

# Student Handbook

edition juli 2022



## Rotterdam Business School

FUNDED MASTER  
PROGRAMMES

**overtref** jezelf



# Rotterdam University of Applied Sciences

Rotterdam is a dynamic city, innovative and in full swing. As Rotterdam University of Applied Sciences, we explicitly opt for connection with the city, whether it concerns the health of Rotterdammers, the transition in the port, the reduction of socioeconomic inequality or the increasing role of artificial intelligence in our daily lives. Hogeschool Rotterdam trains professionals who make a substantial contribution to our society. With our education, we respond to the rapidly changing environment.

Occupations change, or even disappear, while other, new forms of highly skilled labour emerge. Issues are becoming more complex and they are increasingly calling for a cross-discipline approach. It is no longer enough to approach a problem or propose a solution from your own background and knowledge. Due to the increasing complexity, the demands placed on the professional also increase. Not only must they have the necessary knowledge to be able to practice their profession, but also an investigative attitude and an ability to look beyond the boundaries of their own field are necessary. Solutions are often found in innovative concepts presented from professional practice.

With its offer, Hogeschool Rotterdam wants to contribute to and provide for the training of professionals who can work with the above complex issues.

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# Introduction

With 40,000 students and almost 4,000 employees, Rotterdam University of Applied Sciences is a world in itself. We are a community in which we have made agreements about how education is structured and how we treat each other. There are legal guidelines for this, as defined by law (Higher Education and Research Act), but also guidelines that we have drawn up together. Guidelines that offer support and security and provide clarity on what we can and cannot expect not only from the university of applied sciences, but also from the students.

The law states that the student must be given adequate and clear information about the study programme. It's not only important to have the correct information about the study programme, but also to be familiar with the rights and obligations that are part of studying at Rotterdam University of Applied Sciences. We assume that everyone is familiar with the contents of this handbook and acts accordingly.

Many (house) rules, rights and obligations are described in this Student Handbook. Although topics such as culture, safety, and integrity are not explicitly mentioned, the provisions in this student handbook reflect these standards that are highly valued by the university of applied sciences. In addition, it determines who is responsible for the implementation of these (house) rules, rights and obligations, such as the Exam Board that guarantees the exit level, the management that oversees the day-to-day operations of the organisation and the Executive Board that administers the entire organisation. Tasks are mandated to the deans of the departments and institutes.

Many matters are described but there will always be exceptions that require a customised approach for a student. It depends on the subject whether this will involve the Exam Board, the dean of the institute or the Executive Board. These are the competent authorities to address any issues.

This Student Handbook contains not only the Education and Examination Regulations (OER), but also the Student Statute. This Student Handbook consists of two parts:

1. Education and Examinations: this contains information tailored to the student at that specific institute and study programme. Information on the content of the study programme and the corresponding examinations.
2. All other rights and obligations of the student, such as rules concerning how we treat each other at Rotterdam University of Applied Sciences and what we may expect from each other.

The texts in the handbook that relate to (the entire) Rotterdam University of Applied Sciences were adopted by the Executive Board (CVB) on March 28, 2022 after obtaining advice/consent from the Central Representative Board (CMR). The texts in the handbook that relate to the study programme/institute, in addition to the institutional texts, have been determined by the dean of Rotterdam Business School Masters on July 15th 2022 after receiving advice/consent from/by the Institute Representative Board (IMR) and the Programme Advisory Committee(s) (OC).

Rotterdam University of Applied Sciences

## **The Executive Board**

# **PART 1: Education and examinations**

# Chapter 1 General provisions

## Article 1.1 Scope of the Student Handbook

1. This Student Handbook applies to the master study programmes of Rotterdam Business School Masters in the study year 2022–2023. In the event of differences of interpretation between the English and Dutch texts, the Dutch text prevails.
2. If anything changes during the study year that affects the content of this handbook, the text in the handbook will be adjusted. This will also happen when the Executive Board makes decisions that affect the contents of this handbook.
3. In some parts of the handbook, we refer to a course guideline or course description. That course guideline or description is part of the Student Handbook. The study programme will ensure that the final version of the course guideline or description is available in a timely manner. In case of a conflict between the text of a course guideline or description and the Student Handbook, the text of the Student Handbook shall prevail.
4. The student or external student ('extraneus') is enrolled in a funded Master's programme. The course participant is enrolled in a post initial Master's programme. The legal position of a course participant differs in a number of aspects from that of a student or external student (in particular the post enrolment rights and different legal protection). The external student is allowed to take examinations/assessments but cannot attend courses or take classes.
5. To make it easier to read, the text was written in the masculine form. Wherever the text refers to 'he', this can also mean 'she' or 'they'.

## Article 1.2 Information services

1. Upon enrolment, the student will receive an individual e-mail address from Rotterdam University of Applied Sciences. The university of applied sciences communicates with the student via this e-mail address. We therefore assume that the student checks the university of applied sciences' e-mail regularly. The university of applied sciences may also send communications to the home address or to the student's private e-mail address; it will use the contact information from Studielink for this purpose.
2. A lot of information about the institute, the study programme or the university of applied sciences can be found on Hint, the university's intranet. We refer regularly to Hint in this handbook.

*Tip: make sure that any changes to your address, e-mail and telephone information are immediately and correctly updated in Studielink. This allows us to always reach you.*

## Article 1.3 Dean of the institute

1. The Executive Board has several authorities based on the law to carry out tasks within the institute. The institute's dean executes these on behalf of the Executive Board.

## Article 1.4 Exam board

1. The Exam Board is responsible for ensuring the quality of assessments and examinations. It does so in an objective and expert manner.
  2. The Exam Board assesses whether the graduate has achieved the required exit level and handles requests, for example, for exemptions or for an extra opportunity for a (partial) assessment. The student submits such requests via Osiris Case.
  3. Additional rules about the tasks and authority of the Exam Board and the execution of these tasks can be found in the Rules and Guidelines of the Exam Boards (appendix 4).
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## Article 1.5 Hardship clause and unforeseen circumstances

1. In cases where the application of this handbook would result in significant unfairness, the Exam Board will decide, except in cases that are covered by the responsibility of the Executive Board or the institute's dean.
2. In cases where this handbook does not provide, the Executive Board will decide, except in cases that are covered by the responsibility of the institute's dean.

*Tip: the hardship clause allows for an exception in a case where the application of the rule in the Student Handbook would result in an unreasonable consequence.*

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# Chapter 2 The institute Rotterdam Business School

## Article 2.1 Vision of the institute

Rotterdam Business School (RBS), one of the 11 institutes of RUAS, has an explicitly international profile and provides a portfolio of English-taught business programmes at both Bachelor and Master level. Its 3,500+ students and more than 200 academic staff members together populate one full-time bachelor programme; International Business, two masters programmes; Master International Supply Chain Management (a one year full-time and two year part-time), Master Consultancy and Entrepreneurship (one year full-time), and a pre-master program with the duration of 6 months.

The mission of RBS is to educate students to be globally engaged, responsible and innovative business professionals. To fulfil this mission, and to be in line with the RUAS Strategic Agenda, the RBS vision on education entails an approach that is 1) student-centred, 2) contextual and 3) ethically and socially responsible.

The RUAS vision on masters focusses on lifelong learning, transdisciplinary and contextual master education in which applied research is embedded in the programmes that respond to the demands set by the professional practice and the societal problems in the Rotterdam region.

In line with this vision, the ambition of RBS is to offer a master portfolio that is outstanding in applied research and focusses on Business Sustainability (ability to thrive in the long run), which relates to the positioning of the business school on the themes; digitalization, circularity, purpose economy and leadership, and has an impact on the development of the Rotterdam Region as an internationally competitive business hub.

## Article 2.2 Study programmes (offer)

Rotterdam University of Applied Sciences offers the curricula of the masters in accordance with its registration in the Central Register of Higher Education Study Programmes (CROHO).

### 2.2.1 Master programmes

Rotterdam Business School offers the following master programmes:

1. Master in International Supply Chain Management; croho 49292; Master of Science (MSc); public (funded); with a study load of 60 credits
  - a. full-time - duration: 1 year
  - b. part-time - duration: 2 year
2. Master in Consultancy and Entrepreneurship; croho 49159; Master of Science (MSc); public (funded); with a study load of 60 credits.
  - a. fulltime - duration 1 year
3. Pre master RBS; with a study load of 32 credits.
  - a. fulltime - duration 6 months

### 2.2.2 End qualifications

The end qualifications of the individual master programmes are described in the chapters:

- Master in International Supply Chain Management - chapter 7
  - Master in Consultancy and Entrepreneurship - chapter 8
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## Article 2.3 Language of instruction

The Rotterdam Business School institute provides education and sits examinations in the English language, for the following reasons:

- An international classroom experience strengthens the intercultural and international capacities of the student, in addition to strengthening their language skills. As a result, the student is better prepared for participation in a globalised labour market.
- English makes it possible for foreign lecturers to lecture at the RBS. Given their expertise and / or connection with the professional field, a foreign lecturer is of added value for the quality of education.
- The use of the English language makes it possible – on the basis of reciprocity – to have exchanges with partner universities / organisations and these exchanges stimulate cross-border knowledge exchange.

## Article 2.4 Annual planning

1. In principle, each study programme of Rotterdam University of Applied Sciences offers a curriculum of 1680 study hours per study year. The study year of Rotterdam University of Applied Sciences starts on 1 September and ends on 31 August.

The university calendar can be found on [HINT](#). RBS management will draw up the annual calendar prior to the start of the academic year. The annual calendar contains important dates for students and staff, such as the dates of the education periods, examination weeks, retakes, holidays and other special days and activities. The study programme-specific schedule can also be found on HINT.

# Chapter 3 Study

## Article 3.1 Credits and study load

1. Each study programme offers a 'feasible curriculum'. The curriculum schedule provides an overview of the structure of the study programme per study year, the courses, the study load per course and the assessment form.
2. The study load is expressed in credits (EC). This is the number of clock hours that the student spends to complete a course or obtain a certificate, under normal circumstances. One credit (1 EC) represents 28 study hours, including independent learning.
3. The study load for an study year of a full-time/dual-track study programme is 60 credits.
4. A course is at least one credit. After passing the assessment, the student receives the number of credits equal to the study load of the course.
5. The course description contains at least the following:
  - a. learning outcomes
  - b. place and alignment (structure) within the curriculum;
  - c. examination;
  - d. assessment.

## Article 3.2 Study progress

1. Rotterdam University of Applied Sciences offers the student study career coaching during his study programme and monitors his study progress. This enables us to provide optimal support to the student during his studies, such as to guide the student in choices offered by the study programme and help him to successfully complete the study programme.
2. If there are matters (such as a [functional impairment, disability](#)) that may affect the study results, the student should contact the student counsellor as soon as possible. If necessary, the Exam Board will give the student the opportunity to take the (partial) assessments in a way that accommodates for the student's disability.

## Article 3.3 Intake and renewal

1. To be admitted to a Master Programme the student must meet certain [requirements](#). The rules for registration are explained in [reglement inschrijfproces](#).
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# Chapter 4 Assessments and examinations

## Article 4.1 General provisions

1. The study programme concludes with an examination. A course is concluded with an assessment. If the student has successfully passed all assessments, the examination is passed.
2. Examiners administer (partial) assessments and examinations and assess (partial) assessments and examinations.
3. One assessment can consist of several partial assessments. No compensation is allowed between the results of partial assessments, unless stated otherwise in the course guideline.
4. In principle, a second assessment opportunity is offered for each assessment within a reasonable time frame. The exact arrangement is stated in the study programme chapter.
5. The curriculum schedule shows for each study year in which education period, and in which form the assessments are offered.
6. The time of the (partial) assessment is published no later than 10 working days before the assessment date.
7. Each (partial) assessment is assessed with a result as listed in **appendix Reviews / results (appendix 7)**.

*Tip: there are various assessment forms, such as oral, a (group) report, your graduation thesis, or a written assessment.*

*Tip: always check your registration in time and bring a valid ID to the assessment location.*

*Tip: if your studies are likely to be delayed, you can ask the Exam Board for an extra assessment opportunity in special cases. The Exam Board will then review your specific situation, including matters such as participation in previous assessments.*

*Tip: check the course description when you can resit an assessment. It should be within a reasonable timeframe.*

## Article 4.2 Conditions for participation in assessments

1. The students who want to participate in a (partial) assessment must comply with the assessment regulations.
2. The student who has successfully passed a (partial) assessment may not participate in the next (partial) assessment opportunity.
3. If the student is required to pass one or more assessments to be allowed to participate in another assessment (entry requirement), this will be described in the study programme chapter of this student handbook and the course guideline.
4. In the case of a course with compulsory attendance relating to practical exercises (indicated with the abbreviation 'CPE' in the curriculum schedule), it is a condition for the student's participation in assessments that he has complied with the compulsory attendance as described in the course manual.
5. At Rotterdam Business School Masters, the student does not have to register, except for resits, to participate in (partial) assessments.

### 4.2.1. Second opportunities of assessments

Written second opportunities take place during the academic year in which the course is assessed, unless the second opportunity concerns an educational unit from a previous academic year that is no longer offered during the academic year concerned. All other second opportunities taken in a form other than in writing are preferably offered the same academic year.

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See the programme of each programme to find the planning of the second opportunities for each block. One second opportunity is offered for each course, so a total of two attempts is permitted for each course.

Regulations are as follows:

- Students are able to take an assessment for a second time in the same year if they obtained an assessment result (grade) of < 5.5 for the first opportunity, or if the student did not attend the first opportunity,
- if an opportunity is missed this opportunity counts as an "did not participate" for the assessment and cannot lead to an extra third opportunity,
- assessment results of a 5.5 or higher cannot be improved upon by means of a second attempt,
- if an insufficient grade is obtained for a second opportunity, the higher grade of the two opportunities (the first and second) is valid,
- when an assessment has multiple sub parts a 'not satisfactory' partial result could be permitted if a 'satisfactory result' needs to be attained on average,
- once the overall average of the grades of the individual tests, is 5.5 or above and the minimal requirements of the individual tests are met, the course is completed. In this case it is **not** allowed to resit an individual test of the course with an insufficient result to raise the overall grade of the course. After completion of the course, new results will therefore be invalid.

#### 4.2.2 Exceptions

If a student misses only one subject, other than an internship, it can be arranged for the student to complete that one unit to graduate (for example, an extra opportunity).

## Article 4.3 Public access to oral assessments

1. Oral (partial) assessments are not public.
2. Oral assessments, including the thesis defence, are in principle not public for others than the required official attendees such as examiners. Students can submit a request to the coordinator of the program, who decides and invites any potential guests.

## Article 4.4 Awarding credits

1. The student will receive the credits associated with the course if he:
  - a. has passed the assessment with a satisfactory result in accordance with the pass mark as included in the course guideline, or;
  - b. is entitled to study credits for an assessment with unsatisfactory result on the basis of a compensation scheme (as stated in the study programme's chapter), or;
  - c. has been granted an exemption by the Exam Board.

## Article 4.5 Publication of the results

1. The student will receive the result via Osiris no later than 15 working days after taking the (partial) assessment, except if the Exam Board is investigating suspected fraud. If the next assessment opportunity is sooner, the student will receive the result at least five working days before that assessment opportunity.
  2. The Exam Board can correct a mistake in Osiris. This is possible up to two months after publishing the result of the (partial) assessment. After that period, correction is no longer possible and the student is entitled to the result that is recorded in Osiris.
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## Article 4.6 Review

1. The student has the right to review the (partial) assessment. The review takes place (digital or not) at a time that allows the student to sufficiently prepare for the next assessment opportunity.
2. The student can make an appointment with the examiner for review at a different time. This is only possible if the student can demonstrate that, according to the examiner, there is a good reason for not being able to be present at the scheduled review.
3. Scheduled review moments are provided by lecturers for students to get feedback or answers to their questions. Students are given the opportunity to notify their disagreement with the marks registered up to two weeks after the review opportunity.

*Tip: you can contact the examiner concerned and indicate that you would like to review your assessment in order to gain insight into what the mistakes and difficulties were and to receive explanation and feedback. If you wish to resit, it is useful to ask for specific feedback about what you should focus on in preparation for the resit (via learning objectives, literature/chapters, readers, slides, etc.).*

## Article 4.7 Validity of study results

1. The study results are valid for at least five years and can only expire after that period if the knowledge, skill or insight regarding the educational unit has demonstrably become outdated.

## Article 4.8 Exemptions and recognition of acquired competencies (EVC)

1. If the student has relevant previously acquired knowledge, insight and skills that correspond with the learning objectives of a course from their exam programme, the Exam Board may exempt the student from taking the assessment. The student submits a request for exemption via Osiris Case. The Exam Board can grant an exemption on the following basis:
  - a. possession of a record, diploma, certificate, or other evidence (EVC-statement) of an equivalent level which proves that the student has fulfilled all the requirements of the course in question, either at the university of applied sciences, or another educational institution.
  - b. results obtained elsewhere.
2. The student will not be granted exemption from a partial assessment.
3. For master programmes, the total number of exemptions to be granted amounts to a maximum of 25 percent of the study load.
4. More information on exemptions can be found in the Rules and Guidelines of the Exam Boards (appendix).

## Article 4.9 Final exam

1. The examination is successfully passed when all assessments of the courses that are part of the study programme have been successfully passed. As proof of this, the Exam Board will award a certificate. More information can be found in the Rules and Guidelines of the Exam Boards.
2. The Exam Board may determine that a final research project is part of the examination.
3. The Exam Board does not award a certificate based on exemptions alone.
4. The Executive Board grants the following degree and distinction to the student who has successfully completed:
  - a. Master in Consultancy and Entrepreneurship – Master of Science (MSc)
  - b. Master in International Supply Chain Management – Master of Science (MSc)

5. A student who has not yet passed all the examinations can ask the Examination Board for a statement stating the examinations he has passed. At Rotterdam Business School, this is mandated to the administration office, where the student can request a certified study progress overview.

## Article 4.10 (Summa) cum laude

1. The Exam Board establishes (judicium) whether the student has passed cum laude or summa cum laude. If the student fulfils all the conditions for one of these distinctions, it will be stated on the certificate.
2. To be eligible for (summa) cum laude, the student must meet the following conditions:
  - a. the weighted average of the results obtained by the student for all courses that are part of the curriculum are at least:
    - a. 8.00 for the cum laude distinction;
    - b. 9.00 for the summa cum laude distinction, and
  - b. the student has obtained at least the following assessment for all courses that are part of the curriculum:
    - a. 7.00 or the alphanumeric equivalent for the cum laude distinction;
    - b. 8.00 or the alphanumeric equivalent for the summa cum laude distinction, and
  - c. all components of the graduating programme have been assessed with:
    - a. at least an 8.50 for the cum laude distinction;
    - b. at least a 9.00 for the summa cum laude distinction, and
  - d. the student has completed the study in no more than the nominal study duration plus one year of study, and;
  - e. the Exam Board has never determined any fraud committed by the student.

## Article 4.11 Fraud and irregularities

1. The Exam Board determines if there has been a fraud or an irregularity.
2. Fraud is defined as conscious or unconscious acts, omissions, attempts or instigations to behave in a way that makes it completely or partly impossible to correctly and honestly assess someone's knowledge, insight, skills or (professional) attitude. Plagiarism is a form of fraud.
3. An irregularity occurs when a (partial) assessment does not take place in accordance with the Regulations for examinations and no proper assessment can be made of the student's acquired knowledge, insight, and skills.
4. If the Exam Board determines that fraud or an irregularity has taken place, it may impose the following sanction(s):
  - a. warning;
  - b. void the result of the assessment in question;
  - c. enter the result of fraud for the assessment in question;
  - d. exclude the student from participation in upcoming assessments;
5. In case of serious fraud, the Exam Board can submit a request to the Executive Board to permanently de-register the student from the study programme.
6. All provisions on fraud and irregularities can be found in the Rules and Guidelines of the Exam Boards (appendix).

## Article 4.12 Invalidation of (partial) assessments

1. The Exam Board can declare a (partial) assessment invalid if, in the reasonable opinion of the Exam Board, it seriously impedes the formation of a correct assessment of the acquired knowledge, insight and skills in all or in a significant number of the students. This may be the case in the following situations:
    - a. a general technical interruption or failure;
    - b. suspicions of large-scale fraud;
    - c. unforeseen circumstances;
-

d. insufficient quality of the (partial) assessment.

# Chapter 5 Other education-related information

## Article 5.1 Evaluation of education

1. The Dean of the institute shall evaluate the education and regularly assess the curriculum.
2. The Dean will inform the Institute Representative Board and the Programme Advisory Committees on how and with what frequency the curriculum components are evaluated.
3. The Dean will inform the Programme Advisory Committees of the results of the evaluation, the intended modifications as a result thereof and the effect of actual modifications.

### **4. Curriculum Committee**

This committee is responsible for developing and monitoring the content and quality of the curriculum of a study programme. For the development of the curriculum, the Curriculum Committee may use the recommendations from the study programme's Advisory Board, the Programme Advisory Committee and the class representatives meetings.

### **5. The Advisory Board**

To maintain links with professional practice and stay up to date on developments in the professional field, the master programmes are supported by an advisory board from the business sector. The members of the advisory board hold management positions in businesses and organisations with an international focus. The advisory board meets twice a year in plenary meetings with the management team of the master programmes. The management considers the advisory board a very useful consultation body that makes it possible to maintain contact with the business sector.

### **6. Programme Advisory Committee**

The programme advisory committee consists of representatives of students and lecturers affiliated with the programme. This committee represents the interests of the study programme and holds periodic consultations with the management team about the quality of the study programme. For more information about the Programme Advisory Committee, see Hint: <https://hint.hr.nl/nl/Instituten/RBS/RBS-medewerkers-Thema-/Committees-Associations/Programme-Advisory-Committee/>.

### **7. Class representatives**

After each block the class representatives are consulted by the course director about the quality of the study programme.

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# Chapter 6 Organisation of the education

## Article 6.1 Organisation

1. The University of Applied Sciences is governed by the Executive Board (CVB). The Supervisory Board (RVT) supervises the policies of the Executive Board and the entire operations of Rotterdam University of Applied Sciences as a whole. Rotterdam University of Applied Sciences is divided into institutes, each with their own management. Each study programme falls under an institute.
2. The institute's management is responsible for education, staff, resources, and facilities. The course director is responsible for the day-to-day operations of a study programme.

## Article 6.2 Exam Board

### 6.2.1 General

1. Each institute has one Exam Board. The Exam Board appoints the [examiners](#).
2. A student has the right to submit a complaint, objection or appeal. Initially, a request is handled by the dean of the institute or by the examination board. The student can also submit directly to the Disputes Advisory Committee (objection) or the Examination Appeals Board (appeal). The student must submit to one of these bodies if the student doesn't agree with the decision of the Dean or the Exam Board. Advice: make sure to submit the complaint, objection or appeal within six weeks via the complaints page on [Hint](#) and explain in detail what it is about and send any supporting documents. From the moment the student has submitted a case, the student will be informed via Osiris Student. The student can read the final decision in Osiris Student, including all the details of the student's request. It is not possible to submit cases via email.
3. The data the Exam Boards meets are published via [Hint](#).

### 6.2.2. Assessment Committee

The Assessment Committee is mandated by the Exam Board. The RBS Assessment Committee gives advice on the quality of and on the processes surrounding assessments that are organised within RBS. This mainly concerns the quality checks before and after the assessments, i.e. test development, technical test analysis.

Based on the findings, the committee advises the Exam Board, as well the authors of the assessments, the Course Director involved, and the Curriculum Committee. The guidelines for assessments are the reference guide for lecturers, Exam Board, and management. Each education period, the Assessment Committee reports the findings to the Exam Board and the Management Team.

## Article 6.3 Administration office

The Administration Office serves to support the Master programmes. Student affairs, student administration, scheduling, provision of information, planning and assessment organisation activities are among its core activities.

See [HINT](#) for more information on contact details and opening times.

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## Article 6.4 Advisory council

1. The university of applied sciences has the Central Representative Board (CMR) at a central level. At the institute level, there are also the Institute Representatives Board (IMR) and Programme Advisory Committees (OC).
  2. The Central Representative Board and Institute Representatives Boards are involved in strategic (policy) issues such as budgets, policy decisions and objectives, the programme advisory committees are involved in structuring the education of the study programmes.
  3. The three advisory councils have authorities that are defined in the regulations. All regulations are available on [Hint](#).
  4. This article is only applicable to funded master programmes.
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# Chapter 7 Master in International Supply Chain Management

## Article 7.1 Profile

### 7.1.1. Master in International Supply Chain Management

The one-year full-time programme and the two-year part-time programme are designed to provide the student with the knowledge and skills required to develop himself into a well-rounded Supply Chain Manager. The student will participate in an intensive programme of combined classroom learning, applied research industry/company projects and self-led projects. In this environment the student will both broaden and deepen his theoretical knowledge in Supply Chain Management while simultaneously developing his project management- and research skills and his personal leadership capabilities.

### 7.1.2. End qualifications

Dublin Descriptor 1: *Knowledge and understanding*

A Master in International Supply Chain Management demonstrates knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or improving logistic organisational developments and strategies.

Dublin Descriptor 2: *Applying knowledge and understanding*

A Master in International Supply Chain Management can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; is able to integrate knowledge and handle complex matter.

Dublin Descriptor 3: *Making judgements*

While confronted with a multitude of Supply Chain management theories and models, a Master in International Supply Chain Management can assess these theories in regard to their internal consistency, empirical validity and explanatory potential, hence contributing to the continuous theory forming process. In addition, the master is capable of positioning economic considerations in a broader social (possibly ethical) debate while critically assessing the effect of possible policy recommendations.

Dublin Descriptor 4: *Communication*

A Master in International Supply Chain Management can professionally communicate their applied research conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences.

Dublin Descriptor 5: *Learning skills*

A Master in International Supply Chain Management has the learning skills to allow them to make an autonomous and balanced assessment of the need for, and type of, further study.

The specific competencies for MSC are:

### Competency 1: Holistic Approach

A Master in International Supply Chain Management takes a holistic approach of the International supply chain, recognising the interdependencies of the various activities involved both internally and externally.

### Competency 2: Operationalisation of Strategic Vision

A Master in International Supply Chain Management translates and aligns the company's strategic vision and operationalises and communicates this strategic vision with regards to logistics & supply chain issues such as: customer service, sourcing, production, planning, transportation, distribution,

technology, ethics, environmental responsibility and sustainability.

### **Competency 3: Maximisation of Value**

A Master in International Supply Chain Management analyses opportunities and related costs, performance and risks to make well founded decisions with regards to leading and managing logistics and the supply chain. Capitalises on changes and trends in both the internal and external environment, as well as develop relationships and networks.

### **Competency 4: End to End Optimisation**

A Master in International Supply Chain Management organises, governs and improves logistics systems using balanced performance measurement based decision-making to support organisational goals. Manages processes and responsibilities within an organisation. Identifies and influences key stakeholders inside and outside of the organisation to drive supply chain initiatives through to completion.

The general competencies for MSC are

Through the study programme students are expected to develop the following general competencies:

**Critical and Analytical Thinking** competence is interpreted as thinking that is clear, rational, and informed by evidence. It focuses on self-awareness, problem analysis and judgement making.

**Creativity** competence is interpreted as ability to think outside the box, which stimulates a process of developing new, uncommon or unique ideas. It focuses on divergent thinking, (creative) problem solving and application or operationalization (of creative ideas).

**Collaboration** competence is interpreted ability to work effectively together with others towards common goal. It focuses on emotional intelligence, interpersonal communication, teamwork.

## Article 7.2 Study programme-specific information

### **7.2.1. General**

The following Master in International Supply Chain Management programmes are offered:

- Master in International Supply Chain Management; croho 49292; Master of Science (MSc); public (funded); with a study load of 60 credits
  - full-time - duration: one year
  - part-time - duration: two year
- The full-time Master in International Supply Chain Management starts twice a year; in September and February.
- The part-time programme will commence once a year in February.
- The language of instruction of both programmes is English.

## Article 7.3 Curriculum (education programme)

### **7.3.1. Curriculum full-time programme**

The MSC programme is divided into four educational blocks, with the fourth block currently reserved for the master thesis and pressure cooker week. The modules in the program support students to develop the general competencies providing a broad context of the current management issues in the international business setting, and take an in-depth and detailed approach towards specific elements of the master programme. The MSC modules give students an understanding of the role of supply chain within the functioning of the global market (block 1), then deal with the different roles, functions and activities in the supply chain (block 2) and end by exploring the organisation operationally (block 3). In this way the MSC equips students with knowledge and skills to be able to strategise, operationalise, perform and lead within different roles in the supply chain. .

**The courses are as follows:**

- Managing Supply Chains & Strategic Sourcing
  - Current Trends, Technology & Innovation in Supply Chains
-

- Research skills : Supply Chain Management (1 and 2)
- Leadership, Change Management & Personal Development
- Critical Thinking & Ethical Decision Making
- International Project
- Supply Chain Analysis for Competitive Advantage
- Maritime & Operations Management
- Supply Chain Management Simulation
- Supply Chain Strategy & Sustainability
- Master Thesis

### **7.3.2. Curriculum part-time programme**

Spread over 2 years, the part-time programme is build up slightly differently consisting of the following modules:

- Current trends in Supply Chain Management
- Integrated Business Planning
- Technology and Innovation in Supply Chains
- Leading and Managing Supply Chains
- Port & Maritime Management
- Performance Coaching & Management Training
- Research and Thesis Proposal
- Master Thesis

### **7.3.3. Study Help**

#### **Studying with a disability**

If the student has a functional disability, like dyslexia, ADHD, or a chronic illness, he can receive extra study facilities depending on the disability. Detailed information can be found on [Hint](#).

Help is also available for other groups of students, like there are "Studying parent", "Informal career", "Student from the Caribbean", "Studying status holder", "LGBTI+ student", "Top Athlete" and "Prospective student". Information for each of these groups can be found on [Hint](#).

#### **Student progress and study coaching**

##### *Study coaching*

If a study coach/mentor is assigned to a student, this is to aid the student in his progress throughout the study programme. The study coach/mentor is allowed to organise group and individual progress sessions with assigned students.

##### *Study progress*

Students can view their study results/progress in OSIRIS Student at any time. The student is personally responsible for his or her own study progress. This includes contacting the lecturer or master coordinators if necessary (e.g. missing grades etc.).

##### *Summer School programme*

Not applicable except for situations described in paragraph 7.9.

#### **Student Affairs**

You can contact the Coordinator Student Affairs of your study programme with questions or problems regarding your study and/or your personal study progress. Contact Dionne Markelo-Wagiso, [wagdl@hr.nl](mailto:wagdl@hr.nl) to make an appointment.

#### **Student Welfare Team**

Student counsellors, student welfare advisors and peer coaches will help you get through your studies in a good and healthy way. You will be forwarded by your student affairs coordinator or can contact the Student Welfare Team yourself when you have a problem or need help with something. Whether it's something personal or something to do with your studies.

Check out the details and contact information on

<https://hint.hr.nl/nl/HR/english/study-information/study-help/studentwelfare/>

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### Confidential advisors for students

In a situation where you are experiencing undesirable behaviour, for example, bullying, sexual intimidation, discrimination, and aggression, you can visit our confidential counsellor. The confidential counsellor has the 'duty of secrecy' and will always handle your information confidentially.

The confidential advisors of RBS are:

Wout de Folter (06-26522963) – w.j.de.folter@hr.nl

Specifically for reporting incidents of racism/discrimination: Ali Davarci (a.davarci@hr.nl) and Dionne Markelo-Wagiso (d.l.markelo@hr.nl).

### Curriculum schedule Master Supply Chain Management full time 2022-2023

Course module name	Course module code	EC	Block 1		Block 2		Block 3		Block 4		CPE	End level
			contact time x 60 min.	Test	contact time x 60 min.	Test	contact time x 60 min.	Test	contact time x 60 min.	Test		
Supply Chain Management	MSCSCM122	4	32	AT		AT**						
Trends & Technology in Supply Chains	MSCTTSC122	4	32	AT		AT**						
Research skills : Supply Chain Management (1)	MSCRES121	2	16	GAT		GAT**					CPE	
Professional Leadership Development	MSCPL121	5	18/0.5*	CA, PF	8/1*	CA, PF	5/0.5*	CA, PF		CA, PF**		End level
Critical Thinking	MSCCT119	3	24	GAT		GAT**					CPE	
International Project	MSCIPR121	6	24	PF	24	PF		PF **			CPE	End level
Supply Chain Analysis	MSCSCA122	9			72	GAT,AT,P		(GAT, AT, P)**			CPE	
Research skills: Supply Chain Management (2)	MSCRES221	4			24	GAT, AT		GAT, AT**			CPE	
Maritime & Operations Management	MSCMOM122	6					48	AT		AT **		End level
Supply Chain Management Simulation	MSCMSCS119	4					32	CA		CA **	CPE	End level
Supply Chain Strategy & Sustainability	MSCSCSS119	2							16	GAT, GAT **	CPE	
Master Thesis	MSCTHS121	11					8*		8*	AT, PR;		End level
		60	128		120		80		16			
*individual meeting time												
**resit												

### Curriculum schedule Master Supply Chain Management part-time 2022-2023

Course module name	Course module code	EC	Block 1		Block 2		Block 3		Block 4		Block 5		Block 6		Block 7		Block 8		CPE	End level
			cont time x 60 min.	Test	cont time x 60 min.	Test	cont time x 60 min.	Test	cont time x 60 min.	Test	cont time x 60 min.	Test	cont time x 60 min.	Test	cont time x 60 min.	Test	cont time x 60 min.	Test		
Performance coaching and management training	MSCPCMT120, 220, 320, and 420PT	14	13	ASS	13	ASS	13	ASS	13	ASS	13	ASS	13	ASS	13	ASS/PR				End level
Current trends in Supply chain management & Advanced academic writing, Critical Thinking	MSCCAC120PT	6	42	AT/PF		AT*														
Integrated Business Planning and control	MSCIBPC120PT	6			42	GAT, PR		GAT*											CPE	
Technology & Innovation in supply chain management	MSCTIS120PT	6					42	GAT/P R/PF		GAT*									CPE	
Leading and managing Supply Chain	MSCLMSC120PT	6							42	AT/PF		AT*								End level
Port & Maritime management	MSCPMM120PT	6									21		21	WR/P F		WR*				End level
Research + Proposal	MSCRP120PT	5									21		16	AT/PF		AT*				End Level
Thesis	MSCTHS120PT	11													8		8	AT/PR /PF		End Level
		60	55		55		55		55		55		50		21		8			
*resit																				

## Legend

AT= Assignment

ASS= Assessment

CA= Continuous Assessment

D= Digital test

GAT= Group Assignment

IAT= Integrated Assignment

PF= Portfolio

PR= Presentation

RP= Report

V= Video

WR=Written test

CPE = Compulsory Attendance

## Article 7.4 Workplace requirement

For students in the part-time Master in International Supply Chain Management:

The student is employed at a company in a role with which he can meet the learning outcomes of the study programme. It is a workplace where the student in question can work on a "business outcome" (= a result that benefits the organisation) with which the student can prove that he is professionally competent in a learning outcome. Having this employment is necessary to participate in education in the relevant period.

If the employment expires during an academic year, the student will contact the study programme immediately and solutions will be discussed on a case by case basis. If the student does not have a suitable workplace (anymore) at the start of a new academic year, the student does not meet the workplace requirement. Continuation in the fulltime program could be an option for which an individual learning plan will be agreed upon in consultation with the Examboard. The same approach applies to a potential transfer from fulltime to part-time.

## Article 7.5 Internship

A placement or internship is **not** part of the MSC programme. However, students do need a project sponsor or company for a thesis assignment and to conduct research for their master thesis. More details on the requirements for a thesis company can be found in the thesis manual.

## Article 7.6 Graduation

The master thesis is the last course of the master programme. To start with the research project, the student should have a pass for the research proposal. The topic of the thesis is the student's choice and should be approved by the Programme Coordinator. This topic can be:

1. a real-life issue for a sponsoring company (for part-time students this can be their own employer) or
2. an issue at industry level.

The final assessment of the thesis will be done by the supervisor and one or two examiners, in accordance with the thesis assessment matrix. The minimum grade for a pass is 5,5.

For more information regarding the thesis process, please see the MSC thesis manual.

## Article 7.7 Conversion

1. If a course is cancelled, the assessment will be offered two more times in the following academic year. After that, the student must attend the converted course or complete a substitute assignment.
  2. The study programme is obliged to include a proper conversion table if the curriculum is changed. The study programme has made changes to the curriculum, these are included in the conversion table below:
-



MLM 2018			MSC 2020-2021			MSC 2021-2022		
Course	Code	EC	Course	Code	EC	Course	Code	EC
International Project	MASIPR312	6	International Project	MASIPR312	6	International Project	MSCIPR121	6
Personal Leadership Development	MASPLD112	4	Personal Leadership	MSCPL119	5	Personal Leadership	MSCPL121	5
Critical Thinking	EFCRT01B1	3	Critical Thinking	MSCCT119	3	Critical Thinking	MSCCT119	3
Leading & Managing Supply Chains	MLMLMS212	2	Leading & Managing Supply Chains	MSCMSC119	2	Leading & Managing Supply Chains	MSCMSC119	2
Current Trends in SCM	MLMCTS112	2	Current Trends in SCM	MSCCTS119	2	Current Trends in SCM	MSCCTS119	2
Strategic Sourcing & Purchasing	MLMSTS212	2	Strategic Sourcing & Purchasing	MSCSTS119	2	Strategic Sourcing & Purchasing	MSCSTS119	2
Technology & Innovation in Supply Chains	MLMTIS212	3	Technology & Innovation in Supply Chains 1 & 2	MSCTIS119/	5	Technology & Innovation in Supply Chains 1	MSCTIS120	2
				MSCTIS219		Technology & Innovation in Supply Chains 2	MSCTIS210	3
Warehouse Management, Physical Distribution & Transportation	MLMWAM212	3	Warehouse Management, Physical Distribution & Transportation	MSCWMPBT119	3	Warehouse Management, Physical Distribution & Transportation	MSCWMPBT120	3
Integrated Business Planning & Control	MLMIBP212	3	Integrated Business Planning & Control	MSCIBPC119	3	Integrated Business Planning & Control	MSCIBPC120	3
Corporate Sustainability	MASMCS212	4	Supply Chain Strategy & Sustainability	MSCSCSS119	2	Supply Chain Strategy & Sustainability	MSCSCSS119	2
Port & Maritime Management	MLMPMM112	3	Port & Maritime Management	MSCPMM119	3	Port & Maritime Management	MSCPMM121	3
Operations Management & Manufacturing	MLMOPM212	3	Operations Management & Manufacturing	MSCOMM119	3	Operations Management & Manufacturing	MSCOMM119	3
Supply Chain Management Simulation	MLMSCM112	4	Supply Chain Management Simulation	MSCMSCS112	4	Supply Chain Management Simulation	MSCMSCS119	4
Advanced Academic Writing	MCEAAW112	2	Problem Analysis*	MSCTHS119	2	Research skills : Supply Chain Management (1)	MSCRES121	2
Research Methodology 1	EFCRES02B3	2	Literature Review*	MSCTHS119	2	Research skills: Supply Chain Management (2)	MSCRES221	4
Research Methodology 2	EFCRES02B4	2	Research Proposal*	MSCTHS119	2			
Thesis	MLMTHS312	11	Thesis*	MSCTHS119	11	Master Thesis	MSCTHS121	11
Global Business in Transition	MASGLO112	1						
		60			60			60



MSC 2021-2022			MSC 2022-2023		
Course	Code	EC	Course	Code	EC
International Project	MSCIPR121	6	International Project	MSCIPR121	6
Personal Leadership	MSCPL121	5	Professional Leadership Development	MSCPL121	5
Critical Thinking	MSCCT119	3	Critical Thinking	MSCCT119	3
Leading & Managing Supply Chains	MSCLMSC119	2	Supply Chain Management	MSCSCM122	4
Strategic Sourcing & Purchasing	MSCSTS119	2			
Current Trends in SCM	MSCCTS119	2	Trends & Technology In Supply Chains	MSCTTSC122	4
Technology & Innovation in Supply Chains 1	MSCTIS120	2			
Technology & Innovation in Supply Chains 2	MSCTIS210	3	Supply Chain Analysis	MSCSCA122	9
Warehouse Management, Physical Distribution & Transportation	MSCWMPBT120	3			
Integrated Business Planning & Control	MSCIBPC120	3			
Supply Chain Strategy & Sustainability	MSCSCSS119	2	Supply Chain Strategy & Sustainability	MSCSCSS119	2
Port & Maritime Management	MSCPMM121	3	Maritime & Operations Management	MSCMOM122	6
Operations Management & Manufacturing	MSCOMM119	3			
Supply Chain Management Simulation	MSCMSCS119	4	Supply Chain Management Simulation	MSCMSCS119	4
Research skills : Supply Chain Management (1)	MSCRES121	2	Research skills : Supply Chain Management (1)	MSCRES121	2
Research skills: Supply Chain	MSCRES221	4	Research skills: Supply Chain	MSCRES221	4
Master Thesis	MSCTHS121	11	Master Thesis	MSCTHS121	11
		60			60

*Tip: if you have not yet completed a course that is no longer offered, check whether it appears in the conversion table. For questions related to conversion, contact student affairs.*

## Article 7.8 Entry requirements

The student is allowed to start the thesis if the proposal has been successfully completed with a sufficient mark. The student is allowed to defend his or her final thesis if he or she has successfully completed all study programme courses.

## Article 7.9 Extra assessment opportunity

1. The Exam Board is authorised to decide in individual cases that a student is entitled to an extra, or an earlier, (partial) assessment opportunity. The student must submit a request for this via Osiris Case.
2. In cases in which students lack only a single course to be able to graduate, this situation can be overcome by making arrangements for these students in relation to the components still to be attained (e.g. an extra resit). The student must submit a request for this via Osiris Case.

## Article 7.10 Study costs

There are no (compulsory) components within the MSC program with additional costs for the student.

## Article 7.11 Internationalisation

During the studies the student is exposed to the international context relevant for their field of studies and study in an international classroom, taught by international faculty. The study programme MSC does not offer opportunities for an internship or education abroad.

## Article 7.12 External experts

1. During the study programme external experts can be engaged for the educational purposes, such as guest lecturers.
  2. The Exam Board may appoint external experts as examiners. When appointing external examiners, the Exam Board shall apply the profile of internal examiners (available on Hint) as much as needed.
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# Chapter 8 Master in Consultancy and Entrepreneurship

## Article 8.1 Profile

### 8.1.1. Master in Consultancy & Entrepreneurship (MCE)

The MSc in Consulting & Entrepreneurship (MCE) of Rotterdam University of Applied Sciences was first offered in 1998 and has been developed and transformed through the years to facilitate the best way to educate practical, proactive, and hands-on problem solvers. The programme uniquely combines topics of consulting and entrepreneurship. It trains students to approach company-level challenges from consultant perspective and look for opportunities to fulfil societal needs as an entrepreneur. This approach allows the programme to meet a growing demand for graduates who have the ability, confidence, and inspiration to respond to change with creative, innovative, and practical business solutions.

#### The MCE learning outcomes

After graduation, students are expected to become creative problem solvers. Challenges coming from a globalized and integrated world demands systemic and holistic solutions. After an extensive process of data collection and analysis from multiple stakeholders, such as research centers, advisory board, lecturers, students, alumni, professionals from several fields and reports from the most prominent consultancy companies and world forums, a set of more than 200 relevant knowledge, skills and attitudes were condensed, merged and tailored into 15 programme learning outcomes. To be able to navigate a volatile and uncertain environment, students will be challenged to develop the following knowledge, skills and attitudes in the MCE programme

#### The Knowledge

- Technology use & design: in a constantly changing world, information technology plays a very relevant role in improving and changing processes, products, and business models. A creative problem-solver professional must be able to understand and use technology in business context
- Sustainable Business: a long-term perspective and responsibility about people, profit and the planet are paramount on these days. As part of a holistic approach, this professional needs to understand business embedded in an interconnected context
- Project Management: from the problem definition to a solution presentation, the MCE graduated will be able to design and follow necessary steps to bring projects to life
- Consultancy: from diagnosis to solution proposal and implementation plan, this knowledge plays one of the most important parts of this programme. The problem-solver professional will be able to advice companies' managers on their decision process after a systematic approach for researching, analysing, diagnosing and proposing reliable solutions
- Business Strategy & Innovation: innovation is key for surviving an everlasting changing world. Through innovation, new ideas arise and become real business solving real-life problems. When integrated to a clear and smart business strategy, it can change the society, creating shared-value and economic progress

#### The Skills

- Professional Communication & Networking: to be able to communicate in a business environment and building the necessary connections to strengthen the professional career and reach out new business opportunities is an

important skill both for consultants and entrepreneurs

- System Thinking: to understand the surrounding environment and being able to navigate a VUCA world differentiate these professional from the crowd and enable them to propose better solutions to real-life problems
- Research, Analysis & Diagnosis: in-depth understanding of real problems goes through a set of scientific research methods and structured process which these professionals must master to perform high-level research
- Leadership: to lead – themselves, teams, companies and organizations – in an everchanging world requires a level of self-awareness, boldness and long-term perspective which can be the key to a successful process of solution implementation
- Critical Thinking: to think critically and being able to form logical and comprehensive judgment is an increasingly relevant skill in a world of extremes and flooded with data from a variety of sources – not all of them relevant, realistic or true

### The Attitudes

- Awareness: the perception of situations and others is a relevant attitude in a increasingly connected world. Working with different people, from several different parts of the world, unique backgrounds, and particular perspectives is more and more usual. Therefore self-awareness, social-awareness, organizational-awareness, or intercultural-awareness are different facets of an – every time – aware posture
- Make-it-happen attitude: as important as initiative, the sense of fulfilment, achievements, to finish whatever one starts is an attitude of an achiever and a problem-solver
- Growth Mindset: to “believe that their most basic abilities can be developed through dedication and hard work” (Dweck, 20154) is an attitude for a constant-improving professional and an always updated mind
- Forward-Thinking: innovation plays an important role in creating a better future and it demands future-oriented professionals, who understand trends, scenarios, and technology, and have their mind in the upcoming years while search for ways to make it happen from now
- Design Mindset: complex problems demands creative solutions and attitudes. To be human-centred and flexible, collaborative and solution-focused, embrace the chaos, open to try and learn are some of the expected behaviours and attitudes of a designer’s mindset professional

## Article 8.2 Study programme-specific information

### 8.2.1. General

The Master in Consultancy & Entrepreneurship:

- croho 49159; funded; with a study load of 60 credits; Master of Science (MSc)
  - full-time – duration: one year
- The Master Consultancy and Entrepreneurship has a starting date on the 1st of September and the 1st of February.
- The language of instruction of the programme is English.

## Article 8.3 Curriculum (education programme)

### 8.3.1. Curriculum full-time programme

MCE is a publicly funded one-year full-time master programme which guides students to make the link between understanding management theories, concepts, tools and techniques, and to apply them creatively in real-life situations. We practice a genuine ‘Rotterdam hands-on and make-things-happen’

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approach by applying a Design Thinking approach in multiple levels to classes, assignments, and classroom experiences. An internationally diverse team of lecturers from different professional and cultural backgrounds ensures that teaching methods critically reflect this reality.

The experience-based MCE programme provides students the opportunity to immerse themselves in live projects, solving problems from the professional field and identifying opportunities, through a series of four themes: The Mindset, Understanding Business, Designing Business, and The Business Solution. the Business Solution Report aims to provide a reliable solution to a real-life problem in a business context – either from companies or final customers. The themes are supported by subjects and activities that build the business and people skills that graduates will need in facing challenges associated with the future of work.

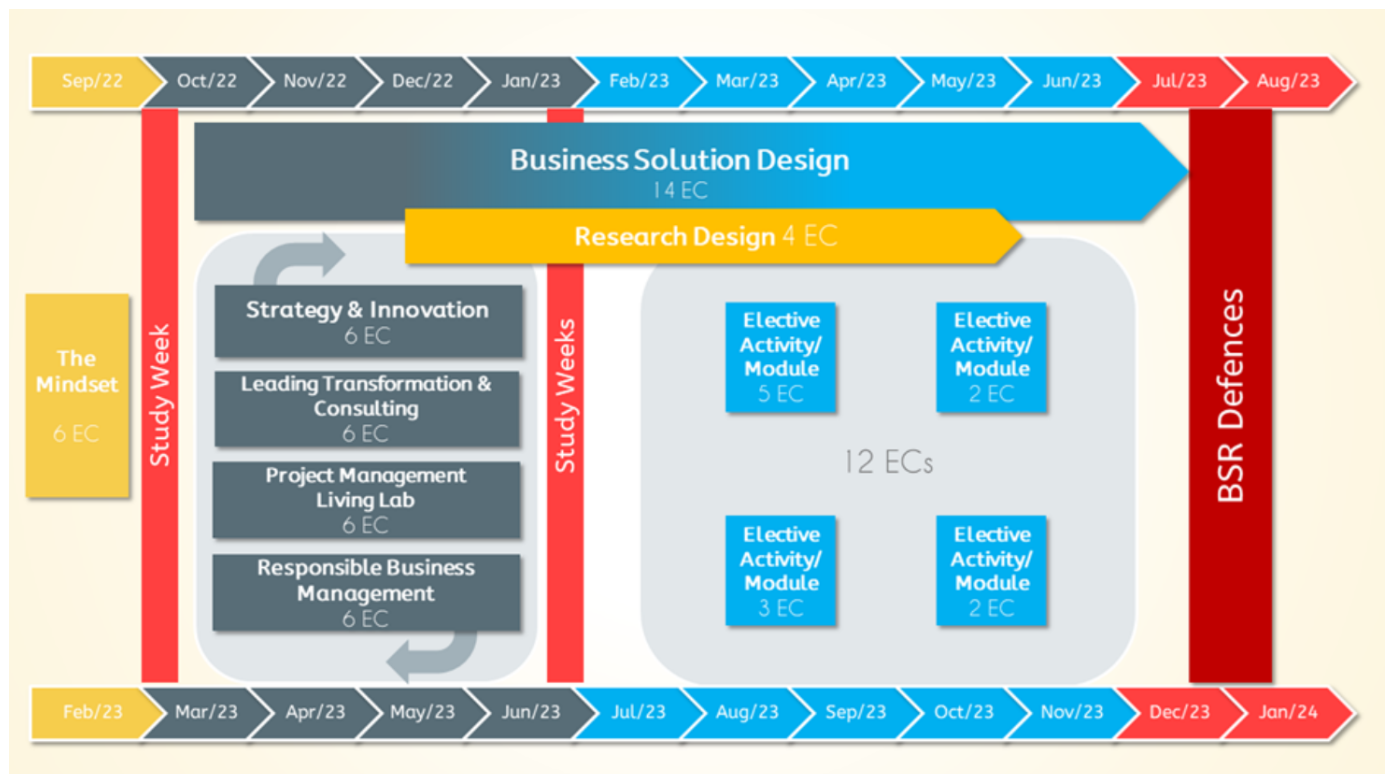


Figure 1: The MCE program structure

MCE offers experiential learning activities to develop the knowledge, skills and attitudes of students. We use several learning methods to engage students and connecting them with leading academics, industry experts, policy makes, mentors, alumni, and global networks.

### 8.3.2. Study Help

#### Studying with a disability

If the student has a functional disability, like dyslexia, ADHD, or a chronic illness, he can receive extra study facilities depending on the disability. Detailed information can be found on [Hint](#).

Help is also available for other groups of students, like there are "Studying parent", "Informal career", "Student from the Caribbean", "Studying status holder", "LGBTI+ student", "Top Athlete" and "Prospective student". Information for each of these groups can be found on [Hint](#).

#### Student progress and study coaching

##### Study coaching

If a study coach/mentor is assigned to a student, this is to aid the student in his progress throughout the study programme. The study coach/mentor is allowed to organise group and individual progress

sessions with assigned students.

### Study progress

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### Summer School programme

Not applicable except for situations as described in sub-chapter 8.9.

### Student Affairs

You can contact the Coordinator Student Affairs of your study programme with questions or problems regarding your study and/or your personal study progress. Contact Dionne Markelo-Wagiso, [wagdi@hr.nl](mailto:wagdi@hr.nl) to make an appointment.

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Student counsellors, student welfare advisors and peer coaches will help you get through your studies in a good and healthy way. You will be forwarded by your student affairs coordinator or can contact the Student Welfare Team yourself when you have a problem or need help with something. Whether it's something personal or something to do with your studies.

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In a situation where you are experiencing undesirable behaviour, for example, bullying, sexual intimidation, discrimination, and aggression, you can visit our confidential counsellor. The confidential counsellor has the 'duty of secrecy' and will always handle your information confidentially.

The confidential advisors of RBS are:

Wout de Folter (06-26522963) – [w.j.de.folter@hr.nl](mailto:w.j.de.folter@hr.nl)

Specifically for reporting incidents of racism/discrimination: Ali Davarci ([a.davarci@hr.nl](mailto:a.davarci@hr.nl)) and Dionne Markelo-Wagiso ([d.l.markelo@hr.nl](mailto:d.l.markelo@hr.nl)).

### Curriculum schedule Master Consultancy & Entrepreneurship full time 2022-2023

Course module name	Course module code	ECT	TOTAL	Block 1		Block 2		Block 3		Block 4		CPE	End level
			contact time x 60 min.	contact time x 60 min.	Test	contact time x 60 min.	Test	contact time x 60 min.	Test	contact time x 60 min.	Test		
The Design Mindset**	MCETDM122	6	48	48	AT; GAT		AT*; GAT*					CPE	
Business Solution Design***	MCEBSD122	14	116	24	AT	40	AT / AT*	32	AT / AT*	20	AT; PR / AT*; PR*		End level
Strategy & Innovation	MCESTI122	6	48	16		32	PF		PF*				
Leading Transformation & Consulting	MCELT122	6	48	12		36	GAT		GAT*			CPE	
Project Management	MCEPMG122	6	48	16		32	GAT		GAT*			CPE	
Responsible Business Management	MCERBM122	6	48	16		32	GAT		GAT*			CPE	
Research Design	MCERDS122	4	32			20	AT	12	AT*				End level
Electives****		12	48					24	AT	24	AT*		
		60	436	136		188		64		32			
* = Resit													
** = + Personal Coaching: 1 hour/student													
*** = including supervision time													
**** = For some electives (internship, placement, projects) there will be no contact time, therefore, electives may have 0 to 96 contact hours (4 modules of 3ECs)													

### Legend

AT= Assignment

ASS= Assessment

CA= Continuous Assessment
D= Digital test
GAT= Group Assignment
IAT= Integrated Assignment
PF= Portfolio
PR= Presentation
RP= Report
V= Video
WR=Written test
CPE = Compulsory Attendance

See also Appendix – Curriculum Schedules Academic year 2022 – 2023

## Article 8.4 Workplace requirement

Not applicable.

## Article 8.5 Internship

An internship could be selected as an option in the elective space of the MCE program. If the student chooses to do an internship in the elective space, it's the student's responsibility to find a company. The company and the internship assignment need approval from an assigned MCE faculty member.

## Article 8.6 Graduation

The Business Solution Design is the course of the master programme, valued with 14 EC which starts at the beginning of the programme and ends with a presentation and defence of the business solution report at the end of the programme. The topic of the business solution report is the student's choice and should be approved by the Programme Coordinator. This topic can be:

1. a real life issue of a company,
2. or, a business idea for a concrete business opportunity.

The final assessment of the business solution report will be done by two examiners, in accordance with the rubric. The minimum grade for a pass is 5,5.

For more information regarding the BSD process, please see the Business Solution Design module description.

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## Article 8.7 Conversion

1. If a course is cancelled, the assessment will be offered two more times in the following academic year. After that, the student must attend the converted course or complete a substitute assignment.
2. The study programme is obliged to include a proper conversion table if the curriculum is changed. The study programme has made changes to the curriculum, these are included in the conversion table below:

Course module name 2021	Course module code 2021	ECT	Course module name 2022	Course module code 2022	ECT
Emotional Intelligence	MCEEI119	2	The Design Mindset	MCETDM122	6
Design Thinking & Creativity	MCEDTC219	3			
Entrepreneurial Mindset	MCEEMI219	2			
Strategic Thinking	MCEST219	3	Strategy & Innovation	MCESTI122	6
Value Creation & Business Models	MCEVCB312	3			
Digital Dynamics & Future Trends	MCEDDFT219	2			
Sustainability Pressure cooker	MCESPC219	2	Responsible Business Management	MCERBM122	6
International Project	MASIPR412	6	Project Management	MCEPMG122	6
Change Management & Organization Development	MCECOD119	3	Leading Transformation & Consulting	MCELTC122	6
Consulting Intervention	MCECI219	3			
Leading teams	MCELT119	2			
Finance	MCEFI119	3	Electives*		3
Prototyping	MCEPT212	2			
Marketing & Sales	MCEMS219	3			
Storytelling & Pitching	MCESTP219	2			
Funding	MCEFU119	3			
Business Simulation	MCEBS219	2			
Business Solution Design	MCEBSD119	14	Business Solution Design	MCEBSD119	14

\* When the module is offered as an elective, then the elective will replace the regular from 2021. When there is no related elective, students can choose another elective with equivalent amount of ECTS

*Tip: if you have not yet completed a course that is no longer offered, check whether it appears in the conversion table. For questions related to conversion, contact student affairs.*

## Article 8.8 Entry requirements

The student is allowed to defend his or her final Business Solution Report if he or she has successfully completed all study programme modules.

## Article 8.9 Extra assessment opportunity

1. The Exam Board is authorised to decide in individual cases that a student is entitled to an extra, or an earlier, (partial) assessment opportunity. The student must submit a request for this via Osiris Case.
2. In cases in which students lack only a single course to be able to graduate, this situation can be overcome by making arrangements for these students in relation to the components still to be attained (e.g. an extra resit). The student must submit a request for this via Osiris Case.

## Article 8.10 Study costs

There are no (compulsory) components within the MCE program with additional costs for the student.

## Article 8.11 Internationalisation

During the studies the student is exposed to the international context relevant for their field of studies and study in an international classroom, taught by international faculty. The study programme MCE offers opportunities for an internship or education abroad in the elective space.

## Article 8.12 External experts

1. During the study programme external experts can be engaged for the education purposes, such as guest lecturers.
  2. The Exam Board may appoint external experts as examiners. When appointing external examiners, the Exam Board shall apply the profile of internal examiners (available on Hint) as much as needed.
-

## **PART 2: Rights and obligations**

# Chapter 1 Behaviour and effects

## Article 1.1 Conduct and integrity

1. Within Rotterdam University of Applied Sciences we treat each other with respect and we reject all forms of unacceptable behaviour. Unacceptable behaviour includes discrimination, bullying or (sexual) harassment, aggression and violence.

*Tip: if you have encountered unacceptable behaviour at the university of applied sciences, such as bullying, (sexual) harassment, discrimination or aggression, you can contact a confidential counsellor. More information is available at [Hint](#).*

## Article 1.2 House rules and disciplinary measures

1. Anyone who is (online) in the buildings or on the grounds of the university of applied sciences or who uses its facilities must comply with these rules and the instructions given in this context.
2. The Executive Board may impose disciplinary measures on a person (including a student) if that person acts contrary to the proper course of business in and around the university of applied sciences. If serious misconduct does not cease even after a warning, the university of applied sciences can permanently deny access to the buildings and grounds or permanently terminate registration.
3. More information on these rules and measures (for "good conduct") can be found in the Conduct and Measures Regulations.



# Chapter 2 Rights

## Article 2.1 Right to education

1. Rotterdam University of Applied Sciences offers the student education and guidance by qualified lecturers to develop knowledge and skills.
2. The study programme is structured in such a way that the 'average' student can reasonably graduate within the duration of the curriculum (nominal study duration).

## Article 2.2 Right to support and guidance

1. Rotterdam University of Applied Sciences offers the student support and guidance to study successfully, such as:
  - a. support if the student needs help because there are limiting circumstances, such as dyslexia or a chronic illness;
  - b. financial support if the student is at risk of being, or has been, delayed due to special circumstances. The conditions for financial support can be found in the Implementing Regulations the Financial Support of Students (Appendix 6);
  - c. study career coaching during the study programme and monitoring of study progress. This enables us to provide optimal support to students during their studies, such as guide them in choices within the study programme and help them to successfully complete their study programme.

## Article 2.3 Right to facilities

1. The student is entitled to access the buildings and facilities of the university of applied sciences.
2. Rotterdam University of Applied Sciences offers a variety of facilities such as workplaces, printing and copying facilities and other ICT facilities, as well as the use of the media library and laboratories.

## Article 2.4 Right to legal protection

1. A student can file a complaint via the Complaints & Disputes Office, an objection (via the Advisory Appeal Board) or an appeal (via the Board of Appeal for the examinations). The Complaints & Disputes Office makes sure that a submitted complaint, objection or appeal is referred to the right body to address the complaint. The student can choose from different categories to file a complaint via [Hint](#). For questions, please contact the Complaints & Disputes Office at [klacht@hr.nl](mailto:klacht@hr.nl). An overview of all applicable regulations can be found on [Hint](#).
2. If the student has a complaint about the Rotterdam University of Applied Sciences, the institute or its employees, we expect the student to first present it to the employee or department concerned and ask for a response. If this does not resolve the issue, the student can contact the Complaints & Disputes Office. In accordance with the Complaints Regulations, the Complaints & Disputes Office will present the complaint to the relevant person or department in charge with a request to address it.
3. A student who has a complaint about unacceptable behaviour, discrimination or (sexual) harassment should contact one of our confidential counsellors for help, support and advice (see also Regulations for the Complaints Procedure for Unacceptable Behaviour).

## Article 2.5 Right to privacy

1. Rotterdam University of Applied Sciences handles personal data with care.
2. The student has, among other things, the right to review, the right to improve, supplement, delete or block data that are incorrect, incomplete or irrelevant. You can find more information on [Hint](#).

## Article 2.6 Intellectual property rights

1. Everyone respects the original work of others.
2. In principle, the intellectual property rights of the work created by the student belong to the student.
3. The intellectual property rights of work created by the employee in the performance of his or her duties or for the benefit of the employer belong to the university of applied sciences as determined in the CAO-HBO (collective labour agreement for higher vocational education).

## Article 2.7 Right to participatory decision-making

1. [Participatory decision-making](#) involves the student in the decision-making process of the university of applied sciences. The student has a say in matters that are important to students through the right to vote (actively and passively) in the Central Representative Board (CMR), the Institute Representative Board (IMR) and the Programme Advisory Committee (OC).
-

# Chapter 3 Obligations

## Article 3.1 Obligations

1. Every student at Rotterdam University of Applied Sciences has the duty to:
    - a. actively contribute to the education of the study programme in which the student is enrolled;
    - b. be present and actively participate when required by the study programme, as indicated in this Student Handbook or in the course guideline (especially participation in a practical exercise);
    - c. actively contribute to a viable, safe and enjoyable study environment for the student and others;
    - d. behave respectfully in accordance with the rules of Rotterdam University of Applied Sciences;
    - e. take the initiative to be informed of everything that is important to attend the study programme, such as this Student Handbook and the course guidelines;
    - f. respect the copyright of educational material. It is not allowed to make copies of educational materials, (partial) assessments and lectures, other than for the purpose of their own study. It is also not allowed to distribute the educational material, in any format whatsoever;
    - g. insure himself for third-party liability and medical expenses. If the student is not (sufficiently) insured, Rotterdam University of Applied Sciences cannot be held liable for any damages or harm suffered by the student;
    - h. to report any unfair or undesired conduct by or on behalf of the University of Applied Sciences towards the student as soon as possible;
    - i. pay tuition fee (or examination fee in the case of external students) for each study year that the student is enrolled in a study programme.
-

# APPENDICES

## Appendix 1 Glossary

*Ad, associate degree study programme*

A two-year study programme in higher vocational education that prepares for level 5 of the European Qualification Framework (EQF) and the Dutch Qualification Framework (NLQF).

*Rejection*

An official written notification to a student in the first year of enrolment that the study programme may not be continued (also called 'negative binding study recommendation' or nbsr).

*Bachelor programme*

A four-year study programme in higher vocational education which, upon successful completion, confers the degree of Bachelor and the right to use a title.

*BKG (Dutch: bureau klachten en geschillen), Complaints & Disputes Office*

The office where a student, applicant or external student may submit a complaint or dispute.

*BSR, binding study recommendation*

Every student receives a binding study recommendation at the end of their first year of enrolment in the propaedeutic phase. This advice will determine whether the student can continue the study programme or not.

*Pass mark*

The fail/pass limit of an assessment, the minimum number of points that must be achieved to obtain a passing grade.

*Grade, assessment, result*

Each course is assessed with a grade/assessment/result. This can be a grade between 1 and 10 (numerical), a description (almost satisfactory, good, etc.) or an alphanumerical assessment (VRIJ = exemption, VLD = completed, etc.).

*Tuition fee*

The money that is paid annually by a student to cover their enrolment for a study programme offered by the university of applied sciences.

*CROHO*

Central Register of Higher Education Study Programmes. The national register of all study programmes managed by the Directorate DUO, Ministry of Education, Culture, and Science.

*Curriculum*

The education programme of the study programme that applies to the student.

*Curriculum schedule*

Schematic representation of the study programme's curriculum, including the structure of the courses/units of learning outcomes, the study load and the assessment form.

*Course participant*

A person who is enrolled at Rotterdam university of applied sciences to pursue education and take assessments and examinations for (parts of) a post-initial Master programme.

*Course*

Educational unit or unit of learning outcomes, part of the curriculum, expressed in credits, which is always evaluated with an assessment.

#### *Course description*

The course description provides students with basic information on the course, including at least the following: designation of the course (name and code), number of credits, learning objective, instructional format, assessment form and, if relevant, submission dates.

#### *Course guideline*

The course guideline contains the course description, as well as lesson content/subject matter/assignments, and serves as a syllabus. The internship guidelines and graduation guidelines serve a similar function.

#### *CVB, Executive Board of Rotterdam University of Applied Sciences*

The institutional board that is in charge of administration of the university of applied sciences pursuant to the Act and the Statutes.

#### *Ec, European credit*

Also known as credit. The study load of a study programme is expressed in credits.

#### *Examination*

The total of assessments that are part of a study programme or the propaedeutic phase of the Bachelor programme. The student who passes the examination will receive a certificate (diploma).

#### *External student (extraneus)*

A person who is enrolled at a university of applied sciences solely for the purpose of taking assessments (and examinations) of a study programme.

#### *Functional impairment, disability*

The presence of one or more visible or invisible functional disabilities due to a long-term or permanent physical or psychological condition.

#### *Dispute*

An objection or appeal.

#### *Certificate*

Proof of successful completion of an examination. This is awarded upon the successful completion of the propaedeutic phase and/or the study programme.

#### *HBO, higher vocational education*

Within HBO there are: • the associate degree study programme (120 credits, no propaedeutic phase), • the Bachelor programme (240 credits), • the funded Master programme (at least 60 credits), and • the post-initial Master programme (at least 60 credits).

#### *Initial and post-initial study programmes*

Initial study programmes are funded by the government and post-initial study programmes are not. The majority of students follow an initial (associate degree, Bachelor, funded Master) study programme: a study programme that prepares the student for their start on the labour market, a post-initial (Master) study programme will build on this.

#### *Complaint*

A formal written expression of dissatisfaction about an act or behaviour towards the student by a person or body connected to Rotterdam University of Applied Sciences.

#### *Learning outcome*

The content and level of the knowledge, insight and skills required to achieve a specific number of credits. A unit of learning outcomes will carry a maximum study load of 30 credits.

#### *OER (Dutch: Onderwijs- en examenregeling), Education and Examination Regulations*

The regulation as referred to in Article 7.13 of the WHW (Higher Education and Research Act), which provides information about the content and structure of the study programme (the courses, examination opportunities, study load, etc.). The Education and Examination Regulations are part of the student statute.

#### *Study programme variant*

The structure of the study programme: part-time, full-time or dual-track.

#### *Osiris (Case)*

The study information system where the student can enrol for courses and the corresponding assessments, and where results and schedules can be viewed. It also contains the student's personal information, as well as information relating to student progress and notes.

#### *RIO (Dutch: Registratie Instellingen en Opleidingen)*

The new (successor to CROHO) national register in which an overview of all educational programmes, organizational design and accreditations/licenses are registered.

#### *School working day*

A day which is not a Sunday or a recognised statutory or bank holiday, as well as not a school holiday. See the definition of "non-working day" in the CAO-HBO (collective labour agreement for higher vocational education).

#### *Student*

A person who is enrolled at Rotterdam University of Applied Sciences to pursue an education and take assessments and examinations as part of a funded study programme.

#### *Study year*

The period of time that commences on 1 September and ends on 31 August of the following year.

#### *Study load*

The number of hours that the student must dedicate to their study programme, under normal circumstances, to complete a course or obtain a certificate.

#### *Credit*

The study load of a study programme is expressed in credits. One credit represents 28 study hours.

#### *Student statute*

Description of the rights and obligations of the student as referred to in the WHW (Higher Education and Research Act) with due observance of the exceptions referred to in article 7.59 WHW.

#### *SPO, study progress overview*

An overview of study results that provides insight into the student's study progress.

#### *Assessment*

An examination of the knowledge, insight and skills, as well as the assessment of the results of that examination.

#### *Assessing*

All information that is collected before, during and after education to provide an assessment of the student's learning and the level achieved.

#### *Exemption*

The written, signed and dated declaration of the Exam Board stating that the student named in this declaration has been exempted from taking the assessment of the course specified in the declaration (and the corresponding number of credits).

#### *Week*

In principle, a week will consist of five school working days, from Monday to Friday. Sometimes Saturday is designated as a day of education.

#### *Act, WHW*

The Higher Education and Research Act (Dutch: Wet op het hoger onderwijs en wetenschappelijk onderzoek, WHW).



## Appendix 2 Code of Conduct and Integrity

### *Introduction*

In laying down this Code of Conduct and Integrity, Rotterdam University of Applied Sciences sets out to put in place safeguards to ensure an effective, safe and stimulating working and study climate within the organisation, in which each individual will interact with one another in a respectful manner and in which mutual acceptance and mutual trust constitute essential underpinning values. In the context of Point 10 of the Focus Programme, Rotterdam University of Applied Sciences also wants this Code of Conduct and Integrity to contribute towards the development of a strong culture of quality, in which each individual feels able to challenge another individual in an open and critical manner. Guidelines on good standards of behaviour are important if an atmosphere of this nature is to be created and maintained. This Code of Conduct and Integrity sets out the expectations of Rotterdam University of Applied Sciences where standards of behaviour are concerned. In a stimulating and safe working and study environment, collegiality, respect and attention for others all form part of a normal, good standard of behaviour and undesirable conduct is avoided.

Undesirable conduct is difficult to define. Undesirable conduct may be raised for discussion in situations where conduct is experienced as undesirable. Undesirable conduct must be prevented and combated and requires an active contribution from everyone who is employed by or studying at Rotterdam University of Applied Sciences. Individuals will be expected to consider their own conduct, but also to adopt a vigilant stance towards any form of undesirable conduct that they might observe in their own situation, as employees or students. Undesirable conduct must always be raised for discussion, either by challenging the person(s) concerned directly or by seeking the assistance of a third party.

The Code of Conduct and Integrity forms part of the overall policy in place at the university of applied sciences, of the exemplary behaviour that is expected of its managers, the professional mentality required of its staff and the attitude to studying required of its students.

This Code of Conduct and Integrity has been formulated with the greatest possible care. However, the use of legal language is unavoidable. A version of this Code of Conduct and Integrity that has been written in a more accessible style is also available.

Please see the glossary in one of the appendices to this Code of Conduct and Integrity for definitions of the various terms used in this document.

### *Objective*

The objective of this Code of Conduct and Integrity is to explicitly draw the various starting points and expectations to the attention of all staff and students.

### *Founding principles*

In all of its activities, Rotterdam University of Applied Sciences upholds the fundamental principle that all persons are equal. It does not make any distinction between gender, sexual orientation, religion, beliefs, cultural background or skin colour when recruiting and selecting staff and admitting students.

Rotterdam University of Applied Sciences promotes mutual respect and tolerance. Rotterdam University of Applied Sciences strives to achieve ideological multiformity and encounters and students will only be divided up into groups for educational purposes. Rotterdam University of

Applied Sciences is emancipation-oriented in its approach (in the broad sense of the term), with due observance of democratic relations.

This Code of Conduct is based upon the founding principles of Rotterdam University of Applied Sciences, as laid down in the Statutes. The Statutes are published on HINT and on the Rotterdam University of Applied Sciences website.

The Code of Conduct and Integrity includes the rules for ethical aspects<sup>1</sup> associated with the activities carried out by the institution. These are prescribed by Article 1.7 of the Higher Education and Research Act (Wet op het hoger onderwijs en wetenschappelijk onderzoek) (WHW).

#### *Starting points*

Rotterdam University of Applied Sciences has elaborated on the above in a number of additional starting points:

1. Rotterdam University of Applied Sciences rejects all forms of undesirable conduct. Rotterdam University of Applied Sciences wishes to prevent and combat undesirable conduct by means of this Code of Conduct and Integrity, in its everyday actions and in the policy it develops.
2. Rotterdam University of Applied Sciences endeavours to enable students to resolve problems using a results-oriented approach. This means that students will work together regardless of social, religious or other views. This starting point imposes requirements on the way in which groups are put together for lectures, projects, assignments, etc. (multiform).
3. Rotterdam University of Applied Sciences allows ideological multiformity to form part of its education programmes and, by doing so, enhances knowledge of the backgrounds to different religions, beliefs and cultures.
4. In the assessment of parts of the education programmes, the professional mentality required for the profession for which students are being prepared will also play a role. Actions that are contrary to that professional attitude may result in negative assessments.

#### *Code of Conduct and Integrity*

1. As a member of staff or a student, I undertake to uphold this Code of Conduct and Integrity and to abide by it in my day-to-day actions.
2. I will interact with others in a manner that acknowledges the dignity of other people.
3. The way in which I act, dress, behave, etc. will be respectful and will take account of the viewpoints of others at the university of applied sciences. This means that I will dress in an appropriate manner for the school and profession for which I am being trained. Clothing that covers the face is not permitted at Rotterdam University of Applied Sciences.
4. I will refrain from all forms of undesirable conduct: particularly, discrimination, (sexual) intimidation, harassment, bullying, aggression and violence. I will make every effort to contribute to a safe school climate.
5. I will take care to uphold the name, interests and starting points of the university of applied sciences and will do so both at the university of applied sciences and when elsewhere (on placements, in publications, on social media, etc.).
6. I will treat the property of the university of applied sciences with care.
7. I will communicate in an honest and open manner and will refrain from any anonymous communications. I will take care when using the facilities provided by Rotterdam University of Applied Sciences. This pertains especially to Internet and telecommunications facilities. In terms of privacy, this means that I will not use personal data for any purpose other than specified.

8. The language that I will use to communicate with others at Rotterdam University of Applied Sciences will be the language used for the delivery of education. This will be the Dutch language (exceptions to this rule, namely the English learning routes and the language study programmes offered as part of teacher training, and other modules delivered in a foreign language).
9. I will act honestly and with due care and respect. I will treat all information attained confidentially as part of the study programme in a confidential manner.
10. I will refrain from any conduct that unnecessarily and/or unjustifiably brings, or could bring, the good name of Rotterdam University of Applied Sciences, one of its employees or one of its students into discredit.
11. I will carefully uphold the interests of the university of applied sciences, but will not do so in a manner that is detrimental to my own interests and/or the interests of other institutions or companies, whether or not in competition with Rotterdam University of Applied Sciences. If in doubt, I will consult my immediate line manager, especially where taking up other activities or paid activities is concerned.
12. This means that, as an employee, I will not favour any members of my family, partners or friends when granting (holiday) jobs, (paid) assignments or awarding study results. If in doubt, I will act transparently and refer decisions to my line manager.
13. In the event that an emotional relationship develops with an employee or student, I will abide by the standards of professionalism and impartiality. As an employee, this means that I will inform my line manager immediately of any relationship with a subordinate or student. This notification will be handled with the utmost discretion and lead to a solution that precludes interdependence. The agreements will be recorded in writing.
14. I am familiar with the following provisions regarding people and animals in terms of demonstrations and/or testing:
  - The involvement of individuals from the study programmes is limited to demonstrations, practice and/or treatment situations. If persons from the study programmes are involved, this always takes place with their consent and under the supervision of an authorised supervisor. This also applies to placements and study or graduation projects. If students practice on one another, this must be part of a mandatory requirement as stated in the Student Handbook (Education and Examination Regulations).
  - Insofar as persons are involved in medical research carried out under the responsibility of the university of applied sciences, this may not take place until a positive assessment has been obtained from the Medical Ethical Review Committee based on Article 16 of the Medical Research (Human Subjects) Act (Wet medisch-wetenschappelijk onderzoek, WMO).
  - The use of test animals is limited to curriculum components that form part of the specialisation of working with test animals. This use is only permitted when unavoidable, must be of a limited scope and as described in the Student Handbook (Education and Examination Regulations, EER). Compliance with the provisions of the Experiments on Animals Act (Wet op de Dierproeven) is required.
  - When providing information to prospective employees and students, attention must be devoted to ethical issues that may be of importance in the study programme concerned and, if so, whether or not they are mandatory.
15. I hereby subscribe to these starting points and rules, which I will observe and actively call others to account about, where necessary.

#### *Scope*

This Code of Conduct and Integrity is applicable to all contacts between members of staff and students at Rotterdam University of Applied Sciences, whether these contacts take place in a professional context or in relation to a course of study on the one hand, or outside this context on the other hand.

### *Compliance*

Rotterdam University of Applied Sciences will endeavour to bring about the behaviour desired by adopting a proactive approach and displaying exemplary behaviour in work and teaching. This Code of Conduct and Integrity contains agreements and regulations that form a framework and guidelines for students and staff.

A more detailed implementation of measures that may be taken in the case of students or staff members in the event of serious contraventions of, or consistent actions contrary to these values have been included in the Student Handbook and in the Collective Labour Agreement for Professional Vocational Education, both of which have been published on HINT and on the Rotterdam University of Applied Sciences website.

### *Entry into force*

This Code of Conduct and Integrity was incorporated into the Student Handbook on 1 September 2016. Rotterdam University of Applied Sciences will ensure that this Code of Conduct and Integrity is implemented in the education provided.

### *Adoption*

Adopted by the Executive Board, following recommendations from the Central Representative Board.

### *Appendix: Definitions*

#### *Good standards of behaviour*

Standards of behaviour and actions that are experienced as desirable or proper in social and economic life.

#### *Undesirable conduct*

Actions experienced as undesirable or improper in social and economic life. Undesirable conduct is in particular understood to mean discrimination, (sexual) intimidation, harassment, aggression and violence. The latter forms of undesirable conduct have been defined in detail in the Regulations on the Complaints Procedure in relation to Undesirable Conduct.

#### *Member of staff*

Any individual who is employed at Rotterdam University of Applied Sciences.

#### *Students*

Any individual who is enrolled at Rotterdam University of Applied Sciences to attend education and sit the assessments and examinations scheduled for a unit of study programme at the university of applied sciences.

## Appendix 3 Conduct and Measures Regulations

Rotterdam University of Applied Sciences has created regulations to ensure order, proper conduct, and the correct use of the facilities. Anyone who is in the buildings or on the premises of the Rotterdam University of Applied Sciences or who uses its (online) facilities, must comply with these regulations and the instructions given in this context. We ask everyone to be respectful towards each other.

### Article 1 Scope

1. This regulation has been derived from article 7.57h of the Higher Education and Research Act and on Rotterdam University of Applied Sciences regulations, which are available on [Hint](#).
2. For our agreements about integrity, see the Code of Conduct and Integrity (see appendix 2 of the Student Handbook).
3. For regulations on proper conduct during assessments, see the assessment regulations (appendix 5 of the Student Handbook).

### Article 2 Regulations (house rules)

We expect everyone to treat each other respectfully. That means:

1. Respect for each other and demonstrate appropriate behaviour
  - a. Quiet areas: we are always quiet in a designated quiet area;
  - b. Corona regulations: we comply with the applicable measures.
  - c. Be recognisable:
    - i. don't be anonymous (including online);
    - ii. no clothing that would make someone unidentifiable;
    - iii. be able to show proof of identity upon request.
  - d. Don't make any recordings without explicit permission.
2. Use respectful communication:
  - a. during educational activities, we communicate in Dutch;
  - b. careful use of communication resources within the (online) university of applied sciences environment.
3. Respect for each other's property and the facilities at Rotterdam University of Applied Sciences:
  - a. Use the spaces and the equipment for their intended purpose;
  - b. (Electronic/vaping) smoking is not allowed inside the buildings and on the premises of the university of applied sciences.

### Article 3 Consequences (disciplinary measures)

We will address anyone who does not behave respectfully. We expect that everyone complies with our instructions.

1. The dean may impose the following measures on a student: \
  - a. educational measure;
  - b. verbal warning;
  - c. written warning;
  - d. denial of access or termination of enrolment for up to a period of one year.
3. In serious cases the Executive Board may permanently deny access or terminate a student's enrolment.

4. The verbal warning may also be given by the course director involved on behalf of the dean.
5. In urgent cases a staff member of Rotterdam University of Applied Sciences may also have someone removed from the premises for safety reasons. In that case the procedure described in article 4 will be applied.

#### Article 4 Procedure

1. The measure, as described in article 3, paragraph 1, a, c, d, and paragraph 2, will only be applied after the person in question has been given the opportunity to be heard.
2. A decision to apply the measure as described in article 3, paragraph 1, a, c, d and paragraph 2, will be shared with the person in question in writing, with an explanation of the reason.
3. The decision to apply a measure as described in article 3, paragraph 2 (the permanent termination of enrolment or permanent denial of access) will only be used after a student has received a warning and has been given the opportunity to adjust their behaviour. If the student doesn't adjust their behaviour, the measure can be applied permanently.
4. Every decision that includes applying a measure, will be registered in Osiris.
5. A student can file an objection against a decision as described in article 3 with the Advisory Appeal Board (see the Regulations for the Advisory Appeal Board).

## Appendix 4 Exam Board Rules and Guidelines

### Explanation of this document:

The Student Handbook includes descriptions of the end-level qualifications and the educational content of the study programme. The Rules and Guidelines (R&R in Dutch) include the work method of the Exam Board is laid down for the student regarding assessments and examinations. Under the law, the content of the R&R falls under the authority of the Exam Board. The R&R is included as an appendix to the Student Handbook and is structured to firstly describe the formal (procedure-based) tasks, followed by the material (content-based) tasks.

The work method and implementation of the tasks are further explained in the 'Handbook for Exam Boards', written specifically for the Exam Boards. This is a separate document for internal use.

Furthermore, the Exam Board determines the guidelines and instructions for the examiners to assess and determine the results of (interim) examinations, written specifically for the examiners. This is a separate document for internal use ('Guidelines and Instructions' (R&A in Dutch)).

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# Rules and Guidelines

## Chapter 1 General provisions

### Article 1.1 Scope

1. The Exam Board is responsible for ensuring the quality of the examination and the certificate. Within the framework of the Student Handbook, the Exam Board is authorised to define guidelines and instructions. This is how the Exam Board assesses and determines the result of assessments and examinations. These guidelines should be seen in the context of the core function of the Exam Board.
2. The law mentions two documents that must describe the regulations for assessments: the Student Handbook (which covers assessments and other information) and the Rules and Guidelines (R&R). The Executive Board and the deans of the institutes compile the Student Handbooks. The Student Handbook includes, among other information, descriptions of the end level qualifications and the educational content of the study programme. The Rules and Guidelines document includes the work method of the Exam Board regarding assessments and examinations. According to the law, the content of the R&R falls under the authority of the Exam Board.
3. In the event of differences in the interpretation between the English and Dutch texts, the Dutch text prevails.
4. The instructions that the Exam Boards may provide, refer to the examiners.
5. In these regulations, the term 'student' also includes course participants and/or external students ('extraneus'), if the text applies to them.
6. The following articles do not (completely) apply to (post initial) Master programmes.
  - articles 5.3 (appeal procedure after a request or complaint has been handled),
  - article 6.3 (elective courses and minors),
  - article 7.4 (external minor),
  - article 7.6 (adjustments for students with a disability).
7. These R&R will go into effect as of 1 September 2022. In principle, the R&R should not change during the study year. If the text in Osiris Case contradicts the R&R, the R&R text shall prevail.

## Chapter 2 Composition and work method

### Article 2.1 Composition of the Exam Board

1. The Executive Board appoints the chair and the members of the Exam Board based on their expertise in the corresponding study programmes. This occurs in accordance with article 7.12 a, sub clause 1 of the Higher Education and Research Act, on the recommendation of the dean.
2. The chairperson is responsible for the day-to-day operations of the Exam Board. In the absence of the chairperson, there is a vice-chair. The (official) secretary of the Exam Board supports the chairperson.

## Article 2.2 Tasks, authorities, and responsibilities of the Exam Board

1. The Exam Board determines in an objective and expert manner if a student has successfully passed their final exam. Based on the law, the Exam Board has a number of specific tasks and authorities for this purpose. The Exam Board is responsible for the following:
  - a. ensuring the expertise of the examiners,
  - b. safeguarding, monitoring, and analysing the quality of the assessment tools,
  - c. safeguarding and monitoring the assessment and certification,
  - d. overseeing the implementation of improvements in the above-mentioned tasks.
2. In addition to the previously described legal quality assurance tasks and authorities, the Exam Board is also responsible for the following:
  - a. guaranteeing the organisation of assessments (for the actual organisational process itself, see **'Instructions for assessments'**)
  - b. processing requests or complaints about the assessments and examinations (see [Requests and special circumstances](#)),
  - c. granting exemptions from taking one or more assessments,
  - d. imposing sanctions in case of proven fraud and irregularities committed by a student.

## Chapter 3. Assuring the quality of assessments and examinations

### Article 3.1 Accreditation

1. Every study programme is evaluated every six years by an external assessment firm. Thus, a group of independent experts evaluates the study programme. The purpose is to obtain or maintain the accreditation of the Accreditation Organisation of the Netherlands and Flanders (NVAO). The study programme receives a seal of approval when the NVAO approves the quality of the study programme. As a result, the study programme will be legally recognised. The examination process is a component of the quality of the education that is assessed in the accreditation.

### Article 3.2 Quality assurance

1. The Exam Board must objectively and expertly determine if each student meets the requirements of the study programme in order to obtain their degree.
2. In the context of its quality assurance role, the Exam Board distinguishes between procedure-based and content-based tasks. A procedural task includes:
  - a. ensuring R&R compliance,
  - b. supervising the correct use of assessment forms,
  - c. overseeing the expertise of the examiners.
3. For content-based tasks, the quality assurance focuses on the required end level. Quality control is performed in the following ways:
  - a. annually determining if the examination programme covers the end level qualifications,
  - b. determining if the assessments/components of the end level work comply with quality requirements, such as validity, reliability and transparency; This is done by screening instruments and procedures, as well as conducting random checks,

- c. requesting relevant information from the study programme to conduct the quality assurance task,
  - d. giving the study programme (un)solicited advice to implement (specific) improvements which are then monitored,
  - e. thoroughly checking and determining if the required components for the final exam have been obtained by the student.
  - f. providing a transparent report about the implementation of the Exam Board's tasks in an annual report.
4. The Exam Board can authorise an Examinations Advisory Committee to investigate the quality of the exam.

## Chapter 4 Assuring the organisation of examinations (assessments)

### Article 4.1 Ensuring the organisation and coordination of assessments

1. The dean of the institute is responsible for ensuring the appropriate assessment organisation and conditions, and the Exam Board is responsible for safeguarding these assessment conditions.
2. If a student finds the assessment conditions to be insufficient, the student can report this to the Exam Board no later than six weeks after the event. If the Exam Board receives word about serious deficiencies in the organisation of assessments, it will bring this to the attention of the dean of the institute. A possible consequence may be that the assessment is deemed invalid.
3. The Exam Board will conduct a structural check of the assessment organisation process. It will check if the assessment and examination system is sufficiently guaranteed to prevent, detect, and address any irregularities.

## Chapter 5 Decision-making procedure

### Article 5.1 Decisions, proposed decisions, views of student and time frames

1. The Exam Board usually decides within six weeks after receiving a request. When calculating this period, the (study programme or institute of the) university of applied sciences will not include designated holidays. Examples of decisions include:
  - a. a decision to grant exemptions,
  - b. a decision to approve graduation; this means that a student has complied with the end level qualifications for the study programme,
  - c. a decision to grant a special distinction, such as cum laude,
  - d. a decision to allow alternative assessment forms for students with a [functional impairment or disability](#) (see also article 3.2 of the Student Handbook),
  - e. the implementation of sanctions in case of fraud (including plagiarism),
  - f. decision to grant individual arrangements, such as early or extra assessment opportunities,
  - g. approval of education still to be pursued and completed abroad.
2. The Exam Board usually communicates its decision to the students via Osiris Case.

3. If a student disagrees with a decision, the student is allowed to request a hearing within five working days after the decision has been published by submitting a motivated request via Osiris Case. The student can then explain his view to the Exam Board.
4. The Exam Board will only grant the request for a hearing if the information on which the Exam Board has based its decision differs from the information provided by the student. If the difference has very minor consequences for the student, the Exam Board may still decide to not grant a hearing.
5. If the student has not requested a hearing or if the request has been denied, as described under paragraph 4, the decision will become final after five working days. A student may appeal a final decision (this does not apply to a course participant).

## Article 5.2 Procedure of requests or complaints

1. The student can submit a request or a complaint about the assessment and examination procedure to the Exam Board via Osiris Case. The student first goes through an amicable process (for example, by first talking to relevant people involved) and, when submitting a request or complaint, presents all relevant documents.
2. When processing a complaint, the Exam Board will hear the student and will ask the lecturer for information, and if necessary, also hear the lecturer. A minimum of two persons are involved in processing a complaint on behalf of the Exam Board. If the examiner involved is a member of the Exam Board, this examiner will not participate in handling the complaint.

## Article 5.3 Appeal procedure after processing a request or complaint

1. The Exam Board does not deal with the issue if the student does not agree with the *content* of an assessment, only the establishment of the assessment (assessment procedure) is considered. In that case, it is preferable for the student to first review the exam or request a review and meet with the examiner before proceeding with an appeal or complaint. If a student of a bachelor or funded master programme still files an appeal against an examiner's assessment, the student can only file an (administrative) appeal with the Examinations Appeals Board on the grounds that the 'Decision conflicts with the law'. See article 2.4 of the Student Handbook for further provisions about this and see [Hint](#). If a student/course participant of post-initial education still does not agree with an examiner's assessment, despite an attempt to come to an amicable resolution, the student may submit a complaint to the dean.

*Tip: The Examinations Appeals Board will not assess the student's knowledge or ability. In other words, the Examinations Appeals Board does not award the student any other assessment; there is only an assessment based on the requirements of due care and justification.*

2. The Exam Board addresses requests and/or complaints by giving the student a reply via a decision. An appeal to the Examinations Appeals Board is considered closed when the decision is made or if the student decides to withdraw the appeal.

*Tip: If you no longer have an interest, for example, because the case has been resolved, and/or a settlement has been reached, it's important that **you** personally withdraw your appeal with the Examinations Appeals Board. Keep in mind that, during or after a conciliation meeting, you will be*

*offered a specific timeframe (for example two days) to report to the Exam Board and the Examinations Appeals Board if you wish to pursue the appeal.*

#### Article 5.4 Conditions for filing a request or complaint

1. The student must submit a complaint in writing about the assessment process. The complaint must be submitted, in writing and with justification, within six weeks after the incident concerning the complaint has occurred.
2. If a request to the Exam Board is incomplete, the student must complete the request within ten working days. If the student fails to do so, the Exam Board will not further handle the request, due to a lack of substantiation.

## Chapter 6 Assessments and examinations (assurance)

#### Article 6.1 Exam programme

1. The Exam Board appoints each examiner, usually from within the study programme. The examiner creates and assesses the assessment and determines the result. Graduation components are always assessed by at least two examiners.
2. The student will pass the final exam when all the required exams (collectively also known as the exam programme) have been completed with a passing grade (or with any exemptions). After the assessment has been graded, the student will receive a result, which will be published via Osiris. The student may derive rights from the determined result, as long as the final grade in Osiris correctly reflects the reality.
3. The Exam Board may determine that a final assessment is part of the examination. The study programme chapter in the Student Handbook describes what this assessment involves and how many credits will be earned. The Exam Board may institute its own assessment in the following cases:
  - a. The Exam Board finds that the adjustments made to the assessments due to the Covid-19 pandemic do not provide enough assurance that the assessments provide a proper evaluation of the student's knowledge, insight, and skills,
  - b. a new similar pandemic occurs and adjustments to the exam methods described in the Student Handbook are necessary,
  - c. an internal accreditation or audit has resulted in an improvement plan,

#### Article 6.2 Invalidation of (partial) assessments

1. According to article 4.11 of the Student Handbook, the Exam Board can fully invalidate an assessment (opportunity) in the following cases:
  - a. a general technical interruption or failure,
  - b. suspicions of large-scale fraud,
  - c. insufficient quality of the (partial) assessment,
  - d. unforeseen circumstances.
2. A decision to invalidate the assessment will be made after consulting the dean and the examiner(s) involved. The study programme will immediately notify the students of the Exam Board's decision, via the regular communication channels of the university of applied sciences. The Exam Board can register the assessment in

question as Not Valid (NG). After invalidating an assessment, the Exam Board will consult with the examiner(s) as quickly as possible to determine to what extent the assessment will have to be (re)administered. Ideally, a new assessment should take place within two weeks after the original assessment date. This new assessment date will be published on Hint.

3. The Exam Board can invalidate an assessment of an *individual* student if it has become reasonably impossible for the examiner to properly grade the student's acquired knowledge, insight, and skills. The Exam Board can register the concerned assessment as Not Valid (NG). The Exam Board will ask the examiner of the study programme to enter the result as Not Valid.

### Article 6.3 Elective courses and minors

1. The minor is a coherent set of educational components around a theme relevant to the chosen Bachelor or Associate Degree study programme. The student's Exam Board determines, based on the criteria described in [article 7.4 of the R&R](#), if the student can participate in their chosen minor. Participation in the minor also depends on the number of available places.

*Tip: apply in time if you want to request an external minor. It could happen that your request is approved by the Exam Board, but the minor at another study programme has filled up and they can no longer admit you.*

## Chapter 7 Requests and special circumstances

### Article 7.1 General requests

1. Students can submit the following requests or complaints to the Exam Board via Osiris Case:
  - a. an exemption request for one or more courses,
  - b. a request for an additional or rescheduled assessment opportunity,
  - c. other requests for exemptions (individual arrangements) regarding courses and examinations, if applying the Student Handbook rules and regulations would result in unreasonable hardship (an appeal to the hardship clause),
  - d. complaints about an assessment,
  - e. a request to enrol in an external minor,
  - f. a request for results that have been or will be obtained externally,
  - g. if applicable: a request for a language switch,
  - h. a file statement request (see 'Other regulations').
2. Students can submit their request for graduation or postponement of graduation via Osiris Student under 'Request Diploma.'

*Tip: make sure that you submit a request for graduation (request or postponement) via Osiris Student and not via Osiris Case.*

### Article 7.2 Compensation

1. The Exam Board can allow the study programme to determine a compensation arrangement, according to the Exam Board's conditions. This means that not every assessment has to be passed for the student to receive credit for a course.

### Article 7.3 Exemptions

1. An exemption request must contain the name of the corresponding course and a justification for the exemption request. The Exam Board will assess the exemption request based on article 4.7 of the Student Handbook.
2. To support the request for exemption, the following (authenticated) current documents must be included:
  - a. the 'Exemptions' request form in Osiris Case, completed truthfully and in full,
  - b. a description of the educational content in relation to the exemption application (e.g., course guideline), and,
  - c. recommendation from an involved examiner about the submitted documents.
3. To grant an exemption based on an EVC statement, the student, in principle together with a [recognised organisation](#) must collect all the relevant information in a structured manner. The recognised organisation will record the result in an Experience certificate, which confirms the student's knowledge and skills, and is registered with the [EVC registry](#). The student then submits the certificate to the Exam Board.
4. The student must submit the exemption request before the start date of the course in question.
5. An exemption for a minor is possible if the student can demonstrate that he has acquired the in-depth and/or broader competencies at least at a university of applied sciences bachelor end level 6.
6. No exemption can be granted for the elective course if the elective course is used for mandatory supplementary courses or because of possible other requirements set by the student's own study programme regarding electives.
7. The Exam Board will not grant an exemption for an assessment that the student has already completed. The student is also no longer allowed to sit an assessment for which an exemption has been granted.
8. If a student has completed a course at a certain level but cannot demonstrate completion of the course at a lower level, and if there is no compensation within the programme, the Exam Board will not grant an exemption for the assessment of the lower-level course.
9. The Exam Board will not grant exemption for (components of) the graduating programme.

*Tip: make sure that your exemption request is clear, concise, complete and easy to understand. This is particularly important for your justification/motivation.*

### Article 7.4 External minor

1. Rotterdam University of Applied Sciences allows students in the Bachelor programme to complete an external minor. More information is available on [Hint](#).
2. The Exam Board uses the criteria below to determine whether the external minor is of sufficient level:
  - a. the minor has a sufficiently broadening and deepening character,

- b. the minor contributes to achieving the level that is required for the degree of this study programme, and fits within (the theme of) the profile of the study programme,
  - c. the minor relates sufficiently to the bachelor programme, but does not overlap too much,
  - d. The scope and depth of the minor is comparable to minors at the university of applied sciences level (higher education).
- 3. The external minor may consist of two components of 15 credits each, as long as these are offered in two consecutive blocks.

### Article 7.5 Individual arrangement

1. After a course has been cancelled, the corresponding assessment will be offered two more times in the following study year. After that, the student must attend the replacement course or complete a replacement assignment. In the latter case, the student will follow a modified learning programme. In that case, the student can no longer resort to the original course.
2. If due to a curriculum change the student completes both the old and new courses, the old courses will be added manually to the conversion table.

### Article 7.6 Adjustments for students with a disability

1. The Exam Board provides students with a disability, which has been recognised by a student counsellor, with the opportunity, if needed, to take assessments that have been adapted for the disability, in consultation with the study programme. See also article 3.2 of the Student Handbook
2. The student should contact Student Affairs with any practical or organisational requests (for example, the use of a laptop).
3. The student should contact the Exam Board if the request is of a more substantive nature, such as modified test formats (deviating from the regular exam method and/or the curriculum). If necessary, the Exam Board will request advice from the student counsellor about student requests of a funded master's programme.
4. In principle, the course participant, unlike the student, cannot make use of the advice of the student counsellor. Therefore, course participants are advised to contact the study programme to find out if there are any possible adjustments due to a disability. In consultation with the Exam Board, the study programme will, if necessary, give the course participant the opportunity to take the (partial) assessment in a way that takes the student's disability into account.

*Tip: for more information, see [Hint](#). If you experience an impediment because of a disability, make this known to the student counsellor as soon as possible and provide (medical) evidence.*

## Chapter 8 Certificate

### Article 8.1 Procedural requirements



1. In accordance with article 4.8 of the Student Handbook, the Exam Board determines the results of the examination. In principle, an examination has been passed when the student has successfully completed all the study programme's examinations. Where necessary, an additional assessment of the student's knowledge, insight and skills will take place. The Exam Board appoints examiner(s) to this end. If a student has performed with honours or with distinction, a judgement (summa) cum laude is awarded.
2. To receive a certificate, the student must submit a request to the Exam Board.
3. The official graduation date is the date on which the Exam Board confirms that all of the required credits have been obtained. The student will be notified of this decision within two days of the date on which the confirmation was made. The Student Services Centre (SSC) takes care of the registration of the certificate in the national diploma register.
4. The student who is eligible to receive a certificate can request the Exam Board to postpone this.

*Tip: do not terminate your enrolment via Studielink after you have completed your final exam! For the Exam Board to confirm your graduation, you must be enrolled. After that your enrolment will automatically be terminated. For more information, see [Enrolment process regulations for the bachelor programmes and associate degree programmes](#).*

## Article 8.2 Certificates and declarations

1. As evidence that the student has successfully completed the examination, the Exam Board will award a certificate. The certificate will be signed by an authorised member of the Exam Board.
2. The certificate states which components have been included in the examination and, in relevant cases, which qualification has been granted. The certificate includes a grade list and a supplement (in English). The purpose of the supplement is to provide insight into the nature and content of the completed study programme, partly to facilitate the international recognisability of study programmes. See [Hint](#) for more information.
3. If a student cannot receive the certificate yet or the student needs additional information, for example for re-enrolment or for an employer (abroad), the following options are available:
  - a. A study progress overview via Osiris Student.
  - b. A statement by the Exam Board according to article 4.8 sub clause 6 of the Student Handbook: If a student has successfully completed more than one assessment but is unable to receive their certificate via the Exam Board.
  - c. DUO statement via the DUO website.
  - d. Nuffic statement for a further [description of the diploma](#) or the recognition of the profession.

*Tip: would you like to know what is included in your certificate and supplement? See article 7.11 (and 7.19a) of the Higher Education and Research Act.*

## Chapter 9 fraud, plagiarism, and irregularities

## Article 9.1 Fraud

1. Fraud, as referred to in article 7.12b of the Higher Education and Research Act (*WHW*), is understood to mean the conscious or unconscious act, omission, attempt or incitement to conduct that makes it entirely or partly impossible to form a correct and honest opinion of someone's knowledge, insight, skills or (professional) attitude. Plagiarism is a manifestation of fraud.
2. The following situations are in any case, but not exclusively, considered fraud:
  - a. gaining access to the education programme or the examinations for improper reasons,
  - b. during an examination, to have at one's disposal means of which the use during the examination is not explicitly allowed on the examination sheet, for example a (smart) watch, papers, electronic equipment (such as a phone, laptop, or headphones),
  - c. cheating during an examination or exchanging information or collaborating in any way, inside or outside the (online) examination room,
  - d. swapping or exchanging the question and/or answer sheets handed out,
  - e. giving the opportunity or inciting (a) fellow student(s) to commit fraud,
  - f. making changes to the results of the examination after the time limit within which the examination must be completed has expired and/or the results have been handed in.
3. Serious fraud, as referred to in article 7.12b, paragraph 2, of the *WHW*, is in any case understood to mean:
  - a. putting himself or one or more fellow students in possession of assignments or answers for the examination concerned prior to the examination,
  - b. impersonating another student during the examination and taking/attending the examination, or the course offered in the place of that student, or signing on behalf of another student,
  - c. allowing oneself to be represented by someone else during the examination,
  - d. falsifying, manipulating and/or forging signatures, survey or interview answers or research data,
  - e. cheating on one's work during or outside the period of inspection of an assessed paper/examination,
  - f. cheating on examination results or study progress overviews,
  - g. committing serious forms of plagiarism as referred to in article 9.2 of these Regulations.
  - h. A form of serious plagiarism as referred to in article 9.2 section 2 under f up to and including j.
4. Making one's own work available to another may encourage fraud by providing an opportunity or by inciting others to commit fraud. It is also a case of participation in fraud if, during the examination, the opportunity is given to copy or if information is exchanged. Fraud is defined as any intentional or unintentional act, omission, attempt or incitement to behaviour that renders it completely or partially impossible to appropriately form a correct and honest assessment of the knowledge, insights, skills or (professional) attitude of a person.

*Tip: in group work you have a collective responsibility. That is why you are responsible for monitoring possible plagiarism by fellow students.*

## Article 9.2 Plagiarism

1. Plagiarism is also understood to mean in any case:

- a. the use or copying of another's texts, data, or ideas without complete and correct source reference,
  - b. presenting the structure or the central ideas from third-party sources as one's own work or own thoughts, even if a reference to other authors is included,
  - c. failing to clearly indicate in the text, for example, by means of inverted commas or a particular style, that verbatim or near verbatim quotations have been used in the work, even if the source is correctly cited,
  - d. paraphrasing the content of other people's texts without providing sufficient source references,
  - e. making use of one's own work already produced in another course without the explicit and written permission of the examiner and/or submitting a previously submitted or similar text without correct and careful acknowledgement of the source and/or citation,
  - f. making substantial use of or copying other people's texts, data, or ideas without stating the source,
  - g. presenting the structure or the central ideas from third-party sources as one's own work or thoughts
  - h. copying the work of fellow students and letting it be seen as one's own work,
  - i. copying image, sound or test material, software, and programme codes from others without reference, and letting this be considered as one's own work
  - j. the submission of papers written by someone else (whether or not for payment), including papers acquired from a commercial institution.
2. Group members are jointly responsible for submitted work. If plagiarism is found in group work, the plagiarism is attributed to each of the group members, unless the (fellow) student demonstrates that he could not or should not have known that the other person was committing plagiarism. How far a student has been able to demonstrate his unknowingness is up to the Exam Board.
  3. **Article 9.1 section 4** is applicable by analogy in case of the appearance of plagiarism.

### Article 9.3 Irregularities

1. An irregularity occurs when, due to deviating circumstances, it is not or insufficiently possible to form an opinion about the acquired knowledge, insight and/or skills of the student(s). This is always the case when a partial exam is not administered according to the **instructions for assessments**. Committing irregularities may have consequences for the student if the Exam Board imposes any measures.
2. The following situations are definitely considered to be irregularities:
  - a. not providing written documentation for a (mandatory) plagiarism check,
  - b. registering for or participating in an assessment from which the person has been excluded by the Exam Board,
  - c. obtaining unauthorised access to education or assessments,
  - d. leaving the exam room without permission of the invigilator before the assignments and the answers of the assessment have been submitted.

### Article 9.4 Procedure

1. If there is any suspicion of an irregularity before, during or after the assessment, the following procedure applies:
  - a. The invigilator or examiner makes a note on the work submitted or to be submitted by the student and takes any evidence,

- b. the students will be allowed to complete the assessment,
  - c. The invigilator or examiner will file an official report, in which the invigilator or examiner states what has been observed and the reason why there is a suspicion of fraud or irregularities,
  - d. The invigilator or examiner then notifies the Exam Board of their suspicion of fraud and presents the official report,
  - e. Within five working days of receiving the notification, the Exam Board will inform the student of the fraud suspicion,
  - f. Within three weeks of receiving the notification the Exam Board will provide the student with an opportunity to be heard, for which the Exam Board will send the student an invitation,
  - g. Within two weeks after the student has been given the opportunity to be heard, the Exam Board will determine if there was a case of fraud or an irregularity,
  - h. if further investigation is required, the Exam Board may extend this period. They will notify the student of this in a timely manner,
  - i. The student will be notified in writing of the decision, as well as of any measures or sanctions imposed, in principle via Osiris Case,
  - j. any case of confirmed fraud or irregularity will be registered in Osiris.
2. If an examiner or invigilator suspects any irregularity before or during an assessment, he will report this to the Exam Board. Also, if after the assessment, the examiner determines that the student did not follow the rules, the examiner will report this to the Exam Board. If there was a (possible) breach of the Rules of Conduct of Rotterdam University of Applied Sciences, the Exam Board will transfer the notification to the dean of the institute.

## Article 9.5 Consequences in case of fraud and irregularities

1. If the Exam Board determines that there was a case of fraud or an irregularity with respect to the assessment, it may impose sanctions as described in the article 4.10 of the Student Handbook, or it may invalidate the exam according to article 4.11 of the Student Handbook.
2. When imposing a sanction, the Exam Board may take into consideration whether the student has been involved in an earlier case of fraud. In case of repeated fraud, the Exam Board may ask the Executive Board to permanently terminate the student's enrolment.
3. In case of suspected fraud or irregularities, the completed work will not be graded. The examiner will not provide a result or grade for the submitted work. If the Exam Board determines that no fraud or irregularities occurred, the completed work will still be graded.
4. If there is a suspicion or confirmation of fraud in an assessment, the Exam Board may decide to investigate any previously submitted work by the student for plagiarism. The student is expected to cooperate in such an investigation.
5. If fraud is discovered after the certificate has been issued, the Exam Board may decide to revoke the verdict previously passed on the examinee and, because of this verdict reclaim the issued certificate by means of the Executive Board.

## Chapter 10 Final provisions

### Article 10.1 Platform Exam Board Chairs

1. The Exam Board Chairs jointly form the Platform Chairs Exam Boards (PVE in Dutch) to agree on common frameworks based on the policy of Rotterdam University of Applied Sciences and to harmonise the implementation of these policies.
2. The objective of the PVE is to strengthen the position of the Exam Boards of Rotterdam University of Applied Sciences, while preserving its independence.
3. In order to further professionalise and embed quality, the PVE has further regulated her objectives and principles in the elaboration of her tasks in her own Regulations.

#### Article 10.2 Hardship clause

1. In cases where these Rules and Guidelines do not provide or when its application could lead to unreasonable hardship, the Exam Board will decide.

## Appendix 5 Assessments Regulations

### Article 1 General provisions

1. An assessment is an evaluation of the knowledge, insight, and skills, as well as the assessment of the results of that evaluation. An assessment can have various (online) formats, such as an open book assessment, an essay, a practical exam, a presentation, or a knowledge test.
2. An assessment may also include the submission of a paper.
3. This regulation describes all the rules for proper conduct during (partial) assessments at all degree programmes of Rotterdam University of Applied Sciences. The regulation is part of the Student Handbook.
4. Violating these regulations may be considered an irregularity according to article 4.10 of the Student Handbook.
5. If a student is granted a special facility due to a functional impairment associated with a disability or chronic illness, the student in question may be subject to different regulations.

*Tip: graduation projects and thesis defences are also defined as assessments.*

### Article 2 Regulations for all assessments

1. A student must be registered for the specific assessment to be able to participate in the assessment. Article 4.2 of the Student Handbook states whether the student is automatically registered by the study programme, and in which cases a student must register for an assessment.
2. To participate in an assessment a student must also provide proof of identity. This can be done with any valid proof of identity, including:
  - a. a passport or identity card, as long as the identity card is issued by one of the EU member states, Norway, Iceland, Lichtenstein or Switzerland, or;
  - b. a Dutch driver's license, or an EU driver's license, or;
  - c. a Dutch residency permit, or;
  - d. a Dutch W card or privileged persons document.
3. The student must be present before the assessment starts. If the assessment includes the uploading of an assignment, the student is responsible for verifying that the examiner has received the assignment. Students must also save a copy of the upload confirmation.

*Tip: your student ID card or a copy of your ID is not considered valid proof of ID. You will not be allowed to participate without a valid proof of ID.*

*Tip: please arrive on time or you will be refused entry.*

*Please note: registering for an assessment but not showing up or not (correctly) submitting your exam will be counted as an exam opportunity and will be registered in Osiris as 'not participated' (ND).*

### Article 3 Regulations for (digital) written assessments

1. The student must sign the attendance list.
2. During an assessment a student may only use the received assignment, the distributed assessment paper, and any permitted tools, as listed on the front page of the assessment. Anything except the permitted tools must be kept out of view and out of reach of the student.
3. In case of a digital assessment, only the permitted environment/software may be opened.
4. The student must keep their coat, bag, mobile phone, watch and any other non-permitted (electronic) tools out of reach and turn off their mobile phone. Wearing a watch during an assessment, including a smart watch, is not permitted.
5. As soon as the exam assignment has been distributed, the student is no longer allowed to communicate or exchange papers or any other tools with anyone else.
6. The student shall avoid any behaviour or posture that may give the impression that they are looking for information from someone else or consulting any information that is not permitted. The student shall avoid any situation that would allow a fellow student to see their work;
7. The use of toilet facilities is not allowed during an assessment.
8. During an assessment, the participants may only bring and consume water in a transparent container without a label. Any other food or drink is not permitted.
9. Students may not leave the room during the first 30 minutes and the last 15 minutes of an assessment.

*TIP: when doing a digital assessment, always check that you have no other tabs open except for the permitted pages.*

### Article 4 Supervision and fraud or irregularities

1. Supervision during an assessment is the responsibility of the invigilator and/or the examiner(s). The student will follow the instructions of the invigilator and/or examiner at all times. The invigilator and/or examiner will write an official report for every assessment.
2. If during the assessment a student exhibits behaviour that, according to the invigilator and/or examiner disturbs the order and the student doesn't cease this behaviour after having been addressed, a decision can be made to terminate the student's participation in the assessment and this will/can be reported to the Dean.
3. If the invigilator and/or examiner suspects a case of fraud or any other irregularity, the student in question is allowed to finish the assessment. The invigilator will record the situation in the official report and will notify the Exam Board of the suspicion after the assessment, accompanied by the official report. The assessment of the student in question will not (yet) be evaluated.

## Appendix 6 Implementing Regulations the Financial Support of Students

### *General*

The rules stated below are implementation regulations arising from the stipulations of the Higher Education and Research Act (Article 7.51 et seq.) and the Student Finance Act 2000. Article 7.51 et seq. of the Higher Education and Research Act obliges the Executive Board to make provisions to provide financial support to students who have sustained a study delay as a result of special circumstances. The Act refers to students who are enrolled for a study programme that requires the payment of statutory tuition fees.

The Executive Board has given responsibility for implementing the arrangement to the Managing Committee for the Profiling Fund and has set this out in the 'Regulations for the Managing Committee for the Profiling Fund'.

Based on Articles 7.47a and 7.51e of the Higher Education and Research Act the Profiling Fund Managing Committee will also assess applications from students who would like to be eligible for tuition fee exemption due to the membership of the board of a student association.

### *Types of financial support*

Financial support is granted to students who, due to special circumstances, are delayed or are expected to take longer to complete their studies than the normal course duration minus any previous months of enrolment in higher education. This applies to students who are enrolled for a study programme for which no degree has yet been awarded and that requires the payment of statutory tuition fees.

Statutory provisions are in place within the Student Finance Act 2000 to assist students in the event of incapacity for work or special circumstances. At the application of the student, the minister determines whether special circumstances apply within the meaning of the Student Finance Act 2000. The implementation is the responsibility of the Directorate DUO and requires a supporting statement from the educational institution. Within Rotterdam University of Applied Sciences, the student counsellors are mandated to carry this out.

There is a separate ministerial regulation in Article 7.51k of the Higher Education and Research Act that refers to financial support for various special activities.



## Chapter 1 Financial Support for Students

### Article 1.1 Criteria for financial support

1. A student who incurs a study delay or is expected to incur a study delay as a result of special circumstances as intended in Article 2 during the course duration, minus any previous months of enrolment in higher education, is entitled to support if:
  - a. The student owes statutory tuition fees for the study programme concerned, and;
  - b. The student is entitled or was entitled for this study programme to a performance grant for higher education as intended in the Student Finance Act 2000; this only regards dual-track and full-time students, and;
  - c. The student has sustained or is expected to sustain a study delay as a result of special circumstances, or;
  - d. is enrolled in an Associate degree program with a study load larger than 120 credits, or;
  - e. is enrolled in a master's program with a study load larger than 60 credits, or;
  - f. The student is enrolled at the relevant institution of higher education in a study programme for which accreditation has not been granted again and for which the individual is no longer entitled to student finance as a result.

### Article 1.2 Special circumstances

1. The special circumstances referred to in Article 1 sub c are:
  - a. Board activities (see article 3.1),
  - b. Illness or pregnancy and childbirth on the part of the applicant in question,
  - c. A handicap or chronic illness,
  - d. Extraordinary family circumstances,
  - e. A study programme that is insufficiently feasible or realistic,
  - f. involvement in sports activities at national or international level, by which the student has applicationed and been awarded top-level sports status by Rotterdam University of Applied Sciences,
  - g. Other circumstances than those referred to in a to f, which, in the event that an application for financial support submitted on that basis were not granted by the Executive Board, would lead to an exceptional case of extreme injustice.

## Chapter 2 Special Circumstances

### Article 2.1 Application for financial support in the case of special circumstances

1. The application procedure in case of special circumstances referred to in article 1.2 sub 1 under paragraph b until g consists of a preliminary procedure and two subsequent phases. In the preliminary procedure, if possible considering the special circumstances, an request is first sent to the DUO for a year's extension of the grant period. The same applies for students who are not entitled to the performance grant. If the request is rejected or the special circumstances do not meet the DUO requirements, an application can be sent to the Profiling Funds managing committee at Rotterdam University of Applied Sciences.
2. After the preliminary procedure, there are two distinctive subsequent phases. The first phase starts with the application for recognition of the special circumstances and the duration of the study delay, after which phase two follows regarding the application for financial support. Financial support can only be granted after the course duration minus the previously enrolled years of higher education has expired.
3. The managing committee of the Profiling Fund will decide whether to recognise the special circumstances and the duration of the study delay, with a view to granting the financial support.

4. If circumstances are expected to cause study delays, the student is obliged to report the special circumstances directly to the student counsellor. The student counsellor will record this notification in Osiris and will treat it as confidential information. The student can request to review, inspect, examine the record made by student counsellor.
5. The application for the recognition of special circumstances and of the duration of the study delay is made by the student during or after the end of the period in which the special circumstance occurred. The application is submitted to the managing committee via the student counsellor, with a form for this purpose. This means that the student makes agreements with the university of applied sciences about financial support the moment that a special circumstance occurs or after it has occurred. Financial support can only be provided if the special circumstance caused or is expected to cause study delay.
6. The following items must be enclosed with the application for recognition:
  - a. A written recommendation from the student counsellor explaining the special circumstances;
  - b. A recommendation from the RBS Deans for the study programme in question, with an indication of the number of months in which the study delay can be made up, drawn up in consultation with the student concerned. In determining the number of months' study delay that the student has incurred with regard to their studies, account must be taken of the way in which teaching is organised; the aim is to limit as much as possible any delay caused to a student's course of study;
  - c. Proof of registration;
  - d. Proof of possible interim deregistration;
  - e. Copies of documents detailing the student's progress;
  - f. The most recent notification relating to the student finance of the student;
  - g. If applicable, a written declaration from the Dean of the institute, confirming that the study programme was unachievable.
7. The managing committee shall inform the student in writing of the decision on the application for recognition of the special circumstances and the duration of the study delay, as soon as possible but no later than 60 days after the student has notified the special circumstances by means of his application. A copy of the recognition will be sent to the relevant student counsellor.

## Article 2.2 Granting and scope of financial support

1. Financial support shall be granted on grounds of the recognition of the special circumstances and the duration of the study delay. An application must be submitted separately, using a form designated for that purpose.
2. The financial support is provided to the student from the moment that the course duration has demonstrably expired minus the previous years of enrolment in higher education. Retroactive effect is generally not possible. The management committee shall take a decision on the application as soon as possible, but at the latest within 60 days.
3. The university of applied sciences pays out the financial support in monthly amounts equal to the governmental payment system of student grants). If financial support is granted, the student does not need to cancel his student grant, which allows him to continue to use his OV (public transport) card if applicable.

## Article 2.3 Level of financial support

1. The amount of financial support in the event of the performance grant or in the case of the student using the loan system is equal to a basic amount determined by the Executive Board, the supplementary grant that the person concerned receives under the Student Finance Act 2000, or

would have enjoyed, if he were entitled to or would have been entitled to claim it and, if applicable, the officially established equivalent of the OV-chipkaart.

2. By virtue of Article 7.51g of the Higher Education and Research Act, the Executive Board – at Rotterdam University of Applied Sciences, this role will be carried out by the managing committee for the Profiling Fund – can determine in exceptional cases that, as a result of the additional support that will be granted the amount of the financial support to be granted will be higher than the standards indicated by the student finance scheme. This possibility can only be used in very exceptional circumstances, where an important consideration should be whether the omission of additional support would lead to unacceptable situations .

## Article 2.4 Requirements for granting financial support

1. During the period of payment of financial support, it is a requirement that the student is actually studying.
2. When determining the duration of financial support, a link shall be established between the special circumstances referred to in Article 2 and the study programme. The following determining factors will apply here: the duration and significance of the special circumstances, the actual delay and the time needed in order to make up the delay.
3. In case of financial support by virtue of Article 1.2 (1) b (administrative or social activities) it shall be demonstrated that such activities contribute to the educational institution or to the study programme that the student attends. An activity calendar should show how the accumulated study delay arose or will occur. This calendar should provide clarity about the nature of the administrative or social activities, what they entail and how much time they take. The managing committee may request a statement from the Dean confirming these activities.
4. It is the student's own responsibility to limit the study delay and the possible negative financial consequences as much as possible. The student must seek advice from the student counsellor and from the responsible supervisor(s) within the School for this purpose (such as the study career coach or coordinator for student affairs).
5. Due to certain special circumstances, the student can only apply for financial support to one institution; either to Rotterdam University of Applied Sciences or another institution. If the circumstances arose during a study at an educational institution not being Rotterdam University of Applied Sciences, then an application for financial support must first be submitted to the former educational institution .
6. In the event that the student is enrolled in more than one study programme, only the first enrolment will be recognised as the basis for the application.

## Article 2.5 Other regulations

Since 1 September 2000, the payment from the Student Financial Support Fund has been designated as tax-exempt, which means that Rotterdam University of Applied Sciences does not inform the Netherlands Tax and Customs Administration (Belastingdienst) of the amounts paid out.

## Article 2.6 Specific stipulations

1. The issuing of a notice of default to the student by the Executive Board may lead to discontinuation or a claim for repayment of the financial support. The reason for notice of default may be the non-fulfilment of obligations.
2. An objection may be submitted to the Advisory Appeal Board against the decision by the managing committee.

## Article 2.7 Transitional and introductory stipulations

1. These implementing regulations have been adopted by the Executive Board after approval by the Central Representative Board.
2. Previous recognitions and amounts granted under previous regulations (most recently published in the August 2015 edition of the Student Handbook) are respected if these are more favourable to the student than the application of the current implementing regulations.

## Chapter 3 Board activities

### Article 3.1 Extracurricular activities

1. Extracurricular activities as referred to in Article 1.2 paragraph 1 under a of these regulations are:
  - a. a board position at a recognized Rotterdam student organisation;
  - b. a board position at a study association of Rotterdam University of Applied Sciences.
2. In order to qualify for financial support based on this regulation, the student may not receive credits for these activities.
3. If a student holds a (board) position for which financial support is already being received in another reasonable manner, the student has no right to financial compensation from the profiling fund.
4. Students who are exempted from their tuition fee as referred to in Chapter 4 of these regulations are also entitled to financial support from the Profiling Fund for their extracurricular activities during the study year in which the activities take place.

### Article 3.2 Board position at a Rotterdam student organisation

1. Each year, the Executive Board establishes a register that lists which associations and which associated board or committee positions may qualify for financial support pursuant to these regulations.
2. In order to be included in the register referred to in paragraph 1, the association must meet the following conditions:
  - a. The student organisation must have some size and full legal capacity, be accessible to students of Rotterdam University of Applied Sciences and be located in a municipality where Rotterdam University of Applied Sciences has a branch;
  - b. the student organisation does not act in violation of the applicable codes of conduct of Rotterdam University of Applied Sciences;
  - c. the student organisation does not act in violation of the KMT Code of Conduct;
  - d. the student organisation has statutes and annual reports that show that they are committed to Rotterdam students.

### Article 3.3 Board position at a Rotterdam University of Applied Sciences study association

1. Each year, the Executive Board establishes a register that lists which study associations and which associated board positions may qualify for financial support pursuant to these regulations.
2. In order to be included in the register referred to in paragraph 1, the study association must meet the following conditions:
  - a. the student organisation has full legal capacity;
  - b. the study association does not act in violation of the applicable codes of conduct of Rotterdam University of Applied Sciences;
  - c. the study association must be of some size, which is defined as 5% of the active student members in the associated study programme;

- d. the course director declares that the activities of this association contribute to academic and social bonding of the associated study programme;
- e. the study association annually hands over to the Student Organisation Advisor:
  - i. the composition of the board;
  - ii. the policy plan;
  - iii. the annual report, including a statement from the audit committee.

### Article 3.4 Application for financial support for a board position

1. The application for financial support is submitted to the Managing Committee by the treasurer, on behalf of the board;
2. The following shall be attached to the application, per board member:
  - a. the correct application form;
  - b. a proof of registration;
  - c. a study progress overview;
  - d. a proof of registration of the board members in the Chamber of Commerce (KvK).
3. The Managing Committee will decide as soon as possible, but no later than 60 days after receipt of the application.

### Article 3.5 Limit on number of months of financial support

Students can claim financial support from the Profiling Fund for their extracurricular activities for a maximum period of twelve (12) months.

### Article 3.6 Payment

1. The financial support as referred to in Article 3.2 is awarded to the individual student and paid monthly.
2. Financial support for student board members in a study association as referred to in Article 3.3 is made available in principle to the association.
3. Payment is made during the study year in which the student is registered as a board member of the association with the Chamber of Commerce (KvK). Payment is made monthly and is made within 10 days of the first day of the month.

## Chapter 4 Tuition fee exemption due to board membership

### Article 4.1 Conditions for the student organisation

1. In order to be eligible for an exemption of tuition fee due to board membership, the student organisation must:
  - a. not act in contravention of the Code of Conduct and Integrity of Rotterdam University of Applied Sciences,
  - b. in the case of a study association:
    - i. meet the requirements established in the guide "Student Associations at Rotterdam University of Applied Sciences",
    - ii. have a certain size, identified as 5% of active student members in the linked study programme with a minimum of 50 student members and
    - iii. have completed the preliminary procedure with the Dean of the institute.

## Article 4.2 Conditions for the enrolled students

1. Students who are eligible for the 'Statutory tuition fee exemption due to board membership' scheme are those who:
  - a. are enrolled in an initial study programme at Rotterdam University of Applied Sciences that requires the payment of statutory tuition fees, and
  - b. hold a full-time board position, or hold various part-time board positions which together constitute a full-time board position, and
  - c. are willing to sign a declaration renouncing the taking of education, taking assessments, sitting examinations and receiving guidance in study and research activities at the school or any other funded institution during the entire study year that they hold a board position.

## Article 4.3 Application procedure for enrolled students

1. The student applies for tuition fee exemption due to board membership by using an application form for that purpose before 1 July of the upcoming study year.
2. The application form is signed by the student and the Director of Administration, Information & Control.

## Article 4.4 Start and duration for the enrolled students

1. The tuition fee exemption due to board membership of enrolled students starts in September of the study year in which the student is a full-time board member.
2. The student is entitled to statutory tuition fee exemption once and for the duration of an entire study year, which runs from 1 September to 31 August, despite his enrolment.
3. The application for the tuition fee exemption due to committee membership applies for an entire study year and may not be interrupted or extended in the interim.
4. At the end of the study year in which the enrolled student was a full-time administrator, it is checked whether he meets the conditions as stipulated in section 1.2, paragraph 2 of article 1.2 Implementing Regulations for the Financial Support of Students. If it turns out that the student has not met this condition, he is obliged to pay the statutory tuition fee for that study year.

## Article 4.5 Mandate

1. The Director of Administration, Information and Control has been mandated by the Executive Board of Hogeschool Rotterdam to sign applications for tuition fee-free administration, after assessing the Management Committee of the Profiling Fund, and thereby grant exemption from the statutory tuition fees.
2. In the event that it appears that the student organisation of which a board member receives financial support in the context of the Profiling Fund does not meet the set criteria, the Executive Board may decide to end the financial support with immediate effect.
3. In the event that it appears that the student organisation of which a board member uses the possibility of tuition fee exemption does not meet the set criteria board , the Executive Board may decide to impose a measure on this student as stipulated in Article 3 of the Conduct and Measures Regulations (appendix 3 of the Student Handbook).

## Article 4.6 Final provision

These regulations enter into force on 1 September 2018 and were subsequently amended on March 22, 2021.

## Appendix 7 Reviews / results

The result of an (interim) examination/assessment can be expressed by both grades and as follows: Outstanding/Very Good/Good/More than Satisfactory/ Satisfactory, et cetera.

### Alphanumeric results

Alphanumeric results can be awarded:

- \* if a student has been registered for a course (interim) examination, but has not sat the (interim) examination, the student will receive an 'ND' (not taken part);
- \* if a student has not completed all parts of a course, then the abbreviation 'NA' (not completed) is administered;
- \* if there are reasonable doubts about the authenticity of the student's work or if there are doubts about the validity/quality of an interim examination, technical malfunction, et cetera, an 'NG' (not valid) is awarded. For more information, please refer to article.4.10.
- \* if fraude has been established by the Exam Board, the student will receive a mention of 'FRAUDE';
- \* if a student has been exempted by the Exam Board, the student will be awarded a 'VRY' (exemption).

The results Q (qualified), NQ (not qualified), C (competent) and NC (not competent) are qualifications that are used, for example, to indicate whether the student is qualified for a particular track, but also, for example, when adopting results obtained abroad.

### Results Abroad

In order to make our results transparent to other countries, we use the Grading Table. This is included in the Diploma Supplement.

Beoordeling (Dutch)	Assessment (English)	Omschrijving (Dutch)	Description (English)	Numeric Equivalent
U	U	Uitstekend	Outstanding	10
ZG	ZG	Zeer goed	Very good	9
G	G	Goed	Good	8
RV	RV	Ruim voldoende	More than satisfactory	7
V	V	Voldoende	Satisfactory	6
T	T	Bijna voldoende	Almost satisfactory	5
O	O	Onvoldoende	Fail	4
ZS	ZS	Zeer slecht	Very unsatisfactory	1
VLD	VLD	Voldaan	Fulfilled	
NVL	NVL	Niet voldaan	Not fulfilled	-
Q	Q	Qualified	Qualified	
NQ	NQ	Not Qualified	Not Qualified	
CO	CO	Competent	Competent	7

NC	NC	Niet competent	Not competent	5
XP	XP	Expert	Sophisticated	9
P	P	Voldoende	Pass	5,5
F	F	Onvoldoende	Fail	3,5
VRY	VRY	Vrijstelling	Exemption	
NA	NA	Niet afgerond	Not Completed	-
ND	ND	Niet deelgenomen	Subject/examination not taken	-
NG	NG	Niet geldig	Not valid	-
FRAUDE	FRAUDE	Fraude	Violation scholastic / ethical standards	-



## Appendix 8 Grading table

The Grading Table provides a comparison between grades given abroad and 'our' alphanumeric outcomes. The ECTS-credit Grading Table is a simple and reliable tool for converting and interpreting grades. The percentage of how often this grade is given (accumulated) is shown after the original grade. The conversion to the local grade (home institution) is based on the accumulated percentage for the student group at the school that is most similar to the student group at the host institution. The grade earned by the local student group with the same percentage is used as the converted grade.

Rotterdam University of Applied Sciences

[Grading table for the entire Rotterdam University of Applied Sciences](#)

<b>Dutch final grade</b>	<b>Total amount of the final grade</b>	<b>Frequency at Hogeschool Rotterdam</b>	<b>Cumulative frequency</b>	
10	14053	1.9 %	0 -	1.9
9	61139	8.1 %	2.0 -	10.0
8	172387	22.9 %	10.1 -	32.9
7	204688	27.2 %	33.0 -	60.1
6	300274	39.9 %	60.2 -	100.0
	<b>752541</b>	<b>100 %</b>		

There is a specific table for the Willem de Kooning Academy (WdKA):

[Grading table WdKA](#)

<b>Dutch final grade</b>	<b>Total amount of the final grade</b>	<b>Frequency at Willem de Kooning Academy</b>	<b>Cumulative frequency</b>	
10	251	1.5 %	0 -	1.5
9	1736	10.4 %	1.6 -	11.9
8	5260	31.5 %	12.0 -	43.4
7	4923	29.4 %	43.5 -	72.8
6	4546	27.2 %	72.9 -	100.0
	<b>16718</b>	<b>100 %</b>		

# Curriculum Schemes 2022-2023

Masters International Business – Rotterdam Business School

### Legend

AT= Assignment

ASS= Assessment

CA= Continuous Assessment

D= Digital test

GAT= Group Assignment

IAT= Integrated Assignment

PF= Portfolio

PR= Presentation

RP= Report

V= Video

WR=Written test

CPE = Compulsory Attendance

# Master in International Supply Chain Management – Full time

[illegible]

# Master in International Supply Chain Management – Part time

[illegible]

# Master in Consultancy & Entrepreneurship

[illegible]