

This is a provisional version of this Student's charter.
The English translation of Part C (Rules and Regulations of the Examination Board) will be added later

ACADEMIC SECTION OF THE

Students' charter 2013/2014

including the Teaching and Examination Regulations ('OER') and the Rules and Regulations of the Examination Board (R&R)

for the **Master's programmes**
of the School of Management and Governance

The Dean of the School of Management and Governance has resolved to, on behalf of the Executive Board of the University of Twente, adopt the programme-specific students' charter, for the following Master's programmes:

Master of Science (MSc) degree programmes:

- Business Administration (BA)
- European Studies (ES)
- Health Sciences (HS)
- Industrial Management & Engineering (IEM)
- Public Administration (PA)

PHO¹ Master's programmes:

- MSc Environmental and Energy Management (MEEM)
- Master Public Management (MPM)
- MSc Risiko Management (MRM)

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¹ Post-Hoger Onderwijs, i.e. postgraduate continuing education

Foreword

In accordance with the Higher Education and Research Act (section 7.59), the University of Twente maintains a students' charter. The students' charter consists of two parts:

- the institutional section (ISS)
- the academic section (FSS)

Within the School of Management and Governance (SMG), the same academic section applies to all Master's programmes offered. The following SMG academic section, with accompanying appendices, is the students' charter for the following Master's programmes:

the Master of Science (MSc) degree programmes:

- Business Administration (BA)
- European Studies (ES)
- Health Sciences (HS)
- Industrial Management & Engineering (IEM)
- Public Administration (PA)

the PHO Master's programmes:

- MSc Environmental and Energy Management (MEEM)
- Master's in Public Management (MPM)
- MSc Risk Management (MRM).

The academic section of the students' charter (FSS) of the School of MG consists of 4 parts:

- A) A description of the programme structure and the supporting facilities that the institution offers students, including but not limited to:
 - information on the structure, organization and realization of the teaching
 - student services
 - academic support facilities
- B) The Teaching and Examination Regulations, as adopted (in accordance with section 7.13 of the Higher Education and Research Act) and in this document referred to as 'OER':
 - the elements that are common to all SMG Master's programmes (B1)
 - the programme-specific appendices (B2)
- C) The Rules and Regulations of the Examination Board
- D) A description of the rules and procedures governing the programmes and which supplement the measures for the protection of the rights (of the students) enacted by the Executive Board (see institution-specific section of students' charter).

Both sections of the students' charter (the institutional section and the SMG academic section) can be viewed at the Educational Affairs Office of the School of Management & Governance (SMG), and are also available on the SMG website:

<http://www.utwente.nl/mb/en/education/Regulations/student%20charters/>

References in this students' charter to the male gender should also be understood to include the female gender.

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Glossary

In addition to the terms and definitions described in article 1 of the Teaching and Examination Regulations (part B of this Students's Charter), the following terms and definitions apply:

Act:	The Higher Education and Scientific Research Act (WHW), in the Dutch Bulletin of Acts, Orders and Decrees, number 593, and as amended since
BA:	The one-year Master's programme in Business Administration (MSc)
BOZ:	The Educational Affairs Office of the School of MG
ES:	The one-year Master's programme in European Studies (MSc)
FSS:	Faculty students' charter. This refers to the programme-specific section of the students' charter (as defined in Article 7.59 of the WHW) for the Master's programmes of the School of MG
HS:	The one-year Master's programme in Health Sciences (MSc)
IEM:	The two-year Master's programme in Industrial Engineering and Management (MSc)
MEEM:	The post-graduate Master of Science programme in Environmental and Energy Management (MSc)
MG:	Management and Governance
MPM:	The post-graduate Master's programme in Public Management
MRM:	The post-graduate Master of Science programme in Risk Management
OER:	Onderwijs- en Examenregeling; this is the Dutch name of the Teaching and Examination Regulations (TER)
OLD:	The programme director
PA:	The one-year Master's programme in Public Administration (MSc)
Student counsellor:	Person appointed by the Board of the University who acts as contact between the student and the university as described in Article 7.34, paragraph 1d of the WHW

A: Description of the academic structure and facilities

A1a) Structure, organization and realization of the Master of Science degree programmes

Structure

All Master of Science degree programmes offered by the School of Management and Governance are offered as full-time programmes only.

The programmes Business Administration (BA), European Studies (ES), Health Sciences (HS), and Public Administration (PA) have a weight of 60 EC (1 academic year; 1680 hours). The programme of Industrial Engineering & Management (IEM) have a weight of 180 EC (2 academic years; 3360 hours).

Every programme has a Master's examination. The degree of Master of Science (MSc) is conferred on persons who pass the examination. A description of the final qualifications (final attainment targets) of the programmes is provided in the programme-specific appendices (section B2 of this students' charter).

The academic timetable for the Master's programmes consists of two semesters per academic year, each semester consisting of two quartiles or 'blocks' of ten weeks each. Most programmes schedule three courses of 5 EC (3 x 140 hours) each quartile. Each quartile/block concludes with two exam weeks. Further information on the academic timetable and the examination schedule can be consulted on the [StudentPortal](#).

One-year programmes BA, ES, HS,

	1 st quartile	2 nd quartile	3 rd quartile	4 th quartile
year 1	3 courses of 5 EC	3 courses of 5 EC	1 5 EC course 10 EC masterthesis	15 EC masterthesis

One year programme PA

	1 st quartile	2 nd quartile	3 rd quartile	4 th quartile
year 1	3 courses of 5 EC	researchmethods + thesis (15 EC)	3 courses of 5 EC	researchmethods+ thesis (15 EC)

Two-year programme IEM

	1 st quartile	2 nd quartile	3 rd quartile	4 th quartile
year 1	3 courses of 5 EC	3 courses of 5 EC	3 courses of 5 EC	3 courses of 5 EC
year 2	3 courses of 5 EC	3 courses of 5 EC	30 EC masterthesis	

Courses are scheduled with the object of spreading the study load (including essays, projects, participation in practical exercises, etc.) as evenly over the year as possible, so as to allow students to reasonably meet the standards of academic progress (see also Higher Education and Research Act section 7.4, second paragraph).

Courses and exams

Every unit of study, also referred to as 'course', concludes with an exam. An exam may consist of multiple components, like written tests, practical exercises and oral tests. Information on the exam format and the required knowledge is found in the programme-specific appendices (part B2 of this students' charter).

To enable students to take the exams (of the relevant programme), a concluding test session will be scheduled twice per academic year for each course not being a practical exercise. The first session follows immediately after the academic period in which the course was taught. The second follows in the period thereafter or at such date and time as to allow a reasonable interval between the two successive test opportunities.

An test schedule, also called 'exam schedule', is available from the [StudentPortal](#). Check Blackboard for the deadlines for assignments, projects, and other practical exercises.

For a description of the content of the courses, see the information on OSIRIS (for general information) and on Blackboard (two weeks before the start of the programme for current updates). Both systems can be accessed via the internet.

Cohesion and prerequisites

Master's programmes follow a certain structure. A lecturer of one course will build on what the students have learned in a previous course. This means that courses may have prerequisites. Prerequisites may be required and obligatory prerequisite knowledge.

- required: the prerequisite knowledge is judged indispensable for successful participation in the course and the course exam
 - obligatory: students who do not have the prerequisite requirements will not be admitted.
- Take this into account when planning your studies! Information on the prerequisites is found in the programme-specific appendices (part B2 of this students' charter).

Advanced options: graduating with distinction

All programmes allow students to graduate with distinction. For more information, see the Teaching and Examination Regulations or 'OER' (part B1 of this students' charter).

Contribution of students to their programme: course evaluations, panel discussions and programme committee

The faculty considers student input an important part of improving the curriculum. The course evaluation system and the programme committee, complemented with instruments like panel discussions, programme days and the student satisfaction survey, offer students ample opportunities to contribute to the quality improvement and quality insurance of their programme (see also part D1 "Quality Assurance" of this charter).

Course evaluations and panel discussions

All courses are evaluated by the students upon conclusion of the course. The goal is to highlight both the strong points and any problem areas in order to improve the course where possible. Panel discussions during course-periods are an effective option for students to express their opinions on the progress of the courses that are being taught at that very moment. If deemed necessary, remedial actions can be taken

Programme committee

Pursuant to section 9.18 of the WHW, every programme has a programme committee. Article 13 of the SMG Faculty Regulations dictates the composition of the committee and the process of appointing its members. The committee's main tasks are:

- to make recommendations on the OER
- to annually evaluate the implementation of the OER
- to give solicited or unsolicited recommendations to the programme director (and the Dean) on all academic matters relating to the programme

If you are interested in participating in the programme committee, please notify the Dean's office (☎ (053) 489 3520).

General and practical information

A section of the School's website is especially dedicated to providing the relevant general and practical information on the educational programmes and support structure of the School. You can find this section [here](#).

A1b) structure and organization of the PHO Master's programmes

Structure

The School offers the following PHO (post-graduate continuing education) Master's programmes:

- the Master's in Public Management (MPM), part-time, given in Utrecht, in Dutch.
- the MSc in Environmental and Energy Management (MEEM), full-time, given in Leeuwarden, in English.
- the MSc in Risk Management (MRM), part-time, given in Twente, in Dutch.

Every PHO post-graduate Master's programme has a Master's examination. The degree of Master is conferred on persons who pass the examination. Students completing the Master's in Environmental and Energy Management (MEEM) and the Master's in Risk Management earn the MSc title.

The PHO post-graduate Master's programmes consist of courses (or 'modules'). Students are examined in each of the courses/modules. The exams may consist of multiple components. In all cases, testing involves an individual component. Information on all programmes can be obtained from the Professional Learning & Development department.

Every Master's programme has a programme committee. Every PHO post-graduate Master's programme has a programme leader and a programme manager. The programmes are supported by the department of Professional Learning & Development.

All programmes utilize Blackboard.

A2) student facilities

The University of Twente makes use of an electronic learning environment. Both internet and the university's intranet are used to provide information about its academic programmes and administrative procedures.

The university provides a number of student services and facilities like lecture halls and tutorial rooms, project rooms, a library, accommodations for supervised and independent study, and research facilities for educational purposes. The university has a limited number of publicly accessible computers.

Information on MEEM is found in the programme's Study Guide and General Information Guide.

The School of Management and Governance offers in house accommodation for the study associations Sirius (for students Public Administration, including European Studies, and Health Sciences) and Stress (for students International Business Administration and Industrial Engineering and Management), to carry out their activities.

A3) academic support services

The faculty has a number of study advisers. They advise students on problems relating to studying in general and their examination programme in particular. They can be called upon to discuss the student's study experiences, complaints, the fitness of a programme choice, study plans and planning, study delay, the regulations on education and examinations, and affairs of legal status and position. If deemed appropriate or necessary, they refer to more specialist supporting departments within or outside the university.

Appointments can be made via the academic secretariat (☎(053) 489 3200/ (053) 489 3987). Further information can be found on the [study advisers' webpage](#).

Part B: Teaching and Examination Regulations (OER) (under Articles 7.13 and 7.59 of the Higher Education and Research Act)

The Dean of the School of Management and Governance,

in view of Articles 9.5, 9.15, paragraph 1 under a, 7.13 paragraph 1 and 2, 9.38, under b, and 9.18 paragraph 1 under a, and 7.59 of the Higher Education and Research Act (WHW), and

in due consideration of the recommendations of the programme committees, as well as the approval by, or advice of, the Faculty Council, pertaining to the programme-specific appendix of the programme in question²,

hereby authorizes

the **Teaching and Examination Regulations 2013 / 2014**

of the **UT Master of Science (MSc) degree programmes:**

- **Business Administration (BA)**
- **European Studies (ES)**
- **Health Sciences (HS)**
- **Industrial Engineering & Management (IEM)**
- **Public Administration (PA)**

and the **PHO Master's programmes:**

- **MSc Environmental and Energy Management (MEEM)**
- **Master Public Management (MPM)**
- **MSc Risiko Management (MRM)**

² The right of recommendation pertains to Article 7.13, parts a through g, of the WHW. The right of consent refers to the other parts of Article 7.13.

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B1 Common Elements

Preamble – Applicability

1. Each Master's programme has its own programme-specific appendix.
2. For each programme, the common elements and the programme-specific appendix together form the Teaching and Examination Regulations for the Master's programme concerned.
3. The common elements and the programme-specific appendix of the Teaching and Examination Regulations are authorized by the Dean.
4. The Teaching and Examination Regulations (OER) apply to all students enrolled in the programme concerned.
5. A programme's Examination Board sets down the Examination Board Regulations for the execution of its tasks and powers in accordance with art. 7.12b of the WHW. At the School of MG these regulations are laid down in the Rules & Regulations of the Examination Boards.
6. The jurisdiction of the Examination Board of a program extends to all units of study that are part of a student's programme.
7. The stipulations in this general section of the Teaching and Examination Regulations, in the programme-specific appendix of the Teaching and Examination Regulations and in the rules and regulations of the programme's Examination Board also apply to units of study taught by lecturers from other programmes or institutions.
8. Please read all qualifications such as him, her, he and she as gender neutral.

Section 1 - General

Article 1 – Terms and definitions

The terms used in these regulations should be interpreted as meaning the same as in the Higher Education and Scientific Research Act (WHW), insofar as they are defined in that Act.

Academic year:	The term that starts on 1 September and ends on 31 August the following year. The academic year is 60 ECs or 1680 hours
Authorized proof of result	A list or other written document initialled by or on behalf of an Examiner, or a result published via the Student Information System (SIS)
Blackboard:	The electronic learning environment of the University of Twente
Cohort:	Generation or group of students who started the same academic programme in the same year
Dean:	Head of the Faculty (Article 9.12, WHW)
Degree programme	The applicable curriculum of the programme as recorded in the programme-specific appendix
EB	Executive Board of the University of Twente
EC:	European Credit (EC), a credit point of 28 hours as described in the WHW and in accordance with the European Credits Transfer System: European agreements on a system for expressing student study load; the study load of an academic year is 60 European Credit points, or 1680 hours (see Article 7.4 of the WHW)
Exam:	An evaluation of the knowledge, insights and skills of the student, as well as the assessment of the results of that evaluation (Article 7.10 WHW). An exam may consist of a number of tests
Examination:	A programme is rounded off with an examination. An examination is deemed successfully completed if the exams required for the units of study of a programme have been completed successfully.
Examination Board:	The programme's Examination Board is the body which determines in an objective and expert way whether a student satisfies the conditions that the Teaching and Examination Regulations set on the knowledge, insights and skills needed to obtain a degree. The Examination Board is appointed

Examiner:	by the Dean in accordance with Article 7.12 of the WHW The individual who has been appointed by the Examination Board to hold exams and tests and determine the results thereof in accordance with Article 7.12c of the WHW
Institution:	University of Twente
Lecturer:	Faculty member charged with giving lectures in a unit of study
MSc:	Master of Science; degree granted to a person successfully completing a Master's programme with an "of Science" attachment (WHW, Article 7.19a).
OER:	Onderwijs- en Examenregeling; this is the Dutch name of the Teaching and Examination Regulations (TER)
OLC:	The programme committee (Article 9.18, WHW)
OSIRIS:	The Student Information System (SIS) of the University of Twente
Practical exercise:	A practical exercise, as described in Article 7.13, paragraph 2d of the WHW is a unit of study or part of a unit of study, whereby the emphasis is placed on the student's activities, such as: <ol style="list-style-type: none"> 1. carrying out literature research, an assignment or a preliminary design, writing a thesis, article or 'position paper', or giving a presentation in public; 2. carrying out a design or research assignment, participating in practicals, practicing skills; 3. following an internship, taking part in fieldwork or an excursion; 4. participating in other educational activities deemed as necessary and aimed at achieving the required skills
Programme:	The Master's programme as described in the programme-specific appendix to the Teaching and Examination Regulations. A programme is a cohesive set of units of study focused on the achievement of clearly described objectives in terms of knowledge, comprehension and skills that the person completing the programme must possess (Article 7.3, paragraph 2, WHW)
Programme committee:	Committee (with both teaching staff members and student members) that advises the programme board on the OER and all academic matters (Article 9.18, WHW)
Programme director:	Person appointed by the Dean to manage the degree programme in case the programme board consist of one sole person
Programme board:	The body appointed by the Dean to manage the degree programme. This may be one person, who then will be referred to as programme director (Article 9.17, par. 1 WHW)
R&R:	The rules and regulations of the Examination Board (WHW, Article 7.12, paragraph 4)
SMG:	The School of Management and Governance
Student:	Anyone registered with a programme in accordance with Article 7.34 and 7.37 of the WHW
Student Information System (SIS):	The system designated by the board of the institution for the registration of and information relating to the relevant student and study data, as stipulated in the WHW
Study adviser:	Person appointed by the Dean who acts as contact between the student and the programme, and in this role represents the interests of the students, as well as fulfilling an advisory role
Study rate:	Number of ECs achieved in a certain period divided by the number of ECs that can nominally be achieved in the period
Test	Exam component. In case an exam consists of one sole test, this test and the exam of the unit of study in question coincide.
Test result	A result which contributes to the final result of a unit of study
Unit of study:	A unit of study in a programme as described in Article 7.3, paragraphs 2 and 3 of the WHW. Each unit of study is concluded with an exam. The units of study from which a programme is composed (also referred to as 'courses') are listed in the programme-specific appendix for that programme.
UT:	University of Twente

WHW:	The “Wet op het Hoger onderwijs en Wetenschappelijk onderzoek”, the Dutch Higher Education and research Act, in the Dutch Bulletin of Acts, Orders and Decrees, number 593, and as amended since
Working day:	Any day from Monday to Friday with the exception of official holidays and the pre-arranged ‘bridging days’ (brugdagen) on which the staff are free

Article 2 – Programme content

1 The items as described in Article 7.13, paragraph 2, a to e, h, i, l, s and t of the WHW are laid out in the specific appendix of each programme. They include:

- a. the content of the programme and its examination (WHW, Article 7.13, paragraph 2a)
- b. content of the specializations (WHW, Article 7.13 paragraph 2b)
- c. the qualifications as for the knowledge, insight and skills that a student must have acquired after having finished the programme (Article 7.13, paragraph 2c of the WHW)
- d. content of practical exercises (Article 7.13, paragraph 2d of the WHW)
- e. study load of the programme and of all study units that comprise the programme (article 7.13 paragraph 2e of the WHW)
- f. number and sequence of the exams (Article 7.13, paragraph 2h of the WHW)
- g. programme format: full-time, part-time, sandwich, according to the CROHO registration (Central Register of Higher Education Study Programmes) (Article 7.13 paragraph 2i of the WHW)
- h. format of the exams: oral, written, individual, group etc. (Article 7.13, paragraph 2l of the WHW)
- i. required sequence of exams: whether or not passing certain exams is a condition for admission to participation in teaching activities or other exams; admission standards and participation requirements for practical exercises (Article 7.13 paragraph 2s, t of the WHW)

In addition the programme-specific appendix also includes descriptions of the following:

- j. requirements related to electives and students' individual choices
- k. transitional arrangements, as referred to in Article 24 of the OER
- l. language to be used for teaching and exams (Article 7.2 of the WHW)

Article 3 – Final attainment targets of the programme (WHW, Article 7.13 par. 2c)

The goals and final attainment targets (Article 7.13 paragraph 2 sub c of the WHW) are described in the specific programme appendices.

The final attainment targets of the Master's programme either fit the internationally recognised level descriptions of the so-called Dublin Descriptors, or are in accordance with the equivalent Criteria for Academic Bachelor and Master Programmes agreed upon by the 3TU.

The *Dublin Descriptors* are:

- | | |
|---|--------------------|
| a. Knowledge and insight | d. Communications |
| b. Application of knowledge and comprehension | e. Learning skills |
| c. Critical thinking | |

The *3TU Criteria for Academic Bachelor and Master Programmes* are:

- | | |
|--|--|
| 1. Expertise in one or more academic disciplines | 5. Basic intellectual skills |
| 2. Research competence | 6. Competence in cooperation and communication |
| 3. Design competence | 7. Awareness of temporal and social context |
| 4. A scientific approach | |

Article 4 - Admission to the programme

1. Admission requirements for the Master's programme are set out in the programme-specific appendices. Admission to a Master of Science degree programme is granted if one of the prior education requirements for admission to university education, in accordance with Articles 7.30 a, b and c of the WHW is met.
2. The rules for the furnishing of proof of admission (in accordance with Article 7.30 a of the WHW) are set out by the Dean in Article 21 of the Faculty Regulations (see WHW, Article 9.15, paragraph 1h).

Article 4a - Language

1. Master's programmes at the School of Management & Governance are taught and examined in English (including papers and other assignments written by students), in accordance with the Code of Conduct Languages of Instruction of the University of Twente.
2. The final thesis is written and defended in English. Students are free to make a translation or summary in Dutch once this is necessary for the dissemination of the research results, but the final grade will be based on the original version in English.
- 2a In case writing the final thesis in English is infeasible or impracticable considering the research subject or the organization under research, the examination board may allow for a deviation of this rule. Permission to write the thesis in Dutch will only be granted on the condition that the student also writes a short version of the report in English of 4500-5500 words, based on the thesis and the thesis work. To establish the final grade, both the thesis and the short version in English will be subject to assessment.
3. Programme-specific additions to this article, as well as the way the programme guarantees that the conditions as stated in article 3 of the Code of Conduct Languages of Instruction will be satisfied, are described in the programme-specific appendix.

Article 4b – Advanced options: graduating with distinction

1. The school of Management and Governance has a regulation for graduating with distinction for the MSc programmes. If upon sitting the Master's examination, the student has given evidence of exceptional capability, 'cum laude' (with distinction) will be recorded on the degree certificate.
2. A student is considered to have exceptional capability if each of the following conditions is met:
 - a. the average mark awarded for the study units of the Master's examination is at least 8;
 - b. in the determination of this average, the units that were not evaluated with a numerical mark or for which an exemption was granted are not considered
 - c. no study unit was evaluated as not passing, and no more than one unit was evaluated with a mark of 6;
 - d. the mark for the final unit (Master's project or Master's thesis) is at least a 9
 - e. for the MSc degree programmes, a one-year Master's programme must have been completed within 15 months and a two-year Master's programme must have been completed within 30 months. For the PHO Master's programmes MEEM and MRM, all study units must have been completed within a period of time which does not exceed the nominal duration of the respective programme by more than 25%. In special cases, the Examination Board may, at its discretion, permit an excess of this time period. Special cases explicitly include (but are not limited to) the circumstances recognized for the allocation of graduation support
3. In exceptional cases the Examination Board may grant the designation of 'cum laude' if the conditions mentioned in paragraph 2 above have not been fully met. The rules applied by the Examination Board can be found in the Rules & Regulations of the Examination Board (part C, article 10).

Section 2 – Student guidance

(Article 5 – this article has been abolished)

Article 6 – Student guidance (Article 7.13 paragraph 2u of the WHW)

1. The Dean is responsible for student guidance, among others to inform the student of study opportunities within and without the programme. The Dean has given a mandate to the Programme Director of the programme to execute the tasks of student guidance.
2. Each student is appointed a study adviser.
3. The study adviser supervises the student and offers advice on study-related matters, as well as personal problems if the student so desires.
4. (not applicable)
5. (not applicable)
6. If a student wishes to make use of his/her right to specific guidance or facilities, they must contact the study adviser. The study adviser records the agreements with the student, from which agreements rights may be derived.

The following applies to special facilities:

- a. Students who fall behind in their studies through demonstrable circumstances beyond their control or personal circumstances have the right to special agreements on guidance.
- b. The right to the aforementioned agreements concerns the right to additional individual student guidance. This includes dispensation from participation in programme components and/or the use of special facilities, if necessary and possible. Such dispensation and special facilities can only be granted by the Examination Board.

Article 7 - Studying with a disability (Article 7.13, paragraph m of the WHW)

1. A disability is a protracted physical, sensory or other functional disorder that might limit the student's academic progress.
2. The extra facilities considered most effective for the student in question are discussed in an interview with the study adviser. The extra facilities are intended to safeguard the student's achievement of the final attainment targets.
3. On the basis of the interview described in paragraph 2, the student submits a written application for the facilities in consultation with the study adviser.
4. The application is submitted to the Dean of the faculty, preferably three months before the student is to participate in classes, exams and tests for which the facilities are required.
5. The application is supported by documents that can reasonably be requested in support of the application (such as a doctor's or psychologist's letter or, in case of dyslexia for example, a report by a testing bureau registered with BIF, NIB or NVO).
6. The Dean of the faculty makes a decision, within 20 working days of receipt of the application, or as earlier as the urgency of the application necessitates it, on the validity of the application as described in paragraph 3, and informs the student and the study adviser of his/her informed decision.
7. The study Adviser ensures that the relevant parties are notified in due time of the facilities granted to the student with a disability.
8. Should the Dean of the faculty turn down the application in full or in part, the Dean will inform the student of the justification for this rejection and the possibilities for making an objection and an appeal. An objection must be submitted in writing to the Student Services' [Complaints Desk](#) within six weeks of notice of the decision.
9. Should extra facilities be granted, it will be stated for what period this grant will apply. The applicant and the study adviser 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. The dean has charged the processing of the applications in paragraphs 2 to 8 to the programme director.

Section 3 - Exams

Article 8 – Frequency, periods, registration and withdrawing registration (Article 7.13, paragraph 2j of the WHW)

1. A unit of study is completed with an exam.
2. An exam can comprise one or more tests.
3. There will be an opportunity twice a year to sit written or oral tests. Practical exercises can be completed at least once per year.
- 3a Study units offered more than once per academic year may offer more than two opportunities per year to sit written or oral tests. In these cases, too, the student is authorized to sit a maximum of two tests.
4. There is in any case at least one opportunity to sit a test at the end of the period in which the applicable unit of study had been taught.
5. In contradiction with that determined in paragraph 3 of this article, an opportunity to sit a written test for a unit of study that is part of the degree programme, but which was not taught during a particular academic year, shall be offered at least once that same year.
6. In exceptional cases the Examination Board can deviate from the number of times and the manner in which tests can be taken.
- 6a. In individual cases, the Examination Board will always consult a study adviser on this decision.
7. At least one month before the start of the semester the test timetable for that semester is published with the dates and times of the written tests³. The test timetable is recorded in the SIS (Osiris) and can be consulted through the [Student Portal](#), under 'UT – course test schedule'.
8. A test can only be moved to another time slot than indicated in the test timetable with the permission of the Programme Director. Students will be informed of the change. The Programme Director must inform the Examination Board at the first meeting of the Board taking place after his decision to move the test.
9. The student is required to register for written tests via the SIS⁴. The test timetable provides information about the registration opening and closing dates for written tests.
- 9a Registration for the written test of a course is automatic in case the student subscribes for the course itself⁵.
- 9b Students of SMG's postgraduate Master's programmes are not obliged to register for the written tests of their programme.
10. Should the student fail to register before the close of registration, he will lose the right to take that particular test.
11. The student can deregister for a written test no later than the day prior to the test in question⁶.
12. Should a student fail to appear for a test for which he registered via the SIS, and for which he failed to deregister on time, in accordance with par. 11, this is recorded in the SIS as equal to a 'fail'.

Article 8a – Exam format and information about the exams

1. An exam can comprise one or several of the following types of tests:
 - a written test
 - an oral test
 - the assessment of practical exercises as meant in Article 1 (Glossary)
2. No later than two weeks before the start of the teaching period of a unit of study the responsible examiner will publish the following details about the exam:
 - the exam requirements (in any case which course material is to be tested)
 - any additional provisions
 - in case of a series of tests or a combination of test types as referred to in par. 1, the weight to be attributed to each of the constituent elements in determining the exam's final result.
3. The information referred to in par. 2 is in any case published in the electronic learning environment

³ Only written tests that round off a unit of study

⁴ Idem

⁵ More information on subscribing for courses and registration for tests can be found [here](#)

⁶ i.e., until midnight (24:00) of the day before the day of the exam

(the Blackboard site) of the unit of study in question.

Article 8b – Master’s project

1. The Master’s project (or thesis) constitutes a special form of practical exercise as meant in art. 1 (Glossary). Its duration is formally limited by the number of ECs reserved for the project in the respective Master’s programme, translated into a corresponding number of weeks (1 EC= 28 hours). At the end of the period thus established, the project is evaluated using a special Master’s thesis evaluation form. The project is concluded by a colloquium, where the student presents and defends the results.
2. At the start of the project the student draws up a time schedule for his individual project, based on the maximum duration as indicated in par. 1. This schedule has to be approved by the primary supervisor (and examiner) of the project. The start of the project is indicated on the registration form of the project in the university’s Student Mobility System (SMS).
3. In case of major problems or unsatisfactory performance by the student or the supervisors during the project, the programme director will decide on the continuation of the project. The student can contest the programme director’s decision by lodging an objection with the Examination Board.
4. Should the student, in spite of a demonstrably adequate level and quality of the supervision received, not succeed in completing the final thesis within the agreed period of time, he will be granted extra time to do so. The extra time to be granted will be bound by a limit of 50% of the maximum duration of the project as indicated in par.1. The project’s supervisors will give clear indications of the elements of the student’s work that need to be remediated and the lines along which this may be done.
5. The programme director will terminate the Master’s project if, after the extra time conceded, the student has not yet successfully completed the final thesis or no ‘green light’ has been given by the supervisors for the colloquium that rounds off the project.
6. After termination of the project as meant in par. 5, the student must file a motivated request to the Examination Board if he wants to start a new Master’s project.
7. Additional stipulations concerning the Master’s project are included in the Rules & Regulations of the Examination Board. Programme-specific rules and arrangements may be included in the programme-specific appendix.

Article 9 – Oral tests (Article 7.13 paragraph 2n of the WHW)

1. Oral tests will be conducted in public, unless the Examination Board has specified otherwise in a particular case, possibly at the request of the examiner or the student.
2. A student or examiner who wishes third parties to be present during an oral test, must inform the Examination Board at least 10 working days prior to this test.
- 2a. Master’s colloquia are exempted from this rule.
3. If the Examination Board has determined that members of the Examination Board or an observer representing the Examination Board are to be present during an oral test, it will notify the examiner and the student at least one working day prior to the test.

Article 10 - Validity of exams (Article 7.13 paragraph 2k of the WHW)

1. A successfully completed unit of study is valid for a term of 4 years.
2. The student can submit a request to the Examination Board to have the validity of a result as meant in paragraph 1 extended.
3. If an exam is composed of a series or combination of tests or test formats, the validity of test results of the individual components does not exceed the academic year in which they are achieved. The examiner of the unit of study may determine an alternative arrangement. In this case the examiner will inform the Examination Board. The alternative arrangement must be made known via the electronic learning environment (the Blackboard site) of the unit of study in question.

Article 11 – Confirmation and publication of the results (Article 7.13 paragraph 2o of the WHW)

1. The result of an exam is published via the SIS within 20 working days after the conclusion of the unit of study in question. The publication will be done by BOZ (Office of Educational Affairs).
- 1a The examiner will determine the result of an exam within 15 working days after the conclusion of the unit of study and notify the Office of Educational Affairs (“BOZ”) of the result.
- 1b No rights can be derived from exam results that have been published via Blackboard or any other medium not being the SIS.
2. The result of an oral test is made known to the student within one working day in the form of an authorized proof of result provided by the examiner.
3. The provisions of paragraph 2 do not apply if the oral test is part of a series of oral tests of the same unit of study, which take place on more than one day. In that case, the examiner determines the result within one working day after conclusion of the series of oral tests.
4. If the result for a unit of study is based on the completion of one or more assignments, or on writing a paper or thesis, then the date of submission of the final assignment, paper or thesis will count as the exam date.
5. Should the examiner not be able to meet the term as described in paragraphs 1 and 2 due to extraordinary circumstances, he/she reports this with reasons to the Examination Board. The student will be informed of the delay as soon as possible by the Examination Board whereby the new term within which the result will be made known is also communicated. If the Examination Board is of the opinion that the examiner has not met his/her obligations, it may appoint another examiner to ascertain the result of the exam.
6. If a test resit is planned shortly after the first test, the results of the first test will be published at least ten working days prior to the date of the resit.
7. The student can request a certified study progress overview from the Student Services desk in the Vrijhof if required.
8. If a student receives more than one authorized result for one and the same unit of study, the highest result will apply.

Article 12 - Right of inspection and justification (Article 7.13 paragraph 2p of the WHW)

1. The student has the right to hear a justification of the results of a test from the examiner at a post-hoc discussion. If no collective discussion is held, the student may submit a request for an individual discussion to the examiner within 10 working days of publication of the test results. This discussion, or a collective discussion, must be held within five weeks of publication of the test results, by the examiner or a substitute mandated by him.
2. The examiner responsible for the assessment of a student’s written test is also responsible for ensuring that this work is kept on file in the administration of the relevant chair or department for two years following publication of the results. The student has the right of inspection of his work during this term.
3. The Examination Board may permit deviations from the provisions of paragraphs 1 and 2.

Article 13 – Administrative errors

If, following the publication of an exam result, a marks sheet, or an overview of a student’s progress, an alleged 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.

Article 14 – Exemption from an exam or practical exercise (Article 7.13 paragraph 2 r+t of the WHW)

1. The Examination Board can, at a student's request, grant that student exemption from an exam or practical exercise. If applicable, the examiner in question may be consulted first.
2. The grounds under which the Examination Board can grant exemption from a specific exam pertain solely to the level, content and quality of exams or tests previously taken by the student, or knowledge, insight and skills acquired by the student outside of the sphere of university education.
3. Students may also be exempted from assignments or practical exercises by the Examination Board if they can demonstrate that a specific assignment or practical exercise, or the execution of such assignment or exercise, will likely place them before a moral dilemma. In such a case the Examination Board decides whether the practical exercise or assignment can be carried out in another manner, to be determined by the Board.
4. The rules enforced by the Examination Board for granting exemptions are set out in article 12 of the R&R (part C, students' charter).

Section 4 - Examinations

Article 15 - Flexible programme (Article 7.3 d of the WHW)

The Examination Board of the programme decides on requests for permission to take a flexible programme as described in article 7.3d of the WHW. The Examination Board assesses whether a flexible programme is appropriate and consistent within the domain of the programme and whether the level is high enough in light of the final attainment targets of the programme (see also article 13 of the R&R).

Article 16 – Programme examinations (Articles 7.10 and 7.13 paragraph 2a of the WHW)

1. The programme has a Master's examination.
2. The last unit for all SMG Master's programmes is the Master's project (or 'Master's assignment' or 'Master's thesis'). For all programmes (with the exception of MEEM) a colloquium is part of the final exam.
3. The result of the evaluation of the last study unit, the Master's project, will not be confirmed until all other units contributing to the master examination have been passed successfully.

Article 17 – Periods, frequency of examinations and issuing of certificates and statements (Article 7.13 paragraph 2j of the WHW)

1. In accordance with Article 7.10 paragraph 2 of the WHW, the Master's examination is deemed successfully completed if the exams in the Master's phase have been taken successfully.
2. The Examination Board declares the student to have successfully completed the Master's examination if he meets the examination requirements, and invites the student to accept the relevant certificate and marks sheet or supplement. The date recorded on the certificate - the examination date - is the date on which the student successfully completed the last remaining unit of study.
3. The student may submit a motivated request in writing to the Examination Board to postpone declaring the examination as 'successfully completed' and also to postpone the presentation of the certificate. The student must indicate the length of postponement he desires in this request.
4. The Examination Board will include the details of the stipulation in paragraph 3 in the Rules and Regulations of the Examination Boards.
5. If the student has requested postponement on the basis of paragraph 3, the examination date will be the date following postponement on which the Examination Board has decided to declare the student to have successfully completed the examination.

6. A student who has successfully completed more than one exam and to whom a certificate as referred to in paragraph 2 cannot be issued may, upon request, be given a statement to be issued by the Examination Board in which, at a minimum, the successfully completed exams are listed.

Article 18 – Degree (Article 7.19 of the WHW)

Participants who have successfully met all requirements for the Master's examination of one of the SMG degree programmes or the PHO master's programmes MEEM and MRM, are awarded a Master of Science (MSc) degree.

Article 18a – Certificate

1. The Examination Board issues a degree certificate as proof that the student has successfully passed his or her examination. The certificate will be signed by the chairman of the Examination Board. In his or her absence, it can also be signed by one of the members of the Examination Board.
 - a) If a student satisfactorily completes all study units of the Master's programme, a degree certificate may be extended upon passing the Master's project. In this case, the degree certificate for the Master of Sciences programme will be signed by the two supervisors with authority to conduct the examination. For the PHO Master's programmes MEEM, MPM and MRM, the diploma will be signed by an examiner and the PHO programme director.
2. The certificate will state the following (WHW, Article 7.11):
 - a) the student's name and date of birth;
 - b) the programme concerned;
 - c) the examination concerned;
 - d) the date on which the examination was completed;
 - e) where applicable, the degree awarded (WHW, Article 7.10a);
 - f) where applicable, the powers/authorities associated with the degree (taking account of WHW, Article 7.6, paragraph 1);
 - g) where applicable, the date on which the programme was most recently accredited or passed the initial accreditation assessment (WHW, Article 5a.11).
3. On an appendix that is part of the certificate (WHW, Article 7.11), the various components that comprised the examination and the marks awarded for these components will be included. In addition, the certificate will state the components that are not included in the examination but in which the student was examined at his or her request before the result of the examination was determined, providing that these components have been passed. The appendix will be part of the diploma supplement referred to in the following paragraph.
4. A diploma supplement will be appended to the certificate for the successfully completed examination. The purpose of the supplement is to provide information on the nature and content of the completed programme, partly for the purposes of the international recognition of programmes. This supplement will always contain the following information:
 - a) the name of the programme and the name of the University;
 - b) the fact that it is a programme in academic education;
 - c) a description of the content of the programme; where applicable also stating the specialization taken;
 - d) the study load of the programme.
5. If the student is awarded the designation of 'cum laude' upon graduation, this will be stated on the degree certificate.
6. Students who have successfully completed more than one exam and to whom no degree certificate as referred to in paragraph 1 of this Article can be issued will on request be provided with a written statement from the Examination Board listing in any event the examinations they have passed (WHW, Article 7.11, paragraph 5).

Section 5 - Appeal and objections

Article 19 - Individual appeals and objections (Article 7.61 of the WHW)

An appeal against a decision made by the Examination Board or an examiner, and objections to decisions made by the Dean on the basis of these regulations, must be submitted in writing to the Student Services' [Complaints Desk](#), within six weeks of notice of the decision .

Article 19a – Hardship clause

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

Section 6 - Conflicts, amendments and implementation

Article 20 - Conflict with the regulations

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

For the purposes of international cooperation with higher education institutions abroad, the arrangements made between the School of Management and Governance and foreign institutions may differ from the regulations of this OER. Arrangements made with foreign institutions that differ from the arrangements in this OER will be announced as quickly as possible and set out in the programme-specific appendix (part B2).

Article 21 - Amendments to the regulations

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

Article 22 - Transitional arrangements

1. In case of amendment of the Teaching and Examination Regulations, the Dean may decide on a transitional arrangement with a predetermined term of validity.
2. The transitional arrangement will be published on the applicable programme's website.
3. Points of departure for a transitional arrangement if a degree programme is changed:
 - a) changes to a study programme are published before the start of the academic year in which they are to apply
 - b) no guarantee can be given that all the units of study of a programme, as these were defined upon a student's registration with the programme, will actually be taught in the degree programme. The degree programme as most recently authorized by the Dean is taken as the basis for establishing the results of the Master's examination.
4. The transitional arrangement shall at all events include:
 - a. which lapsed units of study are equivalent to which units of study, or part thereof, in the changed degree programme as recorded in the programme-specific appendix;

- b. that if a unit of study that does not involve a practical exercise is deleted from a programme, then students are to be given at least two opportunities in the following academic year to take the relevant exam, either orally or in writing, or to undergo another form of assessment;
 - c. that if a unit of study that involves practical exercises is removed from a programme, and during that academic year no opportunities are offered to carry out these practical exercises, at least one unit of study is designated to replace the lapsed unit of study;
 - d. the term of validity of the transitional arrangements.
5. The stipulations in paragraph 4 of a transitional arrangement must be approved by the Examination Board
 6. In exceptional cases, and if this is to the student's advantage, the Examination Board may allow a deviation from the number of times and the way in which exams must be taken for a lapsed unit of study.

Article 22a - Review of the Teaching and Examination Regulations

1. The Dean is responsible for the regular review of the Teaching and Examination Regulations and takes into account the resultant study load for the students to enable this to be monitored and adjusted if necessary.
2. In accordance with article 9.18 of the WHW, the Programme Committee is responsible for issuing an advice on the Teaching and Examination Regulations as well as the annual assessment of the manner in which the Teaching and Examination Regulations are executed.

Article 23 - Publication

The Teaching and Examination Regulations (OER) and the rules and regulations of the Examination Boards are published via the website of the programme in question.

Article 25 – Date of commencement

The date of commencement of these regulations is 1 September 2013

B2 Programme-specific Appendices

B2a: Programme-specific appendix to the OER 2013-2014

For the Master of Science programme

Business Administration

1. *Objectives (subject 1 NVAO accreditation system)*
 - 1a Profile of the programme
 - 1b Final attainment targets of the programme (OER, art. 3)
 - 1c Level of the programme (facet 2 NVAO accreditation system; OER, art. 3)
2. *Composition of the programme*
 - The content of the programme and its associated examination (OER, article 2.1a)
 - Nature of the programme (OER, Article 2.1g)
 - Study load of the programme and of each of the study units making up the programme (OER, article 2.1e)
 - The exam formats (OER, article 2.1h)
 - Number and sequence of exams and practical exercises (OER, article 2.1f)
 - Required sequence of exams (OER, article 2.1i)
3. *Coherence and didactic concept (facet 6 NVAO accreditation system)*
(not yet included)
4. *Electives and practical exercises*
 - 4a Content of the specializations (OER, Article 2.1b)
 - 4b Requirements related to electives and student's individual choices (OER, 2.1j)
 - 4c Content of practical exercises (OER, article 2.1d)
5. *General information*
 - 5a Admission to the programme (OER Article 4)
 - 5b Language of teaching and exams (OER article 2.1l)
 - 5c International cooperation
 - 5d Programme Committee (OLC) and Examination Board
6. *Transitional arrangements (OER, article 2.1k; OER, article 22)*

1. Objectives

1a. Profile of the programme

The Master of Science in Business Administration programme is an academic graduate programme at the master's level, which offers students the opportunity to advance their general business administration knowledge, as well as to develop scientific expertise in one of the following career orientations: Financial Management; Human Resource Management; Information Management; Innovation & Entrepreneurship; International Management; and Service & Change Management.

The MSc BA programme aims to provide the student with qualifications for a position appropriate to a master's degree-holder within the practice of business administration. Additionally, the programme also provides its graduates with sufficient qualifications for scientific research in business studies and/or for further study in a research master and/or a PhD.

The profile of the Master's of Science in Business Administration programme can be characterised with the following keywords: scientifically formulated and academically sound; problem-oriented; multi-disciplinary; oriented to the organizational environment; innovative and entrepreneurial; internationally-oriented; and, socially-responsible business practices.

1b. final attainment targets of the programme

Table 1: Final attainment targets of the MSc programme in Business Administration

<p>Aims</p> <ul style="list-style-type: none">- to provide a broad and in-depth education in business and management that has high academic standards and exposure to real-life business practice;- to deliver students with the state-of-the-art knowledge, skills and attitude in business administration as well as in one of the specialisation areas;- to deliver students with qualifications for a senior executive level position in a company and/or for further study in a Research Master or PhD.
<p>Intended Learning Outcomes</p> <p>1. <u>Core knowledge</u></p> <p>On completion of the MSc programme, our graduates will be able to demonstrate mastery to the forefront of theoretical and practical knowledge and understanding of:</p> <p>1.1 advanced issues related to business administration and one career orientation.</p>
<p>2. <u>Academic competences</u></p> <p>On completion of the MSc programme, our graduates will be able to:</p> <p>2.1 independently and critically describe, structure and analyse complex organisational problems and processes within the career orientation;</p> <p>2.2 independently apply and/or test current theories, models and methods in the analysis of complex organisational problems and processes within the career orientation;</p> <p>2.3 independently draw and support reasoned conclusions and recommend solutions of complex organisational problems and processes within the career orientation;</p> <p>2.4 independently set up and manage complex projects and processes within the career orientation.</p>

3. Generic competences

On completion of the MSc programme, our graduates will be able to:

- 3.1 identify and evaluate all relevant external interactions with organisational decisions;
- 3.2 systematically collect, assess and analyse information from all relevant sources using advanced means;
- 3.3 demonstrate all relevant effective individual and inter-personal skills;
- 3.4 give a structured presentation, both orally and in writing, on a topic in business administration to both specialist and non-specialist audiences.

1c. Level of the programme

(not yet included)

2. Composition of the programme

The Master's programme consists of 60 EC (1 year, 1680 hours) (see also section 7.4a, paragraph 1, Higher Education and Research Act).

The following career orientations within the Business Administration programme are offered:

- Innovation & Entrepreneurship (INN&ENT);
- International Management (INT);
- Service & Change Management (SCM);
- Human Resource Management (HRM);
- Financial Management (FM);
- Information Management (INF).

Table 2 shows the study units (courses) making up the programme and the study load in EC (1 EC = 28 hours) per unit. The table also shows the exam format for the academic unit and any applicable prerequisites.

Table 2 Curriculum 2013-2014, MSc in Business Administration

Start Master Business Administration per September 2013				
		EC	exam format	prior knowledge
Q1				
	Compulsory Courses			
201000008	Accounting & Financial Management	5	SPSA	
201200009	Managing Change & Human Resources	5	PSA	
	Elective	5		
Q2				
	Compulsory Courses			
201200010	Global Strategy & Marketing	5	SPSA	
201300075	Management of Organisation, Operations and Technological Innovation	5		
	Elective	5		
Q3				
194110080	Master class Financial Management	5	PSA	Recommended: 2 track courses + 20 EC
194115060	Master class Human Resource Management	5	PSA	
194105060	Master class Information Management	5	PSA	
194120120	Master class Innovation & Entrepreneurship	5	PSA	
194119050	Master class Service Management	5	PSA	
194100040	Master's thesis	10	PSA	Obligatory: 20 EC
Q4				
194100040	Master's thesis	15	PSA	
Total EC				

Start Master Business Administration per February 2014				
		EC	exam format	prior knowledge
Q1				
	Compulsory Courses			
201000008	Accounting & Financial Management	5	SPSA	
201300075	Management of Organisation, Operations and Technological Innovation	5		
	Elective	5		
Q1				
	Compulsory Courses			
201200010	Global Strategy & Marketing	5	SPSA	
201200009	Managing Change & Human Resources	5	PSA	
	Elective	5		
Q1				
194110080	Master class Financial Management	5	PSA	Recommended 2 track courses + 20 EC
194115060	Master class Human Resource Management	5	PSA	
194105060	Master class Information Management	5	PSA	
194120120	Master class Innovation & Entrepreneurship	5	PSA	
194100040	Master's thesis	10	PSA	
Q1				
194100040	Master's thesis	15	PSA	
Total				

Key to exam formats:

- S written exam
 PS practical exercise(s) with written report
 PSA practical exercise(s) with written report and oral discussion
 SPSA written exam and practical exercise(s) with written report and oral discussion
 PSS practical exercises or assignments, written and/or oral evaluation thereof, written exams. The examination may only be sat if the practical exercises have been performed and the report of the practical exercises has been evaluated as passing.
 PSM as PSS, but generally with oral exam.

Students following the career orientation “International Management” need to choose the master class that best fits their thesis topic.

In the table below the electives belonging to the different career orientations are given.

Code	Course Name	Q
Innovation & Entrepreneurship		
194108040	Business Development in Network Perspective, OR	1
194111500	Innovation and Technology Dynamics	3
194108030	Principles of Entrepreneurship	2
201100054	Supply Chain Management and Innovation	2
201000156	International Entrepreneurship	4
Financial Management		
201000087	Entrepreneurial Finance	1
194110070	Corporate Finance for BA	2
201000234	Risk Management for BA	3
191861641	Financial Accounting	4
194105070	Information Systems for the Financial Services Industry	4
Human Resource Management		
194120140	HRM, Innovation and Entrepreneurship	1
194120090	Managing Human Resource Flows	2
194120130	Transformation of the HR Function with IT	3
193140040	Design of Work Systems & Employment Relations	4
Service & Change Management		
193190000	Managing Service Organizations	1
194115030	Professional Service Provision	2
194120130	Transformation of the HR Function with IT	3
192340101	Implementation of IT in Organizations	3
193140040	Design of Work Systems & Employment Relations	4
194105070	Information Systems for the Financial Services Industry	4
Information Management		
192350200	E-strategizing	1
201100051	Information Services	2
192340101	Implementation of IT in Organizations	3
194120130	Transformation of the HR Function with IT	3
194105070	Information Systems for the Financial Services Industry	4
International Management		
194108040	Business Development in Network Perspective, OR	1
194111500	Innovation and Technology Dynamics	3
194120140	HRM, Innovation and Entrepreneurship	1
201100054	Supply Chain Management and Innovation	2
194110070	Corporate Finance for BA	2
201000156	International Entrepreneurship	4

Start Master Business Administration per September 2013 – TU Berlin Students				
		EC	exam format	prior knowledge
Q1				
201200008	Accounting & Financial Management	5	PSS	
201200009	Managing Change & Human Resources	5	PSA	
	Elective	5		
Q2				
	Elective	5		
	Elective	5		
	Elective	5		
Q3				
194120120	Master class Innovation & Entrepreneurship	5	PSA	Recommended: 2 track courses + 20 EC
194100040	Master's thesis	10		Obligatory: 20 EC
Q4				
194100040	Master's thesis	15		
Total EC		60		

Electives		
194108040	Business Development in Network Perspective	Q1
201000087	Entrepreneurial Finance	Q1
194120140	HRM, Innovation & Entrepreneurship	Q1
201100051	Information Services	Q2
194108030	Principles of Entrepreneurship	Q2
201100054	Supply Chain Management and Innovation	Q2

3. Coherence and didactic concept

(not yet included)

4. Electives and practical exercises

4a. Content of the specializations

Students can set a career orientation by means of elective courses and the choice of the Master's thesis (see paragraph 2 above). In case students do not set a career orientation, no career orientation will be mentioned on the diploma supplement.

4b. Requirements related to electives and student's individual choices

See the information in paragraph 2 above.

4c. Content of practical exercises

A practical exercise is a study unit or a component of a study unit whereby the emphasis is on the student's activity, such as:

- preparing a literature review, a paper or a design project, thesis, article, or position paper, or delivering a public presentation;
- a design or research assignment, tests and experiments, practical exercises, skills practice;
- work placement, fieldwork or excursions;
- participation in other required learning activities aimed at achieving the desired skills.

Practical exercises are generally part of a study unit for which there is a responsible examiner. The structure of the practical exercise(s) is described in general terms in OSIRIS, and in more detail on Blackboard at the beginning of the programme.

The Master's assignment (or Master's project or Master's thesis) is not supervised by a single responsible instructor; instead, a Master's committee is assembled for each assignment. The Master's project is an individual project, and is evaluated on an individual basis. The Master's project tests the student's competence in the integrated application of the knowledge, comprehension and skills covered in the study units. The Examination Board prescribes an evaluation checklist to help ensure the quality of the evaluation. More practical information on the Master's assignment is found in the Master's thesis manual, which can be found through the Blackboard site of the Master's assignment BA.

5. General information

5a. Admission to the programme

A request to be admitted to the programme is assessed by an admission committee that consists of the following programme directors:

- T. Bondarouk PhD (BA)
- Prof. R. Hoppe PhD (PA)
- Prof. N.S. Groenendijk PhD (ES)
- L.M.G. Steuten PhD (HS)
- E.W. Hans PhD MSc (IE&M)
- Prof O.A.M. Fisscher PhD MSc (post-academic programmes).

The assessment of all applicant skills is based on academic background. The regulations for the different educational backgrounds are:

- Dutch Research University Degree

- A Bachelor's degree in Business Administration awarded by a Dutch university*
Applicants with a Bachelor's degree in Business Administration awarded by a Dutch research university will be admitted to the programme. With regard to proficiency in English, the admissions committee decides whether additional requirements should be set or a diagnostic test should be taken.
- Another Bachelor's degree awarded by a Dutch university*
Applicants with another Bachelor's degree in a related field awarded by a Dutch research university will be admitted after completion of a pre-master's programme. The admissions committee determines whether or not a pre-master is awarded and depending on the bachelor programme determines the content of the pre-Master's programme. The applicant must have successfully completed the entire pre-Master's programme within 12 months⁷
- Another Bachelor's degree awarded by the University of Twente*
Applicants with a Bachelor's degree other than Business Administration awarded by the

⁷ Per course of the pre-Master's programme no more than two attempts are permitted to sit the corresponding exam. If the student fails to successfully complete the pre-Master's programme on time, he/she will not be admitted to the Master's Programme.

University of Twente may be admitted to the programme after completion of a pre-master programme. The admissions committee determines the content of the pre-Master's programme, depending on the Bachelor's programme. The applicant must have successfully completed the entire pre-Master programme. For information concerning the admission: <http://master.utwente.nl/ba/toelating/doorstroom.doc/>

- Degree from a Dutch college for higher professional education (HBO)

a. *A Bachelor's degree in a related field awarded by a Dutch University (college) for higher professional education*

Students with a Bachelor's degree in a related field awarded by a Dutch University (college) for higher professional education will be admitted to the Master's programme if:

- they have successfully completed the pre-Master's programme within a period of twelve months⁸. The admissions committee determines the content of the pre-Master's programme.

The admissions committee determines whether or not a pre-Master is awarded, based on:

- Academic Record;
 - the content of the Bachelor's programme and the institution.
 - Proficiency in Mathematics A1,2 or B1 at pre-university education level (*Dutch: VWO*)
- a CGPA of at least 7.5 or GMAT test score of at least 600.
- Curriculum Vitae
- a letter of motivation;
- two letters of recommendation

b. *A different Bachelor's degree awarded by a Dutch University (college) for higher professional education*

Applicants with a degree in a non-related field are assessed on an individual basis.

For more information about the admission criteria for Bachelor's degrees from Dutch universities for higher professional education see the [website](#).

- Non-Dutch University Degree

The admissions committee will assess Bachelor's degrees awarded by a non-Dutch university on an individual basis. The assessment of the applicant's competencies will be based on:

- Academic record
 - a [NUFFIC credential evaluation](#);
 - content of the degree (field related);
 - Courses in mathematics, statistics and scientific research knowledge
- IELTS overall band score of at least 6.5 www.ielts.org, or a TOEFL internet-based (TOEFL-iBT) score of at least 90
- Curriculum Vitae
- a letter of motivation;
- two letters of recommendation
- a GMAT test score of at least 600.

For more information about the admission criteria for Bachelor's degrees from non-Dutch universities see the [website](#).

5b. Language of teaching and exams

The Master's programmes are taught in English. This means not only that courses are given in English, but the course materials (textbooks, readers, etc.) will be in English, as well as all exams and practical exercises (projects and assignments) and the Master's assignment.

⁸ As note 5.

To safeguard the quality of teaching and examination in the English language, MG has taken the following measures:

- An assessment is made of all MG teaching staff and examiners as to their command of the English language. If their IELTS score is slightly below the established minimum level, they will be allowed a remediation period. Failing to meet the standard after this period will lead to exclusion from the English-language programme. Any newcomers will be assessed upon their entry.
- Inclusion of specific demands on their proficiency in the English language in the admission requirements for the MG English language programmes, wherever a sufficient command is not warranted by the candidates' prior education.

5c. International cooperation

A double degree programme has been developed in cooperation with Technische Universität Berlin from Germany.

- Master Innovation Management and Entrepreneurship (2 years): double degree MSc Business Administration University of Twente (NL) and MSc Technische Universität Berlin (Germany).

5d. Programme committee (OLC) and Examination Board

The members of the educational programme committee (OLC) are appointed by the Dean of the faculty every (two) year(s) (faculty regulations article 13). The most up-to-date composition of the committee can be found at the webpage of the [programme committees](#). Correspondence with the committee goes through olcsecretaris@mb.utwente.nl. For more information contact the administration office on (053 489)3200.

Members of the Examination Board are appointed by the Dean of the faculty every two years (faculty regulations article 12). The most up-to-date composition of the Board can be found at the [webpage of the Examination Boards](#). Correspondence with the Boards goes through mastersgriffie-mb@utwente.nl. For more information contact the administration office on (053 489)3200.

6. Transitional arrangements

193160010 *Accounting, Finance and Management (AFM)*

Students who were registered for the Business Administration programme prior to the academic year 2012/2013 and did not participate in the course Accounting, Finance & Management (193160010) or did participate but did not successfully complete the group case work need to register for the course Accounting & Financial Management (201200008).

194120100 *HRM and Organizational Development (HRM&OD)*

Students who were registered for the Business Administration programme prior to the academic year 2012/2013 and did not pass the course HRM&OD (194120100) need to register for the course Managing Change & Human Resources (201200009).

194117020 *Innovation and Regulation*

Students who were registered for the Business Administration programme prior to the academic year 2012/2013 and did not pass the course Innovation & Regulation (194117020) need to register for one of the other Business Administration electives.

201000068 *Dynamics of Strategy: Organization and Environment (DoS)*

Students who were registered for the Business Administration programme prior to the academic year 2012/2013 and did not pass the course Dynamics of Strategy (201000068) need to register for the course Global Strategy & Marketing (201200010).

201100055 *Marketing of Product Innovation and Services (MPIS)*

Students who were registered for the Business Administration programme prior to the academic year 2012/2013 and did not pass the course Marketing of Product Innovation & Services (201100055) need to register for the course Global Strategy & Marketing (201200010).

194105050 *Leadership, Organizational Change and Consultancy (LOCC)*

Students who were registered for the Business Administration programme prior to the academic year 2012/2013 and did not participate in the course Leadership Organisational Change & Consultancy (194105050) or did participate but did not successfully complete the group paper with a sufficient mark needed to pass the course, must take the substitute and similar course Management Change & Human Resources (201200009).

194119050 *Master class Service Management (Q1)*

Students from the track Service & Change Management (194119050) from the February intake need to register for the Master Class HRM Methodology (194115060) in Quartile1.

191880710 *International Management*

Students who were registered for the Business Administration programme prior to the academic year 2013/2014 and who did actively participate but did not successfully pass the exam are given two additional attempts for the course International Management (191880710); in Q1 (1st attempt) and Q2 (2nd attempt) in the academic year 2013/2014.

191880720 *Management in Emerging Economies*

Students who were registered for the Business Administration programme prior to the academic year 2013/2014 and who did actively participate but did not successfully pass the exam are given two additional attempts for the course Management in Emerging Economies (191880720;) in Q2 (1st attempt) and Q3 (2nd attempt) in the academic year 2013/2014.

191880750 *Master class International Management*

Students who were registered for the Business Administration programme prior to the academic year 2013/2014 and did not (yet) pass the Master class International Management (191880750) need to register for the master class that fits the topic of their master thesis.

191810840 *Management & Organization of Technological Innovation*

Students who were registered for the Business Administration programme prior to the academic year 2013/2014 and who did actively participate but did not successfully pass the exam are given two additional attempts for the course Management & Organization of Technological Innovation (191810840); in Q3 (1st attempt) and Q4 (2nd attempt) in the academic year 2013/2014.

201000088 *Organization, Technology and Innovation Management*

Students who were registered for the Business Administration programme prior to the academic year 2013/2014 and who did actively participate but did not successfully pass the exam are given two additional attempts for the course Organization, Technology and Innovation Management (201000088); in Q2 (1st attempt) and Q3 (2nd attempt) in the academic year 2013/2014.

B2b: Programme-specific appendix to the Students' charter 2013-2014

For the Master of Science programme

European Studies (ES)

1. *Objectives (subject 1 NVAO accreditation system)*
 - 1a Profile of the programme
 - 1b Final attainment targets of the programme (OER, art. 3)
 - 1c Level of the programme (facet 2 NVAO accreditation system; OER, art. 3)
2. *Composition of the programme*
 - The content of the programme and its associated examination (OER, article 2.1a)
 - Nature of the programme (OER, Article 2.1g)
 - Study load of the programme and of each of the study units making up the programme (OER, article 2.1e)
 - The exam formats (OER, article 2.1h)
 - Number and sequence of exams and practical exercises (OER, article 2.1f)
 - Required sequence of exams (OER, article 2.1i)
3. *Coherence and didactic concept (facet 6 NVAO accreditation system)*
4. *Electives and practical exercises*
 - 4a Content of the specializations (OER, Article 2.1b)
 - 4b Requirements related to electives and student's individual choices (OER, 2.1j)
 - 4c Content of practical exercises (OER, article 2.1d)
5. *General information*
 - 5a Admission to the programme (OER Article 4)
 - 5b Language of teaching and exams (OER article 2.1l)
 - 5c International cooperation
 - 5d Programme committee (OLC) and Examination Board
6. *Transitional arrangements (OER, article 2.1k; OER, article 22)*

1. Objectives

1a. Profile of the programme

The programme of the Master of Science programme in European Studies is characterized by

- its focus on the relationship between public administration and its societal context from a European-level administrative and policy perspective;
- its emphasis on a multidisciplinary approach (i.e. political science, law, economics and sociology in the context of public administration research) and the ability to apply these disciplinary methods and approaches – either individually or together – to European public administration issues;
- a scientific approach;
- its aspiration to achieve outstanding quality;
- its practice-oriented nature.

The referent object of our teaching in European Studies is the multilevel character of European governance. In general, the term multilevel governance expresses the complexity of contemporary policy-making by emphasizing the need to go beyond traditional ways of thinking. 'Multilevel' points at the intertwinement of local, regional, national, continental and global oriented governmental institutions. These institutions and their agents are functioning in an open 'multilevel' structure rather than closed sub-state, state, and interstate structures. In EU Studies, the component 'multilevel' points at the intertwinement of political processes at the regional level ('Europe of the Regions'), the level of the member-states and the level of the EU institutions in (mainly) Brussels.

There is no consensus about the definition of governance. In general, 'governance' refers to the intertwinement of public and private spheres, pulling attention to a new division of labour between them. The debate is to what extent societies are (and should be!) ruled by market forces, state power and/or civil society organizations. Questions of legitimacy, legal order, societal stability, privatization and public responsibility intertwine – and require multidisciplinary approaches.

Multilevel governance is also the overarching theme in our research programmes. While staff members are pioneering at the edges of understanding multilevel governance, teaching focuses on the institutional and the thematic contexts of European governance:

- **The institutional context:**
 - Internally: **How Europe Hits Home.** We like to study and teach the structure and policies of international organisations and their institutions active in Europe in relation to the structure and policies of their (candidate) member-states.
 - Externally: **How Europe Fits the World.** We like to analyse and discuss the role of European organisations and their member-states in global international organisations, as well as their relations with regional international organisations and national states.
- **The thematic context:**
 - Internally: **How Europe Hits Home.** We like to study and teach the development of the integration discourse (including the processes of widening and deepening), the social policies in the EU, European Security, the democratic deficit, and European environmental issues.
 - Externally: **How Europe Fits the World.** We like to address North-South issues, developments in the world economy, the development of international public law (including the law of international organisations), and the study of violent conflict and of human rights issues.

Both contexts are squared with theoretical and methodological insights and questions from four basic disciplines: economics, law, political science and sociology, as well as their interdisciplinary contexts. European Studies provides *standard* knowledge of and theoretical insight in:

- Related to Economics: the common economic policies of the EU, the EU budget; economic and monetary governance issues, including the functioning of the internal market and the Economic and Monetary Union (EMU); and theories about international economic relations, particularly between the EU and other trading-blocs;

- Related to Law: European Law; international public law; law of international organisations; and legal theory;
- Related to Political Science: the functioning and legitimacy of European international organizations and their institutions; political integration processes and theories; EU foreign policy and international relations theory;
- Related to Sociology: sociological integration theories, specifically in face of the (im)possibilities of an emerging European welfare-‘state’ and European social policies.

Each of the sub-themes forms a specialisation by itself. The strength of the programmes consists of the combination of disciplinary perspectives: a graduated student surveys the width of issue-areas and knows where to find specialised expertise to work out comprehensive policy scenarios. Therefore, he/she can arrive at policy-oriented insights that cannot be expected from specialists in specific sub-fields.

More information

www.utwente.nl/mb/

For further information on the content of the different components of the exam we refer to the course programme and Osiris.

1b. Final attainment targets of the programme

The final attainment targets or exit qualifications of the programme are defined as follows:

1. From a student graduated in European Studies is expected that he:
 - can systematically analyze (changes in) socio-administrative problems and structures;
 - can incorporate several relevant disciplines and scientific methods in analyzing socio-administrative problems and structures;
 - is able to establish cohesion between several relevant disciplines and scientific methods;
 - is able to design effective administrative structures on the basis of the skills listed above;
 - can make a well-substantiated contribution to the implementation of structures developed in a democratic, constitutional administrative system.
2. From a student graduated in European Studies is expected that he has at least knowledge and theoretically founded insight in:
 - European law;
 - EU economic policy and international economic relations theory;
 - sociological theories regarding European integration, particularly in terms of developing a ‘welfare state’ and EU social policy;
 - the functioning and legitimacy of European international organizations and their institutions, political integration processes and theories and theories regarding the international system.
3. An effective European Studies graduate has an overall picture of the range of issues involved, knows when and where to acquire more specific expertise and can effectively analyze concrete administrative and policy issues. He can arrive at relevant policy insights which would normally be out of reach of specialists in one of the subfields.

1c. Level of the programme

In accordance with Art. 3 of the OER, the final attainment targets of the programme match those of the general, internationally accepted descriptions of the qualifications of an academic Master’s programme. The table below shows how the final attainment targets of the Master’s programme in European Studies are related to the level descriptions of the so-called Dublin Descriptors.

Table 1: The match between final attainment targets and the Dublin Descriptors

Final attainment targets European Studies	Dublin Descriptors
The student is familiar with the existing knowledge base and is able to increase its width and depth through study. The student has the competence to acquire new scientific knowledge through research. For this purpose, research means: the development of new knowledge and new insights and understanding in a purposeful and methodical way.	(1) Knowledge and understanding (2) Applying knowledge and understanding (3) Making judgements
The student has the competence for design. Designing is a synthetic activity aimed at the realisation of new approaches, solutions and the sensible use of measures in the public domain. The student has a systematic approach characterised by the development and use of theories, models and coherent interpretations. They have a critical attitude and insight in the nature of scientific work.	(1) Knowledge and understanding (2) Applying knowledge and understanding (3) Making judgements (5) Learning skills
The student is competent in reasoning, reflection and forming a judgement in the context of the discipline.	(1) Knowledge and understanding (2) Applying knowledge and understanding, (5) learning skills
The student has the competence of being able to work with and for others. This requires adequate interaction, a sense of responsibility, leadership and communication with colleagues and non-colleagues. The student has competences to participate in scientific or public debate.	(2) Applying knowledge and understanding, (3) making judgements (4) communication
Beliefs and methods have their origin and decisions have social consequences in time. The students are aware of the temporal and social context of their work and have the competence to integrate these insights into their work.	(2) Applying knowledge and understanding, (3) making judgements (5) learning skills

2. Composition of the programme

The master programme has a studyload of 60 EC or 1680 hours (see section 1 of article 7.4a of the WHW). The programme is fulltime and has one exam, the master exam after one 1 year. The curriculum of the master programme has two semesters in every academic year with each two quartiles of ten weeks. In general in every quartile 3 courses of 5 EC (3 * 140 hours) are scheduled. Every quartile is closed with two exam weeks. Further information on the education schedule and the exam schedule can be found on the [webpages for ES](#).

In table 2 is indicated the study load of the programme and every single educational unit (section 2e of article 7.13 of the WHW 7.13, article 4 of this charter): see the column "EC" (1 EC = 28 hours). In addition the tables indicate the exam formats and prior knowledge requirements.

- If the successful completion of another exam is a condition for the admission of doing the specific exam. These prior knowledge requirements are mentioned in the column "obligatory prior knowledge" (section 2s of article 7.13 of the WHW);
- If the examiner thinks meeting the final terms of another exam is necessary (not successful completing the exam of the other course does not exclude the student from the specific exam), this is mentioned in the column "necessary prior knowledge"

- If the participation in practical exercises is obligatory in view of doing the specific exam (section 2t of article 7.13 of the WHW 7.13 and article 16 of this charter): see the column “test format”;
- If exams are taken orally, in writing or in another way (section 2l of article 7.13 of the WHW).

For the manner in which the exams are taken in the column “exam format” the following codes apply:

S	=	written exam;
PGI	=	practical exercise as a group; a written report of this exercise by group and (as far as possible) individual assessment of the manner in which the student has participated in the activities as a group;
PS	=	practical exercises and a written report of these practical exercises;
PSS	=	practical exercises or assignments, a written or oral report of these exercises or assignments, written exam. It is only allowed to participate in the exam if the practical exercises have been carried out and the report of these practical exercises has been assessed with a sufficient result.
PSM	=	like PSS, but in principal an oral exam;
BZS	=	supervised self study
BAM	=	in accordance with rules as set out in the regulations on the Master's assignment.

Further details can be found in OSIRIS and/or will be announced in time by the examiner in conformance with what is said in article 4, “Rules and Regulations of the Examination Boards”.

For more information on the content of the educational units we refer to OSIRIS and Blackboard.

A) Master's Programme European Studies (1 year, 60 EC)

The **general programme** of the master's programme European Studies consists of six core courses of 5 EC each, the master class of 5 EC and the master's thesis of 25 EC. Instead of the general programme students can choose a **specific Regulation module** which also consists of six core courses of 5 EC each, the master class of 5 EC and the master's thesis of 25 EC. In the Regulation module three core courses of the general programme are replaced by three specialized courses on regulation.

Table 2: Curriculum of the general MSc programme European Studies and the specific Regulation module European Studies 2012-2013

Code	Course name	General programme	Regulation module	Exam format	Prior knowledge (required or obligatory)
		EC	EC		
Q 1					
191764190	European Institutions	5	5	PSS	
191764160	European Union Law	5	5	PSS	
201100077	Policy Analysis in Public and Technological Domains	5		PSS	
194101150	Theories of regulation		5	PSS	
Q 2					
191763200	European Economic Policies	5	5	PSS	191764190 (required)
191764180	International Relations Theory and EU Foreign Policy	5		PSS	
191763810	European Social Policies	5		PSS	
194101160	European Regulatory Governance		5	PSS	191764190 + 194101150 (required)
194101200	Current Topics in Regulation		5	PS	
Q 3					
194119080	Master class European Studies	5	5	PS	
194128051	Master's thesis European Studies	10	10	BAM	20 EC (obligatory)
Q 4					
194128051	Master's thesis European Studies	15	15	BAM	20 EC (obligatory)
Total		60	60		

B) Master Double Diploma Programme European Studies (1.5 year, 90 EC)

Students can also choose the one and a half year master's programme offered by the University of Twente (The Netherlands) and the Westfälische Wilhelms-Universität Münster (Germany). This programme leads to the double diploma. In this case students follow six additional relevant courses of 5 EC each (30 EC in total) offered by the Westfälische Wilhelms-Universität Münster in the second semester (the German 'Summer Semester'). The specific courses will be made known during the first semester of the academic year.

Students who follow the double diploma programme can choose to start their master's programme in the second semester in Münster or in the first semester in Twente. Therefore from the academic year 2008-2009 on the master class (194119080) and the master's thesis (194128051) are also offered to the students in the first semester (in addition to the second semester).

3. Coherence and didactic concept

The Master's programme in European Studies has a clear structure with the central 1-year programme and two options: (a) the 1.5 year double diploma programme (Twente/Münster), and (b) the regulation module within the 1-year programme. The didactic concept of the MSc- programme reflects the professional and academic master level by demanding high levels of autonomy and integration in both course work and thesis work.

High level of autonomy: The programme aims at increasing students' autonomy to the highest possible level. This is clear from the way acquired knowledge and skills in all courses are being tested: by means of practical exercises or assignments, oral or written reporting of findings and results, and a final written exam and/or essay. The final exam/essay is open to students only if all previous assignments have been completed satisfactorily.

High level of integration: The master European Studies is a training to perform research, but also a test of competences. The aim is that students demonstrate that they are able to integrate theoretical perspectives and research skills in an applied scientific context.

4. Electives and practical exercises

4a. Content of the specializations

As mentioned before the student can choose the general one year master's programme at Twente, the specific one year Regulation module at Twente or the one and a half year double diploma master's programme offered by the University of Twente (The Netherlands) and the Westfälische Wilhelms-Universität Münster (Germany).

4b. Requirements related to electives and student's individual choice

The only extra requirement is admittance by the Westfälische Wilhelms-Universität Münster (Germany) for the one and a half year double diploma master programme.

4c. Content of practical exercises

A practical exercise is a study unit or component of a study unit, in which the emphasis is on the activity of the student himself or herself, such as:

1. Doing a literature study, making an assignment or policy design, writing a thesis, an article or 'position paper' or taking care of a public presentation;
2. Executing a design- or research assignment, participating in practical exercises, exercising skills;
3. Doing an internship, participating in field work or an excursion;
4. Participating in other required learning activities aimed at achieving the desired skills.

Practical exercises are generally part of a study unit for which there is a responsible examiner. The structure of the practical exercise(s) is described in general terms in OSIRIS, and in more detail on Blackboard at the beginning of the programme.

The Master's assignment (or Master's project or Master's thesis) is not supervised by a single responsible instructor; instead, a Master's committee is assembled for each assignment. The Master's committee for the Double Diploma of the University of Twente and the Westfälische Wilhelms-Universität Münster consists of lecturers from both universities (see for more details: Rules & Regulations of the Examination Boards, art. 6 paragraph 6, sub c).

The Master's project is an individual project, and is evaluated on an individual basis. The Master's project tests the student's competence in the integrated application of the knowledge, comprehension and skills covered in the study units. The Examination Board prescribes an evaluation checklist to help ensure the quality of the evaluation. Further information on the Master's assignment can be found in the Master's thesis manual, which can be consulted through Blackboard (course: 194128051 Master's Thesis European Studies).

5. General information

5a. Admission to the programme

A request to be admitted to the programme is assessed by an admission committee that consists of the programme directors.

The assessment of all applicants' skills is based on academic background. The regulations for the different educational backgrounds are:

1. Bachelor's or 'doctorandus' degree in Public Administration (BSK) awarded by the University of Twente
Applicants with either a UT BSK Bachelor or a UT BSK 'doctorandus' degree with a specialization in European Studies will be eligible for admission
2. Bachelor's degree awarded by another Dutch university
Applicants with a Bachelor's degree in a related field awarded by another Dutch university will be eligible for admission, provided they completed three of the following subjects as part of the Bachelor's degree course:
 - sociology
 - economics
 - law
 - political scienceApplicants with a Bachelor's degree awarded by another Dutch university and who have a deficiency of more than 20 EC's are judged on an individual basis.
3. Another Bachelor's degree awarded by the University of Twente
Applicants with a Bachelor's degree other than PA awarded by *the University of Twente* may be admitted to the programme after completion of a pre-Master's programme. The admission committee determines the content of the pre-Master's programme. The applicant must have successfully completed the entire pre-Master's programme within a period of 12 months⁹. For information concerning admission see <http://www.utwente.nl/master/how-to-apply/current-ut-bachelor-students.doc/>.
4. Dutch higher professional education undergraduate (HBO-Bachelor) degree in a related field
Students with a HBO-Bachelor's degree in a related field are eligible for admission if:
 - they have successfully completed the 30 EC pre-Master's programme within a period of twelve months¹⁰. The admissions committee determines the content of the pre-Master's programme.Students with a previous education in higher professional education (HBO) are assumed to have sufficient English language skills¹¹ and mathematics skills at the start of the master phase; it is the responsibility of the student to reach this level of English and mathematics.

⁹ Per course of the pre-Master's programme no more than two attempts are permitted to sit the corresponding exam. If the student fails to successfully complete the pre-Master's programme on time, he/she will not be admitted to the Master's Programme.

¹⁰ Idem (as the previous note)

¹¹ Their proficiency in the English language is at pre-university education level (Dutch: VWO) or at academic IELTS level with overall band score of 6.5 or higher, or a TOEFL internet based (TOEFL-iBT) score of at least 90.

5. Other HBO-Bachelor's degrees

The admission committee will assess HBO-Bachelor's degrees in a non-related field from another Dutch university on an individual basis.

6. Bachelor's degrees from a non-Dutch university

The admission committee will assess Bachelor's degrees from a non-Dutch university on an individual basis.

The applicant's competences will be assessed on the basis of:

- a credential evaluation prepared by the Netherlands Organisation for International Co-operation in Higher Education (Nuffic)
- a letter of motivation
- an IELTS overall band score of 6.5 or higher, or a TOEFL internet-based (TOEFL- iBT) score of at least 90
- any additional information required by the admission committee.

Other provisions

- In addition to the admission requirements, the applicant must be able to demonstrate to the admission committee that he has a sufficient command of the English language to complete the curriculum and sit exams.
- If necessary, the student must complete the pre-Master's programme before being admitted to the Master's programme.
- With regard to a student's command of the English language, the admission committee will determine whether additional requirements or a diagnostic exam is required.
- Contrary to the above provisions, the administrator may permit an applicant who does not satisfy the admission criteria to follow subjects offered as part of the master's

programme.

5b. Language of teaching and exams

The courses and the exams in the Master's programme are all in English. The report of the Master's project will be written and defended in English. Students are free to make a translation or summary in Dutch once this is necessary for the dissemination of the research results, but the final grade will be based on the original version in English.

To safeguard the quality of teaching and examination in the English language, MG has taken the following measures:

- An assessment is made of all MG teaching staff and examiners as to their command of the English language. If their IELTS score is slightly below the established minimum level, they will be allowed a remediation period. Failing to meet the standard after this period will lead to exclusion from the English-language programme. Any newcomers will be assessed upon their entry.
- Inclusion of specific demands on their proficiency in the English language in the admission requirements for the MG English language programmes, wherever a sufficient command is not warranted by the candidates' prior education.

5c. International cooperation

As indicated above (section 2 and 4) a special, one and a half year double degree programme European Studies is offered by the University of Twente in cooperation with the Westfälische Wilhelms-Universität Münster (Germany).

Expression of marks according to the German grade system for the Double Diploma

The assessment in the Master's programme can also be expressed in the form of a mark according to the German grade system (from 1 till 6). These marks are converted in conformance with the table below. The conversion table may be inspected at BOZ.

Dutch grade	ECTS-grade & Description	German grade
9 (10)	A (A+) Excellent (outstanding performance with only minor errors)	1 (sehr gut)
8	B Very good (above the average standard but with some errors)	2 (gut)
7	C Good (generally sound work with a number of notable errors)	3 (befriedigend)
6	D Satisfactory (fair but with significant shortcomings)	4 (ausreichend)
6 (-)	E Sufficient (performance meets the minimum criteria)	4(-) (mangelhaft)
5	FX Fail (some more work required before the credit can be awarded)	5 (ungenügend)
4-1	F Fail (considerable further work is required)	6 (ungenügend)

Explanation:

- In the Dutch assessment system the marks 9 and 10 are seldom awarded.
- The Dutch "9" in general is translated with "A". For a "10" or "A+" some extra information is needed on the very outstanding achievement.
- The Dutch "6" in general is translated with "D". An "E" is given if the teacher indicates that it is a "bad 6" or the achievement only fulfills the minimum requirements.
- The German "4" in general is translated with "D". An "E" is given if the teacher indicates that it is a "bad 4 / 4-" or the achievement only fulfills the minimum requirements.

The translation from and to the Dutch marks is carried out – in consultation with the teacher(s) involved – according to the scheme above by BOZ.

A refinement of 0.3 above or under the marks 1 till 6 is possible (except 4.3 and 5.3).

5d. Program Committee (OLC) and Examination Board

Members of the educational programme committee (OLC) are appointed by the Dean of the faculty every (two) year(s) (faculty regulations article 13). The most up-to-date composition of the committee can be found at the webpage of the [programme committees](#). Correspondence with the Programme committee for ES goes through i.wilmink@utwente.nl. For more information contact the administration office on (053 489)3200.

Members of the Examination Board are appointed by the Dean of the faculty every two years (faculty regulations article 12). The up-to-date composition of the Board can be found at the [webpage of the Examination Boards](#). Correspondence with the Boards goes through mastersgriffie-mb@utwente.nl. For more information contact the administration office on (053 489)3200.

6. Transitional arrangements

There are no transitional arrangements in place.

B2d: Programme-specific appendix to the OER 2013-2014

for the Master of Science programme

Health Sciences

1. *Objectives (subject 1 NVAO accreditation system)*
 - 1a Profile of the programme
 - 1b Final attainment targets of the programme (OER, art. 3)
 - 1c Level of the programme (facet 2 NVAO accreditation system; OER, art. 3)
2. *Composition of the programme*
 - The content of the programme and its associated examination (OER, article 2.1a)
 - Nature of the programme (OER, Article 2.1g)
 - Study load of the programme and of each of the study units making up the programme (OER, article 2.1e)
 - The exam formats (OER, article 2.1h)
 - Number and sequence of exams and practical exercises (OER, article 2.1f)
 - Required sequence of exams (OER, article 2.1i)
3. *Coherence and didactic concept (facet 6 NVAO accreditation system)*
(not yet included)
4. *Electives and practical exercises*
 - 4a Content of the specializations (OER, Article 2.1b)
 - 4b Requirements related to electives and student's individual choices (OER, 2.1j)
 - 4c Content of practical exercises (OER, article 2.1d)
5. *General information*
 - 5a Admission to the programme (OER Article 4)
 - 5b Language of teaching and exams (OER article 2.1l)
 - 5c International cooperation
 - 5d Programme committee (OLC) and Examination Board
6. *Transitional arrangements (OER, article 2.1k; OER, article 22)*

1. Objectives

1a. Profile of the programme

The specific focus of the Health Sciences programme at the University of Twente is on the impact of new (medical) technology on health care and the innovation of health care processes by using technology and other tools. Health Sciences students must therefore learn about the effects of medical technology and organizational change on the quality and efficiency of health care, the multi-dimensionality of health technology assessment, and the optimization of health care processes in terms of quality and efficiency.

Health scientists are trained to acquire knowledge of and insight into multi-agency, sequenced healthcare (meso-level). The Master's programme devotes a great deal of attention to the international comparison of healthcare systems and to a high level of complexity in knowledge and insights.

Health scientists are trained to perform policy, consulting and research functions in which the health scientist can shape his or her profession independently and in more complex positions.

The health scientist is also trained to have skills for independent critical judgement, including in the areas of ethics, standards and values. Building on the foundational skills acquired in the Bachelor's phase, the health scientist will be able to independently expand his or her repertoire of effective and situationally appropriate communicative skills. Additionally, the health scientist will be capable of independent reflection and of augmenting his scientific knowledge and skills.

1b. Final attainment targets of the programme

The final qualifications (attainment targets) of the Master of Science in Health Sciences programme are defined as follows:

SD - Scientific Discipline: Health Sciences

The student can...

- a) apply evidence based research theories in the analysis and evaluation of healthcare and organizational interventions;
- b) apply the principles of Health Technology Assessment and Health Economics to analyse the efficiency of health care interventions or healthcare technologies;
- c) explain how economic principles affect healthcare decision making;
- d) analyse how different health systems compare in terms of efficiency, equity and accessibility.

SR – Scientific research: Health Services Management (HSM) and Health Technology Assessment & Innovation (HTA&I)

The student can...

- a) apply research and statistical methods in healthcare and health sciences research, including evidence based medicine, systematic reviews and health economic evaluation;
- b) deduce a research question from a complex problem, develop a research proposal and select and apply appropriate methodologies to answer the question.

Track specific HSM (depends on individual course selection)

- c) apply (basic) quantitative operations management tools and techniques for analyzing and developing plans for improving healthcare delivery processes;
- d) use business approaches to analyse the efficiency and quality of healthcare institutes;
- e) understand the basics of healthcare financing and the different payment systems and evaluate the consequences for healthcare markets, including hospitals, insurers and patients;
- f) understand and use quality management methods in healthcare, mainly in hospital benchmarking and performance measurement;

Track specific HTA&I (depends on individual course selection)

- g) use different methods (e.g. MCDA and stakeholder analysis and health economics) to support healthcare decision making at individual, institutional and societal level;
- h) evaluate the risks and benefits of medical technologies in the context of human, regulatory, and ethical issues on effective healthcare;
- i) explain how health policies are made through the inter-relationship of context, process and actors;
- j) analyse the typical challenges and behavioral aspects while implementing ehealth strategies to support healthcare delivery.

DES - Design

The student can...

- a) develop a basic HTA&I value dossier for demonstrating clinical and health economic benefits of new medical technologies;
- b) develop healthcare redesign plans to achieve a sustainable and solidary health system.

Track HSM (depends on individual course selection)

- c) design effective and efficient implementation strategies for organizational change to improve the quality & safety of health care delivery processes;
- d) develop strategies for purchasing healthcare products while taking into account the basic financial arrangements that underlie purchasing arrangements between healthcare insurers and hospitals.

Track HTA&I (depends on individual course selection)

- e) design effective and efficient implementation strategies for e-health applications in healthcare settings
- f) design comprehensive analytic framework for analyzing decision problems and providing decision support to individual stakeholders (government, professionals, patients).

SA – Scientific Approach

The student can...

- a) use (different) competing scientific theories (e.g. evidence based medicine and management theories) and select the most appropriate approaches to solve the problems;
- b) analyse the international context of the health care problem, and appraise differences between countries in their attempt to develop a sustainable healthcare system;
- c) identify stakeholders, barriers and facilitators relevant to the healthcare problem to be analysed;
- d) systematically collect and integrate research data from different resources;
- e) write a scientific report/article and present and defend the statements in English.

IC - Intellectual Competencies

The student can...

- a) use logical reasoning in discussion, analysis of problems, written documents and presentations;
- b) reflect on own actions and decisions to improve these when necessary;
- c) work independently;
- d) identify gaps in own knowledge and skills and find ways to close this gap;

C&C – Cooperation and Communication

The student can...

- a) cooperate effectively in a multi-disciplinary team (planning, coordination, team roles) and take responsibility for his own contribution;
- b) communicate on research and problem solutions in writing, both with experts as well as layman;
- c) communicate on research and problem solutions orally, both with experts as well as layman;
- d) use methods and procedures from project management when relevant;
- e) work in an international environment;

TMP - Temporal and Social Context

The student can...

- a) use ethical and legal aspects in the analysis of problems and the making, implementation and evaluation of health care policies;
- b) use scientific, ethical, economic and political aspects of health care interventions in a debate;
- c) describe the most important technological trends in health care (e.g. personalized medicine, genomics/proteomics and nano medicine)
- d) analyse the most important barriers and facilitators to the introduction of new medical or information & communication technology in health care, including the interaction between the different levels of health care (individual, organizational, national, international);
- e) interpret and explain the socio economic, individual and cultural differences of health.

1c. *Level of the programme*

The final attainment targets of the Health Sciences programme closely follow the internationally accepted indicators of an academic educational programme on a Master's level laid down in the so-called Dublin Descriptors (see article 3 of the OER).

2. Composition of the programme

The Master's programme has a study load of 60 EC (1 year, 1680 hours) (see also section 7.4a, paragraph 1, Higher Education and Research Act).

Table 1 shows the study units (courses) making up the programme and the study load in EC (1 EC = 28 hours) per unit, as well as the specialization that each course belongs to. The table also shows the exam format for the study unit and any applicable prior knowledge prerequisites (see also OER, article 16). For more information on the content of the study units, consult OSIRIS and Blackboard.

Table 1: MSc. Health Sciences: curriculum 2013-2014

CCode	Course name	HTAI EC	HSM EC	Exam format	Prior knowledge
Q 1					
19411220	Clinical Efficacy & Medical Technology Assessment	5	5	PS	
19411210	Medical Decision Making	5		PSS	
	<i>HTAI-track: choose 1 out of 2:</i>	5 + 5			
194112600	E-Health & Quality of Care			PS	
201200040	Risk Regulation			PSS	
	<i>HSM-track: choose 2 out of 3:</i>		5 + 5		
201000182	Management of Technology in Health Care			PS	
201200009	Managing Change & Human Resources			PSA	
201100002	Health Care Purchasing			PS	
Q 2					
194112110	Health & Health Systems	5	5	PSS	
194101160	European Regulatory Governance	5		PSS	
201100003	Public Health Policy	5		PSS	
201000066	Quantitative Methods for Operations Management in Healthcare		5	PSS	
194112170	Quality & Safety in Healthcare		5	PSS	
Q 3					
194119090	Masterclass Health Sciences Methodology*	5	5	PS	
194100050	Masterthesis	10	10	BAM	Obligatory: 20 EC
Q 4					
194100050	Masterthesis	15	15	BAM	Obligatory: 20 EC
Total		60	60		

* The course will start in Q1; the final assessment is in Q3

Within each quartile, the order of the courses in the table above follows the course code and therefore does not necessarily represent the chronological order.

Students can change one course within the tracks, provided that they inform the programme coordinator Wendy Stockentree about this change by e-mail (j.f.stockentree@utwente.nl).
Please note: 94112600 E-Health & Quality can only be changed by 194112160 Management of Technology and vice versa.

Key to exam formats:

PS = practical exercise with written report

PSS = practical exercise(s), written or oral report of practical exercise(s) and written exam (exam may only be sat after successful completion of practical exercise(s))

PSA = practical exercise(s) with written report and oral discussion

BAM = in accordance with the rules as set out in the regulations on the Master's project (of Master's thesis).

Determining is that the student provides an achievement that can be assessed.

Further details can be found in OSIRIS and/or will be announced in time by the examiner. The programme concludes with the Master's thesis (or Master's project of Master's assignment), as part of which the student demonstrates his ability in the integrated application of the knowledge and skills gained from the curriculum of the programme. The Master's assignment represents 25 EC.

The Examination Board of the program establishes the rules governing:

- a. the procedures used to determine a student's eligibility for the Master's project
- b. the manner in which the student's study programme (Master's assignment and courses) is composed and approved
- c. the manner in which the student acquires the Master's assignment
- d. the members of the Master's committee
- e. the manner in which the Master's assignment will be completed, monitored and evaluated.

3. Coherence and didactic concept

(not yet included)

4. Electives and practical exercises

4a. Content of the specializations

The Master's programme HS offers its students 20 EC of elective choices, by choosing one of two tracks: Health Services and Management (HSM) and Health Technology Assessment.

In the first quartile (Q1) the student can choose 2 out of 3 specialization or "track" courses, alongside a third, shared course. In the second quartile (Q2) two courses are track-specific, the third course is a shared course. Table 1 shows the details.

An additional (individual) accent in the programme may result from the student's choice of the subject for his Master's thesis.

4b. Requirements set on selection of electives and individual choices

For the Master's programme of Health Sciences a Master's Thesis Commission has been set up to check Master's assignment proposals. The objective of this check is twofold. Firstly, it focuses on the subject matter of the proposed assignment: does it fit the domain of the Health Sciences' programme? Secondly, the intended supervision of the student's work is looked at: is at least one examiner belonging to the programme's key academic staff involved?

The members of the Master's Thesis Commission are key academic staff members of the Health Sciences programme. Both specializations are represented. .

4c. Content of practical exercises

A practical exercise a unit of study or part of a unit of study, whereby the emphasis is on the student's activities, such as:

1. carrying out a literature research, preparing an assignment or a preliminary design, writing a thesis, article or 'position paper', or delivering a public presentation;
2. carrying out a design or research assignment, doing tests and experiments, participating in practicals, practicing skills;
3. following an internship, taking part in fieldwork or an excursion;
4. participating in other required learning activities aimed at achieving the desired skills.

Practical exercises are generally part of a study unit for which there is a responsible examiner. The structure of the practical exercise(s) is described in general terms in OSIRIS, and in more detail on Blackboard at the beginning of the programme.

The Master's assignment (or Master's project or Master's thesis) is not supervised by a single responsible instructor; instead, a Master's committee is assembled for each assignment. The Master's project is an individual project, and is evaluated on an individual basis. The Master's project tests the student's competence in the integrated application of the knowledge, comprehension and skills covered in the study units. The Examination Board prescribes an evaluation checklist to help ensure the quality of the evaluation. Further information on the Master's assignment can be found through the Blackboard site of the Master's assignment HS.

5. General information

5a. Admission to the programme

A request to be admitted to the programme is assessed by an admission committee that consists of the following programme directors:

- T. Bondarouk PhD PhD (BA)
- Prof R. Hoppe PhD (PA)
- Prof N.S.Groenendijk PhD (ES)
- L.M.G. Steuten PhD (HS)
- E.W. Hans PhD MSc (IE&M)
- Prof O.A.M. Fisscher PhD MSc (post-academic programmes).

In addition to the general criteria, Health Sciences distinguishes two types of (inter)national education:

1. Research Universities (primarily responsible for research-oriented programs)
2. Universities (colleges) for professional education (prepares students particular for more practical professions)

The admissions committee has specific requirements depending on the degree.

The admissions committee assesses international applicants with a Bachelor's degree awarded by a non-Dutch Research University or University (college) for higher professional education on an individual basis.

The assessment of the applicant's skills is based on (1):

- a NUFFIC credential evaluation
- a letter of motivation
- an IELTS score with an overall band score of 6.5 or higher, or a TOEFL internet-based (TOEFL-iBT) score of at least 90
- any additional information required by the admissions committee.

The assessment of all applicant's skills is based on (2) academic background.

For all other applicants the admission requirements are as follows.

A Bachelor's degree in Health Sciences awarded by a Dutch university

Applicants with a Bachelor's degree in Health Sciences awarded by a Dutch university will be admitted to the program. With regard to proficiency in English, the admission committee decides whether additional requirements should be set or a diagnostic test should be taken.

A Bachelor's degree awarded by a Dutch university

Applicants with another Bachelor's degree in a related field awarded by a Dutch university will be admitted after completion of a pre-Master's program. The admissions committee determines the content of the pre-Master's program. The applicant must have successfully completed the entire pre-Master's program within a period of 12 months.¹²

¹² Per course of the pre-Master's programme no more than two attempts are permitted to sit the corresponding

Another Bachelor's degree awarded by the University of Twente

Applicants with Bachelor's degree other than HS awarded by *the University of Twente* may be admitted to the program after completion of a pre-Master's program. The admissions committee determines the content of the pre-Master's programme. The applicant must have successfully completed the entire pre-Master's programme before being admitted to the Master's degree program¹³. For information concerning the admission see <http://www.utwente.nl/master/how-to-apply/current-ut-bachelor-students.doc/>.

A Bachelor's degree in a related field awarded by a Dutch University (college) for higher professional education

Students with a Bachelor's degree in a related field awarded by a Dutch University (college) for higher professional education will be admitted if:

- they have successfully completed a pre-Master's programme within a period of twelve months¹⁴. The admissions committee determines the content of the pre-Master's programme.
- their proficiency in Mathematics is at pre-university level (Dutch VWO A1, 2 or HAVO Wiskunde B).

Students who have had a higher professional education (HBO) are assumed to be sufficiently proficient in the English language at the start of the master phase¹⁵. It is the responsibility of the student to attain this level of English.

The following degrees are currently considered to be degrees in a related field:

- Physical PhysioTherapy (Dutch: Fysiotherapie) and Medische Beeldvormende en radiotherapeutische Technieken (both pre-Master's programme of 30 EC)
- Nursing (Dutch: Verpleegkunde) (pre-Master's programme of 40 EC)
- Care management (Dutch: Management in de Zorg), Diëtetiek, or Sports and Management (all a pre-Master's programme of 60 EC).

Another Bachelor's degree awarded by a Dutch University (college) for higher professional education

Applicants with a degree in a non-related field are judged on an individual basis. In specific cases and on the recommendation of a track coordinator, the admissions committee may grant exemptions, entirely or partly, from the domain-specific part of the pre-Master's programme. The applicant must have successfully completed the entire pre-Master's Program before being admitted to the Master's degree program.

5b. Language of teaching and exams

The courses and the exams in the Master's programme are all in English.

The report of the Master's project will be drafted in English. The report of the Master's project will be written and defended in English. Students are free to make a translation or summary in Dutch once this is necessary for the dissemination of the research results, but the final grade will be based on the original version in English.

To safeguard the quality of teaching and examination in the English language, MG has taken the following measures:

- An assessment is made of all MG teaching staff and examiners as to their command of the English language. If their IELTS score is slightly below the established minimum level, they will be allowed a remediation period. Failing to meet the standard after this period will lead to exclusion from the English-language programme. Any newcomers will be assessed upon their entry.

exam. If the student fails to successfully complete the pre-Master's programme on time, he/she will not be admitted to the Master's Programme

¹³ Idem (as the previous note)

¹⁴ Idem (as note 15)

¹⁵ Their proficiency in the English language is at pre-university education level (Dutch: VWO) or at academic IELTS level with overall band score of 6.5 or higher, or a TOEFL internet based (TOEFL-iBT) score of at least 90.

- Inclusion of specific demands on their proficiency in the English language in the admission requirements for the MG English language programmes, wherever a sufficient command is not warranted by the candidates' prior education.

5c. *International cooperation*

(not applicable)

5d. *Program Committee (OLC) and Examination Board*

Members of the Programme Committee (OLC) are appointed by the Dean of the faculty every (two) year(s) (faculty regulations article 13). The most up-to-date composition of the committee can be found at the webpage of the [programme committees](#).

Members of the Examination Board are appointed by the Dean of the faculty every two years (faculty regulations article 12). The up-to-date composition of the Board can be found at the [webpage of the Examination Boards](#).

6. *Transitional arrangements*

(none)

B2e: Programme-specific appendix to the OER 2013-2014

For the Master of Science programme

Industrial Engineering and Management (IEM)

1. *Objectives (subject 1 NVAO accreditation system)*
 - 1a Profile of the programme
 - 1b Final attainment targets of the programme (OER, art. 3)
 - 1c Level of the programme (facet 2 NVAO accreditation system; OER, art. 3)

2. *Composition of the programme*
 - The content of the programme and its associated examination (OER, article 2.1a)
 - Nature of the programme (OER, Article 2.1g)
 - Study load of the programme and of each of the study units making up the programme (OER, article 2.1e)
 - The exam formats (OER, article 2.1h)
 - Number and sequence of exams and practical exercises (OER, article 2.1f)
 - Required sequence of exams (OER, article 2.1i)

3. *Coherence and didactic concept (facet 6 NVAO accreditation system)*
(not yet included)

4. *Electives and practical exercises*
 - 4a Content of the specializations (OER, Article 2.1b)
 - 4b Requirements related to electives and student's individual choices (OER, 2.1j)
 - 4c Content of practical exercises (OER, article 2.1d)

5. *General information*
 - 5a Admission to the programme (OER Article 4)
 - 5b Language of teaching and exams (OER article 2.1l)
 - 5c International cooperation
 - 5c Programme committee (OLC) and Examination Board

6. *Transitional arrangements (OER, article 2.1k; OER, article 22)*

1. Objectives of the programme

1a. Profile of the programme

The Industrial Engineering and Management programme is aimed at educating students to highly qualified industrial engineers and managers.

Industrial Engineering and Management (IEM)¹⁶ is about improving operational processes, in which multiple (sometimes competing) objectives need to be considered (such as: improve quality and service, manage risks, increase productivity, and reduce costs). Industrial Engineering & Management uses modeling and quantitative analysis, is grounded in an understanding of the technology that is used in processes, considers human behavior (individual and social), and has an open mind for the environment of the organization (for example: competitors, market structures, regulation, or government policies).

IEM is applied in a variety of fields (such as: manufacturing, finance, logistics, telecommunications, healthcare). IEM does not only apply to products, but also to services, processes, and projects. Customers may be consumers or other companies in the private sector. IEM is also relevant for the public sector (such as: health care, taxation and social insurances, defense, water management and financing and project management of infrastructure projects). We respect this broadness of IEM applications by giving students considerable freedom in focusing their program on areas they are specifically interested in.

In the MSc IEM programme, students learn to work on more complex challenges in Industrial Engineering and Management and with less professional guidance compared with the BSc TBK programme. MSc IEM graduates are specialized in a particular field of IEM and are also able to translate domain problems towards scientific questions and vice versa, to undertake scientific research in this domain.

The MSc programme consists of a set of 'core courses', including specialization courses, 'elective courses' and the final assignment. In the *core courses* some topics are covered which every IEM graduate should master, and in depth courses of his specialization. The specialization courses and elective courses provide the opportunity to create a personal profile. This may vary from even more in-depth specialization in a certain scientific domain to a more broad professionalization in e.g. design methodologies, modeling techniques, IEM in health care etc. The elective courses offered may vary, depending on the available staff expertise and the research activities of the various departments. Various clusters and electives are offered. From the available courses and electives, every student makes up a personal IEM examination programme. To guarantee a proper covering of the final qualifications, such an individual programme has to be approved by, or on behalf of, the Examination Board.

1b. Final attainment targets of the programme

The graduates of the MSc IEM programme are able to analyze problems and define required improvements for the design and control of operational processes (the IEM domain) at an academic level. Moreover, they are able to implement such improvements. The MSc graduates are able to perform these activities in complex situation.

The first group of qualifications (A) is related to the professional academic activities of an IEM graduate; the second group (B) reflects the general academic level.

¹⁶ In Dutch: Technische Bedrijfskunde, in German: Wirtschaftsingenieur, or Technische Betriebswirtschaft

Table 1: Final qualifications MSc IEM

Professional academic qualifications	
<p>The graduate is able to quickly identify, thoroughly comprehend, critically assess, correctly apply, and creatively integrate existing scientific knowledge that can be used for analyzing problems and designing solutions, in one of the domains of:</p> <ul style="list-style-type: none"> production and logistics; information systems; finance and accounting; health care. <p>This implies the following competencies in the domain chosen</p>	
A1	<p>Has a thorough overview of the <u>structure of research and design processes</u> and is able to</p> <ul style="list-style-type: none"> - identify the various steps in performed research and design - properly break up own research and design activities into sub-processes <p>These processes are intertwined: Research is needed for producing knowledge that is used for designing solutions in a specific context. Such knowledge is produced in a purposeful and methodical way (using scientific research methods). It may or may not be generalizable knowledge</p>
A.2	<p>Has a thorough overview of quantitative and qualitative <u>empirical research methods</u> and is able to</p> <ul style="list-style-type: none"> - critically analyze performed research as to the methodological aspects - select an appropriate method and justify this choice for research to be performed - apply this method in relatively complex cases
A3	<p>Has a thorough overview of quantitative <u>modeling techniques</u> for operational processes in this domain, and is able to</p> <ul style="list-style-type: none"> - critically analyze the results of modeling activities - select appropriate modeling techniques and justify this choice - apply these techniques in relatively complex cases.
A4	<p>Is able to <u>integrate</u> existing knowledge, modeling techniques, and research results for designing, validating, and selecting solutions in relatively complex cases</p> <p>This is challenging, because existing knowledge may not fully apply to a specific situation, models are always stylized, empirical research always has limitations, and some aspects have been left out of scope from the beginning anyway</p>
A5	<p>Has an overview of <u>implementation methods</u> and processes and is able to</p> <ul style="list-style-type: none"> - critically analyze ongoing or finished implementation processes - plan globally an implementation process in a relatively complex case
A6	<p>Has an overview of <u>evaluation methods and techniques</u> and is able to</p> <ul style="list-style-type: none"> - critically analyze the results of performed evaluations - select appropriate evaluation methods and justify this choice - carry out an evaluation in relatively complex cases
A7	<p>In order to be able to meet these competencies, the graduate must have mastered level 3 of a set of core disciplines in the specialization domain.</p>
A8	<p>Is able to contribute to the development of the academic profession by identifying generic consequences and implications from professional cases (for example, general presentations, and write papers about design solutions).</p>
General academic qualifications	
B1	Is able to work autonomously and self-reliant
B2	Is able to work in multidisciplinary teams.
B3	Is able to communicate properly (in oral and written form) with various stakeholders
B4	Is able to conduct a bibliographic search and knows how to reference correctly
B5	Is able to reflect on professional behaviour and ethical and societal aspects of work
B6	Is able to reflect on and direct personal and professional development
B7	Is able to manage and concretize effectively his own learning process in the context of "life long learning"

1c. Level of the programme

Tabel 2: Relationship between Final Qualifications and the Criteria for Academic Bachelor's and Master's Curricula of the 3TU

	Competent in one or more scientific disciplines	Competent in doing research	Competent in designing	A scientific approach	Basic intellectual skills	Competent in co-operating and communicating	Takes account of the temporal and social context
A1		x	x				
A2		x			x		
A3				x	x		
A4			x	x			
A5							
A6			x				
A7	x				x		
A8							
B1						x	
B2						x	
B3						x	
B4				x			
B5							x
B6							x
B7	x						

2. Composition of the programme

The IEM Master's programme represents a study load of 120 EC.

The programme consists of three components:

1. A set of obligatory courses: the 'core programme' including a set of 'specialization courses'
2. Additional elective courses to fill up the total study load to 90 EC
3. A final (Master's) assignment of 30 EC.

This structure applies to all IEM students.

The curriculum overview for the Master program includes the following categories:

Quarter / Subject code / Subject name / Study load in ECs / Way of testing / Prior knowledge

The assessment components are sorted by category according to subject code. The overview of assessment components is not presented in chronological order.

Key to exam formats:

S = written exam

M = oral exam

PGI = group practical exercise, including a written group report and (in so far as possible) individual assessment of the manner in which the student participated in the group exercise

PS = practical exercise(s), including a written report

PSS = practical exercise(s), including a written and/or oral report, and a written exam; the

student may sit the written exam only after satisfactorily completing the practical exercises and the written and/or oral report

PSM = similar to PSS, however, an oral exam will be sat
BZS = monitored independent study
BAHL= reviewed in a manner to be determined by the graduate professor
BAM = reviewed in accordance with the procedures laid down in the regulations applicable to the Master's assignment.

The student's work must be eligible for review. More specific details are available via OSIRIS and/or made known in a timely manner by the examiner in accordance with the provisions of article 4, "Rules & Regulations of the Examination Board".

Final exam: the Master's assignment

The programme concludes with the Master's assignment (or Master's project or Master's thesis), as part of which the student demonstrates his ability in the integrated application of the knowledge and skills gained from the curriculum of the programme. The Master's assignment represents 30 EC.

The Examination Board of the program establishes the rules governing:

- a. the procedures used to determine a student's eligibility for the Master's project
- b. the manner in which the student's Master's curriculum (Master's assignment and subjects) is developed and approved
- c. the manner in which the student acquires the Master's assignment
- d. the members of the Master's committee
- e. the manner in which the Master's assignment will be completed, monitored and evaluate

An appeal against a decision taken in accordance with these regulations may be lodged to the Examination Board of the program. The provisions of article 8b apply.

The programme starts in September and February.

Table 3: MSc in Industrial Engineering & Management 2013-2014

Study programme Industrial Engineering and Management: September 2013						
In order to graduate students' individual study programme must be approved by the specialization coordinator						
Legenda:						
F = Financial Engineering and Management						
P = Productio						
H = Health Care and Technology Management						
2013-2014 first						
Quartile/ Code	Coursename	Exam	EC	Obligatory courses	recommended courses (electives)	Prior knowledge
1.1, sept						
191580900	equalization course (Operations Research Methods) *			P/H		
201300019	equalization course (Coporate Finance IEM MSc) *			F		
191515603	Introduction to Investment Theory (+)	S	5	F		
191506103	Statistics and probability (+)	S	5	F/P/H		
191860651	Micro Economics	S	5		F	
191820160	Purchasing	PSS	5		P/H	
191820200	Discrete Optimization of Business Processes (1)	PSS	2,5	P/H		
191820210	Simulation (1)	PSS	2,5	P/H		
194111220	Clinical efficacy & MTA	PGI	5		H	
1.2, nov						
	equalization course 2 *			F/P/H		
194121110	Introduction to Industrial Engineering and Management	PSS	5	F/P/H		
191515201	Mathematical Finance	S	5	F		
191515101	Introduction to Risk Theory	S	5		F/H	
194110140	Cost Management and Engineering - Foundations	PSS	3		F	
191800770	Empirical Research & Data Analysis **	PSS	5	F/P/H		
191820210	Simulation (2)	PSS	2,5	P/H		
191820200	Discrete Optimization of Business Processes (2)	PSS	2,5	P/H		
194112110	Health & Health Systems	PSS	5	H		
1.3, febr						
191860181	Risk management	PSS	5	F		
191570300	Structured Products	S	5	F		
191810840	Management of Organisation, Operations and Technological Innovation (was 191810840 MOTI)	PSS	5		F/P/H	
201100163	Management of Technology for PLM *	PSS	5	P		
191820190	Supply Chain - & Transport Management	PSS	5	P		
191852630	Reliability Engineering & Maintenance management ***	S	5		P	
194121020	Optimization of Healthcare Processes	S	5	H	P	
193640070	Clinical Safety and Quality Assurance	PGI	5	H		
1.4, apr						
191861641	Financial accounting	S	5		F	
201000202	Management Control for Financial Institutions	PSS	5		F	
201100162	Management of Technology for FEM *	PSS	5	F		
191852620	Advanced Production Planning	S	5	P		
191820120	Warehousing	PSS	5	P	H	
194122030	New Production Concepts	PSS	5		P	
	elective				H	
192360501	E-health strategies	S	5	H		

second year						Prior knowlegde
2.1, sept						
	Elective		5		F/P/H	
	Elective		5		F/P	
201200138	Special topics in Financial Engineering	S	2,5	F		
191820210	Simulation (1)	PSS	2,5		F	
191852630	Reliability Engineering & Maintenance management ***	S	5		P	
201000182	Management of Technology for Health Care *	PSS	5	H		
194111210	Medical decision making	PSS	5		H	
2.2, nov						
191864610	Organization & Strategy	S	5		F/P/H	
201200127	Preparation thesis PLM	PSS	5	P		
201200128	Preparation thesis FEM	PSS	5	F		
201200130	Preparation thesis HCTM	PSS	5	H		
201200138	Special topics in Financial Engineering	S	2,5	F		
191820210	Simulation (2)	PSS	2,5		F	
191820180	Reverse Logistics & re-manufacturing	PSS	5		P	
194112040	International health strategy and hospital of the future	PSS	5		H	
194112170	Quality and Safety in Health Care	PSS	5		H	
2.3 + 2.4						
194100060	Master thesis		30	F/P/H		80 EC
*	equalization courses only for non BSc TBK students					
**	If you consider going abroad in your 2nd year then 191800770, ERDA as obligatory should be attained in the first year of study					
***	191852630, REMM as elective course is most probably offered twice in the academic year 2013-2014 (e.g. 3rd quartile first year and 1st quartile second year)					
(+)	Students who already finished this course before the master, have to contact the specialisation coordinator					
How to plan and choose:						
1	Write down your obligatory specialization courses					
2	Decide whether you want to replace courses out of the remaining courses					
3	Complete your IEM study programme up to 120 EC with a) the remaining specialisation courses or b) other master courses IEM or c) Master courses from the faculties CTW, EWI, TNW or d) technical courses from other (inter)national Universities					
4	Discuss your complete study programme (and your personal motivation) with your study counselor					
5	Get a final approval from your specialisation coordinator (by email with a copy to the office of educational affaires and the study-counselor					
Implementation of (inter)national technical courses needs approval from the specialisation coordinator and the exam committee.						
If you have questions concerning the elective courses, personal issues, planning etc. please see your study counselor.						

Study programme Industrial Engineering and Management: February 2014

In order to graduate students' individual study programme must be approved by the specialization coordinator

Legenda:

F = Financial Engineering and Management
P = Production and Logistic Management
H = Health Care and Technology Management

generation 2013-2014 first year, February

Quartile/ Code	Coursename	Exam	EC	Obligatory courses	Recommended courses (electives)	Prior knowledge
1.1, febr						
201300096	equalization course (MSc Stochastic models of OM) *		5		P/H/F	
	Elective		5		P/H/F	
191810840	Management of Organisation, Operations and Technological Innovation	PSS	5		F/P/H	
1.2, apr						
	equalization course 2 *				P/H/F	
	Elective		5		P/H/F	
191861641	Financial accounting	S	5		F/H	
201000202	Management Control for Financial Institutions	PSS	5		F	
194122030	New Production Concepts	PSS	5		P	
1.3, sept						
191515603	Introduction to Investment Theory (+)	S	5	F		
191506103	Statistics and probability (+)	S	5	F/H/P		
191860651	Micro Economics	S	5		F	
201200138	Special topics in Financial Engineering	S	2,5	F		
191820160	Purchasing	PSS	5		P	
191820200	Discrete Optimization of Business Processes (1)	PSS	2,5	P/H		
191820210	Simulation (1)	PSS	2,5	P/H	F	
191852630	Reliability engineering & Maintenance management	S	5		P	
201000182	Management of Technology for Health Care	PSS	5	H		
194111210	Medical decision making	PSS	5		H	
194111220	Clinical efficacy & MTA	PGI	5		H	
1.4, nov						
194121110	Introduction to Industrial Engineering and Management	PSS	5	F/P/H		
191515201	Mathematical Finance	S	5	F		
201200138	Special topics in Financial Engineering	S	2,5	F		
191515101	Introduction to Risk Theory	S	5		F/H	
194110140	Cost Management and Engineering - Foundations	PSS	3		F	
191800770	Empirical Research & Data Analysis	PSS	5	F/P/H		
191864610	Organization & Strategy	S	5		F/P/H	
191820210	Simulation (2)	PSS	2,5	P/H	F	
191820200	Discrete Optimization of Business Processes (2)	PSS	2,5	P/H		
191820180	Reverse Logistics & re-manufacturing	PSS	5		P	
194112170	Quality and Safety in Health Care	PSS	5		H	
194112040	International health strategy and hospital of the future	PSS	5		H	
194112110	Health & Health Systems	PSS	5	H		

second year						Prior knowlegde
2.1, febr						
191860181	Risk management	PSS	5	F		
191570300	Structured Products	S	5	F		
	elective		5		F/H	
201100163	Management of Technology for PLM	PSS	5	P		
191820190	Supply Chain - & Transport Management	PSS	5	P		
194121020	Optimization of Healthcare Processes	S	5	H	P	
193640070	Clinical Safety and Quality Assurance	PGI	5	H		
2.2, apr						
201200127	Preparation thesis PLM	PSS	5	P		
201200128	Preparation thesis FEM	PSS	5	F		
201200130	Preparation thesis HCTM	PSS	5	H		
201100162	Management of Technology for FEM	PSS	5	F		
	elective		5		F	
191852620	Advanced Production Planning	S	5	P		
191820120	Warehousing	PSS	5	P	H	
192360501	E-health strategies	S	5	H		
2.3 + 2.4						
194100060	Master thesis		30	F/P/H		80 EC
*	equalization courses only for non BSc TBK students					
**	If you consider going abroad in your 2nd year then 191800770, ERDA as obligatory should be attained in the first year of study					
***	191852630, REMM as elective course is most probably offered twice in the academic year 2013-2014 (e.g. 3rd quartile first year and 1st quartile second year)					
(+)	Students who already finished this course before the master, have to contact the specialisation coordinator					
How to plan and choose:						
1	Write down your obligatory specialization courses					
2	Decide whether you want to replace courses out of the remaining courses					
3	Complete your IEM study programme up to 120 EC with a) the remaining specialisation courses or b) other master courses IEM or c) Master courses from the faculties CTW, EWI, TNW or d) technical courses from other (inter)national Universities					
4	Discuss your complete study programme (and your personal motivation) with your study counselor					
5	Get a final approval from your specialisation coordinator (by email with a copy to the office of educational affaires and the study-counselor					
Implementation of (inter)national technical courses needs approval from the specialisation coordinator and the exam committee.						
If you have questions concerning the elective courses, personal issues, planning etc. please see your study counselor.						

3. Coherence and didactical concept

In the MSc IEM programme, students learn to work on more complex challenges in Industrial Engineering and Management. MSc IEM graduates are specialized in a particular field of IEM and are also able to translate domain problems into scientific questions and vice versa, and to undertake scientific research in this domain. The specialization is achieved by following specific tracks.

We have chosen to use a wide variety of teaching methods. Different competences and knowledge domains require diverse teaching and study approaches, and a variation in study activities enhances the motivation of students.

The structure of the first 1.5 year of the MSc programme is focused on teaching and learning activities. For example, students experience lecture classes, tutoring in small groups, individual assignments, and group work on real cases. Students are stimulated to gather new knowledge and to take initiatives to follow their own curiosity and interests. The last semester contains the graduation project of 30 EC. A student spends the complete final semester on research and writing the Master's Graduation Project report. Most often, this work on a real issue has an applied nature: undertaking a project, conducting research, and writing a report in a real company. It is a challenging and difficult project: the student applies his knowledge and skills in an environment with high professional standards. It is also scientific: it is required to make use of scientific knowledge, and to provide well-founded support for solutions and recommendations. The student works as a professional in the environment of the new organization.

4. Electives and practical exercises

4a. Content of the specializations

The Master's programme Industrial Engineering and Management differentiates the following specializations (tracks).

- **Production and Logistics Management (PLM)**

This track focuses on the design and management of manufacturing processes and processes in the supply chain, from procurement of the raw materials to delivering the end product to the customer (and back: reverse logistics). The courses explore the theory and practice of these processes, covering topics such as design and planning of manufacturing processes, warehousing, distribution logistics, project management, and maintenance projects, and include the use of software tools for the simulation of business processes. Most courses are based on the application of Operations Research techniques in solving problems in production and logistics. Next to the industrial sector, attention is also paid to application of these methods in solving operational problems in service organizations, with an emphasis on hospitals (in collaboration with the HCTM track). The application of procurement strategies to the public sector is another topic of interest.

- **Financial Engineering and Management (FEM)**

The FEM track applies methods taught in the IEM Master's programme to the area of banking, insurance, and pensions. It also introduces concepts from the financial world into more traditional production areas. The increasing complexity of financial contracts, the growing overlap between providers of financial products (such as the merging of banks and insurance companies), and the emerging markets for "new" products (such as electricity, milk quota or emission rights) have resulted in a demand for quantitative instruments for risk management. This track teaches how to analyse and manage financial risks using financial products and modifying business processes.

- **Health Care Technology and Management (HCTM)**

The HCTM track focuses on managing organizations in the health care sector. Health care processes are analyzed and optimized in the context of health care organizations, such as a hospital. The track pays explicit attention to the specific health care context of these organizations, including systems for reimbursement and insurance in health care, and new developments in health care technology. The

track introduces quantitative and qualitative methods to support health care management in its optimization of health care delivery to patients. These methods facilitate the effective introduction and application of new health care technology, and the efficient planning of health care processes.

4b. Requirements related to electives and student's individual choices

Students can use the elective courses to get a better understanding of a specific topic or a broader field. As electives students can join other IEM Master's courses, or Master's courses offered by the Faculties CTW, EWI and TNW of the University of Twente. Courses from other (international) universities may also be incorporated in the programme if they are of a sufficient level and technical orientation. Studying abroad for one semester is stimulated. Students who use this flexibility need to discuss their complete study programme (and personal motivation) with their study counsellor or specialisation coordinator.

Some suggestions for interesting electives are mentioned in the table below.

MSc Industrial Engineering & Management 2013-2014			
Specialisation and recommended elective courses			
Code	Names	EC	Quartile (Sept start)
FEM: obligatory courses			
191515603	Introduction to Investment Theory	5	1
191506103	Statistics and probability	5	1
191599850	Special topics in Financial Engineering (2x 2,5 EC)	5	1-2
191515201	Mathematical Finance	5	2
191860181	Risk management	5	3
191570300	Structured Products	5	4
201100162	Management of Technology for FEM	5	4
194121110	Introduction to Industrial Engineering and Management	5	2
191800770	Empirical Research & Data Analysis	5	2
201200128	Preparation thesis	5	2
194100060	Master thesis	30	
FEM additional elective courses			
191860651	Micro Economics	5	1
191861641	Financial accounting	5	4
191515101	Introduction to Risk Theorie	5	2
201000202	Management Control for Financial Institutions	5	4
191820210	Simulation (2x2,5 EC)	5	1-2
PLM: obligatory courses			
191506103	Statistics and probability	5	1
191820200	Discrete Optimization of Business Processes (2x2,5 EC)	5	1-2
191820210	Simulation (2x2,5 EC)	5	1-2
191820190	Supply Chain - & Transport Management	5	3
191852620	Advanced Production Planning	5	4
191820120	Warehousing	5	4
201100163	Management of Technology for PLM	5	3
194121110	Introduction to Industrial Engineering and Management	5	2
191800770	Empirical Research & Data Analysis	5	2
201200127	Preparation thesis	5	2
194100060	Master thesis	30	
PLM additional elective courses			
191820160	Purchasing	5	1
191820180	Reverse Logistics & re-manufacturing	5	2
194121020	Optimization of Healthcare Processes	5	1
191852630	Reliability engineering & Maintenance management	5	3
194122030	New Production Concepts	5	4

HCTM: obligatory courses			
191820200	Discrete Optimization of Business Processes (2x2,5 EC)	5	1-2
191506103	Statistics and probability	5	1
191820210	Simulation (2x2,5 EC)	5	1-2
194121020	Optimization of Healthcare Processes	5	1
194112110	Health & Health Systems	5	2
193640070	Clinical Safety and Quality Assurance	5	3
192360501	E-health strategies	5	4
201000182	Management of Technology for Health Care	5	1
194121110	<i>Introduction to Industrial Engineering and Management</i>	5	2
191800770	<i>Empirical Research & Data Analysis</i>	5	2
201200130	<i>Preparation thesis</i>	5	2
194100060	<i>Master thesis</i>	30	
HCTM additional elective courses			
194111210	Medical decision making	5	1
194111220	Clinical efficacy & MTA	5	1
194112170	Quality and Safety in Health Care	5	2
191820160	Purchasing	5	1
191820120	Warehousing	5	4
Extra electives:			
Information and Technology Management courses offered by Master Business Information Technology			
191863960	Foundation of Information systems	5	1
192376500	Business Process Integration Lab	5	1
new	Information Markets	5	2
192340101	Implementation of IT in organizations	5	3
192376000	Business Case Development for IT Projects	5	4
192320501	Electronic commerce	5	3
192360021	ICT Management	5	3
201100052	Global Project Management	5	4
Technology Venturing and Innovation Management offered by Master Business Administration			
These courses has to taken as total package of 25 or 30EC		25	
191810840	Management of Organisation, Operations and Technological Innovation	5	2, 3
194108040	Business Development in Network Perspective	5	1
	<i>three or four of the below mentioned courses:</i>		
194111500	a) Innovation & Technology Dynamics	5	3
194108030	b) Principles of Entrepreneurship	5	2
194120140	c) HRM, Innovation & Entrepreneurship	5	2
201000087	d) Entrepreneurial Finance	5	2
201000156	e) International entrepreneurship	5	4
201100054	f) Supply Chain Management & Innovation	5	2
Maintenance offered by Master Mechanical Engineering			
201200146	Maintenance Engineering & Management	5	1
191820180	Reverse Logistics & ReManufacturing	5	2
201300038	Failure Mechanisms & Life Prediction	5	2
191852630	Reliability Engineering & Maintenance Management	5	3
201300039	Structural Health & Condition Monitoring	5	4
	<i>extra</i>		
191157740	Advanced Dynamics (links to 201300038)	5	1
191155730	Tribology (links to 201300039)	5	2

How to plan and choose:

- 1 Write down your obligatory specialization courses
- 2 Decide whether you want to replace courses out of the remaining courses

- Complete your IEM study programme up to 120 EC with a) the remaining
- 3 specialisation courses or
 - b) other master courses IEM or c) Master courses from the faculties CTW, EWI, TNW
 - or d) technical courses from other (inter)national Universities
 - 4 Discuss your complete study programme (and your personal motivation) with your study counselor
 - 5 Get a final approval from your specialisation coordinator (by email with a copy to the office of educational affaires and the study-counselor
- Implementation of (inter)national technical courses needs approval from the specialisation coordinator and the exam committee.
- If you have questions concerning the elective courses, personal issues, planning etc. please see your study counselor.

4c. Content of practical exercises

A practical exercise is an academic unit or a component of an academic unit in which the emphasis is on the activity of the student, such as:

- preparing a literature review, paper or design project, thesis, article, or position paper, or delivering a public presentation;
- a design or research assignment, tests and experiments, practical exercises, skills practice;
- work placement, fieldwork or excursions;
- participation in other required learning activities aimed at achieving the desired skills.

Practical exercises are generally part of an academic unit for which there is a responsible examiner. The structure of the practical exercise(s) is described in general terms in OSIRIS, and in more detail on Blackboard at the start of the programme.

Master's assignment

The Master's assignment (or Master's project or Master's thesis) is 30EC and has to be finished (green light for colloquium) within the nominal study time (20 weeks). Extension of the nominal study time is only allowed after approval of the supervisor and Education director with a maximum of 50%. For more information about the execution of these rules we refer to our Blackboard 'organization' [IEM thesis portfolio](#), Master Thesis Syllabus.

The assignment is not supervised by a single responsible instructor; instead, a Master's committee is assembled for each assignment. The Master's project is evaluated on an individual basis. The Master's project tests the student's competence in the integrated application of the knowledge, comprehension and skills covered in the study units. The Examination Board prescribes an evaluation checklist to help ensure the quality of the evaluation. More practical information on the Master's assignment is found in the Master's Thesis Syllabus.

5. General information

5a. Admission to the programme

The admission request for the program is assessed by an admission committee that consists of the program directors of the programs:

- T. Bondarouk PhD (BA)
- Prof. R. Hoppe PhD (PA)
- Prof. N.S. Groenendijk PhD (ES)
- L.M.G. Steuten PhD (HS)
- E.W. Hans PhD MSc (IE&M)
- Prof O.A.M. Fisscher PhD MSc (post-academic programmes).

In addition to the general criteria, Industrial Engineering & Management distinguishes two types of (inter)national education;

1. Research Universities (primarily responsible for research-oriented programs)
2. Universities (college) for professional education (prepares students particular for more practical professions)

The admission committee has specific requirements depending on the degree.

1. Dutch Degrees of Research Universities

- a. *A Bachelor's degree in Industrial Engineering & Management or related awarded by a Dutch university*
Applicants with a Bachelor's degree in Industrial Engineering & Management awarded by a Dutch university will be admitted to the program.
- b. *Another Bachelor's degree awarded by the University of Twente*
Applicants with "technical" Bachelor's degree other than IEM awarded by *the University of Twente* will be admitted to the program. If necessary the application have to finish a small pre-master program. The admission committee determines the content of the pre-master program. The applicant must have successfully completed the entire pre-master program within a period of 12 months from the start¹⁷. For information concerning the admission see the [Graduate site](#).

2. Degree by a Dutch college for higher professional education (HBO)

- a. *A Bachelor's degree in a related field awarded by a Dutch University (college) for higher professional education*
Students with a Bachelor's degree in a related (technical) field awarded by a Dutch University (college) for higher professional education will be admitted to a pre-Master's programme:
 - If their prior educational profile is suitable
 - If their 'General Personal Average Score' is clearly above average
 - If they express a clear motivation in English for the programme and their chosen specialization
 - If their English proficiency is at VWO level
 - If their mathematics proficiency is at VWO level (Wiskunde B)

All applicant will be judged on an individual basis.

The content of the pre-master programme is described in the section [Pre-Master](#). The size of this programme is 30-EC maximum and has to be finished successfully within a period of 12 months from the start¹⁸. The admissions committee determines the minimum size and content of the specialization-specific part of the pre-Master's programme.

Furthermore special arrangements have been made with Saxion. Programs with a strong technical orientation will be admitted after successfully completing the 'doorstroomminor'. For more information visit the website www.utwente.nl/doorstroom.

- b. *Another Bachelor's degree awarded by a Dutch University (college) for higher professional education*
Applicants with a degree in a non-related field are judged on an individual basis (also regarding article 5.2.a). In specific cases and on the recommendation of a specialisation coordinator, the admission committee may grant exemptions, entirely or partly, from the domain-specific part of the pre-master program. The applicant must have successfully completed the entire pre-master program before being admitted to the Master's degree program.

¹⁷ Idem (as previous note)

¹⁸ For each course of the pre-master programme no more than two examination attempts are allowed. In case the pre-master programme has not been completed successfully in time, the student will not be admitted to the Master's Programme.

3. Bachelor's degrees from a non-Dutch university

The admissions committee assesses international applicants with a Bachelor's degree awarded by a non-Dutch Research University or University (college) for higher professional education on an individual basis. The assessment of the applicant's skills is based on:

- a NUFFIC credential evaluation;
- a letter of motivation;
- an academic IELTS overall band score of at least 6.5 (see also www.ielts.org) or a TOEFL internet-based (TOEFL-iBT) score of at least 90
- mathematics proficiency is at VWO level (Wiskunde B)
- any additional information required by the admissions committee.

The assessment of all applicants' skills is based on academic background and the possibility for students to finish the Master programme in 2 years.

5b. Language of teaching and exams

The language of teaching and exams in the Master's programme is English.

To safeguard the quality of teaching and examination in the English language, MG has taken the following measures:

- Assessment of all MG teaching staff and examiners as for their command of the English language. If their IELTS score is slightly below the established minimum level, they will be allowed a remediation period. Failing to meet the standard after this period will lead to exclusion of the English-language programme. The assessment process for existing staff and examiners is expected to be concluded before the end of 2010, newcomers will be assessed upon their entry.
- Inclusion in the admission requirements for the English language programmes of MG of specific demands as for the proficiency in the English language, wherever a sufficient command may not be warranted by the candidate's prior education.

5c. International cooperation

Several student are going abroad during there study period. The programme offers students the possibility to achieve specific personal and professional objectives

Student can use our international exchange programme contacts from all over the world, to find their most suitable fit to gain the required knowledge and experiences.

Some examples of exchange universities are: Swinburne University of Technology – Australia, Tecnológico de Monterrey – Mexico, Fachhochschule München / Munich University of Applied Sciences, Technische Universität Berlin - Germany, Università degli Studi di Bologna – Italy, Bogazici University – Turkey, etc.

For more contacts and/or information see the Blackboard page 'Study Abroad' (Blackboard > Organizations > Study Abroad.

5d. Program Committee (OLC) and Examination Board

Members of the Programme Committee (OLC) are appointed by the Dean of the faculty every (two) year(s) (faculty regulations article 13). The most recent composition of the committee can be found at the webpage of the [programme committees](#). Correspondence with the committee goes through olcsecretaris@mb.utwente.nl. For more information contact the secretariat at 3200.

Members of the Examination Board are appointed by the Dean of the faculty every (two) year(s) (faculty regulations article 12). The recent composition of the Board can be found at the [webpage of the Examination Boards](#). Correspondence with the Boards goes through mastersgriffie-mb@utwente.nl. For more information contact the secretariat at 3200.

6. Transitional arrangements

Transitional arrangements IEM/TBK 2013-2014

IEM general

Per September 2013 the master programme Industrial Engineering and Management does not offer the 'Information Technology and Management (ITM)' anymore. Several of the former ITM courses are now positioned in the master 'Business Information Technology' and can be joined as electives. See below:

191863960	Foundation of Information systems
192376500	Business Process Integration Lab
new	Information Markets
192340101	Implementation of IT in organizations
192376000	Business Case Development for IT Projects
192320501	Electronic commerce
192360021	ICT Management
201100052	Global Project Management

The combination of electives on Technology Venturing and Innovation Management is changed. These courses has to be taken as total package of 25 or 30EC
The available courses on this topic are mentioned below.

Technology Venturing and Innovation Management	
new	a) Management of Organisation, Operations and Technological Innovation (was 191810840 MOTI)
194108040	Business Development in Network Perspective
	<i>three or four of the below mentioned courses:</i>
194111500	a) Innovation & Technology Dynamics
194108030	b) Principles of Entrepreneurship
194120140	c) HRM, Innovation & Entrepreneurship
201000087	d) Entrepreneurial Finance
201000156	e) International entrepreneurship
201100054	f) Supply Chain Management & Innovation

Per 2013 the below mentioned courses will be offered as electives on the topic 'Maintenance'.
Courses on maintenance (mechanical Engineering)

201200146	Maintenance Engineering & Management
191820180	Reverse Logistics & ReManufacturing
201300038	Failure Mechanisms & Life Prediction
191852630	Reliability Engineering & Maintenance Management
201300039	Structural Health & Condition Monitoring
	<i>extra</i>
191157740	Advanced Dynamics (links to 201300038)
191155730	Tribology (links to 201300039)

IEM individual courses

191570350 Financial Econometrics

This obligatory third quartile course will not be offered anymore. Instead the course '**191515101**

introduction to Risk Theory' can be joined as an elective
No transitional arrangements are necessary.

191852630 Reliability Engineering & Maintenance management

This course was offered in the third quartile of the *first year* and is per 2012-2013 scheduled in the first quartile of the *second year*. Therefore the course will not be offered in 2012-2013. Students who failed the exam earlier can contact the lecturer about how to finish the course.

191810840 M & O of Technological Innovation

This course is renamed into 'Management of Organisation, Operations and Technological Innovation'. The content and position keep the same. No transitional arrangements are necessary

191506103 Statistics and Probability

This course was obligatory for FEM students but not mandatory for PLM en HCTM students. Per 2013 this course is obligatory for all IEM students.

194110140 Cost Management and Engineering - Foundations

This second quartile course is offered as elective

194112040 International health strategy and hospital of the future

This second quartile course is offered as elective

B2e: Programme-specific appendix to the OER 2013-2014

for the Master of Science programme

Public Administration (PA)

1. *Objectives (subject 1 NVAO accreditation system)*
 - 1a Profile of the programme
 - 1b Final attainment targets of the programme (OER, art. 3)
 - 1c Level of the programme (facet 2 NVAO accreditation system; OER, art. 3)

2. *Composition of the programme*
 - The content of the programme and its associated examination (OER, article 2.1a)
 - Nature of the programme (OER, Article 2.1g)
 - Study load of the programme and of each of the study units making up the programme (OER, article 2.1e)
 - The exam formats (OER, article 2.1h)
 - Number and sequence of exams and practical exercises (OER, article 2.1f)
 - Required sequence of exams (OER, article 2.1i)

3. *Coherence and didactic concept (facet 6 NVAO accreditation system)*

4. *Electives and practical exercises*
 - 4a Content of the specializations (OER, Article 2.1b)
 - 4b Requirements related to electives and student's individual choices (OER, 2.1j)
 - 4c Content of practical exercises (OER, article 2.1d)

5. *General information*
 - 5a Admission to the programme (OER Article 4)
 - 5b Language of teaching and exams (OER article 2.1l)
 - 5c International cooperation
 - 5c Programme committee (OLC) and Examination Board

6. *Transitional arrangements (OER, article 2.1k; OER, article 22)*

1. Objectives

1a. Profile of the programme

The objective of the Master's in Public Administration is to train students for management-supporting and policy-advising positions within public administration in the broadest sense of the word. In this broad sense, the term 'public administration' refers to both government organizations and social organizations, companies and institutions that play a role in the collective decision-making on the administration and structuring of our society and the implementation of decisions made in that context.

1b. Final attainment targets

The final attainment targets of the Master's programme in Public Administration have been specified in a set of 'learning outcomes'. The complete set of learning outcomes is as follows.

Competence in choosing and using Public Administration approaches and skills.

The student is familiar with the existing knowledge base and is able to increase its width and depth through study. He/she...

- is familiar with relevant theories, methods, techniques and current questions regarding problem-oriented and interactive policy analysis
- has knowledge and understanding of political, administrative and societal relations as well as of the legal preconditions for policy making, guidance, planning and control of political and administrative processes
- acknowledges the importance of democracy and the constitutional principles for the functioning of public institutions
- can judge the appropriateness and effectiveness of a problem approach, based on ex ante and ex post evaluations
- has the ability to comprehend and master a given policy area and to use policy-oriented skills.

Competence in doing research

The student has the competence to acquire new scientific knowledge through research. For this purpose, research means: the development of new knowledge and new insights and understanding in a purposeful and methodical way. He/she...

- is able to assess the usability and validity of assignments for applied research
- is able to monitor the usability and validity in assignments for applied research
- is able to perform research in the field of public administration.

Competence in designing

The student has the competence for design. Designing is a synthetic activity aimed at the realisation of new approaches, solutions and the sensible use of measures in the public domain. He/she ...

- is to use disciplinary knowledge in coherent ways in the design of solutions for societal problems
- is able to use disciplinary knowledge in coherent ways in the design of approaches regarding the dynamics of political and administrative problems
- is able to critically reflect on the usability of disciplinary knowledge
- is to involve research findings in the design of (new) policies, political and administrative processes and structures
- is able to design an appropriate and effective problem approach based on theoretical insight and research findings.

Competence regarding a scientific approach

The student has a systematic approach characterised by the development and use of theories, models and coherent interpretations. They have a critical attitude and insight in the nature of scientific work. He/she...

- is able to use disciplinary knowledge in coherent ways at the interpretation and analysis of societal developments and their backgrounds

- is able to use disciplinary knowledge in coherent ways at the interpretation and analysis regarding the dynamics of political and administrative problems and their backgrounds
- is to critically reflect on the validity of (inter-) disciplinary knowledge.

Competence regarding intellectual skills

The student is competent in reasoning, reflection and forming a judgement in the context of the discipline. He/she...

- is able to independently keep up with developments in the field of Public Administration
- is able to critically assess disciplinary approaches in the field of study
- can critically reflect on one's own analytic competences; draw conclusions and identify fields and strategies for one's own improvement
- is able to take a critical stance regarding the validity of (inter-) disciplinary knowledge.

Competence in co-operation and communicating

The student has the competence of being able to work with and for others. This requires adequate interaction, a sense of responsibility, leadership and communication with colleagues and non-colleagues. The student has competences to participate in scientific or public debate. He/she...

- is able to present societal issues, their backgrounds, disciplinary perspectives and views regarding political and administrative issues in oral and written form (in English)
- is able to present research ideas and – findings for various audiences
- is able to involve professionals and laymen in the analysis, (design for a) solution and evaluation of societal problems
- is able to advise various groups of professionals and laymen regarding legal and judicial aspects.

Competence to take the temporal and social context into account

Beliefs and methods have their origin and decisions have social consequences in time. The student is aware of the temporal and social context of their work and has the competence to integrate these insights into their work. He/she...

- is able to locate a societal problem against the temporal and contextual background
- is to take ethics and history into account in the definition, analysis and solution of societal problems.

1c. Level of the programme

The curriculum and final attainment targets of the Public Administration programme have recently been renewed, in order to make them more competence-based and even better adjusted to public administration practice. To this end, the 3TU "*Criteria for academic Bachelor's and Master's curricula*" were used as an important guideline and source of inspiration. The seven areas of competence distinguished in this framework have been related to the key competences of the public administration professional as described above in par. 1b.

2. Composition of the programme

The Master's programme consists of 60 EC (1 year, 1680 hours) and has four specializations:

- Policy and Governance (PG)
- Public Safety (PS)
- Public Management (PM)
- Regulation and Innovation (RI)

The tables below show the courses in each specialization and the exam format and study load for each course.

In all specializations it is possible to start in Quartile (Q) 1 = September or in Quartile 3 = February.

During Quartile 2 (or Quartile 4 if you started in February) there will be special Research Methods classes to help you start with your master thesis.

Specialization: Policy & Governance				
Q	Code	Course	EC	Exam format
1	201100077	Policy Analysis in Public and Technological Domains	5	PSS
1	201100073	Economic Methods of Sustainability Assessment	5	PSS
1		<i>Choose between:</i>	5	
	194106090	Social Problems		PSS
	194114060	Issues and Approaches in Higher Education Policy		PSS
	194106110	Issues and Approaches in Environment and Sustainability		PSS
	201000089	Public Management Theories and Tools		PSS
2&4	194119040	Methodology for Public Administration	5	PSS
2&4	194128030	Master Thesis I	10	BAM
3	194111240	Public Governance and Policy Networks	5	PS
3	194101070	Public Governance and Legitimacy	5	PSS
3	201100076	Deliberative Governance of Knowledge & Innovation	5	PS
4&2	194128030	Master Thesis II	15	BAM
			<i>total: 60 EC</i>	

Specialization: Public Safety				
Q	Code	Course	EC	Exam format
1	201100077	Policy Analysis in Public and Technological Domains	5	PSS
1	201100079	Public and private Policing	5	PSS
1	194106090	Social Problems	5	PSS
2&4	194119040	Methodology for Public Administration	5	PGI
2&4	194128030	Master Thesis I	10	BAM
3	194111240	Public Governance and Policy Networks	5	PS
3	194101070	Public Governance and Legitimacy	5	PSS
3	201100081	Public Safety and Public Safety Governance	5	PSS
4&2	194128030	Master Thesis II	15	BAM
			<i>total: 60 EC</i>	

Specialization: Public Management				
Q	Code	Course	EC	Exam format
1	201000089	Public management Theories and Tools	5	PSS
1	194107040	Public Sector Reform	5	PSS
1	201200009	Managing Change & Human Resources	5	PSS
2&4	194119040	Methodology for Public Administration	5	PGI
2&4	194128030	Master Thesis I	10	BAM
3	192340101	Implementation of IT in organizations	5	PSS
3	194101070	Public Governance and Legitimacy	5	PSS
3	194111240	Public Governance and Policy Networks	5	PS
4&2	194128030	Master Thesis II	15	BAM
			<i>total: 60 EC</i>	

Specialization: Regulation & Innovation				
Q	Code	Course	EC	Exam format
1	194101150	Theories of regulation	5	PSS
1	201100077	Policy Analysis in Public and Technological Domains	5	PSS
1		<i>Choose one from:</i>	5	
	201100073	Economic Methods of Sustainability Assessment		
	194107040	Public Sector Reform		
2&4	191763160	Regulatory Design	5	PGI
2&4	194128030	Master Thesis I	10	BAM
3	201200042	Current affairs in advanced technology	5	PSS
3	201200039	Smart rules and regimes	5	PSS
3		<i>Choose one from:</i>	5	
	194111240	Public Governance and Policy Networks		
	194101070	Public Governance and Legitimacy		
	201100081	Public Safety and Public Safety Governance		
4&2	194128030	Master Thesis II	15	BAM
			<i>total: 60 EC</i>	

Key to exam formats:

S = written exam

M = oral exam

PGI = group practical exercise, including a written group report and (in so far as possible) individual assessment of the manner in which the student participated in the group

- exercise
- PS = practical exercises, including a written report
- PSS = practical exercises or assignments, including a written and/or oral report, and a written exam; the student may sit the written exam only after satisfactorily completing the practical exercises and the written and/or oral report
- PSM = similar to PSS, however, an oral exam will be sat
- BAM = reviewed in accordance with the procedures laid down in the regulations applicable to the Master's assignment.

3. Coherence and didactic concept

The Public Administration master programme has four important starting points:

- The programme familiarises students, on the basis of various disciplinary perspectives, with a Policy & Governance, a Public Management and a Legal Governance approach to tackling public problems under conditions of governance; all this combined with thorough knowledge of research concepts and methods;
- The programme allows students to focus on particular fields/domains of application or a particular professional approach; the Public Management and Legal Governance specializations provide such opportunities, as well as the Public Safety specialization; without such theme-based specialisations, the Policy & Governance specialization leads to generic professional and academic qualifications in policy research and policy advice;
- The programme is doable; especially data on average duration of study for students on a scholarship demonstrate that the one-year master programme is doable;
- The programme is (partly) oriented towards professional activity; all tracks were decided upon only after an analysis of job advertisements for the public domain as a basis for extended consultations with our Practitioners' Board and discussions in the Programme Committee.

The specialisations are internally coherent, especially through the concentration on particular fields of application/professional approaches. Given the fact that we have chosen to allow students to enter the programme at the beginning of each semester, we have limited possibilities to build up complexity in the programme. The two thesis-work quartiles, however, provide excellent opportunities for splitting up between the logical steps in research: choice of topic, problem formulation, theoretical approach and research design, first; data collection, analysis and reporting, second.

The master is a training to perform research, but also a test of competences. The aim is that students demonstrate that they are able to integrate theoretical perspectives and research skills in an applied scientific context. For this the students need to show in their papers, and especially in their MSc thesis, their ability:

- to formulate a problem definition that suits the problem at hand including research questions, sub-questions, methodology and time-frame;
- to use concepts and theories of the public domain, preferably those that figure prominently in their selected track/specialisation;
- to make educated choices regarding:
 - units of research;
 - choice of variables;
 - choice of analysis – or design strategy;
 - choice of research – design methods;
- to formulate research – design findings and link them to the research – design questions;
- to devote attention to the social embedding and ethical aspects of the research at hand;
- to give a clear, structured presentation, comprehensible for audiences of different level and (professional or disciplinary) background.

4. Electives and practical exercise

4a. Content of the specializations

The programme has four specializations, also referred to as “tracks”. Students can choose a special direction for their studies by means of the selection of a track, by selecting the electives in the track (if available) and in their choice of the Master's assignment.

Policy and Governance

The track Policy & Governance prepares students for careers in public governance, in policy-related advisory and staff functions in both public and private organizations. To this end it focuses on two main themes: Policy, aimed at the design of effective public policies, and Governance, with special attention for legitimacy and feasibility issues. The master thesis consists of a research project on a problem related to public policy and governance. In two of the obligatory courses, the policy aspects of especially *Sustainability* and *Knowledge and innovation* are highlighted. The optional course has four choices, of which three are aimed at a specific policy field.

Public Safety

De track Public Safety shares courses with the track Policy & Governance. Complementing these generic courses on public governance and policy, the remaining courses pay special attention to subjects that offer insight and academic knowledge in the core of (governing) public safety. In addition, the Master's project in this track will concentrate on a subject related to the field of safety.

Regulation and Innovation

In this specialisation we focus on the relation between regulation and technological innovation. You will especially address the legal side of governance of regulation, to promote technological innovation in balance with checking the risks of technological innovation. You will learn to understand the main issues in technology with the course Current Affairs in Advanced Technology, and you are offered the opportunity to choose two courses of interest on this topic, e.g. health care, sustainability, energy sector, food industry or ICT.

Public management

This track positions itself on the interface between Business Administration and Public Administration. The central intent is to connect the management instruments of Business Administration with the insights of governance known from Public Administration. The track prepares students for management supporting positions in public sector organizations. The central themes of the track are:

- the public management “toolkit”: Financial Management, Human Resource Management, Information management
- the public administration context: what distinguishes the public manager?

The master thesis consists of a research project on a problem related to public management.

4b. Requirements related to electives and student's individual choice

No special requirements are in place.

4c. Content of practical exercises

A practical exercise is a study unit or a component of a study unit in which the emphasis is on the student's activity, such as:

- preparing a literature review, paper or experimental design, thesis, article, or position paper, or delivering a public presentation;
- a design or research assignment, tests and experiments, practical exercises, skills practice;
- work placement, fieldwork or excursions;

- participation in other required learning activities aimed at achieving the desired skills.

Practical exercises are generally part of a study unit for which there is a responsible examiner. The structure of the practical exercise(s) is described in general terms in OSIRIS, and in more detail on Blackboard at the beginning of the programme.

The Master's assignment (or Master's project or Master's thesis) is not supervised by a single responsible instructor; instead, a Master's committee is assembled for each assignment. The Master's project is an individual project, and is evaluated on an individual basis. The Master's project tests the student's competence in the integrated application of the knowledge, comprehension and skills covered in the study units. The Examination Board prescribes an evaluation checklist to help ensure the quality of the evaluation. Further information on the Master's assignment is found in the Master's project manual, which can be found through the blackboard site of the course *194128030 Masterthesis PA*.

5. General information

5a. Admission to the programme

A request to be admitted to the programme is assessed by an admission committee that consists of the programme directors

In addition to the general criteria, Public Administration distinguishes two types of (inter)national education;

- Research Universities (primarily responsible for research-oriented programs)
- Universities (college) for professional education (prepares students particular for more practical professions)

The assessment of all applicant's skills is based on academic background, as outlined below.

1. Dutch Degrees of Research Universities

- A Bachelor's degree in Public Administration awarded by a Dutch university*
Applicants with a Bachelor's degree in Public Administration awarded by a Dutch university will be admitted to the program. With regard to proficiency in English, the admission committee decides whether additional requirements should be set or a diagnostic test should be taken.
- Another Bachelor's degree awarded by a Dutch university*
Applicants with a Bachelor's degree in a related field awarded by a Dutch research university will be admitted after completion of a 20 EC pre-Master's programme. The admissions committee determines whether or not a pre-Master is awarded and determines the content of the pre-Master's programme. The applicant must have successfully completed the entire pre-Master's programme within 12 months¹⁹ before being admitted to the Master's degree programme.
- Another Bachelor's degree awarded by the University of Twente*
Applicants with a Bachelor's degree other than PA awarded by the University of Twente may be admitted to the program after completion of a pre-Master's programme. The admissions committee determines whether or not a pre-Master is awarded and determines the content of the pre-Master's programme. The applicant must have successfully completed the entire pre-Master's programme within 12

¹⁹ Per course of the pre-Master's programme no more than two attempts are permitted to sit the corresponding exam. If the student fails to successfully complete the pre-Master's programme on time, he/she will not be admitted to the Master's Programme.

months²⁰ before being admitted to the Master's degree programme. For information concerning the admission go to: www.graduate.utwente.nl.

Students of one of the Bachelor's programmes offered by the School of MG who have already attained 170 EC's of that programme and have also successfully completed their pre-Master (if awarded), can provisionally start Public Administration Master's courses in the year 2011/2012 but not the Master's thesis. After having been awarded the Bachelor's degree students will be registered as Master's student.

Students who do not meet these requirements can submit a request to the Examination Board with a plan and an advice from the study adviser, according to OER Bachelor of Science art. 18a.3.

2. Degree by a Dutch college for higher professional education (HBO)

a. A Bachelor's degree in a related field awarded by a Dutch University (college) for higher professional education

Students with a Bachelor's degree in a related field awarded by a Dutch University (college) for higher professional education will be admitted if:

- they have successfully completed the 30 EC pre-Master's programme within a period of twelve months²¹. The admissions committee determines the content of the pre-Master's programme.
- their proficiency in Mathematics is at pre-university level (Dutch VWO A1, 2 or HAVO Wiskunde B).

Students who have had a higher professional education (HBO) are assumed to be sufficiently proficient in the English language at the start of the Master's phase²². It is the responsibility of the student to attain this level of English.

The following degrees are currently considered degrees in a related field:

- Management Economics and Law (in Dutch: MER)
- Public Administration (in Dutch: Bestuurskunde)
- Public Safety (in Dutch: Integrale Veiligheidskunde)
- Business Economics (in Dutch: Bedrijfseconomie)
- Marketing (in Dutch: Commerciële Economie)
- Business Administration (in Dutch: Bedrijfskunde).

b. Another Bachelor's degree awarded by a Dutch University (college) for higher professional education

Applicants with a degree in a non-related field are judged on an individual basis. In specific cases and on the recommendation of a track coordinator, the admission committee may grant exemptions, entirely or partly, from the domain-specific part of the pre-Master's programme. The applicant must have successfully completed the entire pre-Master's programme within 12 months²³ before being admitted to the Master's degree program.

3. Bachelor's degrees from a non-Dutch university

The admissions committee assesses international applicants with a Bachelor's degree awarded by a non-Dutch Research University or University (college) for higher professional education on an individual basis. The assessment of the applicant's skills is based on:

- a [NUFFIC credential evaluation](#);
- a letter of motivation;

²⁰ Idem (as the previous note)

²¹ Idem (as the previous note)

²² Their proficiency in the English language is at pre-university education level (Dutch: VWO) or at academic IELTS level with overall band score of 6.5 or higher, or a TOEFL internet based (TOEFL-iBT) score of at least 90.

²³ as note 23

- proof of sufficient mastery of the English language (an IELTS overall band score of 6.5 or higher, or a A TOEFL internet-based (TOEFL-iBT) score of at least 90)
- any additional information required by the admissions committee.

5b. Language of teaching and exams

The programme is offered in English, and the exams are taken in English. The report of the Master's project will be written and defended in English. Students are free to make a translation or summary in Dutch once this is necessary for the dissemination of the research results, but the final grade will be based on the original version in English.

To safeguard the quality of teaching and examination in the English language, MG has taken the following measures:

- An assessment is made of all MG teaching staff and examiners as to their command of the English language. If their IELTS score is slightly below the established minimum level, they will be allowed a remediation period. Failing to meet the standard after this period will lead to exclusion from the English-language programme. Any newcomers will be assessed upon their entry.
- Inclusion of specific demands on their proficiency in the English language in the admission requirements for the MG English language programmes, wherever a sufficient command is not warranted by the candidates' prior education.

5c. International cooperation

(not applicable)

5d. Programme Committee (OLC) and Examination Board

Members of the Programme Committee (OLC) are appointed by the Dean of the faculty every (two) year(s) (faculty regulations article 13). The most up-to-date composition of the committee can be found at the webpage of the [programme committees](#). Correspondence with the committee goes through olcsecretaris@mb.utwente.nl. For more information contact the administration office on (053 489)3200.

Members of the Examination Board are appointed by the Dean of the faculty every two years (faculty regulations article 12). The recent composition of the Board can be found at the [webpage of the Examination Boards](#). Correspondence with the Boards goes through mastersgriffie-mb@utwente.nl. For more information contact the administration office on (053 489)3200.

6. Transitional arrangements

2013-2014

The course 201100078 Crime Science for Public Administration is changed in 194106090 'Social Problems'

2012-2013

The course 194120100 HRM and organizational development is changed in 201200009 Managing Change & Human Resources

Since the track 'Recht en Bestuur' is changed in a new track Regulation and Innovation, for this track the courses have changed. This affects a few students only, contact the track coordinator Prof. Heldeweg.

In 2011-2012 the two specializations *Higher Education* and *Environment and Sustainability* are integrated into the specialization *Policy and Governance*. By choosing the optional course

on these areas, you can highlight those aspects of the policy field.

Further changes are as follows:

Specialization Policy and Governance				
	Course 2011-2012		Course 2010-2011	
Q	Code	Course	Code	Course
1	201100077	Policy Analysis in Public and Technological Domains	194111230	Public Policy Analysis
1	201100073	Economic Methods of Sustainability Assessment	410113	Economic Methods of Policy Analysis
1	201100073	Economic Methods of Sustainability Assessment	194107040	Public Sector reform
3	201100076	Deliberative Governance of Knowledge & Innovation	194111250	Methods of Policy Deliberation

- 1) Public Policy Analysis is renamed in Policy Analysis in Public and Technological Domains. Examinations are the same.
- 2) Public Sector Reform was a 2010-only substitution for Economic methods of Policy Analysis. You can still follow Public Sector Reform, see the Public Management specialization.
- 3) A re-examination is possible for Methods of Policy Deliberation (two opportunities will still be offered in 2011-2012). However, we advise you to follow the new course.

Specialization Public Safety				
	Course 2011-2012		Course 2010-2011	
Q	Code	Course	Code	Course
1	201100079	Public and private Policing	194107230	Issues and Approaches in Public Safety Policy
1	201100078	Crime Science	194107240	Policy Instruments and Evaluation in Public Safety Policy
3	201100081	Public Safety and Public Safety Governance	194107250	Issues in Public Safety Governance

These changes are limited to a change of name of the course, so last year's students can sit the exams of the equivalent course with the new name.

Earlier transitional arrangements:

In **2009-2010** the track Public management has been changed. See the following table for your new course.

Specialization Public Management				
	Course 2010-2011		Course 2009-2010	
Q	Code	Course	Code	Course
1	201000089	Public management Theories and Tools	411011	Public Sector Management Control
1	194107040	Public Sector Reform	410704	Public Sector Reform
1	194120100	HRM and organizational development	410509	Strategic HRM in the Public Sector
3	201000120	Public agencies and public-private partnerships	411917	Public Bureaucracies
3	192340101	Implementation of IT in organizations	410510	Public Performance Management Information Systems
3	194101070	Public Governance and Legitimacy	410107	Public Governance and Legitimacy

B2f: Programme-specific appendix to the OER 2013-2014

For the post-graduate Master of Science programme

Environmental and Energy Management (MEEM)

1. *Objectives (subject 1 NVAO accreditation system)*
 - 1a Profile of the programme
 - 1b Final attainment targets of the programme (OER, art. 3)
 - 1c Level of the programme (facet 2 NVAO accreditation system; OER, art. 3)
2. *Composition of the programme*
 - The content of the programme and its associated examination (OER, article 2.1a)
 - Nature of the programme (OER, Article 2.1g)
 - Study load of the programme and of each of the study units making up the programme (OER, article 2.1e)
 - The exam formats (OER, article 2.1h)
 - Number and sequence of exams and practical exercises (OER, article 2.1f)
 - Required sequence of exams (OER, article 2.1i)
3. *Coherence and didactic concept (facet 2 NVAO accreditation system)*
 - 3a Coherence
 - 3b Didactic concept
4. *Electives and practical exercises*
 - 4a Content of the specializations (OER, Article 2.1b)
 - 4b Requirements related to electives and student's individual choices (OER, 2.1j)
 - 4c Content of practical exercises (OER, article 2.1d)
5. *General information*
 - 5a Admission to the programme (OER Article 4)
 - 5b Language of teaching and exams (OER article 2.1l)
 - 5c International cooperation
 - 5c Programme committee (OLC) and Examination Board
6. *Transitional arrangements (OER, article 2.1k; OER, article 22)*

1. Objectives

1a. Profile of the programme

The aims and final attainment targets of the MEEM are derived from those needed to function effectively at an academic level in the public and /or private sector, or to conduct (applied) academic research in the area of environmental, water or energy management.

The MEEM has an orientation as a postgraduate and academic programme that aims at preparing for jobs in companies, government and non-governmental organisations as internal and external consultants / environmental or energy (project) team members, civil servants and researchers in the domain of environmental science, specialized in environmental and energy management. It thus can be categorized as a postgraduate, professional and academic master programme.

The content of the program is characterized by:

- Attention for both the private and the public sector with respect to environmental, water and energy management;
- Multidisciplinary:
 - insights are derived from various disciplines in the domain of environmental sciences (e.g. policy science, economics, legal sciences, (basic) natural / technical sciences and (organizational) sociology) as well as social science research methods and techniques, specialized in environment, water and energy management;
 - the ability to apply disciplinary knowledge and insights in mutual connection on questions of environmental, water and energy management and sustainable development in a broad sense;
- Scientific nature;
- High quality;
- Stimulating the interaction between participants with their insights and experiences, in line with the postgraduate character of the programme;
- A postgraduate, professional and academic master programme.

1b. Final attainment targets of the programme

The aim of the programme is reflected in its final attainment targets. The final attainment targets for the Master of Environmental and Energy Management are:

Domain Specific Final attainment targets

1. Graduates have knowledge of and insight in the relevant key concepts and theories of policy studies and law and can describe and categorize relevant policy instruments, describe the legal basis of common policy instruments used in environmental, water and energy management and are able to assess their usefulness and feasibility in various contexts.
2. Graduates have basic knowledge of and insight in a variety of clean(er) and treatment technologies relevant for environmental, water and energy management, and tools that can be used for assessing the options for improving the environmental and energy impacts of products and production processes. They are able to make basic calculations for some of these tools and to make judgements about what technological solutions are appropriate for specific situations.
3. Graduates have knowledge of and insight in relevant key terms and concepts of organizational theory, operations management and financial analysis. They are able to apply these to analyze (energy, water and environmental projects in) an organization, define needs for change and advise about implementation.
4. Graduates have knowledge of and insight in the relevant key concepts, theories and tools, strategies and management systems for corporate environmental, water and energy management, including Corporate Social Responsibility. Graduates are able to analyze an existing situation and design solutions for (a specific issue in) environmental, water or energy management.

Integration / multidisciplinary related Final attainment targets

5. Graduates understand the concept of sustainable development and the relationships between resource utilization, production processes, societal processes and environmental pressure and are able to apply combinations of concepts and theories in environmental, water and energy management to the situation in the home country or other specific real life situations.
6. Graduates are able to integrate knowledge from various disciplines and to understand interrelationships in sustainable development processes, and are capable of formulating an action programme, policy, project or recommendations for environmental, water or energy management issues in their context based on this integrated knowledge.

Academic and Professional Final attainment targets

7. Graduates have academic and research skills like critically reflecting on literature, designing a research proposal and executing and reporting on an (applied) research project.
8. Graduates are able to independently access relevant scientific literature to obtain additional knowledge and apply this to the problem at hand.
9. Graduates take the responsibility for the continuous development of their own knowledge and skills.
10. Graduates are able to make a relevant contribution as an individual or as a member of an multi-disciplinary team to analyzing and solving complex environmental or energy problems in an organization or region. They are able to function in an international team, with English as the language of communication.
11. Graduates are able and willing to recognize the ethical aspects related to their activities.
12. Graduates are able to give a structured written and oral presentation in English about individual or team work. They also adhere to existing academic traditions, such as providing proper credits and references.
13. Graduates are able to reflect on matters and issues in the domain, are able to form an opinion and to contribute to both scientific and practitioners' discussions and e.g. to critically reflect on the role of technology in the process towards sustainable development
14. Graduates have knowledge of the principles of relevant professional skills, like communication, management and consulting skills, and have some basic experiences in applying these

1c. Level of the programme

Table 1: Dublin Descriptors and final attainment targets of MEEM

Descriptor	levels
<i>Descriptor 1: Knowledge and understanding</i> Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Master's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context	1,2,3,4,5,6,14
<i>Descriptor 2: Applying knowledge and understanding</i> Can apply their knowledge and understanding and problem solving abilities in new of unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; have the ability to integrate knowledge and handle complexity	1,2,3,4,5,6,7,8 11,12,13,14
<i>Descriptor 3: Making judgments</i> Can formulate judgments with incomplete or limited information, including reflections on social and ethical responsibilities linked to the application of their knowledge and judgments	1,5,6,7,10,11,13
<i>Descriptor 4: Communication</i> Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously	7,10,12,13,14
<i>Descriptor 5: Learning skills</i> Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous	7,9

As can be seen from table 1, the final attainment targets of the MEEM match those of the Dublin Descriptors for master's programmes. Also, in developing the final attainment targets, the Criteria for Academic Bachelor's and Master's Curricula of the 3TU were used to check consistency and comprehensiveness.

2. Composition of the program

The MEEM has a total study load of 65 EC, and is divided into three components: a course work period, a case study period and the research project. The course work can be categorized around three main themes:

- Management (business administration)
- Governance and Law (public administration)
- Technology (albeit not taught at academic master level, but in a contextual sense).

The program has a MSc accreditation in the domain of "social science oriented environmental science".

Next to the courses on the three themes, courses or course elements are included that are more integrative in nature, and also workshops / courses concerned with academic research and professional skills. In general, there are many interlinks between courses.

The course work period is common for all students. After this, for the case studies and research project, students choose a specialization: Environmental Management, Water Governance, or Energy Management.

Parts of the course work are offered in the form of a short course (EMSI), in which also non-MEEM students participate. Further, the programme has a certain degree of flexibility in execution, to match the timetables of both students and lecturers.

Table 2: The MEEM program for 2013-2014

Educational Items	ECs	Contact hours (appr.)	Exam format
Courses (joint programme)			
Policy Strategies and Implementation for Water Governance and other Sustainability Issues	4	30	PS + PG
Environmental Law	2	18	S + PS
Energy Management, Policy and Technology *	4	54	S + GP
Management: operations, organizations and financial analysis **	4	56	S + PG / PGR
Environment and Technology (incl. Water Technologies*)	4	36	S + PS
Environmental Management and Corporate Social Responsibility	4	24	S + PS
Ecology, Society and Sustainable Development	2	18	PGR / PG + AP + PS
Total	24		
Academic Research Skills: Methodology, effective writing & Research Proposal			
Academic Research Skills: Methodology, effective writing & Research Proposal	4	30	PR + PS
Communication, management and consulting skills **	2	30	AP + PS / PR
Total	6		
Case study period Environmental Management specialisation			
Case study period Environmental Management specialisation	12	~48 (variable)	PGI / PGR
OR			
Case study period Energy Management specialisation	12	~ (variable)	PGI / PGR
OR			
Case study period Water Governance specialisation	12	~ (variable)	PGI / PGR
Total	12		
Research project (specialised programme)			
Research project	23	~8 (variable)	BAM
Grand total	65		

*: offered as part of the short course EMSI;

**.: partly offered as part of the short course EMSI

This structure is foreseen for students who begin the program in September 2013. The following abbreviations are used under the 'Exam format' column:

- S = written test
- PGI = group assignment, including a written group report and (in so far as possible) individual assessment of the manner in which the student participated in the group exercise
- PG = group assignment, including a written group report and the assessment of this report for the group
- PS = individual assignment, including a written report
- PGR = group assignment and oral report of this through a presentation
- PR = individual assignment and oral report of this through a presentation
- AP = active participation is obligatory
- BAM = reviewed in accordance with the procedures laid down in the regulations applicable to the Master's assignment.

The student's work must be eligible for review. More specific details are made known in a timely manner by the examiner and / or programme manager in accordance with the provisions of art. 4 of the Rules and Regulations of the Examination Board (part C of this charter).

The procedures for the part of the exam called Research project (master's thesis) are outlined in the specific manual 'Guidelines for the Research project'. The procedures described in this manual are assumed to be part of the Students' charter.

Specific regulations, procedures and requirements with respect to MEEM exams are laid down in the 'exam regulations' in the study guide. For example, these regulations specify that the duration of the programme is one year. With regard to the course work (that is, all the items except the case study and research project), during this year there will be in principle two opportunities offered to pass an exam. There will be an exam and a re-exam or an assignment and a repeat assignment. Students are automatically registered for the exams and, if needed, the re-exams. When a student does not enter an (re-)exam or does not hand in an (re-)assignment without informing the lecturer beforehand, then this (re-) exam or (re-) assignment will still be classified as a valid exam opportunity.

In special circumstances, students may be allowed an extra opportunity to take an exam. To apply for this, the student must make a request, in writing, to the Examination Board of the programme. For practical exercises and projects, e.g. the case study period and research project, there is no second opportunity to repeat these elements of the course. In cases of serious illness or accidents or other situations beyond control of the student, the Examination Board and programme management will try to find a solution.

The procedures and rules described in the study guide are assumed to be a part of the Students' charter.

3. Coherence and didactical concept

3a. Coherence

The Master of Environmental and Energy Management is a coherent study programme. This coherence is anchored in the basic structure and set up of the programme, as well as in its organization. More specific, coherence is reached through the following four mechanisms:

1. Strong and clear basic structure of programme
2. Coherence between courses
3. Working towards research project
4. Organization

Structure of programme – the MEEM has three parts: course work, case study, and research project. The course work is common to all students; the case study and research project are

based on the specialization streams. The build up throughout the programme takes place in three areas: from stand-alone courses in the course-work period, via integration subject and pre-structured work in the case period, towards the final individual research project. During the course work period, the core courses are structured around the themes of Management, Governance and Technology. They provide the (mainly) disciplinary knowledge in the different environmental and energy management areas. Besides, there are integrative courses (e.g. Ecology, Society and Sustainable Development) that bring together various elements, and skills courses like Academic Research Skills and communication. The program has a MSc accreditation in the domain of “social science oriented environmental science”.

Coherence between courses - The lecturers know which courses connect to theirs (indicated in course descriptions) and where there is a potential risk of overlap or benefit of additionally. They take this into account when preparing and planning their contributions.

Working towards research project - The preparations for the research project already start during the course work period:

- In the course Academic Research Skills students learn how to design a research project.
- After about 4 months of course work students are asked to indicate their choice for specialization and (initial) research theme.
- Based on the specializations and themes chosen, students are assigned with tutors.
- Both the tutors and the students receive the reader ‘Guidelines for the research project’ which provides information and guidelines.
- By month 5 or 6 of the programme, the research project preparations start. First by writing a research proposal, and when approved the execution of the research project starts.
- Given the often unpredictable conditions under which the research takes place in students’ home countries, MEEM has a separate student monitoring system and individualized policy to support finalizing the programme and preventing drop out.

Organization - The MEEM programme has a relatively small scale and the programme manager and programme coordinators have good relationships with both students and lecturers and supervisors. Lecturers regularly discuss their course contents, materials and set up with the programme manager or programme coordinators.

3b. Didactic concept

The aim of the MEEM is to develop the professional knowledge and skills of participants through active learning at an academic level, taking into account the (educational, professional, and geographical) backgrounds of the participants.

The primary focus of the MEEM programme is to prepare graduates for a professional career for which academic education is important. As such, it aims to equip its participants with the necessary knowledge and skills to be able to work on and design solutions for multi-disciplinary problems in environmental, water or energy management. This is reflected in the final attainment levels, which show a focus on application and integration of models, theories and tools, a critical attitude towards the appropriateness of potential solutions in their specific context, and attention for assignments and project work focused on analysis and design of solutions. At the same time, graduates are also equipped to work in (applied) academic research in the area of environmental, water and energy management.

Thus, the didactic approach can thus be summarized as:

- Academic education for (future) professionals (connections with actual practice in the professional field)
- Multi-disciplinary
- Innovative approach
- Learning-by-doing
- Training of skills (e.g. teamwork)

4. Electives and practical exercises

4a. Content of the specializations

The Master of Environmental and Energy management has three specializations:

- 1) Environmental Management
- 2) Water Governance
- 3) Energy Management

The course work period is common for all students. After this, for the case studies and research project, students choose a specialization: Environmental Management, Water Governance or Energy Management.

4b. Requirements related to electives and student's individual choices

Not applicable, because the programme does not have a 'vrije ruimte', except for the choice of specialization and research project topic.

4c. Content of practical exercises

A characteristic of the instructional approach in the MEEM programme is a strong link between theory and practice. This calls for active learning, and teaching methods that enable this. Thus, in most courses practice-oriented application of concepts is used to teach participants (how) to use them in practice and to reflect upon the context in which tools and concepts are or can be used. This, in turn, gives rise to discussion in class, in which participants learn from each other and from the situation and solution strategies used in various countries. Active learning by students is promoted by including e.g. assignments, workshops/interactive classes, short courses, case study and the research project. In view of the international postgraduate nature of MEEM, many programme elements specifically use this application of theory and concepts to provide a link to the home region/country of students.

5. General information

5a. Admission to the programme

Admission requests for the program are assessed by an admission committee that consists of:

- Prof. dr J.Th.A. Bressers
- Dr. M.L. Franco Garcia
- Dr. C.L. de Boer
- Dr. T. Hoppe
- Support: Ms. R. Koster, BA. & Mrs. H. van Meerendonk-Obinna, BA

The standard admission criteria are as follows:

- have at least a Bachelor's degree in a related discipline in the natural, technical, environmental or social sciences²⁴. For more details, see next section.

²⁴ Second class lower and third class bachelors provide access to the MEEM programme only when complemented with respectively 2 years of relevant work experience or ample (5 yrs) relevant work experience and a convincing motivation.

- work experience is recommended or, depending on disciplinary background, required (see next section)
- have a basic understanding of chemistry (high school level)
- have excellent communication skills and a very good understanding of the English language
- demonstrate sufficient proficiency in English by means of a minimum score of 6.5 on the Academic IELTS test, or a score of at least 90 on the Internet based TOEFL-iBT test.

Further, for a positive assessment the following is required:

- A letter showing motivation and expectations that match with the programme
- Positive recommendation letter(s)
- CV
- Relevant diplomas and transcripts have to be certified.

- Requirements prior education and work experience

With respect to the disciplinary background and work experience mentioned above, the following criteria apply:

1. Admission based on relevant disciplinary background

Candidates with a Bachelor in the following fields can be admitted:

A. Natural, Technical and Environmental Sciences

Bachelors in the field of Engineering Sciences, Technical Sciences, Natural Sciences (chemistry, physics, geology, biology, ecology, etc.), Environmental Studies / Sciences, agricultural / forestry Sciences, Earth Sciences, natural resources management, Environmental Health Sciences

B. Social Sciences

Bachelors in the field of Business / Business Administration / Commerce, Policy Studies / Political Science, Economics, Law, Management / accounting sciences, Public Management, Environmental / Natural Resource / agriculture / forestry Management, Public Health, (physical, regional, economic) Planning sciences.

For applicants with an educational background in these areas, work experience is recommended.

2. Admission based on prior education plus expertise

Candidates with other Bachelors in the Natural, Technical, Environmental or Social Sciences can be admitted based on at least 3 years of work experience that includes some tasks related to knowledge / skills covered in the Master Programme, or when there are several relevant items in the prior education.

3. Admission based on work experience and Bachelor's degree

Applicants with a Bachelor that is not in the Natural, Technical, Environmental or Social Sciences (here referred to as Human Sciences) can be admitted when possessing at least 5 years of directly relevant work experience. That is, the experience entails many tasks that relate to the skills and knowledge covered in the MEEM programme.

The standard procedure includes finetuning, e.g. with respect to IELTS, potential over-qualification or potential mismatches.

In individual cases, programme management can deviate from the admission requirements. However, not with respect to the Bachelor's degree and only if management has good reasons to assume that the applicant has enough background and motivation to complete the programme successfully. In those cases, the situation is discussed with the applicant. Usually, the responsibility for the lacking item lies with the applicant.

- Other provisions

The management of the program may, in divergence from what is stated before, to persons that do not yet fulfill the requirements for admission, give the student the opportunity to follow certain parts of the master.

5b. Language of teaching and exams

All courses and exams are given in the English language.

To safeguard the quality of teaching and examination in the English language, MG has taken the following measures:

- Assessment of all MG teaching staff and examiners as for their command of the English language. If their IELTS score is slightly below the established minimum level, they will be allowed a remediation period. Failing to meet the standard after this period will lead to exclusion of the English-language programme. The assessment process for existing staff and examiners is expected to be concluded before the end of 2010, newcomers will be assessed upon their entry.
- Inclusion in the admission requirements for the English language programmes of MG of specific demands as for the proficiency in the English language, wherever a sufficient command may not be warranted by the candidate's prior education.

5c. International cooperation

The MEEM programme has a positive attitude towards international cooperation and actively explores opportunities for this.

Starting 2009-2010, cooperation with the University of Padjadjaran (Bandung, Indonesia) in the form of a Double Degree programme, was launched. Further, many of the lecturers involved in the MEEM programme are internationals themselves, are part of international networks and / or participate in international research or educational activities.

5d. Programme Committee (OLC) and Examination Board

- Programme Committee

The tasks of the programme committee are:

- To give advice on the Teaching and Examination Regulations (OER)
- To assess yearly the execution of the Teaching and Examination Regulations (OER)
- To give advice - asked or unasked - to the management of the programme and to the Dean on all matters with respect to the concerned education.

The programme committee of MEEM consists of three of the lecturers and three students. The programme committee is supported by the two programme coordinators: Ms. Rinske Koster and Mrs. Hilde van Meerendonk-Obinna.

- Examination Board

The Dean has, in accordance with article 7.12 of the WHW established an Examination Board for the master programs in the faculty. The members are appointed from the personnel who are charged with providing education. For the latest composition of the Examination Board see the [website](#) of the Board.

Correspondence with the Examination Board goes through mastersgriffie-mb@utwente.nl.

6. Transitional arrangements

Not applicable.

B2g: Programma-specifieke bijlage bij de OER 2013-2014

Voor de post-initiële Master opleiding

Public Management (MPM)

1. *Doelstellingen (onderwerp 1 NVAO accreditatiekader)*
 - 1a Profiel van de opleiding
 - 1b Eindtermen van de opleiding (OER art. 3)
 - 1c Niveau van de opleiding (facet 2 NVAO accreditatiekader; OER art. 3)

2. *Samenstelling van het onderwijsprogramma*
 - Inhoud van de opleiding en van de daaraan verbonden examens (OER art 2.1a)
 - Aard van de opleiding (OER art 2.1f)
 - Studielast van de opleiding en van elk van de daarvan deel uitmakende onderwijseenheden (OER art 2.1d)
 - Aard van de tentamens/toetsvorm (OER art. 2.1g)
 - Aantal en volgtijdelijkheid van tentamens en praktische oefeningen (OER art 2.1e)
 - Volgorde eisen (OER art 2.1h)

3. *Samenhang en didactisch concept (facetten 6 en 10 NVAO accreditatiekader)*

4. *Keuzemogelijkheden en praktische oefeningen*
 - 4a Inhoud van de afstudeerrichtingen (OER art 2.1b)
 - 4b Eisen gesteld aan invulling van vrije ruimte en de te maken keuzes (OER 2.1i)
 - 4c Inrichting van de praktische oefeningen (OER art2.1c)

5. *algemene informatie*
 - 5a Toegang tot de opleiding (OER art 4)
 - 5b Taal onderwijs en tentamens (OER art 2.1k)
 - 5c Internationale samenwerking (OER art 20)
 - 5d opleidingscommissie (OLC) en examencommissie

6. *Overgangsregelingen (OER art 2.1j; OER art 22)*

1. Doelstellingen

1a. *Profiel van de opleiding*

Het doel van de opleiding is hoger opgeleide functionarissen in organisaties in de publieke en semi-publieke sector zodanig (multidisciplinaire) kennis, inzichten en vaardigheden te doen verwerven dat zij, mede voortbouwend op de eigen initiële opleiding en werkervaring, optimaal strategische en leidinggevende functies kunnen vervullen en daarmee bijdragen aan hun loopbaanperspectieven.

De opleiding kenmerkt zich naar inhoud door:

- gerichtheid op management en bestuur in publieke en semi-publieke organisaties;
- de relatie tussen het openbaar bestuur en zijn maatschappelijke omgeving;
- multidisciplinariteit: inzichten worden ontleend aan de functionele gebieden op het gebied van management en organisatie en de disciplines politicologie, recht, economie en sociologie, alsmede methoden en technieken van sociaal wetenschappelijk onderzoek;
- expliciet aandacht voor technologie en innovatie in het publieke domein;
- expliciet aandacht voor maatschappelijk verantwoord handelen;
- expliciet aandacht voor de internationale, i.h.b. Europese context;
- wetenschappelijkheid;
- hoge kwaliteit.

1b. *Eindtermen van de opleiding*

De eindkwalificaties die studenten aan het eind van de masteropleiding Public Management bezitten.

1. Afgestudeerden beschikken over managementvaardigheden en –gedrag op basis van inzicht in de huidige stand van de wetenschappelijke kennis van kernthema's uit de verschillende disciplines die bij elkaar komen in de multidisciplinaire context van management in de publieke sector.
2. Afgestudeerden zijn in staat om kennis uit uiteenlopende kennisgebieden te integreren die in combinatie in de complexe omgeving van het management in het publieke domein van belang zijn.
3. Afgestudeerden zijn in staat professionele situaties en problemen vanuit verschillende perspectieven en op verschillende niveaus van abstractie te analyseren.
4. Afgestudeerden beschikken over het vermogen om een keuze te maken uit verschillende benaderingswijzen voor het oplossen van problemen in de multidisciplinaire context van management in het publieke domein.
5. Afgestudeerden zijn in staat om, met behulp van de verworven theoretische inzichten en methodes veranderingen in publieke organisaties te ontwerpen, implementeren en evalueren.
6. Afgestudeerden beschikken over de kennis en de vaardigheid om effectief te communiceren met specialisten op alle relevante terreinen van het publieke management.

1c. *Niveau van de opleiding*

De onderstaande tabel toont dat met de eindtermen van de opleiding een redelijke aansluiting op het masterniveau van de Dublin Descriptoren wordt gerealiseerd.

Tabel 1: Dublin Descriptors en eindtermen van de MPM

Descriptor	eindtermen
Descriptor 1: Knowledge and understanding Have demonstrated 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 applying ideas, often within a research context	1
Descriptor 2: Applying knowledge and understanding Can apply their knowledge and understanding and problem solving abilities in new of unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; have the ability to integrate knowledge and handle complexity	1, 2, 3, 4, 5
Descriptor 3: Making judgments Can formulate judgments with incomplete or limited information, including reflections on social and ethical responsibilities linked to the application of their knowledge and judgments	3, 4
Descriptor 4: Communication Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously	6
Descriptor 5: Learning skills Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous	

2. Samenstelling van het onderwijsprogramma

2a. Opbouw

De opleiding is in deeltijd geprogrammeerd en bestaat uit een cursorisch deel van 2 jaar en een aansluitende afstudeeropdracht. De totale studielast is 60 EC. Het cursorische deel is opgebouwd uit zes modules van ongeveer gelijke omvang. De opleiding wordt afgesloten met een openbaar colloquium waarin het resultaat van de eindopdracht wordt gepresenteerd. De afgestudeerden ontvangen het masterdiploma. Voor het behalen van het masterdiploma moeten de uitwerkingen van de opdrachten evenals de tentamens voldoende te worden beoordeeld. De opleiding is EAPAA-geaccrediteerd, the European Association for Public Administration Accreditation.

Tabel 2: Het programma van de opleiding MPM

Module	Vak	EC	Toetsvorm
1	HR- & Organisatiemanagement	6	PGI
2	Strategie Beleid & Politiek	6	PS
3	Financieel Management & Bedrijfsvoering	6	PS
4 t/m 6	<u>Een keuze van drie uit:</u>	18	
	- Strategievorming & Organisatieontwikkeling	(6)	PS
	- Management van eGovernment	(6)	PS
	- Innovatieve bedrijfsvoering	(6)	PS
	- Europa	(6)	PS
	- Integriteit & Ethiek	(6)	PS
	- Opdrachtgeverschap & Regievoering	(6)	PS
	- HR-management & Innovatie	(6)	PS
	Research Methodology	3	PGI
	International study trip	2	PGI
	Master Thesis	19	BAM
Totaal		60	

Voor de codering bij "toetsvorm" geldt het volgende:

- PGI = praktische oefening in groepsverband; schriftelijke verslaggeving daarvan per groep en (voor zover mogelijk) individuele beoordeling van de wijze, waarop de student aan activiteiten in groepsverband heeft deelgenomen;
- PSS = praktische oefeningen of opdrachten, schriftelijke en/of mondelinge verslaglegging daarvan, schriftelijk tentamen. Aan het tentamen mag pas worden deelgenomen als de praktische oefeningen zijn verricht en de verslaglegging daarvan met een voldoende resultaat is beoordeeld.
- PS = individual assignment, including a written report
- BAM = conform de regels zoals vastgesteld in de regelingen betreffende de masteropdracht

3. Samenhang en didactisch concept

De Master Public Management kenmerkt zich door een multidisciplinaire, analytische en creatieve benadering van problemen waarmee managers en leidinggevenden in de publieke sector te maken hebben.

Om deze opzet te waarborgen worden verschillende onderwijsvormen gehanteerd. Docenten lichten de bestudeerde literatuur nader toe en verdiepen deze. Onderlinge relaties tussen de verschillende benaderingen en opvattingen worden verduidelijkt. En steeds wordt daarbij aansluiting gezocht bij de praktijk van de publieke sector in het algemeen en die van de deelnemers in het bijzonder.

Kortgezegd; het onderwijs in de master is modulair, integratief en interactief van aard:

Modulair

Het cursorisch gedeelte van de master bestaat uit zes masterclasses. Elke masterclass bestaat in principe uit twintig dagdelen, verdeel over tien cursusdagen in evenzoveel weken.

Integratie

Elke masterclass wordt, bij wijze van toetsing, afgesloten met het uitvoeren van een modulecase of -opdracht. In de uitwerking van deze modulecase of -opdracht past de deelnemer de pas verworven kennis en inzichten van de desbetreffende module toe op een concreet onderwerp uit uw eigen organisatie. Door de masterclasses op deze manier in te richten en af te sluiten worden theorie en praktijk optimaal geïntegreerd.

Interactief

Communicatie over en weer tussen deelnemers en tussen deelnemers en docenten is een belangrijk kenmerk van de master. Er wordt meerwaarde gecreëerd door koppeling van hoogwaardige kennis en inzichten uit de wetenschap en praktijk aan bestaande kennis, inzichten en opvattingen van de deelnemers en hun organisaties.

4. Keuzemogelijkheden en praktische oefeningen

4a. Inhoud van de afstudeerrichtingen

Niet van toepassing.

4b. Eisen gesteld aan invulling van vrije ruimte en de te maken keuzes

Behoudens de keuzeruimte voor moduleopdrachten en eindopdracht is dit niet van toepassing.

4c. Inrichting van praktische oefeningen

In elke module worden een of enkele opdrachten uitgevoerd, in subgroepen of individueel.

Het doel van deze opdracht(en) is om de nieuwe kennis en inzichten toe te passen op concrete situaties. Ook het verzorgen van een presentatie voor docent(en) en medestudenten en een openbare presentatie maken hiervan in de meeste modules deel uit, evenals de deelname aan een internationale studiereis en enkele bezoeken aan instituties in onder meer Brussel en Den Haag.

Het afrondende onderdeel van de Master Public Management is het schrijven van de masterthesis (scriptie). Het doel hiervan is de tijdens de opleiding opgedane kennis, inzichten en vaardigheden toe te passen op een vraagstuk uit de praktijk van de publieke sector. Het resultaat dient een wetenschappelijk verantwoorde bijdrage te zijn aan de oplossing van dat vraagstuk. Dit betekent dat:

- gehanteerde inzichten, modellen en theorieën afkomstig dienen te zijn uit wetenschappelijke literatuur;
- gepresenteerde feiten op wetenschappelijk verantwoorde wijze verkregen moeten zijn;
- conclusies beredeneerd uit de geconstateerde feiten dienen te zijn afgeleid.

Elke cursist schrijft individueel een scriptie. De scriptie wordt begeleid door (in principe) twee docenten van de MPM, een eerste en een tweede begeleider. Het onderwerp en de probleemstelling van de scriptie worden in overleg met de eerste begeleider en de programmamanager vastgesteld.

5. Algemene informatie over de opleiding

5a. Toegang tot de opleiding

In aansluiting op het gestelde in artikel 4 wordt de toelatingsaanvraag voor de opleiding beoordeeld door *de toelatingscommissie*, bestaande uit:

- prof. dr. ir. O.A.M. Fisscher
- mr. C. Regtuit
- H.W. Hoving.

Voor deelname aan de opleiding is tenminste drie jaar praktijkervaring vereist in of met het publieke of semi-publieke domein, bij voorkeur in managementfuncties. Bij de beoordeling van de aanmeldingsverzoeken wordt verder van de volgende indeling gebruik gemaakt:

1. Universitaire vooropleiding

Bachelors-/drs-/ir-/mr-/master-opleiding in een aanpalende richting. In geval van niet aanpalende vooropleiding wordt op individuele basis beslist door de toelatingscommissie, in het bijzonder op basis van anderszins verworven competenties.

2. HBO-bachelors

Nederlandse HBO-bachelors van een aanpalende opleiding zijn in beginsel toelaatbaar. Bij HBO-bachelors, in het bijzonder bij niet aanpalende opleidingen, wordt op individuele basis beslist door de toelatingscommissie, in het bijzonder op basis van anderszins verworven competenties.

3. Buitenlandse bachelors

Studenten met een bachelor-diploma van een buitenlandse opleiding worden op individuele basis beoordeeld door de toelatingscommissie. Competenties worden getoetst op basis van:

- voldoende beheersing van de Nederlandse taal
- een NUFFIC-diplomavergelijking
- een 'letter of motivation'
- een IELTS-score van minimaal 6.0 overall, met een 6.0 op iedere subscore
- zo nodig aanvullende informatie, dit ter beoordeling van de toelatingscommissie

5b. Taal

De MPM is een Nederlandstalige managementopleiding. De gebruikte literatuur is ten dele Engelstalig.

5c. Internationale samenwerking

Niet van toepassing. Veel van de bij de opleiding betrokken docenten maken deel uit van internationale netwerken, waaruit ten behoeve van MPM geput wordt.

5d. Opleidingscommissie (OLC) en examencommissie

De *opleidingscommissie* van de MPM wordt gevormd door de kerndocenten van de opleiding. De kerndocenten komen tenminste een keer per jaar bij elkaar, tijdens de jaarlijkse evaluatiebijeenkomst.

De inbreng van studenten wordt gerealiseerd door hen regelmatig uit te nodigen om feedback op het programma te geven.

Ambtelijke ondersteuning: mr. C. Regtuit

De taken van de opleidingscommissie zijn:

- advies uitbrengen over de onderwijs- en examenregeling
- jaarlijks beoordelen van de wijze van uitvoeren van de onderwijs- en examenregeling
- het gevraagd en ongevraagd geven van advies aan het bestuur van de opleiding en de decaan over alle aangelegenheden aangaande het betreffende onderwijs

De decaan heeft, conform WHW artikel 7.12, en in aansluiting op artikel 7B van dit statuut, voor de facultaire masteropleidingen een *examencommissie* ingesteld. De leden van de examencommissie worden (twee)jaarlijks door de decaan benoemd uit de leden van het personeel die met het verzorgen van het onderwijs zijn belast (faculteitsreglement art.12). De meest recente samenstelling van de commissie is te vinden op haar [webpagina](#). Correspondentie met de commissie gaat via de ambtelijke ondersteuning, mastersgriffie-mb@utwente.nl. Meer informatie via het secretariaat van de onderwijsondersteuning (tel. 3200).

6. Overgangsregelingen

(geen)

B2h: Opleidingsspecifieke bijlage bij de OER 2013-2014

voor de post-initiële Masteropleiding

Risicomangement (MRM)

1. *Doelstellingen (onderwerp 1 NVAO accreditatiekader)*
 - 1a Profiel van de opleiding
 - 1b Eindtermen van de opleiding (OER art. 3)
 - 1c Niveau van de opleiding (facet 2 NVAO accreditatiekader; OER art. 3)
2. *Samenstelling van het onderwijsprogramma*
 - Inhoud van de opleiding en van de daaraan verbonden examens (OER art 2.1a)
 - Aard van de opleiding (OER art 2.1f)
 - Studielast van de opleiding en van elk van de daarvan deel uitmakende onderwijseenheden (OER art 2.1d)
 - Aard van de tentamens/toetsvorm (OER art. 2.1g)
 - Aantal en volgtijdelijkheid van tentamens en praktische oefeningen (OER art 2.1e)
 - Volgorde eisen (OER art 2.1h)
3. *Samenhang en didactisch concept*
 - 3a Samenhang (facet 6 NVAO accreditatiekader) (*nog niet opgenomen*)
 - 3b Didactisch concept (facet 10 NVAO accreditatiekader) (*nog niet opgenomen*)
4. *Keuzemogelijkheden en praktische oefeningen*
 - 4a Inhoud van de afstudeerrichtingen (OER art 2.1b)
 - 4b Eisen gesteld aan invulling van vrije ruimte en de te maken keuzes (OER 2.1i)
 - 4c Inrichting van de praktische oefeningen (OER art2.1c)
5. *algemene informatie*
 - 5a Toegang tot de opleiding (OER art 4)
 - 5b Taal onderwijs en tentamens (OER art 2.1k)
 - 5c Internationale samenwerking (OER art 20)
 - 5d opleidingscommissie (OLC) en examencommissie
6. *Overgangsregelingen (OER art 2.1j; OER art 22)*

1. Doelstellingen

1a. Profiel van de opleiding

De masteropleiding Risicomanagement of 'MRM' is een postacademisch programma dat als doel heeft de studenten voor te bereiden, in termen van kennis en vaardigheden, op posities op academisch niveau in private en publieke organisaties, waarvoor expertise op het terrein van risicomanagement vereist is, als managers of interne dan wel externe adviseurs. De opleiding is in deeltijd geprogrammeerd en bestaat uit een cursorisch deel van 2 jaar en een aansluitende afstudeeropdracht.

De MRM is een Nederlandstalige managementopleiding, gericht op de publieke, semipublieke en private sector. De opleiding kenmerkt zich naar inhoud door:

- een integrale benadering van het onderwerp risicomanagement, met de rol van de organisatie centraal gesteld;
- aandacht voor zowel publieke als private organisaties en hun omgevingen;
- multidisciplinariteit;
- inzichten worden ontleend aan de disciplines risicomanagement, bedrijfs- en bestuurskunde, sociologie en psychologie, communicatie en technologie, alsmede methoden en technieken van sociaalwetenschappelijk onderzoek;
- het ontwikkelen van het vermogen om de risicomanagementproblematiek van een organisatie in context te (h)erkennen en ook bekend te raken met het begrippenkader van enerzijds het maatschappelijk domein en anderzijds gespecialiseerde terreinen;
- wetenschappelijkheid;
- hoge kwaliteit;
- praktijkgerichtheid;
- het bevorderen van de interactie tussen cursisten met hun inzichten en ervaringen, passend bij het postacademische karakter.

1b: Eindkwalificaties op het gebied van kennis, inzicht en vaardigheden

In tabel 1 staan de eindkwalificaties die studenten aan het eind van de opleiding tot Master Risicomanagement bezitten.

Tabel 1: eindkwalificaties afgestudeerden masteropleiding Risicomanagement

De afgestudeerde ...	
1.	Heeft kennis en inzicht in de theorieën van risicomanagement, en is in staat en gemotiveerd zich nieuwe kennis op die gebieden eigen te maken, te identificeren, te volgen en toe te passen.
2.	Heeft inzicht in het specifieke karakter van risico's (en onzekerheid), en heeft kennis van de verschillende soorten risico's, van de verschillende manieren om de risico's in te schatten en te beheersen en van de manieren om de financiële aspecten af te dekken.
3.	Kan risicobewustzijn bevorderen
4.	Is bij het afwegen van risico's in staat om de verschillende niveaus (eigen organisatie, ketenbewustzijn, maatschappelijk niveau) waarop de risico's zich aandienen, te onderscheiden, en de samenhang te onderkennen.
5.	Is in staat mondeling en schriftelijk te communiceren over risicomanagement: a) kan informatie over risicomanagement effectief overbrengen, leidend tot overeenstemming, begrip, acceptatie en actie. b) onderkent de impact van interne en externe communicatie voor de organisatie en de omgeving en weegt deze mee in deze communicatie

6.	Is in staat om conclusies, alsmede de kennis, motieven en overwegingen die hieraan ten grondslag liggen, duidelijk en ondubbelzinnig over te brengen op een publiek van specialisten of niet-specialisten
7.	Is in staat te adviseren over risicomanagement: <ul style="list-style-type: none"> a) heeft kennis van de theorieën m.b.t. adviseren en communiceren over risicomanagement b) heeft de vaardigheden om te adviseren²⁵ over risicomanagement aan individuen, teams en organisaties c) is in staat de adviesvaardigheden passend bij de context in te zetten (op bestuurs- en uitvoerend niveau, voor interne en externe stakeholders, etc.)
8.	Is in staat een oordeel te vormen in diverse omstandigheden, hierover te adviseren en te communiceren rekening houdend met de volgende punten: <ul style="list-style-type: none"> a) een complex (politiek) krachtenveld b) tegenstrijdige meningen en belangen c) binnen en om de organisatie(s) d) een gegeven machtsverhouding
9.	Is in staat te reflecteren op het eigen leerproces en de eigen positie in het dagelijks werk als professional
10.	Kan reflecteren op de eigen houding en positie bepalen en kan deze vasthouden of veranderen en daarbij rekening houden met de eigen normatieve positie en de integriteit van de organisatie: <ul style="list-style-type: none"> a) heeft inzicht in de morele aspecten van beslissingen en ontwikkelingen b) heeft kennis van de standaarden van risicomanagement, de beroepsgroep en de ethiek
11.	Is in staat in een team samen te werken en daaraan leiding te geven onder diverse omstandigheden: <ul style="list-style-type: none"> a) is in staat om, bij het omgaan met risico's, de binnen de werksituatie relevante kennis en ervaring te mobiliseren, door de explicitering ervan te faciliteren. b) kan als lid of leider van een (breed samengesteld) team doelgericht samenwerken ook onder druk van tijd en de publieke opinie c) is in staat tot en staat open voor het onderkennen en aangaan van adequate in- en externe samenwerkingsverbanden
12.	Is in staat zelfstandig (onder begeleiding) een onderzoek te doen en een probleem op te lossen: <ul style="list-style-type: none"> a) heeft kennis van en inzicht in de methoden en technieken van onderzoek en ontwerp (zowel technisch als organisatorisch) b) kan een goede vraagstelling voor onderzoek ontwikkelen c) is in staat de juiste methode en technieken te selecteren en toe te passen d) is in staat complexe situaties te analyseren in termen van oorzaak-gevolgverbanden. e) is in staat onderzoekrapportages kritisch te beoordelen

1c. Niveau van de opleiding

De onderstaande tabel toont dat met de eindtermen van de opleiding een goede aansluiting op het masterniveau van de Dublin Descriptoren wordt gerealiseerd.

²⁵ N.B.: met 'advies'/'adviseren' wordt verwezen naar de rol van een adviseur. MRM beoogt niet risicomanagement-consultants op te leiden

Tabel 2: Dublin Descriptors en eindtermen van de MRM

Descriptor	eindtermen
Descriptor 1: Knowledge and understanding Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Master's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context	1,2,7,10,12
Descriptor 2: Applying knowledge and understanding 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; have the ability to integrate knowledge and handle complexity	1,3,7,10,11,12
Descriptor 3: Making judgments Can formulate judgments with incomplete or limited information, including reflections on social and ethical responsibilities linked to the application of their knowledge and judgments	4,5,(7),8
Descriptor 4: Communication Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously	3,5,6,8
Descriptor 5: Learning skills Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous	1,9

2. Samenstelling van het onderwijsprogramma

De opleiding is in deeltijd geprogrammeerd en bestaat uit een cursorisch deel van 2 jaar en een aansluitende afstudeeropdracht. De totale studielast is 70 EC. Het cursorische deel is opgebouwd uit zeven modules van ongeveer gelijke omvang. De opleiding wordt afgesloten met een openbaar colloquium waarin het resultaat van de eindopdracht wordt gepresenteerd. De afgestudeerden ontvangen het masterdiploma. Voor het behalen van het masterdiploma moeten de uitwerkingen van de opdrachten evenals de tentamens voldoende worden beoordeeld.

Tabel 3: het programma van de opleiding MRM

Module	Vak	EC	Wijze van toetsing
1	Risicomanagement Cyclus	7	PS
2	Risico Communicatie	7	PS
3	Organisatie	7	PS
4, 5, 6	keuzemodules jr 2	21	S. PS
	Studiereizen (2x)	3	PS
	Bernstein-reflectie	1	PS
	Casusproject (afstudeeropdracht)	18	BAM
7	Methodologie en casussen	6	S; PS; peer-review door medecursisten
	De leerlijn Methodologie en Casussen loopt parallel met de kernleerlijn, en heeft met die laatste interactie		
Totaal		70	

Het programma geldt voor studenten die in maart 2013 met hun studie zijn begonnen, alsmede voor

het cohort dat – onder voorbehoud van voldoende deelname – in oktober 2013 van start gaat. In het overzicht van het studieprogramma voor de master zijn de examenonderdelen als volgt opgenomen: module / vakomschrijving / studielast in EC / wijze van toetsing.

Voor de codering bij “wijze van toetsing” geldt het volgende:

S	=	schriftelijk tentamen;
PS	=	praktische oefeningen en schriftelijke verslaglegging daarvan;
BAM	=	conform de regels zoals vastgesteld in de regelingen betreffende de masteropdracht (hier: casusopdracht)

Bepalend is dat de student een te beoordelen prestatie levert. Nadere details zijn te vinden in OSIRIS en/of worden door de examinerator tijdig bekend gemaakt op Blackboard, conform het gestelde in artikel 4 van de Regels en Richtlijnen Examencommissies (onderdeel C van dit Statuut).

Voor het examenonderdeel “casusproject” wordt de examenprocedure beschreven in de desbetreffende handleiding. De daarin beschreven procedure wordt geacht onderdeel van het Studentenstatuut te zijn.

3. Samenhang en didactisch concept

3a. Samenhang

De samenhang in het programma is zichtbaar in twee parallel lopende leerlijnen: de leerlijn “kernmodules” en de leerlijn “methodologie en casussen”.

De kernmodules vormen de hoofdmoot van het programma. Te beginnen bij de introductiemodule worden de verschillende elementen van de risk management cyclus behandeld: beoordeling, beheersing – inclusief financiële aspecten -, communicatie, en organisatie – inclusief ethische en implementatievraagstukken. Een buitenlandse veldreis en diverse ‘special topics’ (middels gastdocenten) zijn verweven met deze leerlijn. Het laatste onderdeel in de serie kernmodules is het casusproject (afstudeeropdracht), dat bij voorkeur wordt uitgevoerd in de werkomgeving van de deelnemer.

De leerlijn van de methodologie en casussen bereidt de studenten voor op het gebruik van wetenschappelijke onderzoeks- en ontwerpmethoden, inclusief de ontwikkeling van casussen. De ontwerpgerichte activiteiten binnen deze leerlijn zijn gericht op organisatieontwerp. Er is daardoor een duidelijke interactie met de module Organisatie. Verdere interacties met de leerlijn van de kernmodules vinden o.a plaats met de module Risicomanagement Cyclus.

3b. Didactisch concept

De deelnemers in de MRM hebben over het algemeen meerjarige relevante werkervaring, vaak ook (deels) op het gebied van het risicomanagement. Leren met en van elkaar is daarom een belangrijk element in het didactisch concept van de opleiding. Dit uit zich bijvoorbeeld in frequente discussies tijdens de colleges. Daarnaast is het programma sterk interdisciplinair van aard, in lijn met het object van studie – risico management.

De kern van het didactisch concept kan daarom als volgt worden verwoord:

ontwikkeling van professionele kennis en vaardigheden door ‘active learning’ op een academisch niveau, rekening houdend met de opleidings- en professionele achtergrond van de deelnemers.

Dit wordt vertaald in de volgende onderwijskundige uitgangspunten die aan de basis van het programma staan:

- het bevorderen van actieve leervormen
- het voortbouwen op bij de student reeds aanwezige kennis, ervaring, vaardigheden professionele achtergrond

- het gericht bevorderen van kennisverwerving en vaardighedenontwikkeling.

4. Keuzemogelijkheden en praktische oefeningen

4a. Inhoud van de afstudeerrichtingen

Niet van toepassing.

4b. Eisen gesteld aan invulling van vrije ruimte en de te maken keuzes

Behoudens de keuzeruimte voor moduleopdrachten en eindopdracht is dit niet van toepassing.

4c. Inrichting van praktische oefeningen

In de meeste modules worden een of enkele opdrachten uitgevoerd, in subgroepen of individueel. Het doel van deze opdracht(en) is om de nieuwe kennis en inzichten toe te passen op concrete situaties. Ook het verzorgen van een presentatie voor docent(en) en medestudenten en een openbare presentatie maken hiervan deel uit, evenals de deelname aan twee studiereizen, één in Nederland en de andere in het buitenland.

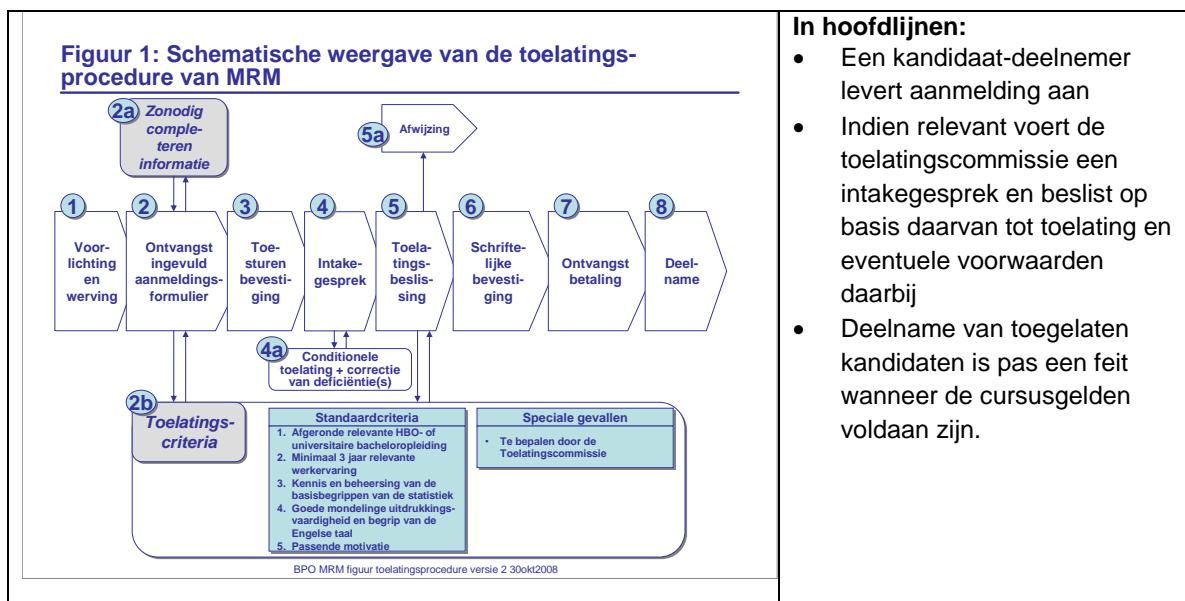
5. Algemene informatie over de opleiding

5a. Toegang tot de opleiding

De toelatingsaanvraag voor de opleiding wordt beoordeeld door de toelatingscommissie, bestaande uit:

- prof. dr. J.I.M. Halman
- prof. dr. ir. O.A.M. Fisscher
- drs J.H.M.J. Busio
- H.W. Hoving.

De toelatingsprocedure is als volgt:



In hoofdlijnen:

- Een kandidaat-deelnemer levert aanmelding aan
- Indien relevant voert de toelatingscommissie een intakegesprek en beslist op basis daarvan tot toelating en eventuele voorwaarden daarbij
- Deelname van toegelaten kandidaten is pas een feit wanneer de cursusgelden voldaan zijn.

Bij de beoordeling van de aanmeldingsverzoeken wordt een op schrift gestelde toelatingsprocedure gehanteerd, waarin onderstaande vijf criteria zijn uitgewerkt. Deze criteria worden in de toelatingsprocedure in onderlinge samenhang gewogen.

1. Afgeronde relevante HBO- of universitaire bacheloropleiding

Afgestudeerden van de in tabel 1 genoemde opleidingen voldoen aan dit criterium.

<i>Tabel 1: HBO- en WO-bacheloropleidingen waarvan de afgestudeerden voldoen aan criterium 1</i>		
Techniek en natuurwetenschappen	Maatschappijwetenschappen	Specialistische opleidingen
<ul style="list-style-type: none"> • Scheikunde, scheikundige technologie • (Technische) wiskunde • (Technische) natuurkunde • Ingenieursopleidingen 	<ul style="list-style-type: none"> • Economie • (Technische) bedrijfskunde • Bestuurskunde 	<ul style="list-style-type: none"> • Risicomanagement (Haagse Hogeschool)
<p><i>HBO-bachelors</i> Nederlandse HBO-bachelors van een aanpalende opleiding zijn in beginsel toelaatbaar. Bij HBO-bachelors, in het bijzonder bij niet aanpalende opleidingen, wordt op individuele basis beslist door de toelatingscommissie, in het bijzonder op basis van anderszins verworven competenties.</p>		

2. Minimaal 3 jaar relevante werkervaring

Minimaal drie jaar relevante werkervaring is vereist. Voorbeelden van relevante werkervaring zijn de volgende functies: hoofd van een productieafdeling; senior personeelsadviseur; Veiligheid-, gezondheid- en milieuadviseur of -specialist, dan wel –hoofd; medior of senior management consultant, hoofd Brandweer of Politie; gemeentesecretaris; hoofd financiële afdeling; adviseur risicomanagement; medior specialist risicomanagement.

3: Kennis en beheersing van de basisbegrippen van de statistiek

De kandidaat beheerst de grondbeginselen van de waarschijnlijkheidsrekening (afhankelijke en onafhankelijke kansen, steekproeven). Beheerst de eenvoudige beschrijvende statistiek (momenten, correlaties, regressie, en dergelijke, verdelingen) en de grondbeginselen van de inductieve statistiek, in het bijzonder t-toets, binomiaal toets, en dergelijke. De toelatingscommissie bepaalt of een aanvullende eis en correctie van een eventuele deficiëntie noodzakelijk zijn.

4: Redelijke actieve en passieve beheersing van de Engelse taal

De voertaal van MRM is Nederlands. Maar veel studiemateriaal is Engelstalig en de studiereis kan Engels als voertaal hebben. VWO-diploma met (eindexamen) Engels en/of een HBO-diploma is vereist. De niveau-eisen zijn:

- Leesvaardigheid: IELTS 6,5 (komt overeen met CEF C1)
- Spreek-, luister- en schrijfvaardigheid: IELTS 5,5/6,0 ((komt overeen met CEF C2).

Met betrekking tot voldoende Engelse taalvaardigheid bepaalt de toelatingscommissie of een aanvullende eis, dan wel een diagnostische toets en correctie van een eventuele deficiëntie noodzakelijk is.

5: Passende motivatie

Dit criterium wordt in het intakegesprek getoetst, aan de hand van de volgende aspecten:

- De kandidaat is gemotiveerd en geëquipeerd om naast het opdoen van kennis en vaardigheden ook kennis en ervaringen in te brengen;
- Is duidelijk gemotiveerd voor de opleiding, bijvoorbeeld blijkend uit carrièremogelijkheden;
- Beschikt over voldoende ruimte en werk en privéleven om de studiebelasting en kosten van de opleiding te dragen.

5b. Taal

De MRM is een Nederlandstalige managementopleiding. De gebruikte literatuur is ten dele Engelstalig.

5c. Internationale samenwerking

Niet van toepassing. Veel van de bij de opleiding betrokken docenten maken deel uit van internationale netwerken, waaruit ten behoeve van MRM geput wordt.

5d. Opleidingscommissie (OLC) en examencommissie

De taken van de *opleidingscommissie* zijn:

- advies uitbrengen over de onderwijs- en examenregeling
- jaarlijks beoordelen van de wijze van uitvoeren van de onderwijs- en examenregeling
- het gevraagd en ongevraagd geven van advies aan het bestuur van de opleiding en de decaan over alle aangelegenheden aangaande het betreffende onderwijs

De commissie bestaat uit 3 docentleden, die elk tevens (kern)docent van tenminste één module van de opleiding zijn, en 3 studentleden. De ambtelijke ondersteuning wordt verleend door de afdeling Professional Learning & Development van de Faculteit MB.

De decaan heeft, conform WHW artikel 7.12, en in aansluiting op artikel 7B van dit statuut, voor de facultaire masteropleidingen een *examencommissie* ingesteld. De leden van de examencommissie worden (twee)jaarlijks door de decaan benoemd uit de leden van het personeel die met het verzorgen van het onderwijs zijn belast (faculteitsreglement art.12). De meest recente samenstelling van de commissie is te vinden op haar [webpagina](#). Correspondentie met de commissie gaat via de ambtelijke ondersteuning, mastersgriffie-mb@utwente.nl. Meer informatie via het secretariaat van de onderwijsondersteuning (tel. 3200)

6. Overgangsregelingen

Niet van toepassing.

Section C: Rules and Regulations of the Examination Board

REGELS & RICHTLIJNEN (R&R)

zoals vastgesteld door

**de examencommissie van de
BSc opleidingen EPA, GZW, IBA, en TBK en de
MSc opleidingen BA, EPA, HS, IEM,
alsmede de
post-initiële master opleidingen MEEM, MPM en MRM**

Deze Regels & Richtlijnen gelden voor :

- de initiële **Bachelor of Science** (BSc) opleidingen:
 - European Public Administration (EPA)
 - Gezondheidswetenschappen (GZW) en
 - International Business Administration (IBA)
 - Technische Bedrijfskunde (TBK)
- de initiële **Master of Science** (MSc) opleidingen:
 - Business Administration (BA)
 - European Public Administration (PA)
 - Health Sciences (HS)
 - Industrial Engineering & Management (IEM)
- de post-initiële masteropleidingen
 - Master of Environmental and Energy Management (MEEM)
 - Master Public Management (MPM) en
 - Master Risico Management (MRM)

De examencommissie heeft er in samenwerking met het instellingsbestuur en opleidingsbestuur zorg voor gedragen dat de Regels & Richtlijnen, de Onderwijs- en Examenregeling en het UT toetskader goed op elkaar zijn afgestemd.

Inhoud en begripsbepalingen

Inhoud

Paragraaf 1: de examencommissie en haar taken en bevoegdheden

- Art. 1: De examencommissie
- Art. 2: Taken en bevoegdheden
- Art. 3: Algemeen (vergaderingen en besluiten)
- Art. 3a: Gemandateerde taken en bevoegdheden

Paragraaf 2: regels die de examencommissie hanteert t.a.v. de uitvoering van algemene taken en bevoegdheden

- Art. 4: Aanwijzen van examinatoren
- Art. 4a: Verlenen uitstel termijn beoordeling
- Art. 5: Maatregelen bij fraude
- Art. 6: Vaststellen of een student aan de einkwalificaties voldoet
- Art. 7: Getuigschriften en registratie
- Art. 7a: Uitingen van excellentie op het getuigschrift
- Art. 8: Jaarverslag

Paragraaf 3: regels t.a.v. taken waarvoor studenten verzoeken moeten indienen

- Art. 9: Verzoeken algemeen en klachten
- Art. 10: Goedkeuring vrij programma
- Art. 11: Verlenen van vrijstellingen
- Art. 12: Verlenging geldigheidsduur van tentamens en toetsen
- Art. 13: Afwijken van de wijze van afleggen van tentamens en toetsen
- Art. 13a: Extra toets kansen
- Art. 14: Afwijken van openbaarheid van mondelinge tentamens en toetsen
- Art. 15: Niet overgaan tot uitreiking getuigschrift
- Art. 16: Afgeven van schriftelijke verklaring

Paragraaf 4: regels t.a.v. borging van kwaliteit van tentamens en toetsen

- Art. 17: Borging van kwaliteit in het algemeen
- Art. 18: Borging van examens
- Art. 19: Borging van tentamens en toetsen
- Art. 19a: Borging van eindwerkstukken

Paragraaf 5: richtlijnen en aanwijzingen om tentamens , toetsen en examens te beoordelen en de uitslag vast te stellen

- Art. 20: Algemene richtlijnen
- Art. 21: Richtlijnen en aanwijzingen m.b.t. de beoordeling
- Art. 22: Beoordeling van eindopdrachten
- Art. 23: Richtlijnen en aanwijzingen m.b.t. het vaststellen van de uitslag
- Art. 24: Richtlijnen en aanwijzingen om plagiaat (incl. meeliftgedrag) te voorkomen
- Art. 25: Overige richtlijnen en aanwijzingen

Paragraaf 6: wijzigingen, afwijkingen, beroep & bezwaar

- Art. 26: Strijdigheid met de Regels en Richtlijnen
- Art. 27: Hardheidsclausule
- Art. 28: Beroep en bezwaar
- Art. 29: Bekendmaking en wijzigingen Regels en Richtlijnen
- Art.30: Inwerkingtreding

Bijlagen:

1. Protocollen t.b.v. de borging van de kwaliteit van tentamens, toetsen en examens door de examencommissie
2. Reglement van orde tijdens tentamens en toetsen (incl. definitie fraude)
3. Procedure Getuigschriften
4. Regels bij verzoeken nog niet over te gaan tot uitreiking van het getuigschrift.
5. Extra toets kans

Begripsbepalingen:

Aanvullend op de begrippenlijst in de OER (en het facultaire studentenstatuut), worden in dit reglement de volgende begrippen gedefinieerd:

<i>Nederlands</i>	<i>definitie</i>
Eindkwalificaties	Doelstellingen op het gebied van kennis, inzicht en vaardigheden waarover degenen die de opleiding voltooit, dient te beschikken
Leerdoelen	De kennis, het inzicht en de vaardigheden waarover degene die een onderwijseenheid afsluit dient te beschikken

Paragraaf 1: de examencommissie en haar taken en bevoegdheden

Artikel 1: De examencommissie (WHW art. 7.12 en 7.12a, zie ook BSc OER art. 5.1)

1. De decaan stelt per opleiding of groep van opleidingen een examencommissie in en benoemt de leden op basis van hun deskundigheid op het terrein van de desbetreffende opleiding of groep van opleidingen. Ten minste één lid is als docent verbonden aan de opleiding of aan één van de opleidingen die tot de groep van opleidingen behoort (WHW art. 7.12, 7.12a, 9.15 lid 1e). Bij MB is elke opleiding door een docent van die opleiding vertegenwoordigd in een examencommissie.
2. In artikel 12 van het faculteitsreglement van de faculteit Management en Bestuur is de instelling en samenstelling van de examencommissies en de benoeming van de leden geregeld (WHW art. 9.14, 9.15 lid 1e).
3. De examencommissie is het orgaan dat op objectieve en deskundige wijze vaststelt of een student voldoet aan de voorwaarden die de onderwijs- en examenregeling (OER) stelt ten aanzien van kennis, inzicht en vaardigheden die nodig zijn voor het verkrijgen van een graad.
4. De door de decaan ingestelde examencommissie(s) en de benoemde leden worden gepubliceerd op de [website van de examencommissie MB](#).

Artikel 2: Taken en bevoegdheden van de examencommissie

1. De examencommissie heeft de volgende wettelijke taken:
 - a. Vaststellen of een student voldoet aan de voorwaarden voor het verkrijgen van een graad, zoals die in de OER zijn gesteld ten aanzien van kennis, inzicht en vaardigheden (WHW art. 7.12 lid 2).
 - b. Uitreiking van een getuigschrift ten bewijze dat een examen met goed gevolg is afgelegd (WHW art. 7.11 lid 2).
 - c. Borgen van kwaliteit van tentamens en examens (WHW art.12 b lid 1a).
 - d. Vaststellen van richtlijnen en aanwijzingen (binnen het kader van de OER) om de uitslag van tentamens en examens te beoordelen en vast te stellen (WHW art. 7.12 b lid 1b).
 - e. Verlenen van toestemming aan een student om een vrij onderwijsprogramma te volgen (WHW art. 7.12b lid 1c en art. 7.3d).
 - f. Verlenen van vrijstellingen voor het afleggen van een of meer tentamens (WHW art. 7.12b lid 1d) conform de OER (WHW 7.13 lid 2r).
 - g. Nemen van maatregelen bij fraude (WHW art. 7.12 b lid 2).
 - h. Vaststellen van regels over de uitvoering van de taken en bevoegdheden onder c, d, f, en g (WHW art. 7.12b lid 3) en de maatregelen die zij in dat verband kan nemen.
 - i. Opstellen van een jaarverslag ten behoeve van de decaan (WHW art. 7.12 b lid 5).
 - j. Aanwijzen van examinatoren voor het afnemen van tentamens en het vaststellen van de uitslag daarvan (WHW 7.12 c lid 1).
2. De examencommissie heeft de volgende wettelijke bevoegdheden :
 - a. Bevoegdheid om conform door het instellingsbestuur vast te stellen regels te besluiten over een verzoek van een student om nog niet over te gaan tot uitreiking van een getuigschrift (WHW art. 7.11 lid 3).
 - b. Bevoegdheid om te bepalen, onder door de commissie vast te stellen voorwaarden, dat niet ieder tentamen met goed gevolg afgelegd hoeft te worden om het examen met goed gevolg af te leggen (WHW art. 7.12b lid 3).

- c. Bevoegdheid tot verlenging van de geldigheidsduur van tentamens (WHW art. 7.13 lid 2k) en toetsen (OER art. 4.8 lid 2).
 - d. Bevoegdheid om in bijzondere gevallen te besluiten tot afwijking van de wijze van afleggen van tentamens zoals die in de OER is vastgelegd (WHW art. 7.13 lid 2l).
 - e. Bevoegdheid om in bijzondere gevallen te besluiten tot afwijken van de openbaarheid van mondelinge tentamens (WHW art. 7.13 lid 2n).
 - f. Bevoegdheid tot het verlenen van vrijstelling van één of meer tentamens (WHW art. 7.12b).
 - g. Bevoegdheid tot het verlenen van vrijstelling, al dan niet onder oplegging van vervangende eisen, van de verplichting tot het deelnemen aan praktische oefeningen met het oog op de toelating tot het afleggen van een tentamen (WHW 7.13 lid 2t).
3. In overleg met het instellingsbestuur zijn daar in de OER nog een aantal bevoegdheden aan toegevoegd:
- a. Bevoegdheid tot het verlenen van extra toets kansen (BSc OER art. 4.5 lid 1; MSc OER, art. 8 lid 6) Zie R&R art. 13a
 - b. Bevoegdheid om een nieuwe termijn of uitstel voor de termijn van beoordeling te verlenen (BSc OER art. 4.7 lid 6; MSc OER art. 11 lid 5). Zie R&R art. 4a
 - c. Bevoegdheid om een resultaat te laten vaststellen door een andere examinerator (BSc OER art. 4.7 lid 6; MSc OER art. 11 lid 5). Zie R&R art. 4 lid 5
 - d. Bevoegdheid tot het uitbrengen van het definitieve studieadvies in het kader van de regeling Bindend Studieadvies (BSA), inclusief de bevoegdheid om daarbij rekening te houden met persoonlijke omstandigheden van de student (BSc OER art. 6.3 lid 10 & 11)
 - e. Bevoegdheid tot het afwijken van het aantal toets-gelegenheden en de wijze van toetsen bij overgangsregelingen (OER art. 8.4 lid 6; MSc OER art. 22 lid 6)
 - f. Bevoegdheid om toe te staan dat in geval van aantoonbare onredelijkheid of onbillijkheid van overwegende aard wordt afgeweken van de bepalingen in de OER (“hardheidsclausule”; BSc OER art. 8.7; MSc OER art. 19a) Zie R&R art. 9 lid 2.
 - g. Bevoegdheid tot afwijken in speciale gevallen van de taal van de master scriptie (Master OER, art. 4a lid 2a)

Artikel 3: Algemeen

1. De examencommissie kiest uit haar midden een voorzitter. De voorzitter treedt op als aanspreekpunt voor de examencommissie en leidt de vergaderingen van de commissie. De vergaderingen van de examencommissie zijn besloten.
2. De examencommissie beslist bij gewone meerderheid van stemmen. Indien de stemmen staken beslist de voorzitter. Belanghebbenden worden van een besluit op de hoogte gesteld. Aan het bericht zal een beroepsclausule worden toegevoegd.
3. Besluiten van de examencommissie worden in de notulen vastgelegd.
4. De examencommissie kan zich laten adviseren door externe deskundigen of door bij de opleiding betrokken medewerkers zoals opleidingsdirecteur, opleidingscoördinator, studieadviseur.
5. De examencommissie zal met betrekking tot te nemen beslissingen die individuele studenten aangaan, advies vragen aan studieadviseurs en andere studiebegeleiders; daarbij zal de over studenten gegeven informatie als vertrouwelijk worden beschouwd.
6. De examencommissie kan, voor zover de wet of deze regels en richtlijnen zich daar niet tegen verzetten, besluiten om bepaalde haar toekomstige bevoegdheden, eventueel voorzien van beperkende voorwaarden, te mandateren aan de voorzitter of een / meerdere van de leden. (zie art. 3a) Bij besluiten die in het belang van een student vóór

de eerstvolgende commissievergadering dienen te worden behandeld, besluit de voorzitter over een procedure om tot een besluit te komen.

7. Besluiten genomen in het kader van gemandateerde taken worden in de eerstvolgende vergadering van de examencommissie gemeld en in de notulen vastgelegd.

Artikel 3a: Gemandateerde taken en bevoegdheden

1. Het vaststellen of een student reglementair geslaagd is, is gemandateerd aan de voorzitter of een ander lid. (WHW art. 7.10 lid 2 en 7.11 lid 2).
2. Getuigschriften worden ondertekend door de voorzitter van de examencommissie en bij diens afwezigheid door een ander lid van de examencommissie (BSc OER art. 5.4 lid 1; MSc OER 18a lid 1). Deze controleert tevens of een student voldoet aan de gestelde eisen voor het predicaat “cum laude”(zie R&R art.7a).
3. Verder zijn gemandateerd:
 - de bevoegdheden in het kader van het Bindend Studieadvies zijn gemandateerd aan de voorzitter of een ander lid (zie R&R art. 2 lid 3d)
 - de bevoegdheid tot het verlenen van vrijstellingen is gemandateerd aan de voorzitter of een ander lid (zie R&R art. 2 lid 2f en 2g)
 - de bevoegdheid tot het tekenen van getuigschriften is gemandateerd aan de examinatoren van het eindwerkstuk (zie R&R art. 22), indien de student alle overige onderdelen van de opleiding met een voldoende resultaat heeft afgerond (BSc OER art. 5.4 lid 1a; MSc OER art. 18a, lid 1a).

Paragraaf 2: Regels ten aanzien van de uitvoering van algemene taken en bevoegdheden

Artikel 4: Aanwijzen van examinatoren (WHW art. 7.12 c lid 1)

1. De examencommissie wijst voor het afnemen van de tentamens en het vaststellen van de uitslag daarvan voor iedere onderwijseenheid een of meer examinatoren aan.
2. In het geval van verschillende examinatoren voor de diverse toetsen van een onderwijseenheid, wordt één examinerator aangewezen als examinerator voor de onderwijseenheid, deze stelt het resultaat van de onderwijseenheid vast. Over het algemeen is degene die eerstverantwoordelijke is voor het onderwijs ook eerstverantwoordelijk voor de beoordeling van de studieresultaten. De examencommissie communiceert met de eerst verantwoordelijke examinerator ten aanzien van de tentaminering van de onderwijseenheid.
3. Ten behoeve van de kwaliteit van de tentamens en toetsen hanteert de examencommissie bij het aanwijzen van de examinatoren de volgende criteria:
 - a. Als examinerator worden aangewezen leden van de vaste of tijdelijke wetenschappelijke staf (UD, UHD, hoogleraar, docent) van de UT die betrokken zijn bij de opleiding en die beschikken over voldoende onderwijskwalificaties, m.n. op het gebied van toetsing;
 - b. De rol van examinerator beperkt zich tot het vakdomein waarbinnen de docent als deskundige erkenning geniet. *De bevoegdheid beperkt zich in principe tot het naastliggende lagere opleidingsniveau dan waarop de examinerator zelf is opgeleid.*
 - c. De examencommissie kan besluiten om andere deskundigen als examinerator aan te stellen. In dit besluit is de geldigheidstermijn en het vakdomein vermeld.
 - d. Voor eindwerkstukken wordt een commissie geformeerd die bestaat uit tenminste twee daarvoor gekwalificeerde examinatoren (zie artikel 22 van deze R&R).
4. De examencommissie neemt bij het aanwijzen van examinatoren als uitgangspunt een overzicht dat zij jaarlijks ontvangt van het opleidingsbestuur waarin per onderwijseenheid een voorstel staat voor aan te wijzen examinatoren *inclusief hun deskundigheid*. De examencommissie kan op grond van de gestelde eisen en haar moverende redenen, andere examinatoren aanwijzen voor onderwijseenheden. De aangewezen examinatoren worden voor aanvang van het studiejaar gepubliceerd op [de website van de opleiding/examencommissie](#). Tussentijdse wijzigingen worden eveneens op de website vermeld.
5. Indien een examinerator naar het oordeel van de examencommissie in gebreke blijft wat betreft navolging van de regels en richtlijnen van de examencommissie, kan de examencommissie een andere examinerator aanwijzen.
6. De examencommissie kan besluiten om in de loop van het jaar een examinerator aan de lijst van examinatoren toe te voegen of van de lijst te verwijderen.

Artikel 4a: Verlenen uitstel termijn beoordeling (BSc OER art. 4.7 lid 6, MSc OER art. 10.2)

1. Indien een examinerator door bijzondere omstandigheden niet in staat is de termijn voor het bekend maken van de uitslag van een toets, zoals bedoeld in BSc OER art. 4.7 lid 2 , na te komen, meldt hij/zij dit met redenen omkleed aan de examencommissie.
2. De betrokken studenten worden door de examencommissie onverwijld van de vertraging op de hoogte gesteld onder vermelding van de termijn waarbinnen de uitslag alsnog bekend gemaakt wordt.

Artikel 5: Maatregelen bij fraude (WHW art. 7.12 b lid 2)

1. In bijlage 2 is aangegeven wat onder fraude wordt verstaan.
2. In geval van vermoeden van fraude stelt de examiner of surveillant de student ervan op de hoogte dat dit gemeld wordt aan de examencommissie en dat die de te nemen maatregelen bepaalt. Door de melding van de examiner of surveillant wordt het vaststellen van de beoordeling van de toets opgeschort voor een termijn die loopt tot het moment waarop de examencommissie vastgesteld heeft of van fraude sprake is of niet.
3. De examencommissie bepaalt, na de student en de docent de gelegenheid te hebben gegeven te worden gehoord, of sprake is van fraude en bepaalt welke maatregelen getroffen worden, en deelt deze schriftelijk mee aan de betrokken student en docent.
4. De examencommissie kan de betrokken student het recht ontnemen één of meerdere door de examencommissie aan te wijzen tentamens of examens af te leggen gedurende een door de examencommissie te bepalen termijn van ten hoogste één jaar.
5. Bij ernstige of herhaalde fraude kan het instellingsbestuur op voorstel van de examencommissie de inschrijving voor de opleiding van de betrokkene definitief beëindigen. Dit zal de examencommissie in principe doen bij herhaalde fraude.

Artikel 6: Vaststellen of een student aan eindkwalificaties voldoet (WHW art. 7.12)

1. De examencommissie is het orgaan dat op objectieve en deskundige wijze vaststelt of een student voldoet aan de voorwaarden die de onderwijs- en examenregeling stelt ten aanzien van kennis, inzicht en vaardigheden die nodig zijn voor het verkrijgen van een graad.
2. De examencommissie stelt indirect vast of elke individuele student aan de eindkwalificaties van de opleiding voldoet. Dit doet zij met behulp van het toetsplan dat elke opleiding conform het toetskader van de Universiteit Twente heeft. Op grond van het toetsplan wordt vastgesteld of de eindkwalificaties qua inhoud en niveau worden afgedekt door de leerdoelen van de verschillende onderwijseenheden en of deze leerdoelen adequaat worden getoetst.
3. De examencommissie bespreekt het toetsplan jaarlijks met het opleidingsbestuur voor aanvang van het academisch jaar.

Artikel 6a: voorwaarden voor het vaststellen dat het examen met goed gevolg is afgelegd zonder dat alle tentamens met goed gevolg zijn afgelegd (WHW art. 7.12b lid 3)

1. Indien de tentamens van de tot een opleiding behorende onderwijseenheden met goed gevolg zijn afgelegd, is het examen afgelegd (WHW art. 7.10 lid 2). Een tentamen is met goed gevolg afgelegd als het tentamen resultaat 5,5 of hoger is (BSc OER art. 4.1). Voor de master geldt hetzelfde (MSc OER art. 17.1).
2. De examencommissie kan onder haar te stellen voorwaarden bepalen dat niet ieder tentamen met goed gevolg hoeft te zijn afgelegd om vast te stellen dat het examen met goed gevolg is afgelegd (WHW art. 12b lid 3). De examencommissie maakt daarbij onderscheid tussen een tentamenresultaat voor een individuele student en het tentamenresultaat van alle studenten die in een bepaald studiejaar het tentamen afleggen.
3. Voor tentamenresultaten van cohorten studenten geldt dat de examencommissie bij een eventueel besluit dat niet ieder tentamen met goed gevolg afgelegd hoeft te zijn, het toetschema van de onderwijseenheid zal raadplegen. De examencommissie zal in haar

besluit in ieder geval de eindkwalificaties van de opleiding in ogenschouw nemen en de betrouwbaarheid van de gebruikte meetinstrumenten.

4. Voor tentamenresultaten van individuele studenten geldt dat ingeval het opleidingsbestuur van mening is dat een student het tentamen met goed gevolg heeft afgelegd met een tentamenresultaat < 5,5, het bestuur een met redenen omkleed voorstel aan de examencommissie moet doen. De examencommissie zal bij haar besluit in ieder geval de eindkwalificaties van de opleiding in ogenschouw nemen.
5. In geval van aantoonbare onredelijkheid of onbillijkheid van overwegende aard, kan een individuele student de examencommissie ook verzoeken vast te stellen dat het examen is afgelegd op grond van art. 8.7 BSc OER en art.17.6 MSc OER.

Artikel 7: Getuigschriften en registratie (WHW 7.11; BSc OER art. 5.4; MSc OER art. 18a)

1. Ten bewijze dat een examen²⁶ met goed gevolg is afgelegd, wordt door de examencommissie een getuigschrift uitgereikt. Op het getuigschrift van het met goed gevolg afgelegde examen worden conform de WHW relevante gegevens vermeld.
2. Het getuigschrift wordt ondertekend door de voorzitter van de examencommissie of bij afwezigheid door één van de leden van de examencommissie.
De examencommissie bepaalt, na overleg met de decaan, op welke wijze de uitreiking van het getuigschrift geschiedt. Dit wordt tijdig bekend gemaakt aan studenten.
3. De examencommissie voegt aan het getuigschrift een supplement toe dat als doel heeft inzicht te verschaffen in de aard en inhoud van de opleiding, mede met het oog op internationale herkenbaarheid. Het supplement voldoet aan het Europese overeengekomen standaardformaat.
4. Het supplement bevat een beschrijving van de inhoud van de opleiding en de studielast van de opleiding. De tot het examen behorende onderdelen en de beoordeling van die onderdelen worden vermeld.
5. Tevens worden vermeld de niet tot het examen behorende onderdelen, waarin op verzoek van de student is geëxamineerd (BSc OER art. 5.4 lid 3; MSc OER art. 18a lid 3). Indien deze niet tot het examen behorende onderdelen deel uitmaken van een speciaal honoursprogramma dat door de opleiding is samengesteld voor excellente studenten, wordt dit eveneens vermeld.

Artikel 7a: Uitingen van excellentie op en bij het getuigschrift (BSc OER art. 5.4 lid 5; MSc OER 4b)

1. De opleiding kent een regeling voor cum laude slagen (zie BSc OER, Bijlage Overgangsregeling propedeutisch examen en cum laude; MSc OER art. 4b). De voorzitter van de examencommissie controleert of de student aan de gestelde eisen voldoet. Indien het judicium 'cum laude' wordt verleend aan de student wordt dit op het getuigschrift vermeld.

Artikel 8: Jaarverslag (WHW art.7.12 b lid 5)

1. De examencommissie stelt jaarlijks een jaarverslag op. De examencommissie verstrekt het jaarverslag aan de decaan.

²⁶Vanaf 1 september 2014 worden geen P-examens meer afgegeven,

2. In het jaarverslag wordt in ieder geval opgenomen:
 - a. Samenstelling van de examencommissie en deskundigheidsbevordering
 - b. Activiteiten met betrekking tot de borging van kwaliteit
 - c. Genomen besluiten (afhandeling verzoeken en klachten, aantallen geanonimiseerd)
 - d. Genomen maatregelen (bij fraude, aantallen geanonimiseerd),
 - e. Betrokkenheid bij accreditaties
 - f. Evaluatie van afgelopen jaar en plannen voor komend jaar.

Paragraaf 3: Regels ten aanzien van de uitvoering van taken en bevoegdheden waarvoor studenten verzoeken moeten indienen

Artikel 9: Algemene regels ten aanzien van verzoeken (BSc OER art. 1.1. lid 8 en art. 8.7; MSc OER art. 19a)

1. De examencommissie heeft volgens de WHW de bevoegdheid om in een aantal gevallen (zie R&R art. 2) af te wijken van het in de OER bepaalde. Een verzoek van een student dat een besluit van de examencommissie vereist dient schriftelijk te worden ingediend via [de website van de examencommissie](#).
2. Indien een student een beroep wil doen op de hardheidsclausule uit de OER, kan hij of zij een verzoek indienen bij de examencommissie om - vanwege aantoonbare onredelijkheid of onbillijkheid van overwegende aard - af te wijken van de bepalingen uit de OER. De student kan daarvan gebruik maken van de daarvoor gepubliceerde informatie op [de website van de examencommissie](#).
3. De examencommissie kan ten behoeve van haar besluit over een verzoek advies inwinnen bij deskundigen zoals opleidingsbestuur, examinatoren en studieadviseurs.
4. De examencommissie stelt de student zo spoedig mogelijk, maar uiterlijk 5 werkdagen na de eerstvolgende vergadering, schriftelijk op de hoogte van haar besluit. Het besluit wordt met redenen omkleed.

Artikel 10: Goedkeuring vrij programma (WHW art. 7.12b lid 1c)

1. Studenten kunnen een verzoek voor een vrij programma indienen bij de examencommissie. Een verzoek van een student voor de aanvraag van een vrij programma dat een besluit van de examencommissie vereist dient schriftelijk te worden ingediend via [de website van de examencommissie](#).
2. De examencommissie toetst of het voorgestelde vrije programma past binnen het domein van de opleiding, samenhangend is en voldoende niveau heeft in het licht van de einkwalificaties van de opleiding.
3. Indien de examencommissie tot goedkeuring besluit, geeft de examencommissie aan tot welke opleiding het vrije onderwijsprogramma geacht wordt te behoren.

Artikel 10 a: Goedkeuring keuzeruimte

1. Indien het instellingsbestuur een student toestemming wil geven voor een van de OER afwijkende invulling van de keuzeruimte, wordt deze beslissing ter instemming voorgelegd aan de examencommissie.
2. Een student dient een eventueel verzoek tot goedkeuring van een individuele minor bij de examencommissie in te dienen voordat met het eerste vak van de minor wordt begonnen.
3. De faculteit of opleiding heeft een richtlijn opgesteld voor het goedkeuren van een individuele minor. De informatie hierover is vermeld op de [website van de examencommissie](#).

Artikel 11: Verlenen van vrijstellingen (WHW art. 7.12b lid 1d, WHW art. 7.13 lid 2r en BSc OER art. 3.5; MSc OER art. 14)

1. Studenten kunnen een verzoek voor een vrijstelling voor een onderwijseenheid indienen bij de examencommissie. Een verzoek van een student om een vrijstelling dient,

vergezeld van een advies van de docent van de desbetreffende onderwijsseenheid, schriftelijk te worden ingediend bij de griffie van de examencommissie. [Het verzoekformulier kan worden gedownload via de website van de examencommissie en dient te worden ondertekend door de student en de betreffende docent.](#)

2. De examencommissie toetst op grond van door de student te overleggen bewijzen of de student de leerdoelen en het niveau van de onderwijsseenheid op een andere wijze heeft bereikt.
3. De examencommissie verleent vrijstelling van de verplichting tot het deelnemen aan praktische oefeningen aan studenten die aannemelijk kunnen maken dat zij verwachten in gewetensnood te zullen komen bij of door het moeten uitvoeren van een bepaalde praktische oefening. De examencommissie zal in overleg met de examinerator van de onderwijsseenheid bepalen op welke andere wijze aan de leerdoelen kan worden voldaan.

Artikel 12: Verlenging geldigheidsduur van resultaten van tentamens en toetsen (WHW art. 7.13 lid 2k en BSc OER art. 4.8; MSc OER art. 10 lid 2)

1. In de BSc OER (art. 4.8 lid 1) is vastgelegd dat de geldigheidsduur van een tentamenresultaat van een onderwijsseenheid van een bachelor-opleiding 6 jaar is en dat de resultaten van toetsen alleen geldig zijn in het studiejaar dat deze zijn behaald. De geldigheidsduur van een tentamenresultaat van een onderwijsseenheid van de masteropleidingen is 4 jaar (MSc OER art.10).
2. Studenten kunnen een verzoek voor verlenging van geldigheidsduur van een tentamen- of toets-resultaat indienen bij de examencommissie. Een verzoek van een student ten aanzien van de verlenging van de geldigheidsduur van resultaten van tentamens en toetsen dient schriftelijk te worden ingediend via [de website van de examencommissie.](#)

Artikel 13: Verzoeken met betrekking tot de bevoegdheid af te wijken van de wijze van afleggen van tentamens of toetsen

1. Studenten kunnen in bijzondere gevallen een verzoek voor afwijken van de wijze van afleggen van tentamens of toetsen indienen bij de examencommissie
2. Afstudeerverslagen zijn openbaar. Op verzoek van de student en de eerste begeleidende examinerator kan in bijzondere gevallen hiervan worden afgeweken indien volledige vertrouwelijkheid door de opdrachtgever als voorwaarde voor het uitvoeren van de opdracht wordt gesteld. Dit verzoek dient met redenen omkleed voor aanvang van de opdracht bij de examencommissie worden ingediend²⁷.
3. Informatie over het indienen van een dergelijk verzoek is te vinden [op de website van de examencommissie.](#)

Artikel 13 a: extra toetskansen (BSc OER art. 4.5; MSc OER art. 8 lid 6)

1. De examencommissie kan in bijzondere gevallen individuele studenten extra gelegenheden geven om een toets af te leggen. Zo nodig kan vaststelling van het tentamenresultaat in deze gevallen aangehouden worden.
2. Informatie over het indienen van een dergelijk verzoek is te vinden op [de website van de opleiding/ examencommissie.](#)

²⁷ In geval slechts gedeeltelijke vertrouwelijkheid is vereist en de beoogde examineratoren hiermee instemmen, dient de vertrouwelijke informatie opgenomen te worden in één of enkele vertrouwelijke bijlagen. Hiervoor is geen goedkeuring van de examencommissie vereist.

Artikel 14: Afwijken van openbaarheid mondelinge tentamens en toetsen

1. Het afnemen van een mondelinge toets is openbaar tenzij de examencommissie in een bijzonder geval anders bepaalt, al dan niet op verzoek van de examinerator of de student (BSc OER , art. 4.6 lid 1; MSc OER art. 9).
Een verzoek van een student om af te wijken van de openbaarheid mondelinge tentamens en toetsen dient schriftelijk te worden ingediend via [de website van de examencommissie](#).
2. Als een student of examinerator derden aanwezig wil laten zijn bij het afnemen van een mondelinge toets, moet dit uiterlijk 10 werkdagen voor de mondelinge toets worden gemeld bij de examencommissie. Afstudeercolloquia zijn uitgezonderd van deze bepaling, evenals presentaties binnen onderwijseenheden.
3. Indien de examencommissie heeft bepaald dat leden van de examencommissie of een waarnemer namens de examencommissie aanwezig zal zijn bij de mondelinge toets, wordt dit minimaal een werkdag vóór de toets door de examencommissie aan de student en de examinerator bekend gemaakt.

Artikel 15: Nog niet overgaan tot uitreiking van getuigschrift

1. Degene die aanspraak heeft op uitreiking van een getuigschrift, kan overeenkomstig de door het instellingsbestuur vast te stellen regels, de examencommissie verzoeken daartoe nog niet over te gaan. De regels staan vermeld in bijlage 5. Een verzoek van een student met betrekking tot het nog niet overgaan tot uitreiking van een getuigschrift dient schriftelijk te worden ingediend via [de website van de examencommissie](#).

Artikel 16: Afgeven schriftelijke verklaring

1. Een student die meer dan een tentamen met goed gevolg heeft afgelegd en aan wie geen getuigschrift als bedoeld in art. 7 van deze R&R kan worden uitgereikt, ontvangt desgevraagd een door de examencommissie af te geven verklaring waarin in elk geval de tentamens zijn vermeld die door hem/haar met goed gevolg zijn afgelegd.
2. Verzoeken voor een schriftelijke verklaring moeten worden aangevraagd via S&O/BOZ.
3. S&O overhandigt de student onder verantwoordelijkheid van de examencommissie een gewaarmerkt certificaat.

Paragraaf 4: Regels ten aanzien van de borging van kwaliteit van tentamens en examens (WHW 12 b lid 1a)

Artikel 17: Borging van kwaliteit algemeen

1. De examencommissie heeft om de kwaliteit van tentamens en examens goed te kunnen borgen een aantal kwaliteitscriteria geformuleerd die zij regelmatig zal onderzoeken met behulp van protocollen. Er zijn protocollen geformuleerd:
 - a. op opleidingsniveau ten behoeve van de kwaliteit van examens
 - b. op het niveau van onderwijseenheden ten behoeve van de kwaliteit van tentamens en toetsen
 - c. op het niveau van de eindopdrachten van opleidingenN.B.: de borging van de kwaliteit van examinatoren – o.a. zijn zij toetsbekwaam- doet de examencommissie bij het aanwijzen van examinatoren (R&R art. 4).
2. De protocollen maken deel uit van deze Regels & Richtlijnen en zijn opgenomen in de bijlagen.

Artikel 18: Regels ten aanzien van de borging kwaliteit van examens

1. De eindkwalificaties van de opleiding, zoals beschreven in de Onderwijs- en Examenregeling, zijn helder en meetbaar geformuleerd.
2. De examencommissie beoordeelt de kwaliteit van een examen aan de hand van het protocol in bijlage 1 en het toetsplan van een opleiding.
3. In het toetsplan staat, conform het toetskader van de UT, aangegeven hoe de eindkwalificaties van de opleiding worden afgedekt door de leerdoelen van de verschillende onderwijseenheden. Ook staat aangegeven op welke manier complexe vaardigheden worden aangeleerd en getoetst (leerlijnen).
4. In het toetsplan is eveneens opgenomen of onderwijseenheden die onderdeel zijn van de opleiding gebruik maken van zgn. “rapportvergaderingen” voor het bespreken van individuele twijfelgevallen. Vermeld wordt volgens welke spelregels en procedures beslissingen zullen worden genomen. Beslissingen inclusief onderbouwing daarvan, worden op papier vastgelegd en opgenomen in het dossier van de onderwijseenheid (module- of cursusdossier).
5. Bij wijziging van het opleidingsprogramma, de leerdoelen, of de toetsing daarvan, moet het toetsplan van de opleiding worden aangepast. De examencommissie wordt van de veranderingen op de hoogte gebracht en zal het aangepaste toetsplan beoordelen om de kwaliteit van het examen te borgen.
6. Er vindt jaarlijks een gesprek plaats tussen (afgevaardigden van) de examencommissie en het opleidingsbestuur over de kwaliteit van de tentamens en examens en de verbeteringen die de opleiding daarin zal aanbrengen. De afspraken worden vastgelegd en gemonitord.

Artikel 19: Regels ten aanzien van de borging kwaliteit van tentamens en toetsen

1. Een opleiding is opgebouwd uit onderwijseenheden (cursussen of modules). Voor elke onderwijseenheid zijn (aansluitend bij de eindkwalificaties van de opleiding) expliciet leerdoelen geformuleerd. De leerdoelen worden voor aanvang van het studiejaar bekend gemaakt aan de studenten.

2. Elke onderwijseenheid wordt afgesloten met een tentamen. In het tentamen wordt getoetst of de student voldoet aan de leerdoelen van de onderwijseenheid. Het tentamen kan zijn samengesteld zijn uit meerdere toetsen (BSc OER art. 4.1. lid 2; MSc OER art. 8a).
3. De wijze waarop het tentamenresultaat volgt uit de toetsen is per onderwijseenheid vastgelegd in een toetsschema (OER art. 4.4 lid 1; MSc OER art. 8a).
4. Tentamens en toetsen voldoen, conform het toetskader van de UT, aan de kwaliteitseisen validiteit, betrouwbaarheid en transparantie.
5. De examencommissie borgt de kwaliteit van tentamens en toetsen aan de hand van de protocollen in bijlage 1 en het toetsschema van een onderwijseenheid, de toetsen waaruit het tentamen is opgebouwd en de bijbehorende beoordelingsinstrumenten, zoals scoringsvoorschriften, normering en cesuur. De examencommissie wordt door het opleidingsbestuur die de toets schema's vaststelt, op de hoogte gebracht van wijzigingen.
6. De borging kan onder andere plaatsvinden door het beoordelen van dossiers van de onderwijseenheden of door gesprekken met examinatoren. De examencommissie kan zich hierbij laten ondersteunen door experts.
7. Eventuele afspraken die worden gemaakt naar aanleiding van borgingsactiviteiten worden vastgelegd en gemonitord.

Artikel 19a: Regels ten aanzien van de borging kwaliteit van eindwerkstukken

1. Wat betreft de borging van de kwaliteit van de toetsing van de eindwerkstukken zal de examencommissie gebruik maken van de rapportages van de opleiding over de kwaliteitsbewaking en -verbetering zoals die voor de opleiding periodiek worden opgesteld
2. De in lid 2 bedoelde rapportages zullen worden besproken in een gesprek met de opleidingsdirecteur. De afspraken worden vastgelegd en gemonitord.
3. De examencommissie kan ook externe deskundigen vragen eindwerkstukken te herbeoordelen om te onderzoeken welke maatstaven binnen de opleiding worden gebruikt bij de beoordeling van eindwerkstukken.

Paragraaf 5: Richtlijnen en aanwijzingen om tentamens en examens te beoordelen en de uitslag vast te stellen (WHW art. 7.12b lid 1b)

Artikel 20: Richtlijnen algemeen

1. De examencommissie kan richtlijnen en aanwijzingen geven met betrekking tot de beoordeling van het tentamen en examens en met betrekking tot de vaststelling van de uitslag van het tentamen (WHW art. 7.12b lid 1b). De richtlijnen die de examencommissie geeft hebben met name betrekking op het borgen van de kwaliteit van tentamens en examens, mede in het licht van de kennis, inzicht en vaardigheden die nodig zijn voor het verkrijgen van een graad.
2. De examinatoren verstrekken de examencommissie de gevraagde inlichtingen. (WHW art. 7.12c)

Artikel 21 : Richtlijnen en aanwijzingen met betrekking tot de beoordeling van tentamens en toetsen

1. In het toetsschema van de onderwijseenheid is opgenomen in welke vorm toetsen worden afgenomen, wat de reparatiemogelijkheden zijn, het minimum vereiste cijfer per toets en de bijdrage van een toets aan het eindcijfer (BSc OER art. 4.4; MSc OER 8a). Op het onderwijsrooster is goed aangegeven wanneer welke toets wordt afgenomen. *Het toetsschema is opgenomen in het dossier van de onderwijseenheid.*
2. Het tentamencijfer is voor een groot deel gebaseerd op individuele beoordeling²⁸.
3. De coördinerend examinator draagt er zorg voor dat de studenten tijdig (voor aanvang van het onderwijs) voldoende inzicht kunnen krijgen in de eisen die bij de tentamens worden gesteld, en dat deze eisen op geëigende wijze (Blackboard) worden gepubliceerd.
4. De beoordelingscriteria voor verschillende toetsen van het tentamen worden bij aanvang van de onderwijseenheid aan studenten bekend gemaakt via de geëigende kanalen (Blackboard).
5. Indien een toets door verschillende examinatoren wordt beoordeeld, draagt de verantwoordelijke examinator er zorg voor dat de beoordelingscriteria door alle examinatoren op eenzelfde manier worden geïnterpreteerd en gehanteerd (beoordelingen uniform en consistent).
6. Voor alle gehanteerde toetsvormen worden beoordelingsinstrumenten (scoringsvoorschriften, beoordelingsformulieren of –rubrics, normering, cesuur) gebruikt. Beoordelingsbeslissingen worden schriftelijk vastgelegd en beargumenteerd.

Artikel 22: Richtlijnen en aanwijzingen met betrekking tot de beoordeling van eindopdrachten

1. Voor de beoordeling van de bacheloropdracht wordt een bachelorcommissie ingesteld uit de voor deze onderwijseenheid aangewezen examinatoren. Minstens één examinator is gepromoveerd. De commissie bestaat tenminste uit:

²⁸De examencommissie moet vaststellen of een student die zij een getuigschrift uitreikt aan de eindkwalificaties voldoet. Daarbij worden de eindkwalificaties afgedekt door de leerdoelen van de onderwijseenheden. Een aanzienlijk deel van de leerdoelen moet individueel getoetst zijn om te kunnen garanderen dat elke individuele student de eindtermen bereikt. De examencommissie hanteert daarbij een aandeel individuele bijdrage van 50-70%.

- a. een eerste inhoudelijk deskundige examinerator, tevens begeleider van de opdracht van de student;
 - b. een tweede deskundige examinerator die betrokken is bij de beoordeling van het concept eindverslag en het eindverslag;
 - c. eventuele praktijkdeskundigen in de rol van adviseur.
2. Voor de beoordeling van de BSc opdracht wordt gebruik gemaakt van het beoordelingsformulier voor de BSC-thesis van de opleiding .
 3. Voor de beoordeling van de masterthesis wordt een mastercommissie ingesteld uit gepromoveerde examineratoren. Tot de mastercommissie behoren ten minste:
 - a. een eerste examinerator, tevens begeleider van de opdracht van de student;
 - b. een tweede inhoudelijk deskundige examinerator die betrokken is bij de beoordeling van het concept eindverslag en het eindverslag;
 - c. eventuele praktijkdeskundigen in de rol van adviseur.
 4. Voor de beoordeling van de MSc opdracht wordt gebruik gemaakt van het beoordelingsformulier voor de MSc opdracht van de opleiding.
 5. Indien de twee beoordelaars van een BSc- of MSc opdracht de uitslag willen vaststellen met het cijfer 10, wordt een derde beoordelaar geraadpleegd, zijnde de leerstoelhouder. Als de leerstoelhouder een van de twee beoordelaars is, wordt de opleidingsdirecteur gehoord.

Artikel 23: Richtlijnen en aanwijzingen met betrekking tot het vaststellen van de uitslag

1. Wanneer bij het afnemen van de toets blijkt dat er een foute inschatting is gemaakt ten aanzien van de maakbaarheid binnen de beschikbare tijd, ten aanzien van de eenduidigheid van de vragen of ten aanzien van de moeilijkheidsgraad, is de examinerator bevoegd hierop aangepaste normen, zoals bedoeld in lid 2 van dit artikel, voor te schrijven. Deze nieuwe normen mogen niet ten nadele van de studenten uitwerken. De wijziging wordt schriftelijk vastgelegd en gearchiveerd in het dossier van de onderwijseenheid.
2. Sterk aanbevolen wordt een toets analyse uit te voeren voordat de uitslag wordt vastgesteld.

Artikel 24: Richtlijnen en aanwijzingen met betrekking tot het voorkomen van fraude waaronder meelift gedrag en plagiaat

1. In het reglement van orde bij toetsen (zie bijlage 2) is vastgelegd wat onder fraude wordt verstaan.
2. Examineratoren wordt dringend aanbevolen alvorens werkstukken te beoordelen een plagiaat checker te gebruiken.

Artikel 25: Overige richtlijnen en aanwijzingen

N.V.T

Paragraaf 6: Wijzigingen, Afwijkingen, Beroep en Bezwaar

Artikel 26: Strijdigheid met de Regels en Richtlijnen

1. Indien andere aanvullende regelingen en/of bepalingen in strijd zijn met de regels uit deze Regels en Richtlijnen, dan gaat het bepaalde in deze Regels en Richtlijnen voor.
2. De richtlijnen en aanwijzingen in deze Regels en Richtlijnen zijn opgesteld binnen het kader van de Onderwijs- en Examenregeling (OER) van de opleiding. Als zij in strijd mochten zijn met de OER, dan gaat het bepaalde in de OER voor.

Artikel 27: Hardheidsclausule

1. De examencommissie evalueert eens per jaar de werking van dit reglement
2. In geval van aantoonbare onredelijkheid of onbillijkheid van overwegende aard kan de examencommissie afwijken van de bepalingen in deze regeling.
3. In gevallen waarin dit reglement niet voorziet beslist de examencommissie.

Artikel 28: Beroep en Bezwaar

1. Indien een student bij de examencommissie een verzoek of klacht indient waarbij een examiner betrokken is die lid is van de examencommissie, neemt de betrokken examiner geen deel aan de behandeling van het verzoek of de klacht.
2. Beroep tegen beslissingen van de examencommissie of van een examiner dient binnen zes weken, nadat de beslissing aan betrokkene is bekend gemaakt, schriftelijk te worden ingediend bij het loket voor de bezwaar- en beroepsschriften (en klachten) van de balie van de Student Services.

Artikel 29: Bekendmaking en wijziging Regels en Richtlijnen

1. De regels en Richtlijnen van de examencommissie worden via de website van de opleiding bekend gemaakt.
2. Wijzigingen in deze Regels en Richtlijnen worden gepubliceerd op de website van de opleiding.

Artikel 30: Inwerkingtreding

Deze regels en richtlijnen treden in werking op 1 september 2013 en vervangen de regels en richtlijnen van september 2012.

Bijlage 1. **PROTOCOLLEN BORGING TOETSKWALITEIT**

Deze protocollen hebben als doel een beeld te krijgen van en/of een oordeel te vormen over de kwaliteit van toetsen op a) opleidingsniveau, b) op moduleniveau en c) op het niveau van een toets. Om te kijken naar de kwaliteit van toetsing op deze niveaus is voor elk niveau een set van maximaal tien criteria geformuleerd. Er is een bewuste keuze gemaakt niet volledig te willen zijn in alle mogelijke kwaliteitscriteria, maar juist te kiezen voor belangrijke criteria op dit moment. De criteria zijn aangevuld met bijbehorende aandachtspunten. Deze aandachtspunten zijn niet bedoeld als criteria, punten waarover een oordeel gegeven moet of kan worden, maar als verzameling van mogelijke punten om naar te kijken. De totaliteit van de bevindingen van de aandachtspunten zegt iets over de mate waarin aan het criterium wordt voldaan.

Op het moment van ontwerpen van deze protocollen is het ontwerpproces van nieuwe modules op basis van het Twents Onderwijs Model (TOM) in volle gang. Nog niet alles zal goed ontworpen, ontwikkeld en geïmplementeerd zijn. Het doel is bij het beoordelen van de kwaliteit van toetsing rekening te houden met het ontwerpstadium waarin de ontwikkeling van TOM onderwijs zich bevindt.

a) **Protocol borging kwaliteit toetsplan**

nr.	Criterium	Mogelijke aandachtspunten
1.	Het toetsplan sluit aan op beleid van de faculteit en de opleiding.	het sluit aan op en/of voldoet aan <ul style="list-style-type: none">- toetsbeleid,- de OER,- de toetsvisie van de opleiding of de faculteit,- regels en richtlijnen van de examencommissie.
<i>Bevindingen:</i>		
2.	In het toetsplan is inzichtelijk hoe de eindtermen van de opleiding worden getoetst.	Het maakt inzichtelijk op welke wijze wordt getoetst en beoordeeld: <ul style="list-style-type: none">- de eindtermen van de opleiding,- leerlijnen,- kennisgebieden,- academische vaardigheden,- leren leren.
<i>Bevindingen:</i>		
3.	Het toetsplan bevat een toetsprogramma.	Het toetsprogramma kent <ul style="list-style-type: none">- een overzicht aan toetsvormen,- een overzicht aan toetsen verdeeld over de opleiding,- een toename in complexiteit,- een duidelijk onderscheid tussen formatieve en summatieve toetsen. Een summatieve toets leidt tot een beoordeling en is opgenomen in Osiris,- een duidelijk onderscheid tussen groepstoetsen en individuele toetsen. Groepsopdrachten kennen bij voorkeur ook een individuele component.
<i>Bevindingen:</i>		
4.	Het toetsplan bevat afspraken over voorkomen van fraude/meeliftgedrag.	In het toetsplan is expliciet beschreven op welke wijze voldoende maatregelen genomen zijn om fraude en meeliftgedrag te voorkomen.
<i>Bevindingen:</i>		
5.	Het plan bevat afspraken over kwaliteitsbewaking.	Hierbij valt te denken aan afspraken als: <ul style="list-style-type: none">- toetsonderdelen zijn in te zien in een dossier van de onderwijseenheid (cursusdossier of moduledossier),- toetsen worden ontworpen door bekwame docenten en in samenwerking met elkaar,- afhandeling van klachten over toetsen.
<i>Bevindingen:</i>		

b) Protocol kwaliteitsborging toetsing op het niveau van een onderwijseenheid

nr.	Criterium	Mogelijke aandachtspunten
1.	De leerdoelen zijn transparant geordend en vormen goede "bouwstenen" voor het ontwerp van toetsen.	<ul style="list-style-type: none"> - Alle leerdoelen, dus ook die van de verschillende leerlijnen, vormen de basis voor de toetsontwerpen. - De leerdoelen zijn kwalitatief goed geformuleerd en geordend. - De leerdoelen op niveau van een onderwijseenheid zijn gekoppeld aan de eindtermen van de opleiding. Aan welke eindtermen en in welke mate dragen de leerdoelen bij aan het verwerven van de eindtermen en/of competenties die centraal staan in de opleiding?
<i>Bevindingen:</i>		
2.	Toetsen van een onderwijseenheid zijn vastgelegd in een toetschema.	<ul style="list-style-type: none"> - In het toetschema²⁹ is op heldere en inzichtelijke wijze opgenomen: - Welke toetsen in module zijn opgenomen (summatief of formatief) - Welke leerdoelen worden getoetst in welke toets - Hoe de summatieve toetsen samen tot een eindbeoordeling leiden (weging) - Cesuurbepaling en compensatie (minimaal te behalen scores) - De toetsen zijn opgenomen in het moduledossier en voldoen aan de regels en richtlijnen. - De toetsvormen passen bij de betreffende leerdoelen.
<i>Bevindingen:</i>		
3.	De toetsing is (kosteneffectief en) uitvoerbaar voor alle betrokkenen.	<ul style="list-style-type: none"> - Het aantal summatieve toetsen is beperkt, niet meer dan noodzakelijk. - Toetsing is uitvoerbaar voor ontwerpers van toetsen: voldoende tijd en kennis om een toets te kunnen ontwerpen voorafgaand aan de start module. Er is tijd om mede-docenten mee te laten kijken naar toetsontwerp etc. - Toetsing is uitvoerbaar voor docenten en andere beoordelaars, er is voldoende tijd en menskracht beschikbaar om toetsen af te nemen en te beoordelen. - Organisatie en registratie van toetsresultaten is uitvoerbaar voor ondersteunende diensten. - Risico's voor onderwijsrendementen/ doorstroming voor studenten zijn in kaart gebracht.
<i>Bevindingen:</i>		
4.	De toetsing levert geen belemmering bij de studeerbaarheid van de opleiding voor studenten.	<ul style="list-style-type: none"> - Voorkenniseisen zijn vastgesteld voorafgaand aan deelname van module en worden nageleefd. - In het programma zijn toetsen evenwichtig verspreid, er is geen overload aan toetsen op een bepaald moment. - Herkansingen concurreren niet met deelname aan nieuwe onderwijseenheden (met name van belang voor de modules binnen de BSc opleidingen).
5.	De verhouding tussen groeps- individuele toetsing is transparant en is evenwichtig.	De opleiding maakt inzichtelijk hoe gegarandeerd is dat alle studenten de eindtermen bereiken. Bijvoorbeeld doordat minimaal 70% van de toetsing in de onderwijseenheid de individuele prestatie van de studenten (individuele toetsen of door individuele bijdrage in groepsopdrachten) betreft.
<i>Bevindingen:</i>		
6.	Herkansingsprocedures en procedures voor reparatie zijn opgenomen in de beschrijving van de onderwijseenheid.	<ul style="list-style-type: none"> - Herkansing of reparatie op toetsniveau: <ul style="list-style-type: none"> - wordt uitgevoerd conform de OER, - is transparant geformuleerd in de beschrijving van de onderwijseenheid. - De voorwaarden voor herkansing en reparatie zijn helder en éénduidig geformuleerd in de beschrijving. - De data van toetsen en herkansingen zijn helder opgenomen in de beschrijving. - Bij modules in de bacheloropleiding vinden herkansing en reparatie voor het grootste deel (minimaal 70%) plaats binnen de module en anders in geschikte "timeslots" buiten de module.
<i>Bevindingen:</i>		
7.	Toetsinformatie is transparant voor alle betrokkenen.	<p>Transparant zijn:</p> <ul style="list-style-type: none"> - data waarop toetsen en herkansingen gepland zijn, conform OER, - deadlines voor oplevering van producttoetsen, conform OER, - nakijktijd, conform OER, - wijze waarop de feedback is geregeld,

²⁹ Een format komt op termijn beschikbaar op een centrale Utwente website over toetsen.

		- relatie tussen nakijktijden en voorbereidingstijd voor herkansingen/repairatie.
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c) Protocol kwaliteitsborging van een toets

nr.	Criterium	Mogelijke aandachtspunten
1.	Validiteit	<ul style="list-style-type: none"> - Vooraf is vastgesteld welke leerdoelen getoetst worden. - De leerdoelen zijn kwalitatief goed geformuleerd, ze vormen goede "bouwstenen" voor het ontwerp van de toets en ze zijn geschreven op het juiste niveau. - De opbouw van een kennistoets is in een toetsmatrijs inzichtelijk gemaakt: - Koppeling van vragen of opdrachten aan leerdoelen. - Leerdoelen die zwaarder wegen bevatten meer toetsvragen en of meer punten. - De kennistoets correspondeert met de toetsmatrijs. - Vragen, opgaven en/of opdrachten behandelen betekenisvolle zaken (geen futiliteiten). - Bij tentamens met open vragen of bij producttoetsen (inclusief afsluitende thesis) sluiten de beoordelingscriteria/ antwoordmodellen volledig aan op de leerdoelen. - De toets en de herkansing zijn met elkaar vergelijkbaar qua inhoud, aantal vragen en opdrachten, aantal te behalen punten, cesuur.
<i>Bevindingen:</i>		
2.	Betrouwbaarheid	<ul style="list-style-type: none"> - De vragen en opdrachten eenduidig geformuleerd en op één manier te interpreteren. - De vragen en opdrachten zijn zo gesteld dat alleen studenten die de stof beheersen ze goed beantwoorden. - De vragen en opdrachten qua moeilijkheid afgestemd op het niveau van de student. - Bij kennistoetsen met gesloten vragen is het aantal vragen en opdrachten groot genoeg om toevalstreffers uit te sluiten <ul style="list-style-type: none"> - multiple choice vragen met 2 alternatieven--> minimaal 80 vragen, - multiple choice vragen met 3 alternatieven--> minimaal 60 vragen, - multiple choice vragen met 4 alternatieven--> minimaal 40 vragen. - De afname en de beoordelingsprocedure is goed beschreven. - Het beoordelingsvoorschrift en de bijbehorende beoordelingsinstrumenten zijn volledig en bruikbaar voor de beoordelaar. - De cesuur is duidelijk en rechtvaardig.
<i>Bevindingen:</i>		
3.	Transparantie	<ul style="list-style-type: none"> - Voor alle betrokkenen duidelijk wat wordt getoetst in de toets, wanneer, hoe en door wie getoetst en beoordeeld. - De procedures voor toetsontwerp, toetsafname, beoordeling en herkansingen zijn expliciet benoemd. - Voor alle betrokkenen is duidelijk beschreven hoe de beoordeling tot stand komt. - Voor alle betrokkenen is duidelijk beschreven hoe de uitslag van de toets en bijbehorende feedback wordt gegeven aan de student.
<i>Bevindingen:</i>		

Bijlage 2. REGLEMENT VAN ORDE TIJDENS TENTAMENS EN TOETSEN

Algemeen

1. Een onderwijseenheid wordt afgesloten met een tentamen. Een tentamen is een onderzoek naar de kennis, het inzicht en de vaardigheden van een student, alsmede de beoordeling van de uitkomsten van dat onderzoek (WHW art. 7.10). Een tentamen kan uit meerdere toetsen bestaan. Ingeval een onderwijseenheid slechts één toets kent, valt deze samen met het tentamen van de betreffende onderwijseenheid (BSc OER art. 1.2).
2. Bij elke vorm van toetsing zoals bedoeld in lid 1 van dit artikel, dient de student eigen en origineel werk in te leveren. Anders wordt dat beschouwd als fraude.

Fraude

3. Onder fraude wordt verstaan:
 - a. Het bij een toets bij zich op tafel hebben liggen en/of gebruik maken van meer of andere hulpmiddelen dan die waarvan de examinerator heeft bekendgemaakt dat ze zijn toegestaan bij de betreffende toets.
 - b. Het bij tentamens en toetsen bij zich op tafel hebben liggen en/of gebruik maken van hulpmiddelen of hulp waarvan de student wist of behoorde te weten dat zij niet waren toegestaan. Onder de hulpmiddelen of hulp vallen in ieder geval:
Spieken, al dan niet:
 - met behulp van spiekbriefjes;
 - door af te kijken bij tentamens;
 - door het ontvangen of verzenden van (tekst)berichten;
 - door tijdens de uren dat een toets of tentamen wordt afgenomen, en terwijl het werk nog niet is ingeleverd, in contact te treden met anderen dan de surveillant;
 - met behulp van elektronische apparatuur;
 - c. Gedrag van studenten waarvan de examinerator vóór het afnemen van het tentamen of toets heeft bekendgemaakt dat hij het als frauduleus beschouwt.
 - d. Het gelegenheid geven tot frauderen aan andere studenten door bijvoorbeeld af te laten kijken bij tentamens.
 - e. Plagiaat (letterlijk overnemen of gebruiken van andermans werk en het presenteren als eigen werk).
 - het woordelijk overnemen van (passages uit) het werk van een ander zonder aan te geven dat het andermans woorden zijn en/of zonder vermelding van de precieze vindplaats van de passage.
 - het parafraseren van (passages uit) het werk van anderen, zonder daarbij aan te geven dat de gedachtegang door iemand anders is bedacht en zonder de vindplaats van de gedachtegang aan te geven.
 - het overnemen van ideeën uit andermans werk zonder daarbij aan te geven dat het de ideeën van iemand anders zijn.
 - het hergebruik van eigen stukken die zijn gemaakt voor andere doeleinden zonder dit aan te geven
 - f. Meeliftgedrag; een student die zich onttrekt aan afspraken die zijn gemaakt of regels die zijn gesteld voor het werken in een groep die voor de tentaminering een gezamenlijk groepswerkstuk oplevert, en die ten onrechte als lid van de groep

- profiteert van een beoordeling van het werk van de groep als geheel, terwijl zijn rol in de groep die beoordeling voor hem als individu niet rechtvaardigt.
- g. Manipulatie van onderzoekgegevens bij opdrachten.
 - h. Jezelf uitgeven voor een ander.
 - i. Alle vormen van fraude anders dan hierboven bij a t/m g genoemd, dit ter beoordeling van de examencommissie.
4. Bij vermoeden van fraude stelt de examiner of surveillant de student hiervan op de hoogte. Bij een schriftelijke toets mag de student het werk afmaken, maar het wordt niet beoordeeld. Niet toegestane hulpmiddelen worden door de surveillant ingenomen.
 5. Indien de surveillant of examiner een vermoeden van fraude heeft, moet deze de examencommissie meteen hiervan op de hoogte stellen.
 6. De examencommissie, alle betrokken partijen gehoord hebbende, stelt binnen 20 werkdagen na de constatering van en een vermoeden van fraude de eventuele fraude vast, stelt vast welke maatregelen worden getroffen en doet hiervan schriftelijk mededeling aan de betrokken student en docent.
 7. Indien een student of extraneus fraudeert, kan de examencommissie de betrokkene het recht ontnemen één of meer door de examencommissie aan te wijzen toetsen, tentamens of examens af te leggen, gedurende een door de examencommissie te bepalen termijn van ten hoogste een jaar. Bij ernstige fraude kan het instellingsbestuur op voorstel van de examencommissie de inschrijving van de betrokkene definitief beëindigen (WHW art. 7.12b lid 2). De betrokkene krijgt geen beoordeling voor de onderwijseenheid waarbij de fraude is vastgesteld.

Algemene regels

8. Inschrijven voor een onderwijseenheid houdt ook in inschrijving voor alle toetsen in de onderwijseenheid (OER art. 4.3 lid 3).
9. De student dient zich tijdens de toets te legitimeren door middel van een wettelijk legitimatie middel (paspoort, rijbewijs of ID kaart).
10. De student is te allen tijde gehouden de aanwijzingen van een examiner of van de surveillant te volgen.
11. Bij overtreding van dit reglement is de examiner of surveillant gerechtigd om te besluiten dat de student wordt uitgesloten van verdere deelname aan de toets. De surveillant mag studenten laten verwijderen uit de toetslocatie.

Regels bij schriftelijke toetsen

12. De studenten die zich voor een onderwijseenheid, en daarmee ook voor de toetsen van de betreffende onderwijseenheid, hebben ingeschreven kunnen in de aangewezen zalen zelf hun plaatsen uitzoeken, tenzij de examiner of surveillant anders beschikt (bijvoorbeeld door middel van gereedliggend tentamenpapier dat de zitplaatsen aangeeft).
13. Indien het gebruik van rekenmachines, literatuur of naslagwerken e.d. door de examiner is toegestaan, moeten deze voldoen aan de eisen die daaraan vooraf (in Blackboard) zijn gesteld.
14. Studenten dienen vóór de officiële aanvangstijd van de schriftelijke toets hun plaatsen te hebben ingenomen. Na de officiële aanvangstijd van de toets wordt de student géén toegang meer verleend tot de ruimte waarin de toets wordt afgenomen. De student is dan niet meer gerechtigd aan de toets deel te nemen. De surveillant of examiner heeft het recht studenten die bij aanvang van de zitting hun plaats nog niet hebben ingenomen niet meer toe te laten.

15. De student dient het wettelijk legitimatiebewijs goed zichtbaar op tafel te leggen. Indien een student zich niet door middel van een wettig legitimatiemiddel kan legitimeren, is hij/zij niet gerechtigd deel te nemen aan de toets, dan wel de deelname voort te zetten en dient hij/zij op aangeven van de examinerator of surveillant de zaal te verlaten.
16. Direct bij aanvang van de toets vult de student zijn/haar naam en studentnummer in op de toets en/of het tentamenpapier.
17. Studenten mogen de zaal niet verlaten tot 30 minuten na de officiële aanvangstijd van de toets. Vanaf 30 minuten na aanvang van de toets kunnen studenten hun toets inleveren bij de surveillant. Nadat legitimatie heeft plaatsgevonden verlaat de student de zaal zo spoedig en zo rustig mogelijk.
18. Wanneer een student de zaal heeft verlaten en de toets heeft ingeleverd, is het hem/haar niet meer toegestaan deze opnieuw te betreden.
19. Studenten nemen tijdens tentamen- en toets-zittingen zodanige rust in acht dat op geen hinder wordt veroorzaakt voor medestudenten.
20. Op tafel bevinden zich, naast de toets en het uitgedeelde klad/tentamenpapier, alleen de collegekaart, beperkt los schrijfbaar, en de attributen die voor het maken van het tentamen door de examinerator zijn toegestaan (Blackboard) en ook geen persoonlijke bezittingen als sleutelbossen, zonnebrillen etc.
21. In principe wordt ervan uitgegaan dat een student vooraf aan het tentamen naar de toilet is geweest. Een korte toiletpauze is mogelijk na verloop van tijd van de surveillant. In beginsel kan deze faciliteit per zaal slechts aan één persoon gelijktijdig worden gegeven. Het eerste half uur (30 min) van een tentamenzitting is geen toiletbezoek toegestaan, evenals de laatste 30 min. van de zitting.
22. Het werk wordt bij de examinerator of surveillant ingeleverd. Dit kan vanaf 30 min. na aanvang van de tentamenzitting tot 15 minuten vóór het einde van de zitting op elk moment geschieden. Als er een student zijn/haar werk inlevert, wachten andere studenten op hun plaats.
23. De toets en het tentamenpapier dienen uiterlijk op het officiële eindtijdstip of op indicatie van de examinerator of surveillant ingeleverd te worden.
24. Bij inlevering van het werk dient elk vel ingeleverd papier tenminste duidelijk leesbaar voorzien te zijn van de naam met voorletters en het studentnummer van de student. Een student die geen van de opgaven heeft kunnen uitvoeren levert een vel papier in met daarop zijn naam en voorletters en studentnummer
25. Bij het inleveren van het gemaakte tentamen en het verlaten van de tentamenruimte parafeert de student de aanwezigheidslijst. Daarbij toont de student zijn collegekaart of ander gewaarmerkt identiteitsbewijs.

Regels in geval van calamiteiten

26. Indien er zich calamiteiten voordoen of dreigen voor te doen tijdens of kort voor een schriftelijke toets, wordt de toets uitgesteld met onmiddellijke ingang. De examinerator stelt in overleg met de opleidingsdirecteur een nieuw tentamentijdstip vast.
27. Het nieuw vastgestelde toetsmoment, dat binnen een maand plaatsvindt (de vakantie maanden niet meegerekend), is bindend. Dit wordt binnen drie werkdagen nadat de calamiteit heeft plaatsgevonden bekendgemaakt via de gebruikelijke media.
28. Indien er een calamiteit plaatsvindt of is te verwachten tijdens een toets dient er, indien mogelijk, als volgt te worden gehandeld:
 - op al het tentamenwerk is bij aanvang van het tentamen de naam en studentnummer door de student vermeld;

- de aanwezigen dienen op last van de verantwoordelijke instantie of surveillant direct de tentamenzaal te verlaten;
 - de studenten laten het gemaakte tentamenwerk achter in de tentamenzaal.
 - indien men in de gelegenheid is geweest al te beginnen met het tentamen wordt, indien dit redelijkerwijze mogelijk is, op grond van de ingeleverde (gedeeltelijk) gemaakte opgaven door de docent hierover het eindcijfer bepaald.
29. Indien de docent op grond van het in artikel 26d genoemde geen eindcijfer kan bepalen, wordt er binnen een maand (de vakantiemaanden niet meegerekend) na het door een calamiteit afgebroken tentamen een herkansing georganiseerd voor de gedupeerde studenten.

Slotbepalingen

30. In gevallen waarin dit reglement niet voorziet beslist de examinator of de surveillant.
31. Beroep tegen besluiten van de examencommissie is geregeld in artikel 8.6 van de Onderwijs- en examenregeling (OER).
32. Klachten of bezwaren kunnen worden ingediend bij de examencommissie of het UT-klachtenloket.

7.

Bijlage 3. PROCEDURE GETUIGSCHRIFTEN

1. Bureau Onderwijszaken (BOZ) van MB controleert na afloop van elke tentamenperiode, alsmede in de maand oktober, welke studenten voldoen aan de eisen voor het propedeutisch-, resp. bachelor-, resp. masterexamen.
 2. Ten bewijze dat het propedeutisch-, resp. bachelor-, resp. masterexamen met goed gevolg is afgelegd, wordt door de examencommissie een getuigschrift uitgereikt. Het getuigschrift wordt ondertekend door de voorzitter van de examencommissie of bij diens afwezigheid door één van de leden van de examencommissie of de examinatoren van het eindwerkstuk.
 3. a Voor alle bacheloropleidingen geldt dat indien een student alle onderdelen van de bacheloropleiding met een voldoende heeft afgerond, het bachelorgetuigschrift kan worden uitgereikt bij het behalen van de bacheloropdracht. In dat geval kan het getuigschrift worden ondertekend door de twee examenbevoegde begeleiders (zie R&R art. 6)
 - b Indien een student alle onderdelen van de masteropleiding met een voldoende heeft afgerond, dan kan het master getuigschrift worden uitgereikt bij het behalen van de masteropdracht. In dat geval kan het getuigschrift van de master of sciences opleidingen worden ondertekend door de twee examenbevoegde begeleiders.
 - c Indien een student die alle onderdelen van de bachelor- resp. de masteropleiding met succes heeft afgerond het getuigschrift bij het behalen van de bachelor- resp. masteropdracht nog niet wenst te ontvangen, heeft hij volgens artikel 17 lid 3 van de OER het recht om bij de examencommissie een gemotiveerd verzoek in te dienen om nog niet Studentenstatuut bacheloropleidingen MB 2012-2013 pag. 108 Onderdeel C: Regels en Richtlijnen van de examencommissies over te gaan tot het geslaagd verklaren voor het bachelor- resp. masterexamen en de uitreiking van het daarbij behorende diploma. Dit verzoek moet tijdig worden ingediend, d.w.z. vóór de aanmelding voor het afsluitende colloquium voor de bachelor- resp. de masteropdracht bij BOZ. In dit verzoek moet de student naast de redenen voor het gevraagde uitstel tevens de door hem gewenste duur van het uitstel aangeven; deze kan nooit meer dan één jaar bedragen. Vervolgens dient de student op het bij BOZ in te leveren formulier “Aanvraag colloquium” aan te geven dat uitstel is aangevraagd.
4. De student die naar bevinden van BOZ alle onderdelen van het bachelorexamen heeft afgerond op een tijdstip na het behalen van de bacheloropdracht en om die reden nog geen getuigschrift uitgereikt heeft gekregen, wordt hierover per e-mail door BOZ geïnformeerd. In de betreffende mail wordt vermeld: - dat de student volgens de bij BOZ bekende gegevens voldoet aan de eisen voor het bachelorexamen
 - dat de student volgens artikel 17 lid 3 van de OER het recht heeft om bij de examencommissie een gemotiveerd verzoek in te dienen om nog niet over te gaan tot het geslaagd verklaren voor het bachelorexamen en de uitreiking van het daarbij behorende diploma, waarbij de student de door hem gewenste duur van het uitstel moet aangeven
 - dat de gewenste duur van het uitstel nooit meer dan één jaar kan bedragen, waarbij de student zich rekenschap dient te geven van de wettelijke grens voor het “langstuderen”
 - dat overeenkomstig artikel 17 lid 5 van de OER bij uitstel als examendatum zal worden gebruikt de datum waarop de examencommissie na het uitstel heeft besloten de student geslaagd te verklaren
 - dat de student zijn verzoek moet indienen bij de examencommissie, uiterlijk na 10 werkdagen na verzending van de betreffende e-mail door BOZ - dat de student op het

- meegestuurde formulier “Diploma-aanvraag”, dat hij aan BOZ moet retourneren, aan moet geven dat uitstel is aangevraagd.
5. De student kan te allen tijde, als hij heeft geconstateerd dat hij alle onderdelen van het bachelor- resp. masterexamen met succes heeft afgerond en hij daarover nog geen bericht van BOZ heeft ontvangen, zelf een verzoek indienen tot vaststelling van de uitslag van het examen en uitreiking van het diploma. Het verzoek aan de examencommissie kan worden ingediend door het daartoe dienende formulier in te vullen en in te leveren bij BOZ.
 6. a. Op een van het diploma deel uitmakende bijlage worden de tot het examen behorende onderdelen en de beoordeling van die onderdelen vermeld. Tevens worden vermeld de niet tot het examen behorende onderdelen waarin, voordat over de uitslag van het examen is beslist, op verzoek van de student is getentamineerd, mits die onderdelen met goed gevolg zijn afgelegd.
b. Indien deze niet tot het examen behorende onderdelen deel uitmaken van een speciaal honoursprogramma dat door de opleiding is samengesteld voor excellente studenten, wordt dit eveneens vermeld.
 7. Als bijlage bij het bachelor- resp. master-getuigschrift is opgenomen een diplomasupplement. Dit supplement heeft tot doel inzicht te verschaffen in de aard en de inhoud van de afgeronde opleiding, mede met het oog op de internationale herkenbaarheid van opleidingen.
 8. Indien het judicium 'met lof' wordt verleend aan de student (zie R&R art. 10 en OER art. 4b), wordt dit op het getuigschrift vermeld.
 9. Aan een student die meer dan een tentamen met goed gevolg heeft afgelegd en aan wie geen getuigschrift als bedoeld in lid 1 kan worden uitgereikt, ontvangt desgevraagd een door de examencommissie af te geven verklaring waarin in elk geval de tentamens zijn vermeld die door hem met goed gevolg zijn afgelegd (WHW 7.11 lid 5).

Bijlage 4. REGELS BIJ VERZOEK NOG NIET OVER TE GAAN TOT UITREIKING GETUIGSCHRIFT (BIJ R&R ART. 15)

Regels ten aanzien van uitstel uitreiking getuigschriften

1. De schriftelijke aanvraag moet, voorzien van argumentatie en voorgestelde uitstel termijn, tijdig worden ingediend bij de BOZ.
2. De gewenste duur van het uitstel nooit meer dan één jaar kan bedragen
3. De examencommissie neemt besluit. Bij uitstel zal als examendatum worden gebruikt de datum waarop de examencommissie na het uitstel heeft besloten de student geslaagd te verklaren
4. BOZ verwerkt en voert besluit examencommissie uit.
5. De student kan te allen tijde, als hij heeft geconstateerd dat hij alle onderdelen van het bachelor- resp. masterexamen met succes heeft afgerond en hij daarover nog geen bericht van BOZ heeft ontvangen, zelf een verzoek indienen tot vaststelling van de uitslag van het examen en uitreiking van het diploma.

Bijlage 5. EXTRA TOETSKANS

De examencommissie hanteert de volgende punten als richtlijn bij het beoordelen van een verzoek voor een extra toetskans, maar in bijzondere gevallen kan daar van worden afgeweken.

1. het gaat om buitengewone persoonlijke omstandigheden
2. de afronding van de opleiding ernstige vertraging op dreigt te lopen. In dit geval gelden de volgende aanvullende eisen:
 - het gaat om een toets van de enige nog openstaande onderwijseenheid anders dan de eindopdracht
 - de student heeft minimaal twee keer een serieuze (minimaal een 4 bij resultaat uitgedrukt in cijfer) reguliere poging gedaan
 - er is geen reguliere toets- of reparatiemogelijkheid ingeroosterd binnen 3 maanden.

Een verzoek om een extra tentamenkans dient *altijd vergezeld* te gaan van **een advies van de studieadviseur**. De student dient daartoe een afspraak voor een gesprek te maken met de studieadviseur van zijn opleiding, via het secretariaat Tel 053-4893987/4893200.

Voor studenten van andere faculteiten, die voor een toets van een onderwijseenheid een extra kans willen aanvragen, geldt dat zij via hun eigen studieadviseur moeten aantonen dat zij aan de vereisten voldoen.

Section D: Faculty-specific supplemental procedures for protection of student rights

D1: Quality assurance

The school of Management and Governance (MG) has a quality assurance system in place designed to improve the education on an on-going basis. This system comprises a number of evaluation procedures for aspects such as individual courses in the curriculum, as well as the programme as a whole. The programme director has final responsibility for overseeing the quality of the education. In addition, students are expected to make a contribution to the improvement of the quality of the education. They may express their input in the programme in terms of rights and obligations in a number of ways:

1. **Academic Quality Committee**

In the Academic Quality Committee (known as “OKC”) of MG, students in all programmes work together as a professional team on increasing the quality of the education. The OKC is involved in coordinating and carrying out course evaluations and panel discussions and will ensure that the evaluation process is improved on an on-going basis. The website of the [OKC](#) includes information on the results of the course evaluations.

2. **Course evaluations**

The student's opinion on the content and conduct of the study units is an important aspect of the quality assurance system. The faculty uses a procedure for the course evaluations that includes the programme director/department chair conducting periodic interviews with instructors based on survey results. The course evaluations are designed to identify issues. The goal is to highlight both the strong points and any problem areas in order to improve the course where possible. The course evaluation is conducted by means of a questionnaire on paper or a panel discussion, or in a few select cases, by means of an online survey. Panel discussions will include student assistants of the OKC and instructors and students from the course in question. A panel discussion is an extremely effective option for MG students to express their opinions on a course in a constructive and direct manner.

3. **Evaluation of the final project**

The Bachelor's project and Master's project constitute the finalizing element of their respective program (Bachelor and Master). To allow testing of the student's mastery at the indicated level (Bachelor or Master), the nature of these projects differs from the common course format. As a result, the evaluation of these projects focuses on, on the one hand, improving the quality of the connection between the project and the preceding preparatory courses, and, on the other hand, improving the fit between the project and connecting study and career opportunities.

4. **Programme days**

To evaluate the curriculum or a portion thereof, or to focus on subjects such as cohesion, academic feasibility, return on study or study supervision, in addition to other evaluation forms such as a mid-term review, programmes sometimes opt to organise programme days. This not only relies on the input of students and academic support personnel, but student contributions also play a very important role in areas such as formulating potential improvement actions, which can then be discussed in the programme committee.

5. **Programme committee**

The programme committee (OLC) consists of students and staff. The committee will advise on the Teaching and Examination Regulations, the academic programme and its performance. The committee is entitled to give solicited and unsolicited advice to the programme management, including the programme director as well as the Dean as head of the faculty.

6. **Student satisfaction survey**

On a regular basis student satisfaction surveys are being held. The general goal of these surveys is to identify problems in the programme. The results are fed back to the programmes.

7. **Complaint desks**

A number of study associations offer the student the option to submit a complaint about the quality of the education. The education committee of the study association handles the incoming complaints about subjects, instructors, exams or studying conditions. In addition to this, a special desk is available at Student Services (2nd floor in the “Vrijhof”) where students can file a complaint or submit an appeal or objection concerning the relation between the student and the institution.

D2: Health and Safety

The current Dutch Health and Safety legislation (the *Arbowet*) also extends to students as far as they conduct labour (eg. practical in a laboratory). In accordance with additional UT policy however, all students are entitled to enjoy a safe and healthy working environment at the University of Twente. The university and the School of Management and Governance do everything possible to ensure the safety of their buildings. They provide various facilities so students can study in a healthy and safe environment and they offer all necessary information. However, students themselves also have their personal responsibility. Although studying at the School presents hardly any health and safety risks, it is worthwhile to take note of the following points that may arise.

Health

The most significant risk to health while studying at the University, probably finds base in the time that you will work with the computer and in the way that you do so. More often we see students using a laptop instead of a desktop. To increase the quality and efficiency of education and to prepare students better for the developments on the labour market, the SMG has little by little introduced the use of ICT equipment by students during education hours since the academic year 2009 – 2010. Therefore it's impossible to imagine education today without the use of a PC or laptop and also the tablet makes it's entry more and more.

The use of ICT equipment offers many interesting opportunities for studying, which for sure you would like to discover in good health. Therefore it's good to be aware of the risks for your health that are related to the use of a computer in general and mobile devices in particular.

In all cases it involves repetitive movements in a stationary, sitting position, which can lead to Repetitive Strain Injury (RSI, also known as CANS: Complaints of Arms, Neck and/or Shoulders). RSI is a general term for mobility problems and pain in the fingers, hands, wrists, arms, neck and/or shoulders. Such complaints are quite common among students and the chance of getting these complaints increases if you also work in a bad posture with PC or laptop or with other mobile devices like tablets and smartphones.

Therefore it is useful to know about RSI and what you can do to prevent it. Further information is available at the page [Health and Safety](#) of the Schools' education site. The site of the [directorate Human Resources](#) of the UT also presents useful tips, while interesting information can also be found on the site of the [RSI Association](#). For the RSI telephone helpline you can dial 0900-7745456 or 0900-RSILIJN.

Within the School itself the Health, Safety and Environment coordinator can provide general advice and assistance on the subject: Monique van Velthoven, tel. 053 489 3828, e-mail m.j.vanvelthoven@utwente.nl.

If you have specific symptoms which may be RSI related, you can contact the UT Medical Service, tel. 053 489 8000, or your own family doctor.

For information on ways in which you can extend your study period, postpone examinations or receive graduation support due to RSI related complaints, you can contact the [Student Counselling Service](#), tel. 053 489 2035.

Effective treatment of RSI may also involve a [Student Psychologist](#), tel. 053 489 2035, who is not so much concerned with the physical symptoms as well as with the underlying personal factors which may play a role in its development. The services of the Student Psychologist are free of charge and no referral is required.

Safety

Accidents happen, also at the university. It is therefore important to know exactly what to do in case of an emergency. For full information, please see the page [Health and Safety](#) of the Schools' education site.

Because this is an extremely important topic, a few of the main points are emphasized here.

- In case of an emergency, you must immediately call (053 489) **2222**. This is the universities central emergency number.
- Regularly read the "What to do in case of an emergency" notices in the buildings you visit. Take note of the assembly point(s) to be used if the building has to be evacuated:
For partial evacuation of Ravelijn: Atrium Ravelijn is the assembly point.
For total evacuation of Ravelijn: Canteen Waaier is the assembly point.
- Familiarize yourself with the escape routes and the emergency exits.

If you have any questions about safety issues, contact Monique van Velthoven, tel. 053-489 3828, e-mail m.j.vanvelthoven@utwente.nl.