

Teaching and Examination Regulations 2026-2027

Master Applied Quantum Technology
49509

Agreement Degree Programme Committee: 30 maart 2026
Agreement Representative Advisory Council: 9 juni 2026
Adopted by the dean: 24 juni 2026

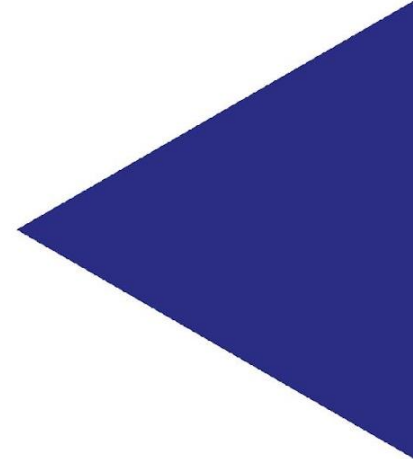
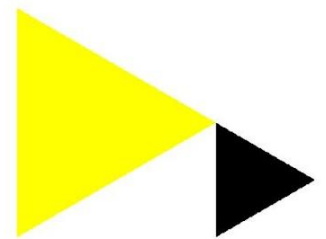


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1 Introduction

Every degree programme is required by law to have Teaching and Examination Regulations (TER). These Regulations contain provisions relating to the teaching of the degree programme and the associated examinations and (partial) tests. You can find the latest Teaching and Examination Regulations for your degree programme in the course catalogue for your degree programme under *'Programme details'*.

1.1 Organisation of this document

Chapter 2 **Teaching** outlines the objectives of the degree programme, the associated exit qualifications/academic achievements and the way in which teaching is structured. It also provides an overview of the curricula offered by the degree programme, including any specialisations, and information on the student counselling. In the case of a Bachelor's degree programme it also contains provisions relating to minors and progression to the main phase.

Chapter 3 **Tests and partial tests** describes all aspects of assessment: format, order, number of attempts, marking, inspection, etc. This chapter also describes how credits are obtained, the period of validity of results and exemptions, and special arrangements for students with a disability. In the case of Associate's or Bachelor's degree programmes, an article about language deficiency is included.

Chapter 4 **Rules governing conduct during tests** describes the rules students must comply with when sitting tests and partial tests, what we understand by fraud and plagiarism and what the procedure is if fraud or plagiarism is suspected.

Chapter 5 **Study advice** applies to Associate's or Bachelor's degree programmes because these degree programmes are legally required to issue a study advice. This requirement does not apply to Master's degree programmes. Chapter 5 contains provisions relating to the study advice and the consequences if you fail to reach the level you are required to reach by the end of the first year of your studies.

Chapter 6 **Examinations, first-year certificate and degree certificate** contains provisions relating to the certificates and explains how you qualify for the classification 'cum laude' (with distinction). A Bachelor's degree programme requires a first-year certificate. This is not the case for Associate's or Master's degree programmes.

Chapter 7 **Examination Board and Appeals Board** lists situations where you should contact the Examination Board and specifies when you may lodge an appeal with the Examination Appeals Board (CBE).

Chapter 8 **Validity of Teaching and Examination Regulations** indicates who and what the Teaching and Examination Regulations apply to, how long they are valid for and how they are adopted.

Chapter 9 **Test overview** gives an overview of all the courses in the curricula offered by the degree programme, indicating the number of credits, the methods of assessment and when the tests take place.

Chapter 10 **Definition of terms** explains the key terms used in the document.

N.B.: When we use the word 'test' within the AUAS ('tentamen' or 'examen' in Dutch), we mean 'test', as referred to in the Dutch Higher Education and Research Act (WHW).

1.2 Relevant sources of information in addition to the Teaching and Examination Regulations

These sources of information can be found via 'Teaching and Examination Regulations (OER)' on MyAUAS under

Practical info.

- Students' Charter: sets out all the rights and obligations of students and prospective students. The Teaching and Examination Regulations form part of the Students' Charter.
- Course catalogue: the digital information source containing all relevant information on the degree programme and the courses.
- Test protocols: detailed rules governing how tests and partial tests are administered.
- Code of Conduct for Student Counsellors: guidelines for the professional conduct of student counsellors.
- Studying with a disability: details of the special arrangements available for students with a disability.
- Top-level Sports Regulations: contains details of the special arrangements available for students who are top-level athletes.
- Entrepreneurships Regulations: contains details of special arrangements available for students who are entrepreneurs.
- Education and assessment policy: AUAS agreements on quality and quality control of assessment.
- Examination Board Regulations: these govern the composition, tasks and procedures of the Examination Board (only available in Dutch).
- Selection list of the Netherlands Association of Universities of Applied Sciences: contains rules governing retention times for tests and certificates (only available in Dutch).
- Privacy Policy: contains the measures of the AUAS with regard to the General Data Protection Regulation (AVG) and the Data Protection Act (Wbp) - (only available in Dutch).
- Undesirable behavior regulation AUAS.
- Student Info. See: <https://icthva.sharepoint.com/sites/StudentInfo>
- Website Act Responsibly. See: <https://icthva.sharepoint.com/sites/verantwoordgedrag>

1.3 Information on admission requirements

The general admission requirements for the degree programme are set out in the appendix of the Students' Charter. The specific admission requirements for the various curricula of the degree programme can be found in the course catalogue.

2 Teaching

In the case of electives, the degree programme can set further rules regarding registration and participation. This is stated in the course catalogue. N.B.: When we use the word 'test' within the AUAS ('tentamen' or 'examen' in Dutch), we mean 'test', as referred to in the Dutch Higher Education and Research Act (WHW).

2.1 Objectives of the degree programme

1. During the course of the degree programme, students will acquire knowledge, opinions and skills in the field of Applied Quantum Technology. On completion of the degree programme, students can start working as (in the case of Associate's and Bachelor's degree programmes: junior) professionals in the professional field of the degree programme. They will be independent, critical thinkers who are capable of operating in an urban, creative and innovative context.

2.2 Exit qualifications/academic achievements of the degree programme

1. On completion of the degree programme, students will have the following exit qualifications/academic achievements:

The learning outcomes are:

Design: Graduates of the programme are able to design or redesign a (part of a) product and simulate its expected performance.

1. Project plan: The quantum engineer assesses the starting situation, studies quantum-related solutions, and creates a project plan.
2. Design: The quantum engineer methodically makes or improves a design either related to quantum technology, within the surroundings of quantum technology, and/or using quantum technology.
3. Model and Analysis: The quantum engineer develops a model and/or simulation of a quantum system and analyses the simulated results.
4. Design delivery: The quantum engineer reports the design and steps in the design process to and communicates with stakeholder

Realisation & Validation: Graduates of the programme are able to make or update a product based on an existing design and to test its performance.

5. Realisation/Validation Project plan: The quantum engineer assesses the starting situation, gets the set-up operational, and creates a project plan.
6. Prototype/Product development: The quantum engineer creates the prototype or the product.
7. Experiment design: The quantum engineer designs the testing, calibration or validation experiment or test.
8. Execution experiment/ test: The quantum engineer performs the experiment or test.
9. Data analysis: The quantum engineer analyses data from the experiment or test.
10. Realisation/Validation Delivery: The quantum engineer delivers the product and reports the critically evaluated data and conclusions to stakeholders.

Professional skills: Graduates of the programme are able to work effectively in a professional and international environment.

11. Communication: The quantum engineer communicates clearly and professionally with multidisciplinary peers,

experts and stakeholders where different perspectives, backgrounds, and nationalities are embraced.

12. **Adaptability:** The quantum engineer takes feedback from stakeholders into account and makes adjustments to their plan/design/work/professional attitude where needed.
13. **Environmental awareness:** The quantum engineer demonstrates societal and cultural awareness, ethical considerations, and sustainability consciousness throughout the work, recognizing the broader societal implications of the developed product.
14. **Self-directed learning:** The quantum engineer independently fills gaps in their knowledge where needed, by doing a literature research and/or consulting the relevant experts.
15. **Instruction:** The quantum engineer contributes to (the provision or development of) explanation, demonstration or guidance in the performance of experiments, used methods and use of equipment.

Body of Knowledge: Graduates are able to participate in and contribute to substantive discussions about quantum phenomena and their enabling technologies

16. **Quantum Technologies:** The quantum engineer explains quantum mechanics and its implementations, and describes how quantum phenomena interact with the environment in real world settings.
17. **Enabling Science & Technologies:** The quantum engineer compares which enabling technologies are used in what setting and applies them accordingly.
18. **Specialisation:** The quantum engineer discusses the state-of-the-art quantum technologies in their specialisation and their implementation as a solution in industry. The quantum engineer describes the interface between the classical and the quantum technologies/software, explaining the differences between the two regimes.
 - The electronics quantum engineer develops, tests and characterises quantum set-ups and devices, using relevant electronic techniques.
 - The photonics quantum engineer develops, tests and characterises quantum set-ups and devices, using relevant photonic techniques.
 - The software quantum engineer develops software solutions for real-world problems using quantum computing and high-performance computing, explaining its specific strengths and limitations.

2.3 Curricula offered by the degree programme and electives

1. The degree programme offers the following curricula:

	Name	Num-ber of credits	FT/PT/ work-study
Masterprogramme (2 years)	Master Applied Quantum Technology	120	FT

2. Electives are offered in the following manners:

In the homologation (block 1) students follow two out of three courses, depending on their bachelor degree they can choose from the next 3 courses:

- Applied Mathematics
- Programming and Software Engineering
- Introduction to Quantum Mechanics

After the third block students choose a specialization, either Quantum Software, Quantum Electronics or Quantum Photonics.

3. In the case of electives, the degree programme can set further rules regarding registration and participation. This is stated in the course catalogue.

2.4 Structure of curricula

1. The degree programme has a study load of 120 credits.
2. The curriculum is offered on fulltime basis.
3. An academic year is subdivided into four blocks of ten weeks and an extra fifth block of eight weeks in the summer period or two semesters of twenty weeks and an extra period of eight weeks in the summer period.
4. All the courses in the various curricula are listed in Chapter 9. The following details are specified for each course:
 - a. the name of the course;
 - b. the number of credits;
 - c. the method of assessment for all (partial) tests;
 - d. the period of time in which the (partial) tests are offered.

2.5 Education format

1. The teaching is organised in the following way:

The nature of the Applied Quantum Technology (AQT) programme can be characterised as focusing on practice-oriented research. To be able to function effectively as quantum professionals in their later career, our graduates must have a solid theoretical foundation in quantum technologies, be able to apply their theoretical knowledge in practical contexts and show of professional skills.

We promote active learning. First and foremost, students are themselves responsible for their learning process; the teachers support them in a number of ways. At the start of the programme, the dominant role of the teachers is to transfer knowledge as an expert on the subject matter. Later on, their role shifts to that of a coach which helps students to solve practical problems. Especially during the 'expert' stage, teachers activate the students through assignments. Every student will also have a study advisor with whom they can discuss study-related issues, such as study progress and the choice of the elective and a suitable internship.

Furthermore, we promote peer learning. Our students will have diverse bachelor's backgrounds. Hence, during the homologation stage, they will be able to help each other with subject matter that their peers are less familiar with. In the learning line "professional skills", we will make use of this disciplinary diversity by constituting mixed peer learning groups. Students will collaborate in assignments and in projects and thus be able to profit from the multiple disciplines represented in the peer learning group.

Another aspect, which is related to the previous aspects, is the development-oriented character of the programme. During assignments and projects, students will receive frequent feedback from their peers as well as from the teachers.

2. The degree programme is delivered in English. There may be exceptions to this rule. Chapter 9 Test overview states in which language the education is provided for each course.

2.6 Evaluation of teaching

1. The teaching is evaluated in the following way:

Quality assurance concerns all evaluation measures implemented in the programme to ensure good quality of education for all students. It refers both to the quality of the primary process (such as curricula, assessments and teachers), and to the supportive aspects of education (such as logistics). Our evaluation is carried out via a number of review processes, starting at course level and incrementally progressing to programme evaluation and subsequently feeding into partnership reviews. The evaluation at the multiple levels follows the PDCA-cycle.

The evaluation measures in our programme with regard to the students can be summarised as follows:

- All courses (including assessment) are evaluated online with a standardised form. The Degree Programme Committee analyses the results of the online course evaluations and provides feedback and recommendations based on this analysis.

These evaluations and recommendations are forwarded to one of the four Educational Managers, who is responsible for quality assurance within the programme. The Educational Manager reviews the findings and determines which remarks concern organizational matters (which are shared with the Management Board) and which relate to educational aspects (which are forwarded to the Curriculum Committee). The Curriculum Committee then processes the educational issues and—where applicable—requests individual lecturers to make modifications according to the committee's input. Following this process, the Management Board, in consultation with the Educational Manager, monitors the follow-up and ensures that proposed measures are implemented and evaluated

- In addition to the online course evaluations, we will hold oral evaluations after each block or semester. The oral evaluations enable direct discussion between students and course coordinators on adequate measures and also allow a broader discussion on the coherence of the courses.
- If applicable, the National Student Survey (NSE) and 100Dagen Monitor (both yearly), the Exit Monitor (continuous) and the HBO Monitor (every two years) are considered as additional input for the programme's quality cycle.

Measures involving the Management Board / teaching team are:

- Alignment sessions between the Examination Board and Graduation Committee will be organised to ensure agreement on the master's level of the graduation internships.
- The programme maintains active engagement with the professional field through regular industry meetings involving selected representatives from relevant companies, research institutes, and/or partner organisations. The composition of these meetings may vary to ensure alignment with current technological developments and sector needs. These meetings serve the same purpose as a traditional work field advisory board, namely to provide external input on the master profile, curriculum relevance, and professional competences required in the field.
- Each year, the outcomes of these industry consultations are reviewed with the Educational Manager and the Management Board to assess whether the content and organisation of the programme remain aligned with professional standards and labour market expectations.
- The university supervisors will keep track of the quality of the graduation internships and the company supervisors. This may lead to a decision that a graduation internship cannot be carried out at a specific (department of a) company when the defined learning goals for graduation and quality cannot be achieved.
- The Management Board discusses the quality of education regularly with the teaching team; topics such as the graduation level form structural agenda points within the core team.

- The Degree Programme Committee examines the quality of education (coherence, content, quality of teachers, results) at the block level. The findings form a starting point to improve teaching are submitted to the Educational Manager for processing within the quality assurance process.

2.7 Student counselling

1. The degree programme manager is ultimately responsible for individual student counselling with regard to progress in terms of professional skills and professional development provided for all students. A student may expect the following: As an AUAS student...
 1. ...you will have a supervisor as your first point of contact in your programme. The supervisor pays attention to your personal situation.
 2. ...you will study independently, but by no means alone. You will learn with and from others; your fellow students, lecturers, student counsellor(s) and the professional field.
 3. ...you will be given the opportunity while you study to discover and develop your personal and professional identity.
 4. ...you will receive guidance and support to make decisions about your own learning pathway within the possibilities of your programme.
 5. ...if you need help, you can make use of support options at AUAS with which to move forward. Ask your student counsellor or look under [Student Info](#) if you have any questions.

This guidance aims to promote students' study progress and well-being throughout the different phases of the programme (first year, main phase, minor, work placement, graduation, employment and further study). This requires commitment both from you and us. To ensure your training is a success, it is important that we continue to communicate and allow you the opportunity to share your experiences. Together, we can make sure to connect and stay in touch!

2. Students should contact their student counsellor if they have problems of a personal nature, whether or not these are directly connected with their studies. Student counsellors are bound by the provisions of the Code of Conduct for Student Counsellors. Article 1.2 indicates where the Code of Conduct for Student Counsellors can be found. Students with minor psychological problems that hinder their studies can contact the student psychologist. This is without prejudice to the obligation regarding study advice (see Article 5.4).

2.8 Track aimed at achieving a higher knowledge level

This article only applies to Bachelor's degree programmes.

2.9 Minors in the Bachelor's degree programme

This article only applies to Bachelor's degree programmes. A Bachelor's degree programme has a major-minor structure, but an Associate's degree programme does not. Sometimes Associate's degree programmes offer their students the option of taking a minor within the Associate's degree programme's electives. If this option is offered, it is indicated in Article 2.3.

2.10 Special arrangements for students with a disability

1. Students who have special needs are entitled to tailored, suitable or necessary adjustments, except where such adjustments would place a disproportionate burden on the AUAS or it concerns core competencies that

cannot be demonstrated in any other way than the one offered.

2. The degree programme manager will endeavour to offer students with a disability a learning environment that is equal, wherever possible, to that available to students without a disability and that offers equal opportunities for academic success. In the event of a request for a special arrangement, the degree programme manager will take the advice of the student counsellor. For more information for students on this topic: [Studeren met een functiebeperking - Student Info](#). For more information for staff on this topic: [Studeren met een functiebeperking - Platform Studentbegeleiding](#).
3. The adjustments must eliminate or reduce impediments and foster the student's independence and full participation as far as possible. Such adjustments may relate to:
 - a. the accessibility of buildings;
 - b. the curriculum, such as work placements, minor and graduation;
 - c. course timetables;
 - d. teaching methods, including supervision;
 - e. teaching materials; and
 - f. assessment (see also 3.12).

2.11 Progression from propaedeutic phase to main phase

This article only applies to Bachelor's degree programmes.

2.12 Progression to a Master's degree programme

This article only applies to Bachelor's degree programmes.

2.13 Exemptions for Associate's degree students in Bachelor's degree programmes

This article applies only to Associate's degree programmes.

2.14 Performing work during the degree programme

This article only applies to Master's degree programmes.

This article does not apply to this degree programme.

3 Tests and partial tests

N.B.: When we use the word 'test' within the AUAS ('tentamen' or 'examen' in Dutch), we mean 'test', as referred to in the Dutch Higher Education and Research Act (WHW).

3.1 Test format

1. Each course concludes with a test. We use the following forms of assessment: portfolio assessment, behavioral assessment, professional product, assignment and knowledge assessment. These forms of assessment are explained in the definition of terms. The more specific interpretation of the test format is stated in the course catalogue for each course.
2. Tests can either be a test taken at a certain time or a test with a deadline for handing in the assignment. It may be necessary to upload a professional product or assignment. The course catalogue indicates which is applicable.
3. A test can consist of several partial tests. Chapter 9 contains the test overview: for each course it is stated which test format the test or partial test will take.
4. The established test overview (including planning) may be amended by the degree programme manager due to exceptional circumstances or for urgent reasons and with advice of the Degree Programme Committee and the assent of the Faculty Representative Advisory Council. The right of assent applies to the components for which there is a legal right of assent, listed in the document Consent Rights TER.
5. Based on the established test overview, the degree programme manager will ensure that the course catalogue specifies the learning objectives and study materials for each individual test or partial test, so students can prepare themselves as well as possible. The course catalogue will also specify whether tests can be offset and/or weighed. This information is known before the start of the course.
6. Students obtain an individual mark in a test that is conducted jointly by a group of students. Students can receive a group mark during a partial test. It is not possible that only partial tests with a group assessment can lead to a final assessment because there must have been an individual assessment.
7. A go/no go moment, for example as part of the examination programme, is a decision that can be appealed.

3.2 Sequential order

1. Chapter 9 Test overview specifies in which period (block or semester) students can take the tests or partial tests for each course.
2. Where applicable, the test overview will also indicate whether:
 - a. a particular number of credits is required for participation in educational programmes, tests and/or partial tests for specific courses;
 - b. certain courses must be passed before students can participate in specific courses.

3.3 Number of attempts

1. The degree programme ensures that the test or partial test is offered at least twice each academic year and for each course. We call these the test opportunities. A student can take the test or partial test at least twice

each academic year and for each course. We call these the test chances. It may happen that there are more than two test opportunities of more than two test chances. Chapter 9, Test Overview, of these Teaching and Examination Regulations indicates the number of test opportunities offered per course. However, one exception is possible, which is described in the next paragraph.

2. There is one exception to paragraph 1: in the case of courses in which testing and education are integrated (such as with the educational concept of Programmatic Assessment ('Programmatisch Toetsen'), internships and long-term assignments where it is not possible to resit in the same academic year, because that would require going through the entire course again. In that case the degree programme manager may determine that only one opportunity is offered in the same academic year. Chapter 9 Test overview indicates to which courses this applies.* A student can request an additional testing opportunity for these courses in accordance with 3.3 paragraph 4. When there is one test opportunity, a repair opportunity can be offered in the case of a portfolio assessment or professional product, to be determined by the assessors/examiners when taking the first test opportunity. When repair is possible, the conditions for this are clearly described in the study guide.

*This may be the case, for example, if it turns out that a student still needs to develop competencies. After all, that takes time. It is up to the examiners to assess this and to the degree programme manager to determine whether in that case the student will only be given one test opportunity in the same academic year. In the case of a portfolio assessment, it is sometimes possible to resit if substantive adjustments to the portfolio could possibly lead to a passing grade. In that case, there are two test opportunities per academic year. The assessment of whether such an adjustment is feasible is up to the assessor(s) involved. In the case of courses where testing and education are integrated and only one testing opportunity is offered, the degree programme manager is responsible for ensuring that the educational program remains sufficiently studyable, that it is signalled in a timely manner when a student may not meet the requirements and that a repair option is set up for when a student can make minor adjustments to complete the course.

3. Students who fulfil the criteria of AUAS' Top-level Sports Regulations or Entrepreneurship Regulations may be eligible for a special examination timetable.
4. The Examination Board may decide to grant an individual additional test opportunity. The student may submit a motivated request to the examination board. If the request is (partly) substantiated by personal circumstances, the student will add a written advice from the student counsellor to the request or the Examination Board will ask the student counsellor for advice.
5. The Examination Board may – in consultation with the degree programme manager – decide on a collective additional test opportunity.
6. If a course is no longer offered, the degree programme will offer students at least two opportunities to take a test or partial test for this course in the following year.

If students fail a course in the academic year in which they took the course and wish to retake a test or partial test for that course the following academic year, the requirements imposed will be those that apply to the current academic year.

If specific courses deviate from what is stated above, this is included in Chapter 9 Test overview for those courses.

3.4 Arrangement and mandatory participation in practical components

1. There are courses with practical components in this degree programme.

This applies to :

Course	Arrangement	Mandatory participation
Quantum Hardware	Experiments with quantum phenomena and devices where quantum effects play a central role.	yes
Micro- and Nanofabrication	Experiments with fabrication of microscopic devices e.g. in cleanroom.	yes
Enabling Electronic Technologies	Experiments with advanced electronic instrumentation.	yes
Enabling Optical Technologies	Experiments with advanced optical instrumentation.	yes
Characterisation and Control	Experiments with electronic and optical and magnetic and radio techniques to characterise and control devices and qubits.	yes

- Where courses involve mandatory participation, the course catalogue will specify the rules governing as a requirement for participation in the test and/or partial test.

3.5 Administering of tests

- A (partial) test with a specific test moment can be taken digitally, orally or with pen and paper, whereby an oral test can also take place online.. The course catalogue indicates which is applicable for each course.
- An oral test or oral partial test is always administered by two examiners. If this is difficult to organize, it is possible to deviate from this rule, except in the case of (parts of) courses that are part of the graduation programme. The oral test or oral partial test must then be recorded. An oral test or oral partial test is not public, unless the Examination Board determines otherwise.

3.6 Standardisation of assessments

- Tests for all the degree programme's courses, in the case of a Bachelor's degree programme including minors and courses from tracks for achieving a higher level of knowledge, will be awarded a mark between 1,0 and 10,0, with a maximum of one decimal place, or with a mark in words: unsatisfactory, satisfactory, good or excellent. In addition, for an externally obtained course, the assessment of the test can be expressed as satisfactory or unsatisfactory.
- Partial tests will be awarded a mark between 1,0 and 10,0, with a maximum of one decimal place, or will be marked as satisfactory or unsatisfactory, or unsatisfactory, satisfactory, good or excellent. The course catalogue indicates how such qualitative assessments are weighted when calculating the mark for the course.
- A student's assessment result in a test is deemed to be satisfactory if the mark allocated is - not rounded off - 5.5 or higher or the mark in words 'satisfactory' or higher.

A student's assessment result in a partial test is deemed to be satisfactory if the mark allocated is - not

rounded off - 5.5 or higher or if the student obtains a satisfactory or higher. No rights can be derived from partial tests, which means that no credits can be awarded.

4. If the test consists of two or more partial tests which are compensated, students will pass the course if the weighted average of the partial tests is an unrounded mark of 5.5 or higher.

Where marks are offset, students may be required to achieve a minimum - not rounded off - to mark of 4,5 for the partial tests. If this is the case, it will be indicated in the course catalogue for the relevant course.

5. Offsetting of marks between courses is not permitted.
6. Where requested by students, the results of any courses that students have taken at an institution abroad that form part of the student's degree programme may be converted into marks on a scale of 1,0 to 10,0 or with a mark in words: unsatisfactory, satisfactory, good or excellent, based on the available grading table of the foreign institution and that of the AUAS.
7. On completion of a course, the highest (rounded) grade achieved will determine whether students have passed the course.

3.7 Recording and announcement of results

1. Tests are assessed individually for each student (see article 4.3). The mark is determined by the examiner or examiners.
2. If the Examination Board finds that irregularities have occurred before, during or after a (partial) test or examination that are of such a nature that it is plausible that the aforementioned irregularities influence the results of the (partial) test or examination in question, or the (partial) test of all or a significant group of students, the Examination Board may decide to declare the result invalid.
3. If the Examination Board has reasonable doubts about the authenticity of a student's work, in addition to its authority to determine fraud, it also has the authority to declare the work invalid with a GR and have a GR registered in SIS.
4. The result of a test or partial test will be published in SIS no more than 15 working days after the examination date or submission date. When the resit (second opportunity) is planned sooner after the first examination, the result will be published in SIS at least five working days before the resit.

3.8 Allocation of credits

1. Students will be deemed to have passed the course and the relevant credits will be allocated if the students have obtained a passing mark for the tests. Credits will not be awarded for passing partial tests.
2. When students are granted an exemption for a particular course, they will be deemed to have passed that particular course and the corresponding credits will be allocated.
3. The date of the test or partial test that resulted in successful completion of the course will be treated as the date on which the credits were obtained. For exemptions the date the exemption was granted will apply.
4. If students want to retake the last (partial) test of the examination programme, for example to obtain a higher mark, then students must submit a request to the Examination Board before the date of participating in the (partial) test. See article 6.2.6.

3.9 Inspection and feedback

1. Students will be given the opportunity to inspect their test paper or partial test paper and receive feedback up to at least 15 working days after publication in SIS. The examiner sets a date or period for inspection and feedback and communicates about this. When the resit (second opportunity) is planned sooner than 15 working days after the first test, the inspection and feedback session is planned at least 5 working days before the resit.
2. If students are not able to participate at that time, they may request the examiner to inspect the marked test or partial test at another time. The examiner decides when the inspection is possible.
3. The right to inspection expires with the expiration of the [storage period](#).

3.10 Granting of exemptions for (parts of) courses

1. The Examination Board is authorised to grant exemptions to a student:

If the student has passed tests at other higher education institutions whose content, scope and level are deemed by the Examination Board to correspond in sufficient measure to (parts of) the course for which the student wishes to be exempted;

(Parts of) courses that are part of the graduation programme cannot be considered for exemption.

2. A student wishing to be considered for an exemption must submit a written request that includes a motivation and (if applicable) is substantiated with documents to that effect to the Examination Board before the teaching of the course for which exemption is being requested begins. The request must be accompanied by documentary evidence indicating that the student has already satisfied the requirements for the courses for which an exemption is being requested.
3. The validity period of an exemption granted for (parts) of the course is unlimited in principle, unless the exemption has been granted in respect of one of the courses listed in Section 9.6.
4. The Examination Board will determine, based on the evidence submitted, whether the student has met the requirements of the relevant course.
5. The Examination Board will grant a request for exemption if, in its opinion, the student meets the requirements of the relevant course or parts thereof. The Examination Board will inform the student of its decision by digital means within four weeks of the date on which the request was received.
6. Exemptions will be listed with the description 'VR' in the examination results summary in SIS. A partial test for which the student has been granted an exemption will not count towards the average final grade for the course of which this partial test forms part.

3.11 Validity

1. In principle test results and exemptions granted have an unlimited period of validity.

3.12 Disabilities

1. The Examination Board may grant students disability modifications regarding assessment procedures. A student with a disability who would like to seek modifications to the assessment procedure, first contacts the

student counsellor for consultation and then submits a substantiated request to this effect to the Examination Board. This request must be accompanied by a recommendation from the student counsellor. The student counsellor can ask a student for proof of the personal circumstance. For more information for students on this topic: [Studeren met een functiebeperking - Student Info](#). For more information for staff on this topic: [Studeren met een functiebeperking - Platform Studentbegeleiding](#).

2. The Examination Board has mandated the allocation of a number of standard testing facilities to the student counsellor, which means that the student counsellor may make the decision on behalf of the Examination Board.
3. If the student counsellor intends to reject the request for standard testing facilities, the student counsellor will advise the student to submit a request to the Examination Board itself.

3.13 Language deficiency

1. Students with a language deficiency due to growing up abroad and who follow a degree programme that is delivered in Dutch may ask the Examination Board for an extension to the length of the test and/or to be allowed to use a non-digital dictionary when taking tests or partial tests in the first and second year of enrollment. Students first contact the student counsellor for consultation and then submit a substantiated request to this effect to the Examination Board. This request must be accompanied by a written recommendation from the student counsellor. The student counsellor can ask a student for proof of the language deficiency.
2. On the advice of the student counsellor, an extension of the facility granted beyond the second year of registration is exceptionally possible through a new, substantiated request to the Examination Board.
3. The Examination Board has mandated the allocation of a number of standard testing facilities to the student counsellor, which means that the student counsellor may make the decision on behalf of the Examination Board.
4. If the student counsellor intends to reject the request for standard testing facilities, the student counsellor will advise the student to submit a request to the Examination Board itself.

4 Rules for sitting tests and partial tests

N.B.: When we use the word 'test' within the AUAS ('tentamen' or 'examen' in Dutch), we mean 'test', as referred to in the Dutch Higher and Research Act (WHW).

4.1 Registration for courses, tests and partial tests

1. The faculty or degree programme determines whether and how students must register for courses, tests and partial tests, on the first and second opportunity (resit). The rules for registration, including the registration period, the order in which students are placed in a limited number of places and the rights and obligations of students who register or do not register in time, are stated in the course catalogue. The degree programme manager ultimately responsible for organizing the registration procedure(s) and is ultimately responsible for checking whether a student meets the admission requirements for a course.
2. The test moment immediately following the course taken is considered the first opportunity. A second opportunity may take place if the student does not take part in the first opportunity or wants to retake the first opportunity. If these opportunities are not used this does not oblige the degree programme to offer more than two test moments. If the student retakes a course from a previous academic year in a subsequent academic year, the first and second opportunity will count as a resit. When a student has taken a test or partial test multiple times, the highest grade achieved always applies. This grade is used to determine whether a student has passed the course.

4.2 Sitting tests and partial tests

1. When sitting tests and partial tests, the provisions of the test protocols and guidelines and instructions of the degree programme/faculty apply. These guidelines and instructions must clearly state that, and in what way, the privacy of the testing student is guaranteed.
2. For digital tests, the test takes place in accordance with the requirements of security and privacy rules as laid down in the GDPR (General Data Protection Regulation).

4.3 Own/individual work and the use of generative artificial intelligence

1. Students will sit the test or partial test individually and may use the permitted study aids/tools when doing so. The test instructions indicate whether generative artificial intelligence is permitted as a tool and, if so, how. Group assignments are an exception to the rule of individual tests and partial tests.
2. Students must always submit their own work in tests and partial tests. When citing the work of others, students must apply the agreed rules for source acknowledgement. If the use of generative artificial intelligence as a tool is permitted, a student must clearly indicate which parts of the submitted work were prepared with this tool and how generative artificial intelligence was used. The permitted method of use is included in the test instructions. By submitting the work, a student declares that it is his or her own work. If there is a suspicion that generative artificial intelligence has been used as a tool in a way that is not permitted according to the test instructions, this can be regarded as fraud, including plagiarism.
3. To determine whether a student has used generative artificial intelligence as a tool while this is not permitted according to the test instructions or in a manner other than indicated in the test instructions, the examiner may conduct an additional investigation. If there is a suspicion of the use of generative artificial intelligence as

a tool while this is not permitted according to the test instructions, this must be reported to the Examination Board in accordance with Article 4.7.

4. If students carry out one or more of the provisions of articles 4.4 and 4.6, they will be deemed to have committed fraud, including plagiarism.

4.4 Definition of plagiarism

1. Plagiarism means:
 - a. using or copying someone else's texts, data, ideas or images (including generative artificial intelligence) without a full and correct acknowledgement of sources;
 - b. presenting the work of others (including generative artificial intelligence) as own work;
 - c. not indicating clearly in the text, for example through the use of quotation marks or a specific layout, that the text contains literal or near-literal quotes, even if sources have been acknowledged correctly;
 - d. paraphrasing the content of someone else's work (including generative artificial intelligence) without proper source references;
 - e. copying (parts of) media files or other sources, software source codes, models and other diagrams of third parties without acknowledgement, thereby passing them off as your own work;
 - f. submitting a text that has been submitted previously, or a similar text, for assignments of other degree programme courses without acknowledging the source;
 - g. copying the work of your peers or work generated by generative artificial intelligence and passing it off as your own work;
 - h. submitting documents that have been acquired from a commercial institution or that have been written by someone else, either in exchange for payment or otherwise;
 - i. using generative artificial intelligence where this is not permitted according to the test instructions.
2. Depending on the actual circumstances of the particular case, other conduct may also be treated as plagiarism.
3. Students will be deemed to be complicit if fellow students copy their work with the student's consent and/or cooperation.
4. All authors are ultimately responsible for the entire jointly written paper. If one of the authors of a jointly written paper commits plagiarism, the other authors will be deemed to be accessories to plagiarism if they could have known that plagiarism had been committed.
5. No intention is required for determining plagiarism as referred to in the chapter.
6. In case of plagiarism in a concept work the Examination Board can apply article 4.7, paragraph 3.

4.5 Detection of plagiarism

1. The examiners and the Examination Board are authorised to check submitted work for plagiarism and, to that end, may use plagiarism detection tools. By submitting a text to be assessed, students give their implicit permission for the text to be included in the database of the detection tools concerned.
2. As indicated in Article 4.3 paragraph 3, an additional investigation may take place to determine whether one or more aids have been used where this is not permitted according to the test instructions, or in a manner not

permitted according to the test instructions. This also applies to generative artificial intelligence as an aid.

4.6 Definition of (serious) fraud

1. Fraud means any act, omission or attempt at or admission of behaviour that fully or partially prevents a correct and fair assessment of a person's knowledge, insights and skills or (professional) attitude from being made. Fraud includes:
 - a. using aids other than those allowed during a test or partial test. This also applies to generative artificial intelligence as a tool;
 - b. copying during the test or partial test or exchanging information;
 - c. pretending to be someone else during the test or partial test;
 - d. being represented by someone else during the test or partial test;
 - e. taking possession of the assignment or assignments of the test before the date or time the examination concerned is due to take place;
 - f. inventing and/or falsifying survey results, interview responses or research data.
2. Fraud can involve a test or partial test that the student is taking themselves, as well as allowing other students to act in a fraudulent manner.
3. Fraud as described under letters c. and d. and plagiarism as described under letter h. in article 4.4 will in any case constitute serious fraud. Repeated fraud will be marked as serious fraud.
4. Depending on the actual circumstances of the particular case, other conduct may also be treated as fraud.
5. No design is required for determining fraud as referred to in the chapter.
6. Suspected fraud may be established before, during or after a test or partial test. An example of suspected fraud being established after the examination is if, during the marking process, two or more students appear to have given identical or virtually identical answers, including incorrect answers, to a large proportion of the questions.
7. In case of fraud in a concept work the Examination Board can apply article 4.7, paragraph 3.

4.7 Procedure in the event of fraud and/or plagiarism

1. If there are grounds for suspecting that a student is guilty of fraud or plagiarism, the examiner or invigilator will notify the Examination Board.
2. The Examination Board will decide whether the student is actually guilty of fraud, including serious fraud, or plagiarism. If that is the case, the Examination Board will notify the student in writing, specifying the associated sanctions. Before reaching a decision, the Examination Board will give the student the opportunity to be heard, within a period of fifteen working days from notification. The student will be informed on the written notification of the examiner or invigilator before the hearing takes place.
3. If the student is found guilty of fraud or plagiarism, the Examination Board may prevent the student from taking certain tests and/or partial tests for a period of a maximum of one year. In the case of serious fraud the Examination Board may recommend to the dean for the student's enrollment to be terminated definitely.
4. If the student is found guilty of fraud, the Examination Board may decide to check work submitted previously by the student concerned for fraud and, if fraud is detected, to impose sanctions.

5. If the fraud has been established as an indisputable fact, it will be recorded in SIS by 'FR' that the student has taken the test or partial test but that the student has not received a mark due to fraud or that the assessment has been withdrawn due to fraud, and the work and any assessment already issued have therefore been declared invalid. Work that has been declared invalid may only be resubmitted if the Examination Board gives permission for this.

5 Study advice

This chapter only applies to Associate's and Bachelor's degree programmes.

5.1 does not apply in this document.

5.2 does not apply in this document.

5.3 does not apply in this document.

5.4 does not apply in this document.

5.5 does not apply in this document.

5.6 does not apply in this document.

6 Examinations, first-year certificate and degree certificate

6.1 Examinations

1. The degree programme ends with an examination. In practice this means that students are deemed to have passed the examination if they have successfully completed all the courses of the degree programme, or an exemption has been granted for specific courses.

6.2 First-year certificate and degree certificate

1. The Examination Board will issue a degree certificate and list of results to students who have passed the examination of the degree programme.
2. This provision only applies to Bachelor's degree programmes: If students have successfully completed an honours track (intracurricular or extracurricular or honours minor), this will be specified on the degree certificate. The name of the track will be specified on the list of marks.
3. The marks on the list of marks contains both marks in words and grades rounded to whole numbers. If the first decimal is equal to or less than 4, the grade is rounded down. If the first decimal is equal to or greater than 5, the grade is rounded up.
4. In addition to the list of marks, students will also receive a diploma supplement in English with their degree certificate.
5. The graduation date recorded on the first-year certificate or degree certificate will be the month in which the students sat their last test.
6. In addition to paragraph 5: students can request the Examination Board not to issue the degree certificate yet, for example because students may want to retake a (partial) test for a higher mark or wants to take an additional course. A certificate is established on the date on which the last test of the examination programme was passed. To prevent this, students must submit a request to the Examination Board no later than the day before the last (partial) test of the examination programme. A motivation and study plan must be added to this. The Examination Board can then grant permission, with a maximum term of one year. Furthermore, a deferment is only possible if the student wishes to achieve a higher grade for a course or to take an additional course within the AUAS curriculum. If permission is granted, the date of the degree certificate will be the date on which the last (partial) test of the study plan was taken.
7. In case of a name change students can receive a new certificate – on request – after handing in the original certificate.

6.3 Degree

1. The Executive Board of de AUAS will award a Master of Science degree to students who have passed the examination.

6.4 Calculation of average mark and 'cum laude' requirements

1. This article is about calculating a weighted average and determining when a student is eligible for the words 'cum laude' or 'summa cum laude'. In addition, it is possible to calculate a grade point average (GPA). In a degree programme that (partly) uses word assessments, an attempt is made to offer this as well. The average final mark for the propaedeutic phase or the main phase is the weighted average of all the marks obtained (in the case of Bachelor's degree programmes: in the tests in the first-year or main phase) on the results list. Weighted means that the size of courses is taken into account, or rather the amount of credits per course. If the degree programme mentions decimals on the results list, then the calculation of the average grade is based on marks with decimals. If the degree programme mentions whole marks on the results list, then the calculation of the average mark is based on whole marks. (See: MyAUAS under Practical info, Graduation and Diploma).
2. Courses for which students have been granted an exemption, where conditions are met, honours and extracurricular courses will not be included when calculating the weighted average final mark.
3. If an exemption has been granted for more than a third of the credit points of the curriculum (in the case of Bachelor's degree programmes: in the first-year or main phase), students will not receive an average mark and cannot be awarded a 'cum laude' degree (a degree with distinction).
4. This provision only applies to Bachelor's degree programmes.
5. This provision only applies to Bachelor's degree programmes.
6. Students will be eligible to have the words 'cum laude' recorded on their degree certificate if they meet the following requirements:
 - a. They have successfully completed the degree programme within the nominal study period plus one year;
 - b. The weighted average final mark of their test results for all the courses on the list of marks is at least an 8.0 (not rounded up to) and the weighted average of the marks in words is at least 'good';
 - c. the students' weighted average final mark for each of the following courses: Graduation Project is a minimum of at least 8.0 (not rounded up to) and/or at least 'good';
 - d. Students have never been found guilty of plagiarism or fraud in a course.
7. Students will be eligible to have the words 'summa cum laude' recorded on their degree certificate if they meet the following requirements:
 - a. Students have successfully completed the degree programme within the nominal study period;
 - b. The weighted average final mark of the test results for all the courses on the list of marks is at least a 9.0 and excellent (not rounded up to);
 - c. The students' weighted average final mark for each of the following courses: Graduation Project is a minimum of at least 9.0 (not rounded up to) and/or at least 'excellent';
 - d. Students have never been found guilty of plagiarism or fraud in a course.
8. The Examination Board assesses whether to confer the designation 'cum laude' or 'summa cum laude'.

6.5 Calculation of weighted average mark in relation to a statement

1. Upon request students who have passed more than one test, but who cannot be awarded a first-year

certificate or degree certificate, may be issued with a statement from the Examination Board that specifies the test that they have passed.

2. A student can request a statement showing a weighted average or a grade point average (GPA), for example because the results list consists (partly) of marks in words or a student has a results list of courses that have been achieved so far. This should be calculated in the following way: The average of the courses achieved is the weighted average of all results of the courses on the result list. Weighted means that the size of the courses is taken into account. If the program mentions decimals on the result list, the calculation of the average grade is about grades with decimals. If the program is stated in the result list with whole marks, the calculation of the average mark is based on whole marks. If a combination of grade and word grades exists, the grade equivalents for the word grades will be used as determined to allow calculation of a weighted average. If only word grades are used, the grade equivalents for the word grades as determined are used to enable the calculation of a weighted average.
3. Courses for which a student has been granted an exemption, where conditions have been met, honours and extra-curricular courses do not count in the calculation of the weighted average grade.
4. If an exemption has been granted for more than one third of the credits of the propaedeutic year programme or the main phase, no weighted average will be provided.
5. This provision only applies to Bachelor's degree programmes: A weighted average is calculated for courses belonging to the propaedeutic phase and a separate weighted average for courses belonging to the main phase.

7 Examination Board and Appeals Board

7.1 Contacting the Examination Board

1. Every degree programme has an Examination Board. The Examination Board determines, in an objective and expert manner, whether students meet the requirements of the Teaching and Examination Regulations and the exit qualifications for the degree programme.
2. Amongst others, students may contact the Examination Board with regard to the following requests:
 - a. to be exempted from one or more tests and/or partial tests (see article 3.10);
 - b. to take an additional test or partial test (see article 3.3);
 - c. to extend the period of validity of a test or partial test that they have passed (see article 3.11);
 - d. in the case of Bachelor's degree programmes: to approve their choice of minor (see article 2.9);
 - e. for special arrangements to be made with regard to tests on account of a disability (see article 3.12);
 - f. for a longer test time and permission to use a dictionary in the case of a language deficiency (see article 3.13);
 - g. for a revised test timetable if the student is involved in top-level sports or entrepreneurship (see article 3.3);
 - h. if applicable, the approval for the composition of a curriculum.

7.2 Lodging an appeal with the Examination Appeals Board (CBE)

1. Students may lodge an appeal with the Examination Appeals Board (CBE) within six weeks if they do not agree with a decision taken by the Examination Board or by an examiner or examiners. Further information on CBE and on how students can lodge an appeal can be found in the *Legal protection of students* section of the [Students' Charter](#).

8 Validity of Teaching and Examination Regulations

8.1 Scope

1. The Teaching and Examination Regulations in the 2026-2027 academic year apply to students enrolled in the degree programme(s) referred to in this document.
2. Circumstances not provided for by the Teaching and Examination Regulations will be dealt with by the Dean.

8.2 Adoption

1. The Teaching and Examination Regulations will be adopted on an annual basis by the dean of the faculty to which the degree programme belongs, on the recommendation and/or consent of the Degree Programme Committee and the Representative Advisory Council.

8.3 Validity and start date

1. The Teaching and Examination regulations will be valid for one academic year. In other words, Teaching and Examination Regulations from a previous academic year will not apply to a subsequent academic year. If necessary, transitional arrangements will be made for current students where rules or provisions are amended. Where transitional arrangements apply, this will be specified in article 8.4.
2. During the academic year, the Teaching and Examination Regulations may only be amended in the event of force majeure and provided that the result is not unreasonably disadvantageous for students. Interim changes will be decided by the dean after consulting and/or obtaining approval from the Representative Advisory Council or the Degree Programme Committee if the change concerns a component subject to participation rights. For intermediate changes in the test overview, article 3.1, paragraph 4 also applies.
3. The start date of the Teaching and Examination Regulations is 1 September 2026.

8.4 Transitional arrangements

This article does not apply to this degree programme.

9 Test overview

9.1 Year 1 (Propaedeutic phase, in the case of Bachelor's degree programmes)

In the homologation (block 1) students follow two out of three courses, depending on their bachelor degree they can choose from the next 3 courses:

- Introduction to Quantum Mechanics
- Applied Mathematics
- Programming and Software Engineering

After the third block students choose a specialization, either Quantum Electronics, Quantum Photonics or Quantum Software.

	Course	Language of education	EC	Type of assessment	Individual (I) or Group (G)	Occasions	Block
Homologation	Introduction to Quantum Mechanics	English	5	Knowledge test	I	2	1 & 2
	Applied Mathematics	English	5	Knowledge test	I	2	1 & 2
	Programming and Software Engineering	English	5	Knowledge test	I	2	1 & 2
				Professional product	G	2	1 & 2
	Quantum Experience	English	5	Professional product	I	2	1 & 2
Quantum Core	Quantum Hardware	English	10	Knowledge test	I	2	3 & 4
				Assignment	I	2	3 & 4
	Quantum Information and Algorithms	English	10	Knowledge test	I	2	3 & 4
				Professional product	G	2	3 & 4
	Quantum Engineering Project	English	10	Professional product	I	2	3 & 4

Specialization Quantum Electronics (*block 4*)

Course	Language of education	EC	Type of assessment	Individual (I) or Group (G)	Occasions	Block
Solid State Physics and Technologies	English	5	Knowledge test	I	2	4 & 5
			Professional product	I	2	4 & 5
Micro- and Nanofabrication	English	5	Professional product	I	2	4 & 5
Enabling Electronic Technologies	English	5	Professional product	I	2	4 & 5

Specialization Quantum Photonics (*block 4*)

Course	Language of education	EC	Type of assessment	Individual (I) or Group (G)	Occasions	Block
Solid State Physics and Technologies	English	5	Knowledge test	I	2	4 & 5
			Professional product	I	2	4 & 5
Micro- and Nanofabrication	English	5	Professional product	I	2	4 & 5
Enabling Optical Technologies	English	5	Professional product	I	2	4 & 5

Specialization Quantum Software (block 4)

Course	Language of education	EC	Type of assessment	Individual (I) or Group (G)	Occasions	Block
Quantum Circuit Simulations	English	5	Professional product	I	2	4 & 5
Quantum Communications, Sensing, and Cryptography	English	5	Professional product	I	2	4 & 5
Quantum Machine Learning and Optimization	English	5	Professional product	I	2	4 & 5

9.2 Year 2

Students may only participate in the test of the educational unit mentioned below if they have obtained at least 50 credits from the first year of the masterprogramme:

- Graduation Projectplan

And passing the Graduation Projectplan is an entry requirement for the Graduation Project.

Specialization Quantum Electronics

Course	Language of education	EC	Type of assessment	Individual (I) of Group (G)	Occasions	Block
Characterisation and Control	English	10	Professional product	I	2	1 & 2
Applied Quantum Electronics	English	5	Assignment	I	2	1 & 2
Graduation Projectplan	English	15	Professional product	I	2	2, 3, 4 & 5
Graduation Project	English	30	Professional product	I	2	2, 3, 4 & 5

Specialization Quantum Photonics

Course	Language of education	EC	Type of assessment	Individual (I) of Group (G)	Occasions	Block
Characterisation and Control	English	10	Professional product	I	2	1 & 2
Applied Quantum Photonics	English	5	Assignment	I	2	1 & 2
Graduation Projectplan	English	15	Professional product	I	2	2, 3, 4 & 5
Graduation Project	English	30	Professional product	I	2	2, 3, 4 & 5

Specialization Quantum Software

Course	Language of education	EC	Type of assessment	Individual (I) of Group (G)	Occasions	Block
Quantum Computing for Chemistry and Material Design	English	5	Professional product	I	2	1 & 2
Quantum Software Engineering	English	10	Professional product	I	2	1 & 2
			Assignment	G	2	1 & 2
Graduation Projectplan	English	15	Professional product	I	2	2, 3, 4 & 5
Graduation Project	English	30	Professional product	I	2	2, 3, 4 & 5

9.3 Year 3 (including minors, in the case of Bachelor's degree programmes)

Not applicable for this degree programme.

9.4 Year 4

Not applicable for this degree programme.

9.5 Fast-track programmes, three-year fast-track programmes for school-leavers at pre-university level and special tracks within Bachelor's degree programmes

Not applicable for this degree programme.

9.6 Courses that are due to expire

Not applicable for this degree programme.

10 Definition of terms

For the purpose of these regulations the terms below are defined as follows:

- **academic year:** the period starting on 1 September and terminating on 31 August of the following calendar year, or in the case of enrollment on 1 February, the period starting on 1 February and terminating on 31 January of the following calendar year;
- **assessment:** the assessment by an examiner of the extent to which a student has met the requirements set for a particular course or part thereof;
- **assessment/decision moment ('portfolio-beoordeling')**: see the term 'portfolio-assessment';
- **assignment:** a shorter or longer argument based on a concrete question, in which the student deals with a problem or situation (describes, summarizes, analyses, synthesizes), provides his own analysis and/or argumentation, draws conclusions and possibly defines follow-up questions. Other form can also be determined in consultation with student(s). Students can also be given a choice from a number of test formats. An oral presentation or interview may be part of the assessment;
- **authenticity:** the transparency and traceability of the creation of the material submitted so that it can be established that the student demonstrates the required knowledge and skills with this evidence in relation to the learning outcomes;
- **behavioral assessment:** a test in which students demonstrate professional actions in an authentic or simulated professional situation and/or context. Examiners/assessors observe their behaviour. If applicable: students write a report on their actions afterwards, for example during internships, or they conduct an assessment interview with the assessors to substantiate their actions and explain the choices made. Other form can also be determined in consultation with student(s). Students can also be given a choice from a number of test formats.
- **Code of Conduct for Student Counsellors:** the Amsterdam University of Applied Sciences/ Hogeschool van Amsterdam Code of Conduct for Student Counsellors, approved by the Executive Board on 8 May 2008;
- **(core) competency:** an integral whole of professional knowledge, attitude and skills that a person needs to be able to function well within the relevant professional frameworks;
- **course** (or course): an educational unit as referred to in Section 7.3 of the WHW which, together with other courses, forms the curriculum, to which an examination is linked. Every course concludes with partial tests or a test;
- **course catalogue:** the digital information source containing all relevant information on the degree programme and the courses. In case of conflicting information between the Teaching and Examination Regulations and the course catalogue, the information of the Teaching and Examination Regulations applies.
- **credit:** the unit in which the study load is expressed as referred to in Section 7.4 of the WHW, whereby 60 credits are the equivalent of 1,680 study hours; One credit is the equivalent of 28 study load hours. Within a broader European context, credits are expressed in EC (European credits). Credits will only be awarded upon the successful completion of a course or if an exemption has been granted by the Examination Board;
- **Dean:** head of the faculty offering the degree programme;
- **degree programme:** the interconnected whole of educational units administered by the degree programme;
 - the set of courses totaling 120 credits that leads to a degree in the case of an Associate's degree programme;
 - the set of courses totaling 240 credits, including the propaedeutic phase, that leads to a degree in the case of a Bachelor's degree programme;

- the set of courses totaling 60, 90, or 120 credits that leads to a degree in the case of a Master's degree programme;
- **Degree Programme Committee:** the Degree Programme Committee as referred to in Section 10.3c of the WHW;
- **degree programme manager:** the individual charged with day-to-day management of the degree programme;
- **electives:** courses that are part of the degree programme, whereby the student can choose from different courses;
- **enrollment quota:** a fixed number of places allocated to a degree programme for which the number of applications exceeds the number of available places;
- **examination:** final element of a curriculum as referred to in Section 7.3 of the WHW or the propaedeutic year as referred to in Section 7.8 of the WHW;
- **Examination Appeals Board:** board as referred to in Section 7.60 of the WHW;
- **Examination Board:** the board as referred to in Section 7.12 of the WHW;
- **examiner:** the person as referred to in Section 7.12c of the WHW, not being a student or external student;
- **Executive Board:** the institutional administration as referred to in Sections 1.1 and 10.8 of the WHW. The Executive Board provides general management and is ultimately responsible for the efficient management of the university;
- **faculty:** the organisational unit in which education is offered;
- **fast track programme:** a Bachelors programme in which the full number of credits is offered and assessed within a shorter space of time, for instance 240 credits within three years;
- **feedback:** the oral or written feedback that a student receives from an examiner, teacher or supervisor on the basis of submitted work or another performance;
- **final qualifications:** description of the degree programme's final attainment level;
- **fraud:** an act as referred to in article 4.6 of these Regulations;
- **generative AI (genAI):** artificial intelligence models designed to generate new content in the form of, for example, written text, audio, images or videos;
- **go/no-go moment:** A go/no-go moment is a binding decision by an examiner within a course, determining whether students may (or may not) complete the course. An example of this is the research design before the research can begin as part of the graduation project;
- **graduation track:** the combined courses on the basis of which the exit qualifications of the degree programme are assessed, such as a final assignment and/or an internship;
- **honours programme:** excellence programme in the form of a special track for students in the 3rd and 4th years of the main phase of a degree programme;
- **informal caregiver:** someone who provides long-term care for a partner, family member, friend, or neighbor who needs assistance due to illness, disability, or old age. This can range from practical support, such as helping with household chores or administrative tasks, to intensive care, such as personal care or medical procedures;
- **inspection and feedback moment:** the moment at which an exam and the work done by students are discussed in the presence of an examiner;
- **institution:** the Amsterdam University of Applied Sciences/ Hogeschool van Amsterdam (hereinafter referred to as the 'AUAS/HvA');
- **integrated resit:** one test instead of two or more partial tests that constitutes the second examination opportunity;
- **international student:** a student of non-Dutch nationality who – to the extent the student concerned is

subject to residency permit requirements and has been issued with such a residency permit – will pursue, is currently pursuing or has pursued a programme of study at an education institution established in the Netherlands;

- **irregularities:** events within or outside the student's control that could potentially prevent a reliable assessment of the student's knowledge and abilities;
- **joint propaedeutic year (in the case of Bachelor's degree programmes):** a first year in which several degree programmes offer a common training program to propaedeutic students. If the programs for the propaedeutic phase have the same learning objectives/results, a BSA for one program also applies to the other programme(s);
- **knowledge test:** a test with questions about professional, theoretical and subject-oriented knowledge aimed at understanding and application. This test can have different forms that can also be combined in one test. Traditional forms are open questions, semi-open questions, multiple choice questions and questions where the student should fill in the missing information. New forms are knowledge clip or presentation made by the student in which the student demonstrates knowledge. Students can also be given a choice from a number of test formats. Administration: digital, oral or pen-and-paper.
- **main phase (in the case of Bachelor's degree programmes):** the phase of the degree programme that follows directly after the propaedeutic year (post propaedeutic year stage);
- **nominal study period:** the nominal study period of the main phase of a bachelor is 3 years.
- **oral test:** a test in which the student must deliver an oral performance, in interaction with the examiner or as a monologue (examples: presentation, oral assessment);
- **partial test:** a partial test is part of a test to which a partial assessment (partial mark in 1,0 to 10,0 or a mark in words) is attached. No credits (EC) can be awarded on the basis of a partial test. No rights can be derived from the partial assessment. The credits are awarded if the entire course has been completed with a satisfactory result. The (final) assessment of the course is a decision with legal effect against which an appeal is possible;
- **plagiarism:** an act as referred to in article 4.4 of these Regulations;
- **portfolio assessment:** Test form in which the student submits a portfolio containing evidence of competencies in the form of (professional) products, substantiation, feedback, reflections, etc. An assessment interview takes place based on the portfolio, also known as a criterion-oriented interview (cgi). Here the student is asked about how the evidence was created (approach and behavior), what choices were made (thinking and decision processes), the results and how all this contributed to the learning and development process (reflection and transfer). Degree programmes that work according to the educational concept of Programmatic Assessment ('Programmatisch Toetsen') often use an assessment/decision moment (so-called high-stakes) in which a portfolio is assessed by several examiners where all parts of the criterion-oriented interview take place throughout the course rather than at the end of the course.. This concerns a portfolio evaluation (in Dutch: portfolio-beoordeling). The conditions for this are described in the Test Administration Protocols;
- **practical component:** exercises that can only take place under supervision during scheduled meetings, and which are aimed at acquiring a practical professional skill, and which are examined within the relevant course;
- **professional product:** a performance, with great resemblance to performance in professional practice, which is performed by a group or by one student in a methodical and systematic manner, in which knowledge from theory and practical(-oriented) research is combined and which results in a design, (physical, digital) end product, research or advice, including associated justification/reflection. Other form can also be determined in consultation with student(s). Students can also be given a choice from a number of test formats. This can lead to multiple professional products. An oral presentation or interview can be part of the assessment.

- **propaedeutic phase (in the case of Bachelor's degree programmes):** the foundation year phase of the degree programme as referred to in Section 7.8 of the WHW;
- **Representative Council:** the council as referred to in Section 10.25 of the WHW;
- **results list:** a list signed by the Examination Board containing all marks based on completed courses belonging to the propaedeutic certificate or degree certificate.
- **Right of consent:** see [Medezeggenschapsreglement](#);
- **SIS:** Student Information System;
- **specialisation:** a specialisation within the degree programme as referred to in Section 7.13 of the WHW, other than a minor;
- **special track:** track, other than the three-year vwo track - as referred to in Section 7.9b of the WHW;
- **student:** a person who is enrolled at the institution as a student as referred to in Section 7.32 of the WHW;
- **Students' Charter:** the charter as referred to in Section 7.59 of the WHW;
- **student counsellor:** a person appointed by the institution to inform and advise prospective and current students, the Dean, the degree programme management and the Examination Board on student affairs and to counsel students in problems of a personal nature on request;
- **study adviser:** a person designated by the degree programme to supervise students in academic, decision-making and planning processes, with the aim of facilitating effective academic progress;
- **study load hour:** one 1,680th part of the nominal study load of one full academic year;
- **test:** a test of knowledge, insight and skills as referred to in Sections 7.3 and 7.10 of the WHW, of which the result is expressed in an assessment concluding a course. Where the word 'test' is mentioned in these regulations, the WHW term 'examination' is meant. A test may be divided into two or more separate partial tests;
- **test chance:** the maximum number of opportunities a student has per course to participate in a (partial) test;
- **Test instructions:** A set of guidelines and instructions that informs students about, among other things, how a test is administered and which aids are permitted. If aids are permitted, it may indicate how an aid may or may not be used. The test instructions can be communicated in various places, such as on the cover page of the test itself or in the study guide;
- **test opportunity:** the number of opportunities that a study program offers per course to participate in a (partial) test;
- **test overview:** overview of all tests and partial tests for all courses in the propaedeutic phase and main phase, specifying (at minimum) the following details, testing format for the first and second test or partial test, the number of credits, the block or semester during which the test or partial test was administered;
- **testing committee:** a committee as defined in Section 10 of the Examination Board Regulations; the committee advises the Examination Board on the quality of testing;
- **three-year fast-track programme for school-leavers at pre-university level:** a fast-track programme as referred to in Section 7.9a of the WHW with a study load of at least 180 credits;
- **track:** a degree programme approved by the Executive Board which differs from the start of the degree programme of the registered degree programme offering the track. The same diploma and the same final qualifications apply to the degree programme and track. This does not concern the fulltime, part-time or work-study variants;
- **weighted average:** a calculation of the average final mark that also factors in the number of credits associated with the relevant units of study;
- **WHW:** The Dutch Higher Education and Research Act (*Wet op het Hoger Onderwijs en wetenschappelijk Onderzoek*);
- **working days:** workings days are based on the yearly schedule of the AUAS/HvA. Saturdays, Sundays,

holidays and mandatory days off are non-working days. Part-time degree programmes may indicate Saturdays as working days.