confirm that consensus on the chosen strategic issue has been reached. <p>Presentation:</p> <ul style="list-style-type: none"> • The student shows knowledge and skills and directs his/her own development. • The student presents a vision of the practical issue and the chosen method from a personal commitment to sustainability. • The student demonstrates how he or she, as a change agent, guides a transition process towards a sustainable organisation. <p>Conversation:</p> <ul style="list-style-type: none"> • The student demonstrates the capacity for 'integrated thinking'. • The student provides insight into the moral compass underlying his or her choices while working on the practical issue. <p>Knock-out criteria: N.A.</p>
Exam format	Portfolio
Exam type, if written	N.A.
Individual / group	Individual
Assessment periods	P2
Duration exam	N.A.
Permitted resources / aids	No restrictions.
Minimum result	5.5

Weight factor of modular exam	50%
Method of enrolment for exam	via Osiris
Discussion and review	Review and inspection are part of the assessment procedure. They take place at the end of the assessment.
Other info	Learning outcomes: A1, 2, 3, 4, 5; B1, 2, 3; C1, 3, 4 and D2, 3, 5

Changes compared to last year	
Date from which the SU will no longer be offered	

SU Design Thinking - DESTHI01

1. General information	
Long English name of course	Design Thinking
Short English name of course	Design Thinking
Course code	DESTHI01
Degree programme and cluster	Master Circular Economy Cluster: N.A.
Teaching period	S2
Method of enrolment for educational activities	Via Osiris
ECTS credits, study load and contact hours	Study load: 30 EC Scheduled contact time: 250 hours Expected self-study time: 590 hours Total assigned study load: 840 hours
Course entry requirements	Entry requirement for participation is completion of study unit Integral Analysis. A passing grade on the Reflection Assessment is prerequisite for participation in the Reflection & Self - Portrait Assessment. Completion of study unit Integral Analysis with a satisfactory is conditional for participation in the assessment of Master Portfolio Assessment II.
Prior knowledge	N.A.

2. Content and organisation	
Professional task	N.A.
Exit qualifications / programme Learning Outcomes (PLO)	<p>A. The student can analyze and diagnose problems in an international organization on the basis of organizational models, in which he/she maps the various values of an organization in their mutual cohesion and assesses the performance of the organization in an integral way.</p> <p>B. In co-creation with the organization the student can design a strategy aimed at sustainable management, translate this into practically relevant and innovative interventions and contribute to knowledge development.</p> <p>C. The student can formulate a challenging vision on sustainability and with that can motivate and coach others in the transition process towards sustainable management by establishing vital coalitions and by increasing the capacity for change.</p> <p>D. The student can reflect on their own professionalism and vision on circular economy. Develops a moral compass and is intrinsically motivated to take the lead in the transition towards sustainable management.</p>
General description	<p>The master and the SU's are composed of three integrated learning lines:</p> <ul style="list-style-type: none"> • Theory line: working lectures and self - study. • Skills line: professionalism and leadership workshops on the theme "Me & me and my environment"; professional skills training; research and self - study seminars. • Practice line: coaching meetings, peer review meetings, consulting research supervisor, learning and working in the innovation workshop and with the client. <p>The common thread in the program is working on a practical issue of an organization for the purpose of initiating, helping to realize and accelerate the transition to sustainable operations.</p>

	<p>During this study unit, you will create and develop, using the Design Thinking method, a product, service, and/or activity (interventions) in line with the previously chosen sustainability issue. As part of the design process, you will conduct a moral reflection. You evaluate the design process. The way you work is methodically embedded, practically relevant, and ethically sound. This is how you build Master portfolio II. Part of Master portfolio II is writing an article or creating a podcast.</p> <p>At the same time, you will work integrally on your development as a change agent and build your Reflection Portfolio & Self - Portrait. The theory line and the skills line support the acquisition of knowledge focused on your practice issue, professional skills, skills in participatory design - oriented research, and skills in transformational leadership.</p>
Cohesion	During this study unit, together with the stakeholders and based on the outcome of the Integral analysis, you will create and develop, using the Design Thinking method, a product, service, and/or activity (interventions) in line with the previously chosen sustainability issue.
Mandatory participation	N.A.
Maximum number of participants	25
Compensation options	N.A.
Activities and/or instructional formats	<p>Theory Line: working college – self-study – group coaching</p> <p>Practical Line: coaching – Intervention – study tutorials</p> <p>Skills Line: working college – self study – workshops - Training</p>
Required literature / description of learning material	<p>Multiple Value Creation</p> <ul style="list-style-type: none"> • Reader of scholarly articles "Multiple Value Creation. • Reader 'Sustainability and circular economy' • Reader 'Moral Economy. Introduction'. • Aken, T. van, Riepma, R. & Westerdijk, R. (2018). Future - proof entrepreneurship. The OK! method as a foundation. Rheden: Organization - Knowledgeable. • Gleeson - White, J. (2021). Six Capitals. The Revolution Capitalism has to have - or can Accountants Save the Planet? Sydney: Allen & Unwin. • Haan E. de (2017). Transitioning sectors. Amsterdam: Boom. • Meadows, D. (2022). Thinking in systems. A manual. With a foreword by economist Kate Raworth. Utrecht: Ten Have. • Tulder, R. van (2018). Business & The Sustainable Development Goals: A Framework for Effective Corporate Involvement. Rotterdam: Rotterdam School of Management. <p>Research</p> <ul style="list-style-type: none"> • Syllabus "Research Skills" for the integral analysis. • Silverman, D. (2015) Interpreting Qualitative Data. Los Angeles/London/Singapore/New Delhi/Washington DC: Sage Publication • HAN University of Applied Sciences & Amsterdam University of Applied Sciences. (n.d.). CMD Methods Pack: Find a combination of research methods that suit your needs. Available at https://www.cmdmethods.nl/ • APA Reference List: https://specials.han.nl/sites/studycentres/copyright/citing-sources/apa-citations/ <p>Transformational Leadership</p> <ul style="list-style-type: none"> • Covey, S. R. (2007). The 7 habits of highly effective people. New York: Free Press.

	<ul style="list-style-type: none"> Tulder, R. van (2018). Skills Sheets. Amsterdam: Pearson. <p>Depending on the practice issues, students complete this list themselves for the purpose of their portfolio.</p>
Required software / required materials	N.A.
Extra contributions	Travel expenses for field trips, client visits and seminars/conferences. Cost of personality test.

3. Examination	
MCEDT1A.8	Reflection & Self-Portrait Assessment
MCEDT1B.8	Master Portfolio Assessment II

Exam code: DESTHI01_T01 (Reflection & Self-Portrait Assessment)	
Name (modular) exam	Reflection & Self-Portrait Assessment
Code (modular) exam	DESTHI01_T01
Assessment criteria	<p>Presentation:</p> <ul style="list-style-type: none"> The student understands strengths and weaknesses as a transformational leader and can use the capabilities of transformational leadership for the need of organizational transition. The student has insight into how this moral compass is expressed in the professional context, using concrete arguments and examples. The student has insight into the context in which the transformational leadership qualities are best expressed. The student has insight into the role as 'change agent' in guiding a transition process to a sustainable organization. <p>Conversation:</p> <ul style="list-style-type: none"> The student has a vision of his/her own ability to guide organizations in transition to a circular economy. The student shows awareness of the consequences of his/her own actions as change agent on the organization and outside the organization. The student provides insight into the internal motives for and commitment to sustainability and in the conversation, apparent contradictions in behavior are explained in a convincing way. <p>Knock-out criteria: N.A.</p>
Exam format	Portfolio
Exam type, if written	N.A.
Individual / group	Individual
Assessment periods	P4
Duration exam	N.A.
Permitted resources / aids	No restrictions
Minimum result	5.5
Weight factor of modular exam	30%
Method of enrolment for exam	via Osiris
Discussion and review	Review and inspection are part of the assessment procedure. They take place at the end of the assessment.
Other info	Learning outcomes: B2; C1, 2, 3; D1, 2, 3, 4, 5

Exam code: DESTHI01_T02 (Master Portfolio Assessment II)	
Name (modular) exam	Master Portfolio Assessment II
Code (modular) exam	DESTHI01_T02

Assessment criteria	<p>Design:</p> <ul style="list-style-type: none"> The student creates a innovative design that is recognized by the stakeholders and relevant in relation to the integral analysis and prioritization. <p>Moral reflection:</p> <ul style="list-style-type: none"> The student demonstrates relevancy of the ethical dilemma in relation to the design process and provides insight between the students own moral compass and moral deliberation. The student shows insight into the strengths and weaknesses of how he/she has encouraged cooperation and connection from discussion partners and how he/she deployed relevant knowledge from own and other disciplines in the moral deliberation. <p>Evaluation:</p> <ul style="list-style-type: none"> The student has tested and evaluated the design on practical relevance and the collaboration with stakeholders is traceable. The students choices in the design process are underpinned by stakeholder input, value - based desk research and other relevant data. The student shows strengths and weaknesses of his/her role in the design process based on feedback from stakeholders and him/herself. The students provides insight into the transition achieved by the organization and the people in and around the organization. The student gives appropriate recommendations based on the test results, which provide starting points for concrete implementation. <p>Article/podcast:</p> <ul style="list-style-type: none"> In the article/podcast, the student demonstrates how to connect relevant knowledge with knowledge from other relevant fields. In doing so, the choices are target group - oriented, underpinned by relevant theory and additional analysis. The student explains how the knowledge gained provides input for possible transfer to other practical situations. The student gives his/her vision on sustainable business management taking into account the international environment. <p>Presentation:</p> <ul style="list-style-type: none"> The student presents a vision on the practical issue from a personal commitment to sustainability. In doing so, he/she provides insight into his/her knowledge and skills and shows control over his/her own personal development. The student shows how, as a change agent, he/she guides the transition process towards a more sustainable organization. <p>Conversation:</p> <ul style="list-style-type: none"> The student demonstrates the capacity for 'integrated thinking' and can provide points of reference for transfer to other practical situations, giving insight into the moral compass underlying the choices in the practical issue. <p>Knock-out criteria: N.A.</p>
Exam format	Portfolio
Exam type, if written	N.A.
Individual / group	Individual
Assessment periods	P4
Duration exam	N.A.

Permitted resources / aids	No restrictions
Minimum result	5.5
Weight factor of modular exam	70%
Method of enrolment for exam	via Osiris
Discussion and review	Review and inspection are part of the assessment procedure. They take place at the end of the assessment.
Other info	Learning outcomes: B1, 2, 3, 4, 5, 6, 7, C1, 2, 3, 4, 5 and D2, 3, 5

Changes compared to last year	
Date from which the SU will no longer be offered	