UNIVERSITY OF TWENTE.

EDUCATION AND EXAMINATION REGULATIONS

MASTER CIVIL ENGINEERING AND MANAGEMENT
MASTER CONSTRUCTION MANAGEMENT AND ENGINEERING
2022-2023

PREFACE

The Civil Engineering and Management and Construction Management and Engineering (CEM and CME) programmes have chosen to embed the Education and Examination Regulations within the programme-specific part of the Student Charter on the basis of Article 7.59 of the Dutch Higher Education and Research Act (WHW). This document contains rules and regulations for the CEM and CME Master's programmes of the Faculty of Engineering Technology of the University of Twente. It contains a description of the rights and obligations of the students on the one hand and the University of Twente on the other. The rules and regulations for the CEM and CME programmes are laid down in:

- The institutional section of the student charter, which contains the rights and obligations that apply to all UT students. The institutional section can be found at: www.utwente.nl/en/ces/sacc/regulations/charter
- The programme-specific part, called the Education and Examination Regulations of the Master Civil Engineering and Management and Master Construction Management and Engineering 2022-2023 (CEM and CME EER).The CEM and CME EER apply to all CEM and CME students.

Note that whenever the male gender is used in this document, this can be understood as referring to all genders.

Rights can be derived from the student charter by both the Faculty of Engineering Technology (ET) and students enrolled in the CEM or CME Master's programmes. This is not the case concerning all other written and electronic publications such as:

- Information on the websites:
  - CEM: www.utwente.nl/CEM
  - CME: www.utwente.nl/CME
- UT education catalogue: https://osiris.utwente.nl
- Brochures and/or manuals

The CEM and CME EER is published on the website of the programme. A printed version will be made available upon request (free of charge).

In situations not covered by the CEM and CME EER, a decision will be made by the Dean or by the Examination Board, depending on the responsibilities defined by law. The same applies in the event of (alleged) ambiguity, inconsistencies, differences in interpretation and/or (apparently) conflicting texts. The Dean or the Examination Board will inform the involved examiner(s) and/or the student(s) of the decision.
In cases in which strict application of the CEM and CME EER would cause clearly unintended or unreasonable situations, the Examination Board, the Dean or the Programme Director can deviate from the regulations, provided that this does not have any negative effects for the student. This decision must be motivated in writing and must be communicated to the student, the Examination Board, the Dean, the Programme Director and Office of Educational Affairs (BOZ).

Reference: Enschede, July 13, 2022

Prof.dr.ir. H.F.J.M. Koopman
Dean of the Faculty of Engineering Technology

TABLE OF CONTENTS

Preface 2

Table of contents 3

Article 1. General conditions 5

1.1 Applicability of the Education and Examination Regulations 5
1.2 Definition of terms 5

Article 2. Admission 7

2.1 Requirements for previous education 7
2.2 Additional requirements for students with a non-Dutch qualification 7
2.3 Pre-Master's programme 7
2.4 Following master courses by non-master students 7

Article 3. aims and Vision of the programme 8

3.1 Aims and vision of the programme 8
3.1.1 Academic competences CEM 8
3.1.2 Academic competences CME 10
3.2 Purpose of the master 11
3.3 Organisation of the programme 11
3.4 Language 12
3.5 Study Abroad 13

Article 4. Education and programme 14

4.1 Information supply 14
4.2 Composition of the personal study programme 14
4.3 Double MSc programmes 14
4.4 Regulation for including international courses in the Master's study programme 14
4.5 Time periods, times and frequency 14
4.6 Structure of practical exercises 15
4.7 Internship 15
4.8 Approval, publication and registration of results 15
4.9 Duration of validity of assessments 15
4.10 Right of inspection and discussion 15
4.11 Quality assurance 16

Article 5. Final degree 17

5.1 Examination of the programme 17
5.1.1 Requirements 17
5.1.2 Duration 17
5.1.3 Members of the graduation committee 18
5.2 Degree 18
5.3 Cum Laude 18

Article 6. Student guidance 20

6.1 Student guidance 20
6.2 Studying with a disability 20

Article 7. Amendments, transitional arrangements, appeals and objections 21

7.1 Conflicts with regulations 21
7.2 Administrative errors 21
7.3 Amendments to the regulations 21
7.4 Transitional arrangements 21
7.5 Assessment of the Education and Examination Regulations 21
7.6 Appeals and objections 22
7.7 Hardship clause 22
7.8 Publication 22
7.9 Date of effectiveness 22

APPENDICES

Appendix 1. Practical Information 23

Contact information 23
Programme Committee (PC) 23
Examination Board 23
Study Association 23
Facilities 23
Teaching methods 24

Appendix 2. Transition Regulations 25
appendix 3. procedures for the final master examination 26
Appendix 4. Collaboration within 4TU 27
appendix 5. Regulations of the Examination Board 28

ARTICLE 1. GENERAL CONDITIONS

1.1 APPLICABILITY OF THE EDUCATION AND EXAMINATION REGULATIONS

1) This Education and Examination Regulations (EER) applies to the education and the examinations of the master's programme in 'Civil Engineering and Management (CEM)' and of the master's programme in 'Construction Management and Engineering (CME)', hereafter called: the programme CEM/CME.
2) The programme CEM/CME is provided under the responsibility of the Faculty of Engineering Technology at the University of Twente, hereafter called: the Faculty.
3) The final responsibility for the implementation of the education programme rests with the Programme Director and for assessment with the Examination Board. A student who doubts the compliance of any element of the CEM/CME programme with the EER can ask the Programme Director for clarification. The student has the right to appeal against a decision that has been taken.

1.2 DEFINITION OF TERMS

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

4TU	The federation of the four Dutch universities of technology : Delft University of Technology (TU Delft), Eindhoven University of Technology (TU/e), University of Twente (UT) and Wageningen University and Research Centre (WUR)
Academic Year	The period beginning on 1 September and ending on 31 August of the following year.
Admission board	Board consisting of the Programme Director, the Programme coordinator, the track coordinators and the Pre-Master coordinator. The board is responsible for handling requests for admission by: 1) Students from Universities of Applied Sciences (HBO) or students with another Dutch Bachelor degree than the UT B-CE programme. In practice, the responsibility of this task of the admission board is with the Pre-Master coordinator. 2) Students with a Bachelor's degree from universities abroad. In practice, the responsibility of this task of the admission board is with the Programme coordinator.
BOZ	Educational Affairs Office.
Canvas	University of Twente's digital learning environment.
CE	Civil Engineering department and programme of the Faculty of Engineering Technology.
CEM	The Master's programme Civil Engineering and Management
CME	The 4TU Master's programme Construction Management and Engineering
Civil Engineering Evaluation Committee	Committee that performs evaluation reports each quarter.
Compulsory Holiday	Required day off.
Curriculum	The entirety of compulsory and optional study units belonging to the programme, as set down in the programme-specific appendix.
Deficiency	Shortcomings in the previous education, as established by the Examination Board, that need to be corrected in order to allow the student to successfully complete the programme in 2 years.
European Credit (EC)	A unit of 28 study load hours, in accordance with the European Credit Transfer System. A full-time academic year consists of 60 credits, equal to 1680 hours of study (Article 7.4 WHW).

Examination	An evaluation in a study unit of the knowledge, understanding and skills of the student, as well as the assessment of the results of this evaluation (Article 7.10 WHW); an examination may consist of a number of tests.
Examination Board	The body that establishes objectively and expertly whether a student meets the criteria set in the education and examination regulations regarding knowledge, insight and skills needed for obtaining a degree.
Examiner	The individual who has been appointed by the Examination Board in accordance with Article 7.12c WHW to hold exams and tests and determine their results.
Exemption	Establishing by the Examination Board that a student has acquired competences, i.e. on account of exams or final examinations in the higher education domain passed earlier, or knowledge or skills acquired outside the higher education domain, that are comparable in content, size and level to one or more study units or parts thereof.
Faculty	The Faculty of Engineering Technology of the University of Twente.
Faculty Board	Head of the faculty (Article 9.12 WHW).
Institution	University of Twente.
Institutional Board	The Executive Board of the University of Twente.
Osiris	System designated by the institutional board for registration and for providing information on all relevant data related to the students and the university, as described in the WHW.
PCC (CPO)	Personal Circumstances Committee. A committee convened by the institutional administration to advise the institutional administration in individual cases regarding the validity, duration and severity of a specific student's extenuating personal circumstances.
Pre-Master's programme	Programme to be completed by students before they can be admitted to the CEM or CME Master's programme.
Programme Committee (OLC)	Programme Committee as referred to in Art. 9.18 WHW.
Programme Director	The Programme Director of the programmes CEM and CME.
Student	Anyone enrolled in a programme in accordance with article 7.34 and 7.37 WHW.
Study Advisor	Person appointed by the Faculty Board who acts as contact between the student and the programme, and as such represents the interests of the students, as well as fulfilling an advisory role.
Track coordinator	Member of the scientific staff responsible for providing advice on, and establishing the Master's programme, including any deficiencies.
UT	University of Twente.
Website	The websites www.utwente.nl/cem or www.utwente.nl/cme, unless stated otherwise.
Working day	Any day from Monday to Friday with the exception of official holidays and the prearranged compulsory holidays (compulsory days free of work) on which the staff is free.
WHW	The Higher Education and Research Act (abbreviated to WHW in Dutch), Bulletin of Acts and Decrees 1992, 593, and its subsequent amendments.

ARTICLE 2. ADMISSION

2.1 REQUIREMENTS FOR PREVIOUS EDUCATION

1) Admission to the programme is granted if the requirements with regard to prior education for enrolment in university education are met, in accordance with the WHW, Articles 7.24, 7.25 and 7.28. The conditions pertaining to this can be found on the University of Twente's website (https://www.utwente.nl/en/education/master/how-to-apply/).
2) Persons within the meaning of the above are admitted directly to the CEM and CME programmes. All other persons can be admitted when the admission board gives a positive advice on admission after application. The admission board will make a positive decision for students in possession of a Bachelor degree from a University of Applied Sciences (HBO) who have successfully passed the Pre-Master's programme and for students who come from a different Bachelor programme within the UT or within the Netherlands, and who passed their Pre-Master's programme (more information at the Pre-Master coordinator and on the Pre-Master policy on the website and in chapter 2.3)
3) There are two intake moments per year (September and February) when students can enter CEM/CME. These moments allow students to complete their programme in two years, without any delay caused by timetable issues.
4) Each year, the admission board, mandated by the Dean, defines for each UT Bachelor degree if it gives access to the CEM and CME programmes. Admission may be subject to further requirements or restrictions. Students from the Bachelor programmes CE and ME at the University of Twente are admitted into the programme unconditionally.
5) Students with a university education and a deficiency of no more than 15 EC can compensate their deficiencies in the first quartile of the Academic Year. Students who start in February can compensate their deficiencies in the third quartile of the Academic Year. After completion, the student can be admitted into the Master's programme.
6) Students with a university education and a deficiency of more than 15 EC can only be admitted into the programme upon successful completion of the Pre-Master's programme.

2.2 ADDITIONAL REQUIREMENTS FOR STUDENTS WITH A NON-DUTCH QUALIFICATION

Students from abroad must show they have sufficient command of the English language https://www.utwente.nl/en/education/master/admission-requirements/language/. If a student does not meet the requirements he can't be admitted in the CEM/CME programme.

2.3 PRE-MASTER'S PROGRAMME

For students who cannot be admitted directly, a Pre-Master's programme is defined.

- Students with a degree from a Dutch University of Applied Sciences (HBO) in Civil Engineering (or comparable) can do a half year long Pre-Master's programme of 30 EC. Please check the website for information.
- Students can only be admitted after completion of the full Pre-Master's programme within no longer than a single year after starting the programme.
- Students that would like to enter the 4TU CME programme after completion of the Pre-Master's programme, have to take the entire Pre-Master programme's at 1 location.
- Some students who come from a different Bachelor programme within the UT or within the Netherlands have to do a tailor made Pre-Master programme's in consultation with the Pre-Master coordinator.

2.4 FOLLOWING MASTER COURSES BY NON-MASTER STUDENTS

A student has the right to follow education and/or take examinations relating to the programme, provided he has satisfied the legal regulations in force. When someone has not (completely) met these requirements and at that moment still takes part in the education and/or examinations, this is regarded as illegitimate. When applicable, the relevant registered student data can be removed from the administrative records and does not count for student progress, nor for student grants and loans. Additional conditions can be put in place for participation in the various education activities and examinations.

ARTICLE 3. AIMS AND VISION OF THE PROGRAMME

3.1 AIMS AND VISION OF THE PROGRAMME

The MSc programmes Civil Engineering and Management (CEM) and Construction Management and Engineering (CME) focus on both technical and non-technical aspects of planning, design, realisation, and maintenance of civil engineering projects and systems. The programmes address the interests of all stakeholders involved in the broadest sense. For this reason, the research underlying the CEM and CME programmes has generated an interdisciplinary programme focusing on the integration of system knowledge, technology and management in order to produce innovative solutions tailored to societal needs. The design-oriented approach, the strong connection between scientific research and civil engineering practice and the emphasis on disciplinary integration, are distinctive features of these MSc programmes.
The programmes aim to provide academic knowledge, understanding, competencies and skills in the domain of Civil Engineering at a level which qualifies the graduate for:

1) Independent professional practice in the field of Civil Engineering;
2) Research in the field of Civil Engineering;
3) Enrolment in PhD programmes in the field of Civil Engineering; and
4) Enrolment in post-MSc design programmes (PDEng programmes) in the field of Civil Engineering.

3.1.1 ACADEMIC COMPETENCES CEM

Regarding academic competences the graduate has the following intended learning outcomes (4TU Academic criteria (Meijers' Criteria)):
A Master of Science graduate of the CEM degree programme is / has

1) Competent in one or more scientific disciplines
    a. The graduate has expert knowledge on at least one of the subareas of Civil Engineering and Management mentioned below, is able to apply this knowledge and is able to maintain and expand his or her expertise in the field of Civil Engineering and Management:
        i. Construction Management and Engineering;
        ii. Transport Engineering and Management;
        iii. Water Engineering and Management.

       This includes necessary knowledge of related fields, such as Mathematics, Physics, Business Administration and Public Administration.
    b. The graduate is able to combine appropriate theories from Business and/or Public Administration with technical knowledge and apply this in an integral way within civil engineering systems, projects or processes in one of the subareas above.
2) Competent in doing research
    a. The graduate is able to identify gaps in scientific knowledge within a subfield of Civil Engineering and Management.
    b. The graduate is able to formulate research problems and is able to produce and carry out a research plan by applying an appropriate research methodology, analysing and discussing the results and drawing conclusions from the results.
    c. The graduate is able to contribute to acquiring scientific knowledge.
    d. The graduate understands the potential benefits of research and is able to understand and incorporate the results of research into his or her own work.
    e. The graduate is able to assess research within a subfield of Civil Engineering and Management on its scientific value.
3) Competent in designing
    a. The graduate is able to:
        i. Contribute to a functional design of complex constructions; or
        ii. Design management processes in the field of Civil Engineering; or
        iii. Make a functional design of measures to intervene in Civil Engineering Systems.
    b. This means that:
        i. The graduate has creativity and synthetic skills with respect to design projects;
        ii. The graduate is application-oriented towards civil engineering practice when designing;

iii. The graduate is able to find a balance between possible solutions of complex requirements, technical possibilities and genuine interests of the parties involved.

4) A scientific approach
    a. The graduate has the habit of reflecting upon his or her own work and continuously uses relevant information to improve his or her capabilities.
    b. The graduate has the attitude to endorse his or her personal development and enhancing his or her expertise.
    c. The graduate is able to judge the value of information for decision making, makes effective use of this information for decisions and is able to evaluate these decisions.
    d. The graduate is able to judge if available tools and techniques are satisfactory for the problem at hand, is able to apply satisfactory tools and techniques and is able to invent his or her own tools, theories and techniques if these are not available.
    e. The graduate is able to develop a model to describe/schematise reality, i.e. the graduate is able to describe qualitatively civil engineering processes and objects in terms of basic principles and, where necessary and possible, is able to quantify this description in terms of mathematical relationships.
    f. The graduate knows that models only approximate reality and is able to use them appropriately whenever this is beneficial.
    g. The graduate's scientific attitude is not restricted to the boundaries of Civil Engineering and Management, and he or she is able to cross these whenever necessary.
5) Basic intellectual skills
    a. The graduate is able to work independently.
    b. The graduate is able to work systematically and methodically.
    c. The graduate is able to analyse complex problems and complex information thoroughly and systematically, is aware of analogies between problems and is able to determine connections between different aspects of the problem or information.
    d. The graduate is competent in numeracy and is aware of orders of magnitudes.
    e. The graduate is able to reflect on the complete scope of one of the subfields of Civil Engineering and Management and is able to generate novel ideas in this subfield.
6) Competent in cooperating and communicating
    a. The graduate is able to work effectively in the context of a multidisciplinary environment, is able to manage complex assignments and can act in different roles depending on the situation, i.e. can take responsibility as a member and/or as a project leader.
    b. The graduate knows the importance of oral and written communication, and can make effective use of them, which means that:
        i. The graduate is capable of collecting and selecting relevant scientific information;
        ii. The graduate is skilled in properly documenting and presenting results of scientific and design work, including the underlying knowledge, choices and considerations, to colleagues and to a broader public;
        iii. The graduate is competent in scientific reasoning;
        iv. The graduate adheres to existing academic conventions, such as giving proper credit and referencing.
7) Takes account of the temporal and societal context
    a. The graduate is able to position the (scientific research of) at least one of the subfields in the scientific and societal context.
    b. The graduate is able to form an opinion or judgement and contribute to discussions about complex matters related to Civil Engineering and Management.
    c. The graduate knows that compromises are unavoidable and is able to deal with them effectively.
    d. The graduate is aware of the disadvantages for society of certain decisions and knows how to communicate them to the relevant parties (stakeholders).

3.1.2 ACADEMIC COMPETENCES CME

Regarding academic competences the graduate has the following intended learning outcomes (4TU Academic criteria (Meijers' Criteria)):

A Master of Science graduate of the CME degree programme is / has

1) Competent in one or more scientific disciplines
    a. The graduate has knowledge on the following sub-areas of Construction Management and Engineering, is an expert in at least one of them and is able to maintain and expand his or her expertise in the field of Construction Management and Engineering (for instance, by consulting relevant literature but also look for connections).
        i. Project and process management in the field of Construction Engineering (i.e. complex constructions, large-scale infrastructure, urban developments);
        ii. Legal and Governance aspects in the field of Construction Engineering;
        iii. Markets and organisations in the field of Construction Engineering;
        iv. Innovations and Integral Design in Construction Engineering.
    b. The graduate is able to combine management theory and technical knowledge. This ability covers the knowledge and application of technical process management and innovation regarding construction and engineering processes in the subareas above.
2) Competent in doing research
    a. The graduate has the competence to acquire new scientific knowledge through research or systematic reflection.
    b. The graduate understands the potential benefits of research and is able to understand and incorporate the results of research into his or her own work.
3) Competent in designing
    a. The graduate is able to:
        i. Contribute to a functional design of complex constructions; or
        ii. Design management processes in the field of Construction Engineering.
    b. This means that:
        i. The graduate has creativity and synthetic skills with respect to design projects;
        ii. The graduate is application-oriented towards the construction industry when designing constructions or management processes;
        iii. The graduate is able to translate technological concepts and developments into appropriate process innovations for construction.
    c. The graduate is able to find a balance between possible solutions of complex requirements, technical possibilities, genuine interests of the parties involved and justified value creation on scientific and operational levels.
4) A scientific approach
    a. The graduate has the habit of reflecting upon his or her own work and continuously uses relevant information to improve his or her capabilities.
    b. The graduate has the attitude to endorse his or her personal development and enhancing his or her expertise.
    c. The graduate knows that models only approximate reality and is able to develop and use them adequately whenever this is beneficial.
    d. The graduate makes decisions based on calculated risks, costs, time, quality, stakeholders' participation, value creation, legislation and is able to evaluate these decisions.
    e. The graduate's scientific attitude is not restricted to the boundaries of Construction Management and Engineering, and he is able to cross these where and whenever necessary.
5) Basic intellectual skills
    a. The graduate is able to work independently.
    b. The graduate is able to work systematically and methodically.
    c. The graduate is able to reflect on the complete scope of Construction Management and Engineering issues, to critically analyse and to generate novel ideas.
    d. The graduate is able to invent his or her own tools, theories and techniques if these are not available.
6) Competent in cooperating and communicating

a. The graduate is able to work effectively in the context of a multidisciplinary environment, is able to manage complex assignments and can act in different roles depending on the situation, i.e. can take up responsibility as a member and/or as a project leader.
b. The graduate knows the importance of oral and written communication, in particular in English, and can make effective use of these, this means that:
    i. The graduate is skilled in properly documenting and presenting results of scientific and design work, including the underlying knowledge, choices and considerations, to colleagues and to a broader public;
    ii. The graduate is competent in reasoning;
    iii. The graduate adheres to existing academic conventions, such as giving proper credit and referencing.

7) Takes account of the temporal and societal context
    a) The graduate is able to form an opinion or judgement and contribute to discussions about complex matters related to Construction Management and Engineering.
    b) The graduate knows that compromises are unavoidable and is able to effectively deal with these.
    c) The graduate is aware of the disadvantages for society of certain decisions and can communicate these to the relevant parties (stakeholders). He can take the purpose of the design and its context into consideration.

3.2 PURPOSE OF THE MASTER

The programmes CEM and CME both aim to offer such knowledge, skills and understanding in the area of Civil Engineering, as well as the subareas Business Administration and Public Administration, that graduates are qualified to enter into an independent profession at the Master's of Science level.

3.3 ORGANISATION OF THE PROGRAMME

Both programmes are a full-time programme with a total study load of 120 EC (2 years). Both programmes consists at least of:

- Courses with a study workload of 85 ECs (consisting of courses of 5 EC each)
- The course 'Preparation MSc-Thesis' of 5 ECs
- A final Master Thesis of 30 EC

The student has to take at least 30 EC in profile courses. In addition, the student chooses profile electives, for which courses can be selected either within the specialisation within CEM/CME or suggested courses from other UT programmes. The student is free to choose 15 EC as free electives. In consultation with a teacher, students are allowed to select and specify a Capita Selecta as free elective. The composition, size and assessment type is determined separately for each individual case.

The programmes are published on the websites:

- http://www.utwente.nl/cem
- http://www.utwente.nl/cme

The timetables of the courses within the programmes can be found on:

- https://rooster.utwente.nl

Course information can be accessed via:

- https://osiris.utwente.nl/student/OnderwijsCatalogus.do

Below, the outline of a regular CEM/CME Master's programme is given.

	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Year 1	Courses (15 EC)	Courses (15 EC)	Courses (15 EC)	Courses (15 EC)

Year 2	Courses (15 EC)	Courses (10 EC)	Master thesis (30 EC)
		Master thesis preparation (5 EC)	

Explanation: In each study period - called a quartile – the student selects several courses out of those that are offered. The regular study load for a quartile is 15 EC in a period of 10 (or 11) weeks, in which an EC equals a study load of about 28 hours.
The CEM programme offers four specialisations (or tracks). The specialisations are subdivided in profiles.
Students specialize in one of the following directions by selecting a profile:

- Construction Management and Engineering including the profiles:
  - Markets & Organization of Construction
  - Digital Technologies in Construction
- Transport Engineering and Management including the profiles:
  - Integrated Urban Transport
  - Transport and Logistics
- Water Engineering and Management including the profiles:
  - Integrated Water Management
  - River and Coastal Engineering
- Integrated Civil Engineering Systems including the profiles:
  - Civil Engineering Structures
  - Modelling and Forecasting
  - Sustainability
  - Smart Cities

The CME programme is the same as the specialisation Construction Management and Engineering. Students can select either the profile 'Markets & Organization of Construction' or 'Digital Technologies in Constructions'. Detailed information on the curriculum, profile courses and suggested profile electives for each profile can be found on the programme's website.
Students that enter the programme select their specialisation and profile prior to starting the programme. They can consult the track coordinator of the corresponding specialisation. The entire programme of the student must comply with the final qualifications of the Master's programme as specified in this EER CEM/CME. The track coordinator is mandated by the Examination Board to approve an individual programme. When there is any doubt whether an individual programme meets the final qualifications of the Master's programme, the track coordinator can redirect the student to the Examination Board for approval of his or her programme.

3.4 LANGUAGE

The language of instruction of both Master's programmes is English. Reports must be written in the language of instruction. In special cases (assessed by the Examination Board) exceptions to this rule are possible.

3.5 STUDY ABROAD

The programme has the aim of stimulating all students to have an international experience during the study. This can be a graduation project and/or following a number of regular courses at a foreign university (preferably not in the first semester of the studies). For the extra costs made for this purpose, there are subsidy regulations for which can be applied only once during the programme. See the subsidy regulations: https://www.utwente.nl/en/education/scholarship-finder/

ARTICLE 4. EDUCATION AND PROGRAMME

4.1 INFORMATION SUPPLY

- The University of Twente uses an electronic learning environment (Canvas http://canvas.utwente.nl). Each course has a Canvas page containing detailed course information, study materials, assignments, etc.
- The University of Twente uses a student information system (Osiris, http://osiris.utwente.nl/student). Osiris contains information on the programme and general course information. It is used for examination registration and for the registration of grades.

4.2 COMPOSITION OF THE PERSONAL STUDY PROGRAMME

1) The student is responsible for setting up his or her own Master's programme. The track coordinator (MSc-track coordinator) is available for consultation, e.g. in case of specific questions or exceptions.
2) At the start of the Master, the student can plan a meeting with the track coordinator for discussing his or her study programme. The track coordinator can give advice on the content and suitability of courses within a profile, and checks whether the intended programme satisfies the conditions of at least one of the profiles. If there is any doubt, the track coordinator directs the student to the Examination Board. The intended programme is not processed formally at this moment by the Educational Affairs Office (BOZ).
3) During the Master, the student is free to change one or more courses of the programme, provided that it still matches the requirements of one of the defined profiles.
4) Around the start of the Preparation MSc-thesis course, the final Master's programme will be checked by the Educational Affairs Office. In case the profile requirements are satisfied, the profile will be administered in the student's examination programme in Osiris.
5) If a student includes profile electives from other programmes than CEM/CME, it is recommended to make a selection, such that the majority of the programme is still formed by CEM/CME courses. In case a student chooses 3 or more profile electives that are not offered by CEM/CME, he needs approval of the track-coordinator

4.3 DOUBLE MSC PROGRAMMES

Students who would like to follow two master's programmes simultaneously, must comply with the intended learning outcomes of both programmes and be admitted to both programmes. The programme specific rules for CEM/CME are described in the Rules and Regulations of the Examination Board and are to be found on the website of the examination board CE/CEM/CME (https://www.utwente.nl/en/cem/organization/examination-board/).

4.4 REGULATION FOR INCLUDING INTERNATIONAL COURSES IN THE MASTER'S STUDY PROGRAMME

Students are free to choose 15 EC of courses as free electives. This can be any course at the University of Twente or at a Dutch or recognised (foreign) partner university. If a student exceeds the maximum of 15 EC for free electives, e.g. for an exchange semester, permission of the Examination Board must be requested.

4.5 TIME PERIODS, TIMES AND FREQUENCY

1) On the websites www.utwente.nl/cem and www.utwente.nl/cme an overview of all courses offered in the MSc programme CEM and CME can be found (curriculum). Each course is 5 EC except for the MSc-thesis which is 30 EC.
2) For each part of an examination of a course a description, the manner of testing, the composition of the final grade (including weighting factors), and the structure and exact schedule of the programme must be announced on the dedicated Canvas site at the beginning of the course.
3) Four weeks prior to the start of each quartile a timetable is published on the following website https://rooster.utwente.nl/ in which the dates of education activities are stated.
4) The following applies in addition to/as deviation of these rules:

a. For each course there is a second opportunity in the same Academic year to pass the examination. In case of written exams, the second opportunity is often scheduled in the subsequent quartile.
b. If a student receives more than one result for the examination in the same course, the highest grade will apply. This also applies for the results of tests and components of tests within the same Academic year and for the results of tests and components of tests that remain valid after the Academic year in which they were obtained.
    i. Exceptions on this rule are possible and need to be communicated prior to the start of the first examination to the students.
c. The student has the right to refer to recent model test questions or trial tests, or representative older tests and the related answers and the standard of the related assessment.
d. For each examination other than written exams: the examiner assigned by the Examination Board for that part of the examination, will, prior to the start of teaching the course, establish a time for examination of that course, or a part of that course. This might mean that (part of) an examination can only be taken once in an Academic year.

5) With respect to the order of attendance of courses, the programme uses the following types of prior knowledge:
    a) Desired prior knowledge: The student is deemed to be familiar with the conceptual framework and the course matter or a comparable course.
    b) Necessary prior knowledge: The student is deemed to have passed a particular course or a comparable course. The teacher assumes that the student is familiar with the contents of the preceding course. The student might have trouble finishing the course successfully if he does not have the necessary prior knowledge.
    c) Compulsory prior knowledge: The student must have passed a particular course or a comparable course (assessed by the Examination Board) before he is allowed to attend the course.

4.6 STRUCTURE OF PRACTICAL EXERCISES

Practicals can be part of a course. Generally, a student has one attempt per study year to fulfil such a practical if it is part of the examination of a course. However, when a student is unable to do the practical exercise outside his or her control, the Examination Board will attempt to give the student another opportunity to do the practical.

4.7 INTERNSHIP

Not available for CEM/CME students.

4.8 APPROVAL, PUBLICATION AND REGISTRATION OF RESULTS

The programme specific rules regarding test results are described in the Rules and Regulations of the Examination Board and are to be found on the website of the examination board CE/CEM/CME (https://www.utwente.nl/en/cem/organization/examination-board/) .

4.9 DURATION OF VALIDITY OF ASSESSMENTS

The validity of the results of an examination that has been passed is unlimited. The validity of an examination result can only be restricted if the tested knowledge, insight or skills are proven to be out of date. A course that was not passed, has to be repeated completely in the next academic year. Results of parts of a course expire at the end of the academic year. Exceptions are listed in the assessment plan of the course.

4.10 RIGHT OF INSPECTION AND DISCUSSION

The programme specific rules regarding inspection of exams or tests are described in the Rules and Regulations of the Examination Board and are to be found on the website of the examination board CE/CEM/CME (https://www.utwente.nl/en/cem/organization/examination-board/).

4.11 QUALITY ASSURANCE

Quality Assurance involves carrying out the following activities on an annual basis:

1) Digital questionnaires (inquiries) at the end of every quartile (bi-annually)
    a. These inquiries are taken by the participating students at the end of every quartile for every course.
2) Comprehensive course evaluation
    a. Upon the request of the Programme Committee, the Civil Engineering Evaluation Committee performs evaluation reports each quarter which are discussed in the Programme Committee meeting.
3) Yearly analysis of the results of the NSE (National Student Survey) and the NAE (National Alumni Survey).
4) Performance Reviews
    a. Results of activities stated in the first two items are brought to the attention of chair holders, to allow them to address these issues in their annual performance appraisals with all employees.
5) Educational professionalisation
    a. Members of the scientific staff must have a (university) teaching qualification (Basis Kwalificatie Onderwijs) or given the opportunity to acquire/maintain this qualification.
6) Occasional activities
    a. If necessary, in addition to the activities mentioned above, further assessments are carried out (such as assessment of facilities, how time is spent, exit evaluations, surveys among alumni, etc.).

ARTICLE 5. FINAL DEGREE

5.1 EXAMINATION OF THE PROGRAMME

1) The programmes CEM and CME both require the final MSc-thesis examination.
2) The MSc thesis project will be assessed by a graduation committee.

5.1.1 REQUIREMENTS

1) The graduation period comprises of a total of 35 EC and consists of the course Preparation MSc thesis (5 EC) and the MSc thesis (30 EC).
2) The student can start with the Preparation MSc-thesis course when all other parts of the Master's programme have been completed except for a maximum of two courses (10 EC). The student can only start the MSc-thesis after completion of the preparatory course and if no more than 5 EC are missing from the required 85 EC of coursework. The UT supervisor may, after consultation with the Study Advisor, deviate from these restrictions if it causes considerable delay for the student.
3) The purpose of the course Preparation MSc Thesis is to prepare the student for the realisation of the MSc thesis. The preparation phase results in at least a detailed proposal for the MSc thesis.
4) The preparation phase consists of optional courses and/or independent literature study in relation to the MSc thesis.
5) The MSc thesis must be executed within the field of one of the specialisations of the programme, either within a certain research group or at an external organisation.
6) The student is the only author of the MSc thesis.
7) The MSc thesis is written in English. In consultation with the supervisors or at the request of the external organisation, a comprehensive summary and/or report appendices may be written in Dutch. In all cases, the main text of the report must be in English.
8) The MSc thesis report can be drawn up as a scientific article if, at the moment of assessment, the student is the only author of the (draft) article. Contributions in writing of the UT supervisor and/or the graduation supervisor(s) to the MSc thesis report are not allowed.
9) By default the MSc thesis is done individually. However, joint graduation is possible. In that case, independent completion of the project is defined as:
    a) The student studies on an individual basis: each student has his or her own (sub)project with a separate research question and responsibility.
    b) The graduation results in an individual report and individual presentation.
    c) If an (external) client is interested in a joint report only, the supply of this report is the responsibility of the students.

5.1.2 DURATION

1) The planned end date of the MSc thesis assignment is determined during the preparation MSc thesis. At the beginning of the graduation period there need to be agreements on at least the nature of the assignment, the planned start date, the manner of guidance and the date on which the final report must be handed in.
2) The duration of the Preparation MSc thesis corresponds with the applicable study-load of 5 EC. The duration of the MSc thesis corresponds with the applicable study-load of 30 EC.
3) All agreements (as mentioned above) are formalised in writing.
4) The UT supervisor and the graduation supervisor(s) share the responsibility for explicit monitoring of progress during the graduation period.
5) If the graduation report is handed in (preferably by the agreed date) and is approved, the graduation committee issues a statement that can be used by the student to apply for the final examination (for details: see the MSc thesis student guide: https://canvas.utwente.nl/courses/6773). If the report is not approved, the graduation committee indicates clearly what additions and/or changes are required. A new date is set by which the revised report must be handed in. If necessary, this procedure is repeated.
6) If the graduation committee agrees that the work done by the student is insufficient, they may decide in consultation with the MSc-thesis coordinator of the department, that the student has to do an alternative assignment. The same applies if the student fails to hand in a thesis or hands in far too late.

5.1.3 MEMBERS OF THE GRADUATION COMMITTEE

1) The student starts his or her Preparation MSc thesis by requesting a conversation with the MSc thesis coordinator of the relevant specialisation.
2) The MSc thesis coordinator of the relevant specialisation selects a UT supervisor. The UT supervisor puts together a graduation committee. If necessary, he or she also arranges a daily supervisor. When the MSc thesis assignment is carried out externally, the UT supervisor also makes sure that there is a person in charge of the guidance of the graduate at the external location (external supervisor).
3) The graduation committee consists of:
    a. The UT supervisor;
    b. The daily supervisor, or a second staff member of the UT if the UT supervisor is also the daily supervisor;
    c. Possible external member for an advisory role in the assessment.
4) The graduation committee is responsible for the final assessment. The external supervisor has an advisory role only.
5) The UT supervisor is a professor, an associate professor (UHD) or a lecturer who is a member of the scientific staff of CE assigned by the Examination Board. The daily supervisor is a staff member, postdoc or PhD student of the UT who acts as the daily supervisor for the MSc thesis if this is not done by the UT supervisor. If the daily supervisor is a PhD student, the PhD student must have passed his or her Qualifier.
6) Professors from other programmes can be assigned by the Examination Board as a UT supervisor in Civil Engineering. The Examination Board will decide in each individual case whether they honour the request, based on, among other things, the relationship between the graduation assignment and the professor's area of expertise.
7) If required by the nature of the project, the UT supervisor can extend the committee with eligible experts.
8) At the request of the responsible UT supervisor, the Examination Board can make an exception to the requirements for the composition of the graduation committee.

5.2 DEGREE

1) To show that the Master's examination has been successfully completed, a degree certificate is awarded by the Examination Board. The degree certificate is signed by the persons stated in the rules and regulations from the Examination Board. The award ceremony takes place in public; in special circumstances the Examination Board can deviate from this.
2) The International Diploma Supplement (WHW art. 7.11, section 4) is added to the examination certificate. The objective of this supplement is to provide insight into the content of the completed programme for the purpose of international identification of the programme.
3) 'Extra courses' are stated when applicable, provided these were added to the study programme by request of the student with the approval of the Programme Director. The stated 'extra courses' aren't part of the total programme. These courses should have been satisfactorily completed.

5.3 CUM LAUDE

1) The CEM/CME Programme determines the requirements for a Cum Laude distinction for the CEM and CME Master's programmes. The requirements comprise the following criteria:
    a. If a student demonstrates exceptional ability during the master examination, the words "Cum Laude" may be included on the degree certificate.
    b. The following conditions must be met to qualify for this:
        i. The weighted average of the grades for the parts of the final examination, excluding the final grade for the master thesis, is at least 8.0. Parts for which no assessments in the form of a grade are given or for which the student was exempted are disregarded for this calculation;
        ii. The minimum grade for all parts of the examination is 7.0;
        iii. The number of exemptions does not exceed one-third of the volume of the programme (the Examination Board can grant students exemption from one or more complete courses at their request. To this end, the student will demonstrate that he has completed a component of a similar content, size and level of a university or higher professional education programme or has, as a result of work and/or

professional experience, sufficient knowledge and skills regarding the study unit concerned).

iv. The final grade for the master thesis is at least 8.0;
v. The master's programme was completed within 2.5 years, unless special circumstances.
vi. "Cum Laude" shall not be awarded if the student has previously been found to have committed fraud or plagiarism during the completion of the pre-master or Master's programmes.

2) When there are special circumstances, the Examination Board has the right to let the student graduate with distinction if he does not fully meet requirements under i to vi
3) If the nominal duration of the programme has been exceeded by more than 6 months, the UT supervisor or the Programme Director can make a reasoned request to the Examination Board to award the predicate 'Cum Laude'. The predicate 'Cum Laude' is granted when all members of the Examination Board express their consent.

ARTICLE 6. STUDENT GUIDANCE

6.1 STUDENT GUIDANCE

1) The Faculty Board is responsible for student guidance, including informing students of opportunities for academic endeavour within the programme and via extracurricular avenues.
2) A Study Advisor is available for all students.
3) The Study Advisor advises the student on study-related matters, as well as personal problems that may be affecting the student's studies.
4) If a student wishes to make use of his or her right to specific supervision or special facilities, he must contact the Study Advisor. The Study Advisor records the agreements made with the student.
5) The following applies to the entitlement to special facilities:
    a. Demonstrable circumstances beyond the student's control or extenuating personal circumstances;
    b. If necessary and when possible, dispensation from participation in exams or tests and/or the availability of special facilities for exams and tests. Such dispensation and additional opportunities for tests may only be granted by the Examination Board.
6) The track coordinator can be consulted by Master students as well. The track coordinator can be consulted for programme or content related questions.

6.2 STUDYING WITH A DISABILITY

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

ARTICLE 7. AMENDMENTS, TRANSITIONAL ARRANGEMENTS, APPEALS AND OBJECTIONS

7.1 CONFLICTS WITH REGULATIONS

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

7.2 ADMINISTRATIVE ERRORS

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

7.3 AMENDMENTS TO THE REGULATIONS

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

7.4 TRANSITIONAL ARRANGEMENTS

1) In the case of an amendment to these Education and Examination Regulations, the Faculty Board may decide on a transitional arrangement.
2) The transitional arrangement will be published on the degree programme's website.
3) Basic principles for the transitional arrangement if a curriculum is changed:
    a. Changes to a curriculum are published before the start of the academic year in which they are to apply;
    b. No guarantee can be given that all programme courses that were part of the curriculum when a student enrolled in a programme will continue to be part of the curriculum.
4) The transitional arrangement will always include:
    a. An explanation of which courses (if any) in the changed programme replace courses of the old programme;
    b. An indication that if a study component that does not involve a practical is dropped from a programme, then students are to have at least two opportunities in the following year to take a written or oral examination or to undergo another form of assessment;
    c. An indication that if a study component with practical exercises is dropped from the programme and there is no opportunity in the subsequent academic year to complete the practical exercise, then at least one study unit will be designated that may be completed as a substitute for the study unit that has been dropped;
    d. The period of validity of the transitional arrangement.
5) The transitional arrangement must be approved by the Examination Board with regard to the provisions of section 4.
6) In exceptional cases and not to the student's detriment, the Examination Board may deviate from the prescribed number of opportunities to resit exams related to courses that have been dropped from the curriculum.

7.5 ASSESSMENT OF THE EDUCATION AND EXAMINATION REGULATIONS

1) The Faculty Board is responsible for the regular assessment of the Education and Examination Regulations and is to take into account the time involved for the student for the purposes of monitoring and adjusting the study load, if necessary.
2) In accordance with article 9.18 WHW, parts on the Education and Examination Regulations need the approval of the Programme Committee. On other parts the Programme Committee can advise.

7.6 APPEALS AND OBJECTIONS

Complaints about the (organisation of the) programme can be sent to the Programme Director, the Programme Coordinator, or the Study Association. Complaints about the (organisation of) tests, exams and examinations can be sent to the Examination Board. An objection against a decision by the Examination Board or by an examiner or an appeal against a decision by the Faculty Board based on these Regulations must be submitted in writing within six weeks after the decision has been communicated to the student. The objection is to be submitted to the objections, appeals and complaints office via the Student Services desk.

7.7 HARDSHIP CLAUSE

The Examination Board may allow derogation from the provisions of these Regulations in the event of demonstrably compelling unreasonableness or unfairness.

7.8 PUBLICATION

The Education and Examination Regulations and the Examination Board's rules and guidelines are to be published on the degree programme's website.

7.9 DATE OF EFFECTIVENESS

The date of effectiveness of these regulations is 1 September 2022.

APPENDIX 1. PRACTICAL INFORMATION

CONTACT INFORMATION

Dean of the faculty	*Prof.dr.ir.* H.F.J.M. Koopman
Programme Director	*Dr.ir.* D.C.M. Augustijn
Programme coordinator	P. Jansen, MSc.
Study advisor	*Ir.* M.J.B. Duyvestijn
Pre-Master coordinator	E.C.M. Luijkx, MSc
Bureau of Educational Affairs (BOZ)	BOZ-CE-CES@utwente.nl

PROGRAMME COMMITTEE (PC)

The Programme Committee is responsible for monitoring and approving of the content as mentioned in WHW art.9.18, and quality of the programmes of Civil Engineering. In the Programme Committee both scientific staff and students are equally represented. The composition of the Programme Committee for Civil Engineering can be found on: https://www.utwente.nl/en/ce/organization/olc/

EXAMINATION BOARD

The examination board makes objective and well-grounded decisions on whether the student meets the requirements in terms of his or her end level, and guards the standards for the end level itself. Assessment is an important subject in this. Assessments refer to all sorts of assessments: oral and written exams, papers, bachelor- and master theses and so on. The composition of the Examination Board for Civil Engineering can be found on: (https://www.utwente.nl/en/cem/organization/examination-board/).

STUDY ASSOCIATION

ConcepT is the study association for students of Civil Engineering (CE), Civil Engineering and Management (CEM) or Construction Management and Engineering (CME). ConcepT supports students in their student life in three different categories: Professional, Educational and Social. Within these categories a wide range of activities are organised. From lunch lectures to study evenings and from a trip abroad to a gala. You can find more information on their website www.concept.utwente.nl/home.

FACILITIES

1) For all communication connected to the programme as well as in all administrative procedures the electronic learning environment Canvas, internet or intranet will be used. In the organisation of the programmes CEM and CME the assumption is that students are in possession of a laptop. Engineering Technology students can use the offer of the Notebook Service Centre (NSC) for this purpose. Via their laptop, students can use the network of the university, which provides access to Canvas, the internet and intranet.
2) When they first enrol with the University of Twente, each student will be provided with an individual student email account.
3) The programmes CEM and CME employ a Canvas site. Most electronic communications by the programme will be conveyed via this site. All students are requested to enrol for this programme site from the start of their study.
4) The university has lecture rooms and tutorial rooms, facilities for guided and independent self-study, a library and research facilities for educational purposes. The university offers limited facilities for free computer access.
5) The programme will provide accommodation to the study association for their activities.
6) Misuse of or damage to facilities of the University of Twente, or misconduct can, in addition to leading to claims for compensation, lead to a decision by the Dean to temporarily exclude the student from participation in the programme, tests, exams and examinations.
7) Books and journals relevant to CEM and CME can be found online via the website of the Central Library of the University of Twente.

8) If excursions, work visits, field work, etc. are a part of the programme (either compulsory or optional) that students are expected to take part in, the maximum contribution to the costs per student per excursion will be 10 Euro, for a maximum of 4 excursions per year. Any costs exceeding this will be for the account of the university. If the above activities take more than one day, the programme will take care of proper accommodation.

TEACHING METHODS

- Lecture**:** a plenary meeting for students intended for the transfer of information.
- Tutorial**:** a meeting (for a subgroup of the population) intended to enable students to process the course matter (also known as self-study).
- Colstruction: combination between a lecture and a tutorial.
- Assignment: the execution of a design or research assignment.
- Practical: a practical training in the sense of art. 7.13, section 2 item d of the WHW. This concerns the participation in an educational activity aimed at the acquisition of skills, such as making an assignment or a test design, carrying out tests and experiments, and taking part in field work or an excursion.
- Project: executing a design or research assignment as a team.

APPENDIX 2. TRANSITION REGULATIONS

1) For students that started between 2010 and 2017, the programmes described in the SC-CEM/CME from 2010 through SC-CEM/CME 2017 apply, including any applicable transition regulations. The most recent transition regulations are to be found in appendix 2 of the EER CEM/CME 2019-2020 which can be found on the CEM and CME website.
2) In the event of changes to the rules for the composition of an examination that consists of multiple results, the calculation of the final result/ the minimum grade for successful completion of a unit/the validity of the resit for the units will be determined based on the rules of the examination of the year in which the result was obtained.
3) In the event of a significant change to an existing course (more than 50% of the course matter), a student who has at least once taken part in an examination for the relevant course prior to the change, is entitled to two scheduled opportunities to resit the examination in its old form in the subsequent academic year. In such cases, the student must inform the teacher at the beginning of the course to discuss how the course can be completed. In the event of such a change in the course matter, the students must be informed of this fact and this regulation.
4) If a student's programme, due to terminations and transition regulations, consists of a total number of ECs that does not exactly match the formal size of the programmes and programme components mentioned in this programme-specific appendix, the final programme should still have the size of 120 EC.
5) The requirements for the composition of the programme apply for students enrolled for the Master's programme as from 01-07-2015. For students that enrolled before that date, the examination programme must at least meet the requirements of the education and examination regulations of 2014 or the requirements of the present EER.

APPENDIX 3. PROCEDURES FOR THE FINAL MASTER EXAMINATION

1) The full procedure is to be found in the MSc-thesis manual. The most important points are listed below:
    a. The student has to make sure that an application for the final examination (colloquium) is requested with the Educational Affairs Office (BOZ) at least three weeks prior to the planned graduation date;
    b. The student has to make sure that at least three weeks prior to the graduation date, the grades for all parts of the examination (except the MSc-thesis) are handed in to the Educational Affairs Office (BOZ);
    c. The student has to make sure that at least one week prior to the graduation date, the graduation report is handed in to the Educational Affairs Office (BOZ);
    d. The Educational Affairs Office (BOZ) prepares the certificate and makes it available to the UT supervisor prior to the final examination;
    e. Applications for the final examination in the second half of August must be submitted to the Educational Affairs Office (BOZ) five weeks prior to the date of the final examination. All the periods mentioned exclude the holiday periods on the academic calendar.

APPENDIX 4. COLLABORATION WITHIN 4TU

1) The Master's degree programme in Construction Management and Engineering is a 4TU MSc programme. The programme is offered at TU/e (Eindhoven University of Technology), TUD (Delft University of Technology) and UT (University of Twente). The programmes have similar learning objectives. The courses and specialisations at each university are different. Each program has a different CROHO number (programme registration according to the WHW).
2) After a student is formally enrolled in the Master's program in Construction Management and Engineering at one of the 3 universities he will also obtain a secondary enrolment at the 2 other universities.
3) Students are allowed to choose elective subjects from the list of elective/specialisation and core courses from each of the 3 programmes, after consultation with the track-coordinator from the home university and after approval by the Examination Board of the home university.

APPENDIX 5. REGULATIONS OF THE EXAMINATION BOARD

Next to these Education and Examination Regulations the Examination Board formulated rules of conduct and rules applicable to the exams and examinations of the Examination Board for Civil Engineering, as recommended by the Deans of the faculties.

1) These Rules and Regulations are applicable to:
    a. The Bachelor programme Civil Engineering
    b. The Master's programme Civil Engineering and Management
    c. The Master's programme Construction Management and Engineering
2) This document is available at the website of the examination board CE/CEM/CME (https://www.utwente.nl/en/cem/organization/examination-board/) and at the programmes' website (https://www.utwente.nl/en/cem/rules-and-regulations/) .