Education and Examination Regulations 2026-2027

Industrial Design Engineering

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Academic year 2026-2027

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Education and Examination Regulations 2026-2027

Industrial Design Engineering

Version 1.0

The Education and Examination Regulations (EER) Model was confirmed by the Executive Board on 6 January 2026 after having obtained the consent of the General Council.

The EER of the degree programme were confirmed by the faculty director of the Faculty Technology, Innovation and Society on 19-6-2026 after having obtained the consent and advice of the Faculty Council on 16-6-2026 and the degree programme advisory committee on 9-6-2026.

Preamble

This document contains the Education and Examination Regulations (EER) of the Industrial Design Engineering degree programme. In it, you will find rules about the degree programme, education, testing and examination. You can also read how to appeal if you disagree with a decision or what the consequences are in case of fraud. All of these matters can affect your academic progress. So, take the time to go through this document carefully so that you know the rights and obligations attached to your studies.



The EER are fundamentally a legal document. As a result, terms are sometimes used that deserve an additional explanation. You can find that explanation in the Definitions in the appendices.

How did the EER come about?
The EER are based on the Higher Education and Research Act (Wet hoger onderwijs en wetenschappelijk onderzoek; WHW). The Executive Board annually adopts the model EER for the following academic year, after submitting it to the University of Applied Sciences General Council for approval. The model EER forms the basis for the EER of the degree programme. In principle, the EER of the degree programme should not contain rules that are not in the model EER. If they do, they must have been authorised by the Executive Board, and the participation body is also involved in this.
The EER of the degree programme are adopted each year by the faculty director. That process also involves students through their representation on the degree programme advisory committee and Faculty Council. The director of the faculty can adopt the EER of the degree programme only after the Faculty Council and the degree programme advisory committee(s) have agreed or given their opinion.

Together with the Student Charter Part 1, which lays down the rules that are applicable to all students at The Hague University of Applied Sciences, the EER and the Education Plan (EP) form ‘the Student Charter’ (Section 7.59 of the WHW). Thus, the Student Charter is a bundle of rules, rights, and obligations of the student in relation to the university of applied sciences.



Want to read more information?
- The model EER is available in digital form on the Student Portal.
- The Service Square lists the rights and obligations (Student Charter part 1) for students. Check out the ‘Rights and obligations’ infographic too!

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1. General Provisions

1.1 Who are the EER intended for?

1. These EER are applicable to all students enrolled in the full-time bachelor's degree programme of the funded Industrial Design Engineering bachelor's degree programme in the 2026-2027 academic year. The EER are also applicable to students who only take exams and do not take part in any education (extraneï). The provisions on education and tutoring/coaching are not applicable to them.
2. If a provision is not applicable, or only applicable, to a bachelor's degree programme, master's degree programme or associate degree programme, this is indicated above the relevant article or chapter.

1.2 How are students informed?

1. Information about educational matters is being sent by the degree programme via the Student Portal, Brightspace, Osiris and/or email in a timely manner.
2. Each educational module (a course, subject, module or learning outcome) is accompanied by a module description. The degree programme ensures that the module description can be found on Brightspace/the Student Portal and/or Osiris before the start of the educational module.
3. The degree programme makes the class schedule and test schedule for a semester available via MyTimeTable no later than 10 working days before the start of that semester. If these deadlines are exceeded, you can report this to the degree programme manager. Once a schedule has been announced, it is only possible to deviate from in the event of a serious unforeseen circumstance.
4. You are responsible for consulting your THUAS email address, the Student Portal, Osiris, and Brightspace. If you are no longer enrolled, it is important to regularly check the private email address by which you are known to THUAS, since information is sent there by the university.

1.3 Would you like to submit a request to the Examination Board?

1. Each degree programme or group of degree programmes within a faculty has an Examination Board. For the Industrial Design Engineering degree programme, this is the TISH Examination Board. The tasks and authorities of the Examination Board are laid down in the Examination Board Regulations of The Hague University of Applied Sciences.
2. You can contact the Examination Board if, among others, you would like to apply for:
    a. exemption from one or more tests;
    b. exemption from the practical exercises you have to do prior to taking the test;
    c. exemption from the admission requirement for taking a test;
    d. admission to a minor or other interpretation of the minors/free elective space;
    e. extension of the period of validity of a passed (partial)test;
    f. postponement of the award of a degree certificate;
    g. issue of a statement of tests passed;
    h. facilities and adjustments due to a support need (e.g. due to a functional impairment) or other personal circumstances;
    i. study facilities due to practising top-class sport or performing at the highest level in cultural or other fields;
    j. deviation from the EER if their application would lead to predominant unfairness.
3. You can submit a request (see paragraph 2) to the Examination Board digitally via Osiris Case, accessible via Osiris Student. If the request is not complete, the Examination Board may decide that you have to submit additional information within a certain time limit. In all other instances, you can reach the Examination Board via tis-examencommissie@hhs.nl.
4. The Examination Board reaches a decision within 15 working days after having received a completed request. You receive an email notification when you can consult the decision in Osiris Case.


You can find a short Osiris Case manual on the Osiris page of the Student Portal.

1.4 What if you disagree with the examiner or Examination Board?

1. If you disagree with a decision of an examiner or the Examination Board, you can appeal to the Examination Appeals Board (Examination Appeals Board). You can also appeal if the Examination Board or examiner refuses to make a decision or does not make a decision in time. The procedure is detailed in the Examination Appeals Board Regulations.
    a. The appeal must be submitted via Osiris Case to the Legal Protection Desk within six weeks of the decision. The Service Point ensures that the appeal reaches the Examination Appeals Board. You can get support from an ombuds officer.
    b. If you submit the appeal after that deadline, it will not be considered unless there are demonstrable special circumstances that prevented you from filing a timely appeal. If you are of the opinion beforehand that you are not going to be able to file a substantiated appeal within the six-week period, you can also file a preliminary appeal.
    c. The requirements for an appeal are described in the Examination Appeals Board Regulations.
    d. After receiving the notice of appeal, the Examination Appeals Board asks the Examination Board to consider whether settlement is possible within a three-week period. If this is not possible, the Examination Board will conduct a defence.
    e. The Examination Appeals Board gives its decision within 14 days of the hearing. The substantiated decision follows later.
2. Do you disagree with the decision of the Examination Appeals Board? Then - within six weeks of that decision - you can appeal to the Administrative Law Division of the Council of State. There are no further appeals after this.

Can't figure it out yourself? Then you can get support from an ombuds officer in the appeal process. You can find all the necessary information about the procedure and the underlying regulations on the Student Portal. Here you will find a further explanation and a video on how to file an appeal as well as a template for a (preliminary) notice of appeal.

Note: The assessment of an examiner is a decision. If you appeal against such a decision, the Examination Appeals Board only reviews whether the examiner's assessment took place according to the rules. The Examination Appeals Board does not give a substantive assessment on the test taken nor on the grading.

1.5 When is it possible to deviate from the EER?

1. In cases where the application of the EER of the degree programme would lead to a predominant unfairness, the Examination Board decides, except when the faculty director is authorized on the subject in question. In making the decision, the Examination Board weighs both the interests of the student and the organisation. We call this the hardship clause.
2. In cases not provided for in the EER of the degree programme, the faculty director decides, unless the Examination Board is competent on the subject in question. This involves weighing the interests of both the student and the organisation.

1.6 What if the English version conflicts with the Dutch OER?

In case of any discrepancy between the Dutch and English versions of these EER, the Dutch version prevails.

2. Degree programme

2.1 What are the objectives of the degree programme?

The English taught Industrial Design Engineering program aims to teach students to design solutions for today's and tomorrow's complex challenges in a human-centered, co-creational way. Students learn to combine research, technology and creativity with entrepreneurship, so their product ideas can end up in the real world. The program works together with a solid, international network in the business, NGO and governmental community. Thus students are facilitated to become confident and open-minded in their communication with real clients and users and learn reciprocally. They challenge the status quo with creative and convincing solutions, and learn to work in an authentic, activating and inspiring environment. More information can be found in IDE's study guide.

2.2 Degree programme profile

This degree programme is based on the Industrial Design Engineering national degree programme profile that can be found at https://www.verenigingenhogescholen.nl/opleidingsprofielen. The degree programme profile includes the following competences:

1. Do Research
2. Design & Engineer
3. Organise & Manage
4. Communicate
5. Learn

2.3 Admission to the degree programme

1. Admission to the degree programme is subject to the rules described in the Enrolment and Disenrolment Regulations of the funded degree programme, which can be consulted via the Student Portal.
2. Information on admission requirements and conditions can be found on the external website.

In the regulations mentioned in paragraph 1, you can read about the enrolment conditions as a student, any (further) prior educational requirements and, for example, admission to the main phase. Termination of the enrolment as a student is also included in these regulations. You can also read about the enrolment of external minor students.

2.4 Organisation of the degree programme

1. The degree programme is offered in full-time modes of study.
2. The working language of the degree programme is English because of the international nature of thecourse. An educational module may be offered in a language other than the working language of the degree programme. This is then mentioned in the module description. More information can be found in the Code of Conduct for Foreign Languages, which you can find on the Student Portal.
3. A bachelor's degree programme consists of a propaedeutic phase and a main phase.
    a. The propaedeutic phase lasts one academic year. This phase is designed in such a way that you get a clear idea of the content of the degree programme, with the possibility of referral and selection at the end of the propaedeutic phase (see article 6.1 and beyond).
    b. The main phase is the phase following the propaedeutic phase. The main phase consists of a major (see definitions) and minors (see article 3.5).

2.5 Study load

The study load for this study programme is:
three-year higher professional education track (see article 2.7): 180 credits, including 60 credits in

the propaedeutic phase and 120 credits in the main phase;

2.6 Main subjects and/or specialisations

The degree programme has no different main subjects or specialisations.

2.7 Three-year higher professional education tracks

1. The degree programme is a three-year higher professional education track. This is a compact, accelerated phase with a study load of 180 credits. Only students who hold a pre-university education diploma or a diploma deemed equivalent by the Admission Committee are admitted.
2. Do you want to be admitted to a three-year higher professional education track? Then you need to indicate this when you enrol in Studielink. The Admission Committee decided on admission under the provisions of Section 7.9a of the Higher Education and Research Act (WHW).

2.8 Tuition fees and additional costs

1. Tuition fees are charged for your enrolment in the degree programme.
2. You need one (or more) device(s) and a suitable internet connection to access (online) education from the degree programme and take online tests. You also need a smartphone for the required authentication.
3. The educational programme requires certain learning (auxiliary) resources. The relevant costs amount to approximately €650 per academic year and are at your expense. It concerns the following learning (auxiliary) resources:
   a. study books (online or hard copy);
   b. a tool set for the workshop, containing e.g. a tape measure, a calliper, a cutter, safety goggles, a metal ruler, scissors and a drawing compass. It is recommended you wear safety shoes in the workshop, but this is not compulsory. The workshop staff can inform you on the tool set.
   c. materials for drawing and prototyping: e.g. fineliner pens and special markers for product design, paper, cardboard, wood, metal, fabric, 3D printing materials, foam, electronics such as Arduino etc.
   d. A computer is required and choosing a laptop is highly recommended for working on it during class time. Software can be purchased with educational discounts or for free once you are registered as a student (Microsoft office, Adobe Creative Suite, Solid Works etc.). Seek advice at the IT front office.
4. Excursions/work visits, workshops and practical exercises may be part of the compulsory part of the educational programme. Some require you to pay a personal contribution, due to the particular nature of your degree programme.
   a. Excursion to design agencies, production companies, user groups or clients (as part of c ourses and projects): excursion travel costs typically do not exceed € 100 per year.
   b. Working visit to national or international internship companies, or traveling and staying abroad (for example as part of an exchange). Costs depend on the destination, costs of living, the travel distance and means of transport. If you cannot pay the costs mentioned in paragraph 4, you are offered an equivalent free alternative aimed at achieving the same learning objectives, unless the activity is not replaceable by a free alternative. This applies to the field trip/workshop/practicum mentioned above in paragraph 4. The application procedure for a free alternative is described in the module description of the relevant study unit/educational module.

Go here for all information on the cost of your studies, payment dates and payment in instalments.

3. Education

3.1 How is the educational programme structured?

1. An academic year consists of two semesters and four blocks. The annual planning is included as annex 3.
2. The degree programme consists of educational modules, which are described in the Education Plan (EP), included as annex 2 | Education Plan (EP). In the event of contradictions between EER and EP, the EER prevails. In the EP, each educational module includes at least:
    a. the name of the educational module;
    b. the block in which the educational module is offered;
    c. the learning outcomes associated with the educational module;
    d. the number of credits;
    e. the form(s) of work in which the education is offered and any compulsory participation in practical exercises (compulsory attendance and/or participation);
    f. the test format(s), including the weighting factors of any partial tests;
    g. the form of assessment - written, oral, or otherwise;
    h. minimum requirement (4.5-5.5/pass/completed);
    i. test moment; the week in which the test is offered;
    j. the number of contact hours and self-study hours;
    k. any entry requirements.

3.2 Counselling and coaching

1. Throughout your studies, you are entitled to counselling and coaching to help you study well.
2. The counselling relates your personal learning path. It covers all the activities and facilities through which (teams of) lecturers support you in your studies. These activities are described in the the Brightspace course ‘General Industrial Desgin Engineering’. This also describes what is expected of you.
3. Coaching helps you reflect on your personal and professional development process. To this end, you will enter into a conversation with the student coach (the practice coach, study (career) supervisor, mentor or supervisor).
    a. You start with the introductory programme and shortly after the start of your studies you have an individual intake interview with your student coach who, in principle, is the same for the entire first year of study. In the first year, your student coach will invite you for three conversations.
    b. In the second academic year, the student coach will invite you for at least two individual learning path conversations.
    c. From the third year onwards, your student coach will invite you for at least one interview per academic year.

Are you familiar with the infographic referring you to the right person to help you (further) with questions about your studies, facilities, personal circumstances, your development or about the application of schemes?

3.2a Personal circumstances and study progress

1. You may have to deal with personal circumstances that hinder your study progress. You are responsible for discussing this in good time with your student coach and the student counsellor. In some cases, those personal circumstances can be taken into consideration.
2. The following personal circumstances may be involved:
    a. illness: any physical or psychological indisposition;
    b. disability: a physical, sensory or psychological disability;
    c. pregnancy and childbirth;
    d. special family circumstances:
        i. the long-term informal care for a sick relative or someone within your own cohabitation;
        ii. long-term psychological and/or social problems in your own cohabitation;

iii. other circumstances that are considered to be special family circumstances;

e. practising top-level sport or other activities at a high level, where you belong to the (inter)national top of your discipline and spend at least fifteen clock hours per week on it;
f. membership of the General Council, a Faculty Council or a Degree Programme Advisory Committee (DPAC);
g. membership of a committee within THUAS, insofar as this committee is included in the 'List of student organisations' in the Student Charter part 1 of the relevant academic year;
h. membership of the board of a study association, student association or student organisation with full legal capacity, insofar as this association or organisation is included in the 'List of student organisations' in the Student Charter part 1 of the relevant academic year;
i. personal circumstances other than those referred to above under a to h that would lead to an unfairness of a major nature if these circumstances were not taken into account in the assessment by the Examination Board or the Faculty Director (see explanation under article 1.5).

3.3 Education evaluation

The degree programme provides annual education evaluation. The degree programme chooses the following ways of evaluating: two evaluation sessions per semester based on questions that students answer in a written form, in a friendly atmosphere. The degree programme advisory committee has the right of consent on the method of evaluation.

3.4 Internships, work, and professional practice

1. Full-time degree programme: the internship comprises 10 or 20 weeks, to which 15 or 30 credits are attached. Further information and conditions can be found in the module description for the semester Minor, Exchange and Internship, to be found at the MEI Brightspace course.

3.5 How can you fill in the minor segment segment?

1. The minor segment per degree programme covers 30 credits in the full-time bachelor's degree programme. The minors are intended to broaden and/or deepen the professional competences from the major. What you choose may not overlap with the major and must be at least at the higher professional education level.
2. The content of the minor segment may be provided for within or outside of the degree programme, as follows:
   a. minors within your own or from another accredited programme/institution for higher education in the Netherlands or abroad;
   b. an internship at home and abroad;
   c. elective units at the present or another accredited higher education degree programme/institution;
   d. study units of the major of another accredited degree programme at our or another accredited institution of higher education;
   e. special tasks;
   f. interdisciplinary education.
3. In the EP (annex 2), you can see whether - and if so, which - certain periods have been reserved for minors. Here, you can also find more information about the minors and elective units provided by the Industrial Design Engineering degree programme.
4. The minors and elective units for which the Examination Board has granted prior approval are listed on the Student Portal minor and elective list THUAS
5. You must ask permission from the Examination Board for how you want to give substance to the minors (see article 1.3). You make this request at least 15 working days before the start of the relevant minor or elective unit. This procedure also applies if you want exemption from a minor on the basis of previous results in another degree programme. You do not need to seek permission for the minors and elective units listed in paragraph 4.
6. For an elective unit that you complete with a special task (see paragraph 2.e), you can receive three credits if your assessment is satisfactory. You may not receive financial compensation or support from the Student Support Fund for the special task in question. You must justify your choice in terms of content, and the Examination Board determines the way in which you must demonstrate that you have completed the task with satisfactory results.
7. An elective unit that you complete with an internship must be substantively justified. The Examination

Board determines the manner in which this justification must take place.

3.6 Honours programme

The degree programme does not offer an honours programme.

3.7 Graduation

The module description of graduation includes arrangements regarding graduation, assessment in the graduation phase and the determination of the result. The graduation manual can be found on Brightspace.

3.8 Possibility of transfer to a bachelor's degree programme

This article is not applicable.

3.9 Transitional measures

1. The EER (including the EP) are redefined every year and are valid for one academic year only. If study units are changed from the previous academic year due to curriculum changes, transitional measures may apply. A transitional measure describes until when and in what way you can still participate in tests taken in the ‘old’ way. See article 4.13 for the validity period of obtained test results.
2. If the curriculum has changed in parts and/or a study unit/an educational module is dropped, the test of that study unit/educational module is offered twice more in the following academic year. In that academic year, the degree programme no longer has to provide education for this study unit. Then you have to take the new study unit. If it is not offered, the degree programme indicates how you can obtain credits linked to the replaced component.
3. The degree programme will offer the old way of assessing until all students from that curriculum have graduated. Oral assessments will be offered twice per semester.

3.10 Study plan at units of learning outcomes

This article only applies to part-time and work-study bachelor's programmes and master's programmes that work with units of learning outcomes according to the 'Wet leeruitkomsten hoger onderwijs'

1. If you want to demonstrate units of learning outcomes and do not follow the facilitated route (in its entirety), the programme manager will establish a study plan after consultation of the student coach with you. To this end, a (starter) interview is held with you first.
2. A study plan must be adopted within [term] after the start of the degree programme or after completion of a previous study plan.
3. For every maximum of 30 credits, the study plan must include:
    a. which unit or units of learning outcomes the plan is about;
    b. the way you acquire the knowledge, understanding and skills;
    c. the method of supervision and frequency of progress interviews;
    d. the way the command of the learning outcomes is demonstrated and marked. This study plan cannot deviate from the Education and Examination Regulations.

We speak of '*bezemen*' (clean sweep) when an educational module is no longer taught in a subsequent academic year. Two more test opportunities for that unit often follow in that year. If this is not the case, the degree programme informs you accordingly. After the 'sweep year' (see article 3.9, the conversion table applies.

Are you behind in your studies? Then contact your student coach as soon as possible to discuss study planning.

4. Tests

4.1 Tests and partial tests

1. A composite educational module is concluded with one integrated test in which multiple learning outcomes are tested or concluded with several tests in which each learning outcome is tested separately.
2. Examiners take the tests and determine the result. Examiners are appointed by the Examination Board for this purpose.

4.2 How are the tests organised?

1. The EP (annex 2) describes for each educational module:
    a. the test format(s) of the (partial)test;
    b. the form of assessment of the (partial) test: written, oral or otherwise;
    c. the test moment.
2. In cases of force majeure, the degree programme manager may decide, after consulting the Examination Board, to deviate from the established test format during the academic year.
3. If the test schedule is amended (see article 1.2 paragraph 3), a period of at least 10 working days applies between the announcement date of the amendment and the new test date. Moreover, the new test date should not be scheduled before the original test date.
4. In a cumulative test, the test consists of several items taken at several successive times.
5. A written test lasts a maximum of two clock hours per test time, excluding any test time extension. The degree programme states the test duration in the module description of the educational module. Deviation from this maximum test duration can only be made in consultation with the faculty director and must be substantively justified.
6. Tests are not public; oral tests can be public if it is stipulated in the module description of the relevant educational module. In special cases, the Examination Board may decide to deviate from this.
7. Tests from the same degree programme and study year, which take place on the same day, are not scheduled right after each other. The planning of the schedule should take sufficient rest for students, as well as individual test extension deadlines, into account. Tests (of the same degree programme) that take place on the same day but at different locations are scheduled with at least two clock hours in between, so that you have sufficient travel time.



The student counsellor can advise you on, for example, test time extension or a different form of test if, due to a disability or chronic illness, you experience problems with, for example, the regular test time or test form. You can read more about that here.

4.3 How to register for a test?

1. For all tests, you must register on time. This applies not only to written or digital tests, but also to other forms of assessments, for example, to oral tests, presentations, paper assessments and practical training. You register for a test via enrolment for education. You register through Osiris, during the open registration period. The degree programme informs you of that period. Always check that the registration has gone through properly. If not, take immediate action and still register via Osiris.
2. The rule described in paragraph 1 is not applicable in the first year of enrolment in the propaedeutic phase of your bachelor's or associate degree programme. The degree programme then registers you for the not yet passed (partial)tests.
3. You have to register for minors and other elective education yourself. With this registration, you automatically register for the corresponding first test moments.
4. Registration for a (partial)test counts as participation in this (partial)test. If you decide not to participate, please deregister in time via Osiris. This can be done up to one working day before the (partial)test.
5. Each test period has a test-registration period and a post-registration period. The time window for post-registration is published on Student Portal. If, for whatever reason, you have not yet registered for a (partial)test, you can use this moment for post-registration. You can apply for registration during this post- registration period by sending an email to tis@hhs.nl. Whether you may still participate is

decided on the basis of entry at post-registration, and only insofar as organisationally possible (including available places). If you also fail to register during the post-registration period, you will be excluded from participating in the (partial)test.

4.4 Conditions for participation in a test

1. Prior to the test, you must identify yourself with a valid proof of identity (no copy or photo) namely:
   a. a passport, provided that the identifying personal data are in Latin characters and the validity date is indicated in Arabic numerals (0-9), or
   b. an identity card, provided it was issued by one of the Member States of the European Union, Northern Ireland, Norway, Iceland, Liechtenstein, Switzerland, or Ukraine, or
   c. a Dutch driving licence, or an EU driving licence
   d. a Dutch residence permit, or
   e. a Dutch Foreign Nationals Identity Document (W-document) or privileged person document.
2. You must abide by the rules of the Testing Regulations.
3. Some educational modules require you to participate in practical exercises before you can take a test or partial test. You will find this in the EP (annex 2) and in the module description of the relevant study unit. To request an exemption from this requirement, you must submit a request to the Examination Board (see article 1.3). In doing so, the Examination Board may decide to impose substitute requirements. You can read more about this procedure in the module description.
4. Some educational modules require you to pass one or more tests before you can take a particular follow-up test or partial test. You can find this in the EP and the module description of the follow-up test or partial test to be taken. You can also apply for an exemption from this with the Examination Board (see article 1.3). You can find more information about this procedure in the module description.

To participate in a test, you need a valid ID (not a copy or photo!). This is important because in this way it can be established that the student who takes the test (and will therefore earn the credits) is actually the enrolled student. Please note that you are not allowed to participate in the test without valid ID. Paragraph 1 lists valid identity documents.

If there is a problem with your proof of identity, for example due to actions of the IND if you are an international student, or due to theft or loss of your proof of identity, contact the Exam Office timely to see if a solution is possible.

4.5 How are the tests marked?

1. A test or partial test can be marked in the following ways:
   a. a rating on a scale of 1.0 to 10.0; or
   b. the qualification ‘good’, ‘pass’ or ‘fail’, or
   c. the qualification ‘completed’ or ‘not yet completed’.
2. If a test or partial test is assessed with a grade (paragraph 1a), this grade is expressed with one decimal place. In the case of grades resulting from a weighted or arithmetic average of several partial tests, this average is calculated on the basis of partial grades expressed to one decimal place. If this average grade consists of more than one decimal place, the average grade is truncated after the first decimal place (for example: 6.49 becomes 6.4).
3. Study units/educational modules of 10 credits or more are assessed with a grade on a scale of 1.0 to 10.0.
4. The standardisations for the different parts of the test or partial test are announced prior to the test or on the test papers. If the standardisations are not stated, the same standardisations are applicable to all parts of the test. In the case of a (part of a) cumulative test, the standardisations are calculated afterwards. This method of standardisations must be announced in advance.
5. Based on an analysis of the quality of the test based on student performance, the examiner can adjust the standardisations afterwards. The examiner reports the adjustment of the standardisations and the relevant manner to the Examination Board and to the student during the examination review moment.

4.6 Provisions for partial tests

This article only applies to programmes designed in accordance with the Educational Vision 2017

1. If a test consists of several partial tests, the test result is only determined if you pass each partial test:
    a. obtained at least a 4.5 in an assessment as referred to in article 4.5 paragraph 1 under a, unless otherwise stipulated in the relevant module description and EP;
    b. obtained a 'good' or 'pass' in an assessment as referred to in article 4.5(1)(b);
    c. obtained the qualification 'completed' in an assessment as referred to in article 4.5(1)(c).
2. If these conditions are met, the test result is determined as the weighted average of the results. For this purpose, only the partial tests that are marked with a grade count. The weighting factors of the partial tests are described in the EP.
3. Cumulative tests have different test points, but these are not partial tests within the meaning of this article. The provisions of paragraphs 1 and 2 of this article therefore do not apply to cumulative tests.

4.7 Award of credits

1. There are five credits attached to a single educational module.

    A composite educational module is linked to a multiple of five credits.

    or (in case the degree programme does not yet fully operate according to the Educational Vision 2023)

    Subcompetences are awarded with 2 [two] credits.
2. Credits are awarded if you pass the test(s) of the educational module:
    a. obtained a grade of 5.5 or higher; or
    b. achieved the qualification 'good', or 'pass'; or
    c. achieved the qualification 'completed'; or
    d. received exemption from the Examination Board.
3. You are not awarded credits for passing a partial test.
4. The results of educational modules cannot be mutually compensated.
   Compensating results within a composite educational module is not possible.
   Results of study units cannot be mutually compensated; results of partial tests can.



If you disagree with the grades given for a test, contact the relevant examiner. You can then appeal to the Examination Appeals Board if necessary. The Examination Appeals Board can only assess whether the mark has been carefully arrived at, i.e. the Examination Appeals Board does not give a substantive opinion on the test marked.

4.8 Announcement of results

1. The result of a test, partial test or part of a cumulative test is announced in Osiris no later than 15 working days after the date on which the (partial)test was taken - but no later than three working days before the resit opportunity. In cases of force majeure, the degree programme manager may decide to extend the deadline by up to five working days. The new term must then end no later than three working days prior to the resit opportunity. About such an extension, students are informed by the degree programme. If these deadlines are exceeded, you can report this to the degree programme manager. In case of take-home tests, the deadline of at least five working days for the resit opportunity applies.
2. Both the Examination Board and the examiner can correct a wrongly entered result in Osiris. You are notified of this. Examiners can only do so within two months of the date on which the (partial)test was taken. After that, this cannot be done, and the result is final. If you know or can know that the entered result is an incorrectly entered result, this deadline is not applicable.
3. Results published through another channel (e.g. OnStage or Brightspace) are not final. No rights can therefore be derived from this either.

4.9 Viewing your marked test

1. As a student, you are entitled to inspect the marked (partial)test or cumulative test and the standards used once. This is done at a time to be announced by the degree programme; no later than 25 working days after the (partial)test was taken, and at least three working days before the resit opportunity. Viewing can also be done digitally and/or in class. If a review is not offered, the answers of the test are made available.
2. If you can make a plausible case that you have a legitimate reason that prevents you from attending the inspection time, you can schedule an appointment with the examiner to inspect the test.
3. For a test for which no joint review time is scheduled, for example an internship report or an assignment, you can schedule an individual appointment with the examiner. This is also subject to the agreed deadlines (paragraph 1).
4. During the inspection, you are not allowed to take notes on and from the test, nor make any changes to the work made. It is also not allowed to make photographs or other types of copies. The degree programme manager may deviate from this, only in consultation with the Examination Board

   Note: violation of this provision may be considered an irregularity within the meaning of these EER (see chapter 7).



The inspection moment is meant to learn from mistakes made. You can also check if the marking is correct. At the inspection, you may inspect the assessed (partial)test: the questions and assignments of this test, the assessment standards and the examiner's assessment and any comments.

Even after a resit, you are entitled to inspection!

4.10 What if you are prevented from attending due to force majeure?

1. We speak of force majeure when it is impossible to fulfil an obligation for reasons that cannot be attributed to the relevant (defaulting) person.
2. If you are prevented from taking part in a (partial)test due to force majeure and suffer a disproportionate study delay as a result, you can submit a request to the Examination Board to take the (partial)test at another time. This request must be submitted to the Examination Board no later than five working days after the test or partial test in question (see article 1.3).

4.11 What are the rules for resits?

1. You can retake each test and partial test once in the same academic year. The EP and module description state for each test and partial test when the resit takes place. If a test or partial test cannot be retaken in the same academic year, because a resit cannot reasonably be fitted into the curriculum, this follows from the module description.
2. You may retake unsatisfactory and satisfactory results. In doing so, the following applies:
   a. You may take the same test or partial test a maximum of twice per academic year, even if the test or partial test is offered more than twice per academic year.
   b. Passes may only be retaken in the academic year in which they were obtained and the following academic year.
   c. Tests cannot be retaken after an examination (see article 5.1) has been set.
3. The resit of a cumulative test (see article 4.24) consists of one (partial)test.
4. If a test or partial test is resit, the highest result obtained applies.
5. In special cases, the Examination Board may decide to allow an extra resit (in deviation from sections 1 and 2). You can submit a reasoned request to the Examination Board (see article 1.3).

4.12 When do you qualify for exemption?

1. The Examination Board may grant exemption from taking one or more tests if it finds that you have already fulfilled the requirements in terms of content and level of the relevant study unit/educational module.
2. You cannot get an exemption from a partial test or part of a cumulative test.

3. Exemption may be granted on the basis of:
    a. tests or examinations passed within higher education;
    b. knowledge or skills acquired outside higher education.
4. You must attach supporting documents to a request for exemption that show you have already fulfilled the requirements of the relevant educational module. This request must be submitted to the Examination Board no later than five working days after the start of the educational module in question (see article 1.3).

4.13 Validity period of test results

1. A passed propaedeutic or final examination is valid indefinitely.
2. The premise is that (partial)test results and exemptions are also valid indefinitely. The period of validity can be limited by the degree programme only if the knowledge, skills or understanding tested is demonstrably outdated. The degree programme publishes, no later than 1 May, which test results will be outdated the following academic year and includes this list in the EER (see subsection c).
    a. If there are personal circumstances, the Examination Board may extend the validity of a (partial)test result or exemption. The Examination Board may also decide that an additional or substitute test should be taken. To this end, you can submit a request to the Examination Board no later than 15 working days before the expiry date of the test or partial test in question (see article 1.3).
    b. If such a request is granted, the validity period is extended by at least the number of months for which an allowance from the Student Support Fund has been recognised, or by the number of months for which an extension of the student finance has been granted.
    c. The following (partial)test results are outdated in the next academic year.
    Not applicable.

If the Examination Board grants an extension of the validity period of a (partial)test in an individual case, the Examination Board may attach conditions to the extension, such as, for example, the preparation and submission of a study plan.

4.14 When can a (partial) test be invalidated?

1. If irregularities are found in a (partial)test or part of a cumulative test, the Examination Board may decide:
    a. that the (partial) test is declared invalid for you as an individual student (see article 7.3 par.1b);
    b. that the (partial) test is declared invalid for all participants, including students where no irregularities were found. This happens when the Examination Board is of the opinion that the quality assurance of testing and examinations has been compromised.
2. Even without established irregularities, the Examination Board may decide that a (partial)test is invalid if the quality of the test can no longer be guaranteed. A careful investigation must have preceded this decision.

4.15 How can you demonstrate a unit of learning outcomes?

This article only applies to part-time and work-study bachelor's programmes and master's programmes that work with units of learning outcomes according to the 'Wet leeruitkomsten hoger onderwijs'

You can demonstrate a unit of learning outcomes in two ways:

a. you receive an assessment from the degree programme examiner based on the evidence you have provided;
or
b. with an exemption by the Examination Board (see article 4.12).

5. Exams and certificates

5.1 Exams

1. There are two exams associated with the bachelor's programme: the propaedeutic exam and the final exam. The propaedeutic examination is passed if all the educational modules belonging to the propaedeutic phase of the programme have been passed. The final exam is passed when all educational modules belonging to the programme have been completed.
2. The degree programme's Examination Board determines the result of an examination. Before determining the result, the Examination Board may, if the results of the relevant tests warrant it, conduct its own further investigation into the student's knowledge, understanding and skills.

5.2 Degree award

1. The Executive Board awards the degree:
   - 'Bachelor's degree programme of Industrial Design Engineering' if the Examination Board determined that you passed the final examination of the bachelor's degree programme.
2. Once the degree has been awarded, you may include it in your own name entry (as referred to in Article 7.19a of the WHW).



Take a look here for an explanation of the degree and the use of a title in your name.

5.3 Certificates

1. As proof of passing the propaedeutic examination or final examination, the Examination Board awards a certificate.
2. The Examination Board does not award a certificate on the basis of exemptions only.
3. Award of the certificate only takes place when the Executive Board has certified that you have met all procedural requirements for award of the certificate (as described in the Regulations on Enrolment and Disenrolment of funded study degree programmes).
4. If you fulfilled the conditions for taking the final examination, you can request the Examination Board to only make the decision that you fulfilled the conditions at a later time in the same academic year. To this end, you must submit a reasoned request to the Examination Board no later than five working days prior to the meeting of the Examination Board (see article 1.3).
5. The certificate consists of a certificate and an assessment list and contains the following information:
   a. your full names and your date of birth;
   b. the name of the university of applied sciences and the name of the degree programme as listed in the RIO;
   c. an overview of the study units achieved, and the results obtained for them;
   d. the date on which the degree programme was last accredited or the date on which the degree programme passed the 'new degree programme' test;
   e. at the final examination: the degree awarded to the student;
   f. at the final examination, where applicable: the competence attached to passing the final examination;
   g. the date of the meeting at which the Examination Board determined the result of the examination;
   h. if any: the judicium ('with distinction' or 'with the highest distinction').
6. The text on the certificate is drafted in Dutch and English.
7. The certificate is signed by the chair of the Examination Board.
8. A diploma supplement is attached to the degree certificate belonging to the final examination. This diploma supplement is in English and conforms to the European standard format. In case you successfully participated in an honours programme, a relevant note is included in the diploma supplement, and you receive a separate certificate.
9. If you discontinue your studies prematurely and therefore do not qualify for a certificate, you can request

the Examination Board to issue a statement listing the tests you passed (and the corresponding credits) (see article 1.32.h).

Go to Central Student Enrolment to arrange your disenrolment.

5.4 With (the highest) distinction?

1. The Examination Board will determine whether you have passed the propaedeutic examination or the final examination 'with distinction' or 'with the highest distinction'. If you meet all the requirements, the distinction will be placed on the certificate.
2. For these distinctions, you must meet all the conditions below:
    a. The weighted average of the results you obtained for all educational modules forming part of the examination in question must be at least:
        - 8.0 for the distinction 'with distinction';
        - 9.0 for the distinction 'with the highest distinction';
    b. You have been awarded at least the following grades for all units of study forming part of the examination in question:
        - 7.0 or 'pass' for the distinction 'with distinction';
        - 8.0 or 'pass' for the distinction 'with the highest distinction';
    c. You have been granted exemptions for less than half of the curriculum of the relevant phase
    d. The Examination Board never established fraud in your regard.
    e. You meet the conditions regarding the duration of study:
        - for the distinctions for the propaedeutic examination, the examination must have been passed within one academic year;
        - for the distinctions for the final examination, the degree programme must have been passed: bachelor: in a maximum of five academic years;
3. In calculating the weighted average (paragraph 2a):
    a. the number of credits of the relevant educational module applies as the weighting factor;
    b. educational modules for which you have received exemptions are not included in determining the average grade;
    c. results marked on the scale good/pass/fail scale or the completed/not yet completed scale (article 4.5(1)(b) and (c)) are not taken into account.
4. The conditions mentioned in paragraph 2 are applicable to students who have started the propaedeutic phase (in case of an associate degree programme: the first period with a study load of 60 credits) or main phase of the degree programme as from the 2021-2022 academic year.
5. In case of a degree programme that assesses (mainly or exclusively) on a non-numerical grades, the conditions for the distinction referred to in paragraph 2(a) and (b) are as follows:
    a. The distinction will apply to the main phase only.
    b. You have been awarded at least the following grades for all educational modules forming part of the examination in question:
    * no fails
    * goods for at least 8 sc's in the main phase and a minimum grade of 8 for the graduation project for the distinction "with distinction"
    * goods for at least 15 sc's in the mail phase and a minimum grade of 9 for the graduation project for the distinction "with the highest distinction"

5.5 When do you get a special merit commendation?

1. Were you active during your studies in organisations for the improvement of the study and living environment? Then, in addition to the degree certificate - and on the recommendation of at least two staff members of THUAS - you can be awarded a commendation listing these activities. The condition is that you have not received any credits or financial support for these activities.
    a. For activities within your faculty or degree programme, you can be nominated to the faculty director for a commendation.
    b. For university-wide activities, you can be nominated to the Executive Board for a commendation.
    c. The faculty director and the Executive Board, respectively, decide whether to issue the certificate.

On a positive decision, you are awarded the commendation.

Did you combine your studies with top-level sport? Then, in addition to the (degree) certificate, you can request a testimonial from the top-level sports coordinator. This is then signed by the Executive Board and the NOC*NSF director.

6. Study advice (Personal learning path advice)

The learning path advice is input for your personal learning path. You can discuss how to shape this learning path with your student coach. Make sure you map out your personal study situation. See also article 3.2 of these regulations.

6.1 Study advice in the propaedeutic phase

1. At the end of the first year of enrolment in the propaedeutic phase of a programme (hereinafter: first year of enrolment), you will receive a personal learning path advice regarding the continuation of your studies. This study advice is based on your academic performance during the first year of enrolment.
2. The study advice is issued by the programme manager on behalf of and under the responsibility of the faculty director. You will receive this study advice by email at your university email address (see article 1.2 paragraph 4).
3. The study advice may be positive or negative (see articles 6.2 and 6.3).
4. The study advice may be issued as long as you have not yet passed the propaedeutic examination.

6.2 What if you receive a positive study advice?

1. You will receive a positive study advice if, at the end of your first year of enrolment, you have obtained at least 45 credits in the propaedeutic phase. If you have received exemptions for one or more course modules in the propaedeutic phase, the awarded credits count towards the 45-credit threshold.
2. A positive study advice means that the programme recommends that you continue your studies.

Continue to communicate with your student coach, even if you receive a positive study advice. It's helpful to maintain regular contact with your student coach throughout your degree programme. See also Article 3.2 of these regulations.

6.3 What if you receive a negative study advice?

1. You are expected to meet the study progress standard of 45 credits (see article 6.2 paragraph 1). If you obtain fewer than 45 credits, you will receive a negative study advice. This means we strongly advise you to discontinue your studies and consult your student coach. This advice is not binding. You decide whether to continue the programme. Poor academic performance is a reason to consider whether you are in the right place. Therefore, contact your student coach as soon as possible.
2. The following conditions apply to issuing a negative study advice:
   a. you have been offered academic guidance: at least three individual learning path meetings in the first academic year (see also article 3.2);
   b. your academic progress data is recorded in Osiris;
   c. written documentation of the learning path meetings is recorded in Osiris;
   d. the programme has offered at least one resit per course module in the same academic year, except for modules where a resit cannot reasonably be scheduled within the curriculum (see also article 4.11);
   3. If you disagree with the study advice:
   a. You may only submit a request for amendment if the study advice is based on an incorrect number of obtained credits. Send your written request, including evidence of obtained credits, as soon as possible but no later than six weeks to the programme manager.
   b. No further appeal is possible.
   c. Personal circumstances are not taken into account in the study advice.

6.4 Study advice dates

1. The study advice will be issued no later than 31 July of the relevant year of enrolment, unless there is still an opportunity to obtain credits between 31 July and 31 August. In that case, the study advice will be issued no later than 31 August of the relevant year of enrolment.
2. If you deregister:

a. before 1 February of the current academic year, you will not receive study advice, unless you re-enrol during the same academic year. If you re-enrol in a later academic year for the same programme, that enrolment is considered a 'first enrolment'; obtained (partial) results remain valid (see article 4.13).
b. on or after 1 February of the current academic year: you will receive study advice at the end of that academic year.
3. If you started a programme at a regular February intake, different deadlines apply.
a. 'First year of enrolment' then refers to the period from the intake moment until the enrolment moment in February of the following calendar year.
b. The study advice at the end of the first year of enrolment will be issued no later than 28 February of the calendar year following the intake moment.
c. By way of derogation from paragraph 3 of this article, the deregistration date is: before 1 September.



If you are considering discontinuing your studies, there may be advantages in deciding on this before 1 February: you may be eligible for DUO's 1 February scheme. You can also receive information from your student counsellor.

6.5 Binding study advice

1. For students with deferred advice due to personal circumstances, the conditions set by the examination board for the final binding study advice apply.
2. For students who started the programme at a regular February intake in 2025 or 2026, the binding study advice applies in accordance with the rules of the binding study advice in the EER 2025–2026.
3. Students who received a negative binding study advice (NBSA) in the academic years 2025–2026, 2024–2025, or 2023–2024 may not enrol in the programme(s) for which they received the negative binding study advice.

7. Irregularities (fraud and plagiarism)

7.1 What do we mean by irregularities, fraud, and plagiarism?

1. If rules or instructions (oral or written) on the procedure regarding a test or inspection of a test are not followed, this is called an irregularity. An irregularity may be fraud, but this is not always the case.
2. Fraud is defined as any action or omission on the part of a student that prevents the examiner from assessing the student's knowledge or abilities in a correct and fair manner. The following situations are in any case deemed to constitute fraud:
    a. viewing another candidate's answers during a test;
    b. having in sight or within reach, or using unauthorised material during a test;
    c. submitting work under a name other than your own;
    d. breaching the regulations that are (in part) laid down to prevent fraud during a test;
    e. making your own material available to others;
    f. accessing and/or modifying questions, assignments, model answers or model elaborations of the relevant test of the degree programme prior to the test;
    g. copying questions and/or model answers during or after a test, either for personal use or for making these available to others;
    h. using falsified data for research in the context of an educational module or thesis;
    i. falsifying assessments or marks.

    Plagiarism is a form of fraud. By using the work of another person in an unauthorised manner, the person assessing the work is not in a position to correctly and fairly assess the knowledge and ability of that student. This also applies if you use artificial intelligence (AI) contrary to instructions. The degree programme informs the student at the start of each module about the permissible use of AI in the tests. The following situations are in any case deemed to constitute plagiarism:
    j. incorporating parts of another's work verbatim or paraphrased, in quotation marks or otherwise, into one's own work without further specification or acknowledgement of the source.
    k. presenting detailed ideas or findings of others as your own.


Keep in mind that work you have produced by or using artificial intelligence (AI) such as ChatGPT, for example, may be considered fraud or plagiarism. You can read more about this in the Handbook on academic integrity for students [link to handbook on academic integrity].

7.2 What procedure is followed when irregularities are suspected?

1. If an irregularity is suspected before, during or after the test, the following procedure applies:
    a. as a student, you are given the opportunity to complete the test or examination;
    b. the invigilator or examiner takes any documentary evidence;
    c. the invigilator or examiner draws up official records, recording at least what the invigilator or examiner observed and on the basis of which the irregularity or suspicion of fraud arose;
    d. the invigilator or examiner informs the Examination Board of the irregularity or suspicion of fraud, submitting the official report;
    e. within five working days of receiving the report, the Examination Board informs you as a student of the suspected irregularities;
    f. within 15 working days of receiving the notification, the Examination Board gives you, as a student, the opportunity to be heard, to which end the Examination Board sends the student a written invitation;
    g. within 15 working days from the time the student was given the opportunity to be heard, the Examination Board determines whether irregularities occurred;
    h. if further examination is required, the Examination Board may decide to extend the period of 15 working days and inform the student in due time;
    i. the decision, together with any sanctions imposed, is communicated to you in writing, with a copy also sent to the faculty director;
    j. in case of an established irregularity, a note is made by the Faculty Office in Osiris.
2. When an irregularity in digital monitoring (online proctoring) is suspected, the following procedure applies:

a. the proctor reviews the images and notifies the e-proctor of THUAS of possible irregularities by qualifying the images with an orange or a red flag. The e-proctor of THUAS assesses the images of the orange flags within three working days and colours the flag red in case of a possible irregularity (technical problems) or suspected fraud and then notifies the Examination Board;
b. within five working days, the Examination Board reviews the red flag images and determines whether the work may be reviewed or whether student must be heard;
c. within five working days after assessing the images, the Examination Board informs you, as a student, of any possible irregularity or suspicion of fraud;
d. within 15 working days after assessing the images, the Examination Board gives you, the student, the opportunity to be heard, to which end the Examination Board sends the student a written invitation;
e. within 15 working days from the time the student was given the opportunity to be heard, the Examination Board determines whether irregularities occurred;
f. if further examination is required, the Examination Board may decide to extend the period of 15 working days and inform the student in due time;
g. the decision, together with any sanctions imposed, is communicated to you in writing, with a copy also sent to the faculty director;
h. in case of a detected irregularity, a note is made by the examination committee in Osiris.

3. If irregularities (including fraud and plagiarism) are suspected, your work is not reviewed. Therefore, the examiner does not assign an assessment to the submitted work. If the Examination Board determines that there is no fraud, plagiarism or other irregularities, the work will still be reviewed and marked.
4. Electronic detection programs can be used to detect plagiarism in texts, among other things. You must submit texts in a format that can be read by the electronic detection program. The allowed file formats are listed in the module descriptions. By submitting the text, the student consents to its inclusion in the database of the respective detection program.
5. If an irregularity in a test is detected or suspected, the Examination Board may decide to examine tests previously submitted by the same student for irregularities.


Fraud and plagiarism do not require intent. As a student, you are always responsible for your own work and for correct source citations, for example. The Examination Board may impose a sanction for fraud, even if you did not gain any benefit from the act classified as fraud.

7.3 What are the sanctions for fraud and plagiarism?

1. Depending on the severity of the irregularity, also taking into account any repeated irregularities, the Examination Board may impose (a combination of) the following sanctions on you:
   a. a warning;
   b. declaring (part of) the test or partial test to be invalid;
   c. exclusion from participation in the relevant test up to a maximum of one year;
   d. exclusion from multiple tests to be designated by the Examination Board, up to a maximum period of one year;
2. At the request of the Examination Board, the Executive Board may proceed with the following sanctions:
   a. definitive termination of your enrolment in the degree programme;
   b. report to the police;
   c. a combination of the aforementioned measures.
3. Against a sanction imposed by the Examination Board or the Executive Board on the basis of this article, you can lodge an appeal (in case of a sanction by the Examination Board) or an objection (in case of a sanction by the Executive Board) with the Legal Protection Desk via Osiris Case within six weeks of the decision.

Be aware of the following:

- Make clear agreements on how to share sub-products with fellow students and how to check each other's work;
- Never copy pieces of text from others without reference;
- If you copy a piece of text verbatim: display it as a quote (between “ “) and cite the source of the quote.
- In case of fraud, the person who is complicit also runs the risk of a sanction;
- The suspicion of fraud can also arise after a test or even an exam. A sanction may then still be imposed. A decision may even be made to withdraw a diploma.

8. Special Facilities

8.1 Facilities for students with support needs (e.g. functional impairment)

1. If you have a support need (e.g. a functional impairment) due to a disability or chronic illness, you are entitled to appropriate and necessary adjustments, unless these would disproportionately burden THUAS. These adjustments are designed to remove or reduce barriers and aim at full participation. Such adjustments may include:
    a. the accessibility of buildings;
    b. the curriculum, including internships;
    c. the class schedules;
    d. the educational methods, including coaching;
    e. the educational materials;
    f. the testing.

2. Do you have a support need (e.g. functional impairment) and want to apply for an adaptation or facility?
    a. Then you can submit a reasoned request to the Examination Board (see article 1.3).
    b. This request must be accompanied by an advice of the student counsellor.
    c. The student counsellor bases this advice on a declaration - submitted by you - from a BIG-registered healthcare provider (the Dutch Individual Healthcare Professions registry), which includes your personal details and the medical diagnosis.
    d. In the case of dyslexia, a dyslexia certificate based on an examination carried out by a recognised psychologist or special education expert is sufficient. The student counsellor asks you to show this statement.

3. When deciding on facilities for students with a support need (e.g. functional impairment), the following deadlines are applicable:
    a. the student counsellor advises the Examination Board within 15 working days after the intake regarding a support need (e.g. functional impairment) of the student;
    b. the Examination Board decides on the granting of facilities within 15 working days of receiving the advice of the student counsellor;
    c. If the request concerns a complex facility, each of these deadlines may be extended by 15 working days. The officer concerned notifies you of this extension before the expiry of the original deadline.
4. If the Examination Board decided to grant the facilities, the decision is implemented within 15 working days.

Are you familiar with the Disability intranet page? There you can find clear explanations, videos and tips for asking for help if you have a support need.

8.2 Facilities for students practising top-level activities

1. Are you an elite athlete or do you deliver top performance in cultural or other fields? Then you can apply for facilities, such as more study time. This request must be submitted to the Examination Board immediately at the start of the academic year, or immediately after the activities have begun.
2. In making a decision on the request, the Examination Board is advised by the coordinator of top-level sport, or by the student counsellor (in the case of other top-level performances).

8.3 Facilities for students with foreign prior education

1. Were you admitted on the basis of a secondary education diploma issued outside of the Netherlands? Then you can apply for 33% extra testing time during the first three years of enrolment for Dutch-language (partial)tests and/or be allowed to use one or more dictionaries. This request can be submitted throughout the academic year (but preferably as soon as possible after the start of the academic year) to the Examination Board.
2. The Examination Board may extend the appended facilities at the student's request.

8.4 Facilities for students who are member of a participation body and in other situations

1. Are you a member of a participation body: the General Council, a Faculty Council or a degree programme advisory committee? And does a (partial)test or mandatory educational activity coincide with a scheduled meeting of the relevant participation body? Then you can apply to the faculty director for a provision. The faculty director decides within 15 working days of submitting the request.
2. In special cases, facilities may also be made available if you do not meet the conditions referred to in articles 8.1 up to and including 8.4(1). In these cases, the faculty director decides whether or not to grant facilities.

In conclusion

When you get to this last article, you have taken the time to read the EER carefully. Smart idea, because it is important to know your rights and obligations.

Are there articles you don't understand?
Or do you have substantive or textual suggestions to improve the EER?
Let us know at oerolp@hhs.nl

Would you also like to think along and participate in a more structural way on student issues? Then sign up for participation! There are annual elections for which you can make yourself available, for example for the Degree Programme Advisory Committee, the Faculty Council or the General Council. You can read more about participation at THUAS here.

Annex 1 | Definitions

Academic year	The period starting on 1 September and ending on 31 August of the following year, unless the degree programme does not start on 1 September. As the occasion arises, the deviating start date must be mentioned in the annual planning (annex to the EER) and academic year means the period of 12 months from the start of the degree programme.
Appeal/objection	Legal action before the Examinations Appeals Board (appeal) or the Disputes Advisory Committee (objection), aimed at reconsideration of a decision by another body.
Associate degree programme	An independent degree programme (NLQF 5) without a propaedeutic phase with a study load of 120 credits leading to the award of the associate degree (Section 7.3a paragraph 2 under a of the Higher Education and Research Act).
Bachelor's degree programme	An independent degree programme (NLQF 6) with propaedeutic phase with a study load of 180 or 240 credits leading to the bachelor's degree as referred to in Section 7.3a paragraph 2 sub b of the Higher Education and Research Act.
Break	Period in which there are no scheduled educational activities; excluding projects, tests and resits (this occurs during autumn, spring, May recess and summer breaks). See also annex 3.
Brightspace	Brightspace is an electronic learning environment. Brightspace is one of the communication tools for lecturers and students for educational content messaging.
Certificate	The certificate issued when the examination candidate has passed the propaedeutic or final examination of the degree programme (Section 7.11 paragraph 2 of the Higher Education and Research Act).
Competency	An integrated set of knowledge, skills, understanding and attitude required to realise professional products in a professional context that meet the applicable quality requirements.
Compulsory attendance	Attendance may be mandatory during practical exercises, as defined in the module description and in the EP.
Compulsory elective component	Option for educational modules within the examination programme, appropriate within the national programme profile.
Contact hour	An educational hour during which a lecturer or qualified supervisor is physically present or otherwise has personal contact with the student. Contact time includes (digital) lectures and tutorials, study guidance, internship guidance, tests and exams, as well as personal and study career guidance, insofar as the institution has programmed this for all students. Time for self-study, (unaccompanied) time for internships/workplace learning, graduation research and thesis is not part of contact time. The number of contact hours is given for each study unit, which includes testing time.
Course	See study unit.
Credit	See EC.
Cumulative test	A method of testing in which, at multiple successive testing times, the tested content accumulates or increases. Partly new content is tested and partly previously tested content returns. The test consists of several parts, and the parts together form one (partial)test.
Curriculum-independent	The learning outcomes are fixed, while the route to them (the learning pathway) and the way to demonstrate the learning outcome(s) are not.

Degree programme	A degree programme is a coherent set of educational units, aimed at the realisation of objectives in the field of knowledge, understanding, attitudes and skills that the person completing the degree programme must possess (Section 7.3 paragraph 2 of the Higher Education and Research Act). Degree programmes can be offered in full-time, part-time, and work-study modes of study.
Degree Programme Advisory Committee	Participation council established for each degree programme or group of degree programmes.
Degree programme manager	The supervisor of a degree programme.
Domain	An area of knowledge and/or application in which cooperation between programmes and faculties is obvious on the basis of substantive similarities: 1. Economy 2. Technology, digitization & design 3. Healthcare 4. Higher Social Studies & Education
Domain learning outcome	Learning outcome that applies to several degree programmes in the domain, is formulated jointly and is the same for the degree programmes in question.
DUO	Dienst Uitvoering Onderwijs (DUO) is the Dutch Education Executive Agency. DUO is responsible for student financing and education-related services, and even integration services for residents in the Netherlands, acting as a central hub for funding and managing various educational and integration laws and regulations.
Education and Examination Regulations (EER)	The regulations containing information about the degree programme, as well as the applicable procedures and rights and obligations with regard to education and examinations (Section 7.13 paragraphs 1 and 2 of the Higher Education and Research Act).
Education Plan (EP)	Schematic representation of the curriculum, which includes study units, competencies/learning outcomes, forms of work, contact, self-study hours and test formats.
Educational programme	The set of study units (including internships and study units to be chosen by the student in the minor programme) and the related tests belonging to the bachelor's, associate or master's degree programme. An educational programme can also be referred to as a curriculum.
Educational section	The part of the work-study degree programme that consists of attending education provided by the degree programme.
Educational module	An educational unit as referred to in Article 7.3 of the WHW. An educational module consists of one learning outcome with a size of 5 EC
Educational unit	A coherent part of the degree programme that is concluded with a test and that may consist of several partial tests (Section 7.3 paragraph 2 of the Higher Education and Research Act). A study unit/an educational module may also be referred to as a ‘course’, ‘subject’, ‘module’.
Elective unit	A study unit/an educational module that can be used to fill free elective space. This may involve an elective module, university switching pathway or courses from the major of another degree programme or broadening or deepening educational modules whether within the university of applied sciences or not.
E-proctor	An official appointed by THUAS to review images marked with an orange flag by the proctor.
European credit (EC)	Unit for calculating the study load referred to in Section 7.4 of the Higher Education and Research Act where 1 study credit (EC) equals 28 hours of study.

Examination	The examination is passed if the tests of the study units belonging to a degree programme or propaedeutic phase of a degree programme were passed, insofar as the Examination Board did not determine that the examination also includes an examination, to be conducted by itself, of the knowledge, understanding and skills of the examinee (Section 7.10 paragraph 2 of the Higher Education and Research Act).
Examination Appeals Board	The Board as referred to in Section 7.60 of the Higher Education and Research Act attached to The Hague University of Applied Sciences. See also the Regulations of the Examination Appeals Board in the Student Charter part 1.
Examination Board	The body that objectively and expertly determines whether a student meets the conditions set by the Education and Examination Regulations regarding knowledge, understanding, and skills required to obtain a degree (Section 7.12 paragraph 2 of the Higher Education and Research Act). The Examination Board's duties and powers include ensuring the quality of examinations (tests) and ensuring the quality of the organisation and procedures surrounding examinations (tests) and exams (Section 7.12b paragraph 1 sub a and e of the Higher Education and Research Act).
Examination programme	An examination programme is an overview, stating the requirements you need to fulfil in order to pass your examination (propaedeutic bachelor, main phase bachelor's degree, associate degree or master's degree programme). In the examination programme you can find (for the main phase bachelor's degree programme and the associate degree programme per year of study) at least the study units/educational modules with the number of EC credits per study unit/educational module, the corresponding (partial)tests, weighting factors, and minimum requirements. In Osiris Student, you are linked to this examination programme, so you can find all this information.
Examiner	A lecturer or examiner appointed by the Examination Board who is in charge of administering tests and determining their results (Section 7.12c paragraph 1 of the Higher Education and Research Act).
Executive Board	The board of the university of applied sciences (Section 10.2 of the Higher Education and Research Act, Section 1.1(j) of the Higher Education and Research Act).
Exemption	Full or partial exemption to meet enrolment and/or admission requirements and/or exemption from taking tests.
Extraneus	A person who is registered by the university of applied sciences as a student who takes examinations but does not attend lectures and who, in accordance with Section 7.36 of the Higher Education and Research Act, is exclusively entitled to take the tests of the study unit/educational module that belong to the degree programme as well as the examinations belonging to the degree programme and, in principle, is entitled to access the facilities and collections of university of applied sciences (such as the library).
Facilitated route	A degree programme-programmed learning offering of study units (e.g. sequence, learning activities and assessment).
Faculty	An organisational unit under the governance of a faculty director, as described in the Administrative and Management Regulations (BBR).
Faculty Council	A faculty participation body for staff and students as referred to in Section 10.25 of the Higher Education and Research Act.
Faculty director	The faculty director is the person who leads a faculty.
Free elective segment	The part of the bachelor's programme that students can fill in themselves to broaden the competencies from the major in general or to deepen the content.

Full-time degree programme	A degree programme that is arranged without taking the performance of non-educational activities into account. Work in the form of internships is part of the degree programme and can earn credits.
Funded degree programme	Degree programme in which the university of applied sciences may be eligible for funding for the enrolled student.
General Council	The participation council referred to in Section 10.17 of the Higher Education and Research Act. The right of consent and the right to prior consultation are laid down in the Participation Council Regulations of The Hague University of Applied Sciences.
Holiday	Period in which there are no activities necessary or compulsory for study. This occurs during the periods when the buildings are closed, see annex 3.
Honours programme	A programme over and above the study load of the regular programme to which predetermined selection criteria are applicable.
Integrated assessment	An assessment that demonstrates two or more learning outcomes. This is possible in the case of a composite educational module of 10 or 15 EC. This also applies to the components internship, free elective and graduation).
Learning outcome	Description of what a student is expected to know, understand, and be able to apply upon completion of a learning period.
Main phase	The main phase of the bachelor's degree programme following the propaedeutic phase.
Major	That part of the bachelor's degree programme that enables the student to meet the competency profile of the bachelor's degree programme.
LAP (LeerArbeidsPlaats)	Workplace for professional practice as part of the work-study degree programme.
Master's degree programme	The initial degree programme (NLQF 7) leading to the master's degree as referred to in Section 7.3a paragraph 2 under c of the Higher Education and Research Act.
Minor	A coherent study unit of 15 or 30 credits to complete the minor programme.
Minor programme	The part of the bachelor's degree programme that students can complete on their own for general broadening or for substantive deepening of the competencies from the major. The minor programme is 30 or 45 credits for full-time degree programmes and 15 to 30 credits for part-time, work-study and three-year degree programmes.
Mode of study	The degree programme may be set up as full-time, part-time and/or work-study (Section 7.7 of the Higher Education and Research Act).
Module	See study unit/educational module or learning outcome.
Module description	Description of the content of an educational module, setting out at least the elements from Section 7.13 paragraph 2 of the Higher Education and Research Act that are not included in these EER.
Online proctoring	Online proctoring is a form of location-independent digital test-taking, where surveillance takes place online, using special software.
Osiris	The digital study tracking system that contains all study data for all students.
Osiris Case	Application from Osiris that allows students, to submit requests, objections, and complaints to the Examination Board and to the Legal Protection Desk and to apply for financial support from the Student Support Fund.
Participation duty	A duty of the student to actively participate during a practical exercise or in its preparation, as specified in the module description, to be assessed.

Part-time degree programme	A degree programme designed to enable students to carry out other work in addition to educational activities. Under circumstances, certain work may be classified as a study unit, and the competences acquired in it are tested. Requirements may be set regarding the performance of work if this work is designated as study units in the EER/EP (Section 7.27 of the Higher Education and Research Act).
Practical exercise	An activity (Section 7.13 paragraph 2 sub d of the Higher Education and Research Act) aimed at acquiring certain skills. This includes at least the thesis, the preparation of a paper or test design, the performance of an internship, the participation in fieldwork or excursions, and the performance of tests or experiments.
Practical part	The part of a work-study degree programme that consists of professional practice and that is part of the education.
Programme manager/ team leader	Within a cluster of programmes, the programme manager/team leader (in a master's degree programme) is the point of contact for students and lecturers on substantive issues.
Propaedeutic phase	The first period of a bachelor's degree programme with a study load of 60 EC, prior to the main phase, during which students gain an understanding of the content of the degree programme and the future profession.
Right of consent	The right of consent of a participation body in respect of parts of the EER.
Right to prior consultation	The right of a participation body in respect of parts of the EER.
RIO	The Registration of Institutions and Programmes (RIO) is managed by DUO and can be consulted.
Student	The person who is registered by the university of applied sciences for a degree programme and who is entitled to participate in the education and testing of the degree programme. In a part-time degree programme, the student is (also) called a professional.
Student charter	The student charter consists of two parts. Student Charter Part 1 is a compilation of rules, rights and obligations of the student in relation to the university of applied sciences. The second part consists of the Education and Examination Regulations (Section 7.59 of the Higher Education and Research Act).
Student coach	The professional who coaches the student during the study. This includes various manifestations, such as practice coach, study (career) supervisor, mentor or supervisor.
Student counsellor	The independent officer who advises and guides students on personal problems of a material and immaterial nature and mediates where necessary.
Student Support Fund	The fund established by the institution by way of provision of financial support to full-time students. These are students where a special personal circumstance has led or will lead to study delay during the period of the performance grant (Section 7.51 of the Higher Education and Research Act).
Study advice	Advice to the student on the continuation of the study within or outside the degree programme, which is issued no later than at the end of the first year of enrolment in the propaedeutic phase and as long as the student has not passed the propaedeutic examination or the first period of an Associate degree programme with a study load of 60 credits (Section 7.8b of the Higher Education and Research Act). The study advice can be distinguished into positive and negative study advice. The study advice is given in the form of a Personal learning path advice. This is personal advice about continuing your studies, within or outside the programme for which you are enrolled. The advice is based on the study results in the first year of enrolment.

Study career supervisor	A supervisor appointed by the degree programme who supports the process in which the student directs the content of their educational programme through activities aimed at giving the student insight into their own motivation, drives, talent and vision.
Study plan	A plan setting out the learning pathway-independent completion and supervision of one or more units of learning outcomes with a maximum study load of 30 credits (EC).
Study unit	Coherent part of the degree programme that is concluded with a test and which may consist of several partial tests (section 7.3(2) of the Higher Education and Research Act). A unit of study may also be referred to as a 'course', 'subject', 'module' or as a 'learning outcome'. According to the Educational Vision 2017, a test can consist of partial tests.
Subject	See study unit.
Partial test	An examination of the student's knowledge, understanding and/or skills to which an outcome is assigned and which forms part of a test (see the term 'test').
Support needs (e.g. a functional impairment)	A functional impairment is a visible or invisible disability in functioning due to a mental or physical impairment.
Take home test	A form of taking a test in which students take the test at home or at a location of their choice rather than in a controlled testing environment (such as on-site, in-class, etc.).
Test	An examination of the student's knowledge, understanding, and skills, as well as the assessment of the outcomes of that examination. A test may consist of several partial tests or progress tests. The term 'test' is equivalent to the term 'examination' as referred to in Section 7.10 of the Higher Education and Research Act.
Test regulations	The details regarding the conduct of tests and partial tests. These may include registration, attendance, the manner and deadline of assignments, behaviour, permitted aids, and prohibited actions.
The Higher Education and Research Act	Higher Education and Research Act, available at www.wetten.nl
Three-year higher professional education track	A track within a bachelor's degree programme with a study load of 180 credits and a nominal study duration of three years that is only accessible to holders of a pre-university education diploma, or a diploma deemed equivalent in the opinion of the university of applied sciences (Section 7.9a of the Higher Education and Research Act).
Top athlete	A student who competes nationally or internationally at the highest level and who was granted a status through the NOC*NSF or a student who practices their sport at the highest national level, which must involve an average time commitment of at least 15 hours per week.
Top performance	High-level performance in which the student is among the (inter)national top in their discipline, at the discretion of the Executive Board.
Unit of learning outcomes	An elaboration of an educational module that can be acquired by a student in a learning-independent manner and of which the command can be demonstrated in a learning-independent manner. (article 7.3 paragraph 3 of the WHW)
University of applied sciences	The Hague University of Applied Sciences
Validation	Learning outcomes previously achieved or achieved elsewhere can be validated by means of a learning pathway independent test. Validation of learning outcomes is also possible through an individual exemption that can be requested from the Examination Board.
Wet leeruitkomsten hoger onderwijs (Higher Education Learning Outcomes Act)	Supplement to WHW article 7.3 paragraph 3 on how work-study, part-time and full-time degree programmes with a substantial practical component can consist entirely or partly of units of learning outcomes.

Working day	All days of the year except Saturdays, Sundays, compulsory public holidays, and holidays as formally fixed for employees and students at the university of applied sciences.
Working week	All weeks of the year except the Christmas holidays.
Work-study degree programme	A degree programme in which attending education (education part) alternates during one or more periods with professional practice (practical part) in connection with that education (Section 7.7 paragraph 2 of the Higher Education and Research Act). Professional practice takes place on the basis of an agreement concluded by the degree programme, the student, and the company or organisation (Section 7.7 paragraph 5 of the Higher Education and Research Act).

Annex 2 | Education Plan (EP)

The programme consists of educational modules. These educational modules are described in the Education Plan (EP). For each study unit, the EP includes at least the following information:

a. the name of the educational module;
b. the semester in which the educational module is offered (1 or 2)
c. the competences/learning outcomes associated with the study unit;
d. the number of credits;
e. the form(s) of work in which the education is offered and any compulsory participation in practical exercises (compulsory attendance and/or participation);
f. the test format(s), including weighting factors of any partial tests;
g. the form of assessment: oral, written, otherwise;
h. minimum requirement (4.5-5.5/pass/completed);
i. test moment; the week in which the test is offered;
j. the number of contact hours and self-study hours;
k. any entry requirements (also include the requirements and adequate justification below the table).

IDE Year 1, 2026-2027

The students in year 1 will be invited to prove the following Learning Outcomes:

L01	Problem to Design Brief	The student defines client and user needs & problems through a user-centered research approach and articulates them through a design brief.
L02	Idea to Concept	Student demonstrates creative ideation based on the design brief, analytically selects from the ideas and develops visualized concepts, all the while applying given diverging & converging methods.
L03 *	Culture to Collaboration	Student identifies the diversity and dynamics within a team through given theory & tools and describes their effect on team collaboration. Takes actions to enhance/improve team dynamics and reflects on the improvement.
L04	Prototype to Test	Student iterates on the chosen concept based on insights from structured experimentation and testing. And further embodies the concept in terms of internal forces, materials and system thinking of components.
L05	Pitch to Prove	Student convincingly communicates the final product proposal and its development by verbal and visual means, showcasing professional design skills.
L06*	Learn to Grow	Student applies learning strategies and personal branding concepts using provided theories and tools throughout the project, distinguishes specific, measurable goals for their personal and academic growth, and critically evaluates their development as a learner and as a (professional) designer within a set timeframe.
L07	Fuzzy to Framed	Student analyzes stakeholder needs and uncertainties of the project using relevant user-centered research methods. And iteratively constructs a design brief by integrating insights and redefining the problems.
L08	Value to Design	Student integrates the identified user-centered values (user, environmental, societal, technological and business) into the design process and substantiates design decisions of concepts. development based on these values.
L09 *	Connect to Create	Student evaluates the given best practices in relation to the individual and the team's creative path. And applies creative attitudes, methods and skills, working both in teams and individually, in an interdisciplinary context.
L10	Iterate to Integrate	Student iteratively develops design concepts by employing relevant diverging and converging methods, integrating desirability, viability, and feasibility to refine and validate these concepts.
L11	Optimize to Expo	Student develops communicative deliverables, ensuring clarity, consistency, and justification of their methodological approach.
L12*	Role to Impact	Student reflects on their own role and contributions within project(s), articulate the knowledge and experience gained, and evaluate the impact of their own design decisions on stakeholders and society.

*) individual work

Educational Plan IDE year 1 2026-2027

Study points	Educational unit		Semesters		Teaching method (* attendance obligation)	Test format	Weighting factor	Minimum passing grade	Tests		Contact hours	Self study hours	Test duration(min)	Contact person
			1	2					T	R				
Year 2025-2026														
	Code	**Name**												
5	**IDE-PRLO1-25**	**LO1 - Problem to Design Brief**	**X**											
		LO1 - Problem to Design Brief			Workshop* and studio*	*OTHER: PROJECT*	100%	P	**9**	15	28	108		

		LO1 - Professionalism			Workshop*	*OTHER: ASSIGNMENT*	0%	C	**9**	15	0	4		
5	**IDE-PRLO2-25**	**LO2 - Idea to Concept**	**X**											
		LO2 - Idea to Concept			Workshop* and studio*	*OTHER: PROJECT*	100%	P	**9**	15	28	32		
		LO2 - Product Visualisation			Workshop*	*OTHER: PORTFOLIO*	0%	P	**9**	15	32	8		
		LO2 - Prototyping			Workshop*	*OTHER: PORTFOLIO*	0%	P	**9**	15	32	8		
5	**IDE-PRLO3-25**	**LO3 - Culture to Collaborate**	**X**											
		LO3 - Culture to Collaborate			Workshop*	*OTHER: PORTFOLIO*	100%	P	**9**	15	12	124		
		LO3 - Professionalism			Workshop*	*OTHER: ASSIGNMENT*	0%	C	**9**	15	0	4		
5	**IDE-PRLO4-25**	**LO4 - Prototype to Test**	**X**											
		LO4 - Prototype to Test			Workshop* and studio*	*OTHER: PROJECT*	100%	P	**19**	5S2	28	108		
		LO4 - Professionalism			Workshop*	*OTHER: ASSIGNMENT*	0%	C	**19**	5S2	0	4		
5	**IDE-PRLO5-25**	**LO5 - Pitch to Prove**	**X**											
		LO5 - Pitch to Prove			Workshop* and studio*	*OTHER: PROJECT*	100%	P	**19**	5S2	28	32		
		LO5 - Product Visualisation			Workshop*	*OTHER: PORTFOLIO*	0%	P	**19**	5S2	32	8		
		LO5 - Prototyping			Workshop*	*OTHER: PORTFOLIO*	0%	P	**19**	5S2	32	8		
5	**IDE-PRLO6-25**	**LO6 - Learn to Grow**	**X**											
		LO6 - Learn to Grow			Workshop*	*OTHER: PROJECT*	100%	P	**19**	5S2	12	124		
		LO6 - Professionalism			Workshop*	*OTHER: ASSIGNMENT*	0%	C	**19**	5S2	0	4		
30	**Total study points Semester**													

5	**IDE-PRLO7-25**	**LO7 - Fuzzy to Framed**		**X**										
		LO7 - Fuzzy to Framed			Workshop* and studio*	*OTHER: PROJECT*	100%	P	**9**	15	28	108		
		LO7 - Professionalism			Workshop*	*OTHER: ASSIGNMENT*	0%	C	**9**	15	0	4		
5	**IDE-PRLO8-25**	**LO8 - Value to Design**		**X**										
		LO8 - Value to Design			Workshop* and studio*	*OTHER: PROJECT*	100%	P	**9**	15	28	16		
		LO8 - Product Visualisation			Workshop*	*OTHER: PORTFOLIO*	0%	P	**9**	15	32	8		
		LO8 - Prototyping			Workshop*	*OTHER: PORTFOLIO*	0%	P	**9**	15	32	0		

		LO8 - Computer Aided Design			Workshop*	*OTHER: PORTFOLIO*	0%	P	**9**	15	32	0		
5	**IDE-PRLO9-25**	**LO9 - Connect to Create**		**X**											
		LO9 - Connect to Create			Workshop*	OTHER: PORTFOLIO	100%	P	**9**	15	12	124		
		LO9 - Professionalism			Workshop*	OTHER: ASSIGNMENT	0%	C	**9**	15	0	4		
5	**IDE-PRLO10-25**	**LO10 - Iterate to Integrate**		**X**											
		LO10 - Iterate to Integrate			Workshop* and studio*	OTHER: PROJECT	100%	P	**18**	20	28	8		
		LO10 - Product Visualisation			Workshop*	OTHER: PORTFOLIO	0%	P	**18**	20	32	4		
		LO10 - Prototyping			Workshop*	OTHER: PORTFOLIO	0%	P	**18**	20	32	0		
		LO10 - Computer Aided Design			Workshop*	OTHER: PORTFOLIO	0%	P	**18**	20	32	4		
5	**IDE-PRLO11-25**	**LO11 - Optimize to Expo**		**X**											
		LO11 - Optimize to Expo			Workshop* and studio*	OTHER: PROJECT	100%	P	**18**	20	28	108		
		LO11 - Professionalism			Workshop*	OTHER: ASSIGNMENT	0%	C	**18**	20	0	4		
5	**IDE-PRLO12-25**	**LO12 - Role to Impact**		**X**											
		LO12 - Role to Impact			Workshop*	OTHER: PORTFOLIO	100%	P	**18**	20	12	124		
		LO12 - Professionalism			Workshop*	OTHER: ASSIGNMENT	0%	C	**18**	20	0	4		
30	**Total study points Semester**														

Educational Plan IDE year 2, 2026-2027
The Learning Outcomes for the students in year 2 are still under construction at the moment of creating the EP.

Study points	Educational unit		Semesters		Teaching method (* attendance obligation)	Test format	Weighting factor	Minimum passing grade	Tests		Contact hours	Self study hours	Test duration(min)	Contact person
			1	2					T	R				
Year 2026-2027														
	Code	**Name**												
5	**IDE-MPLO13-26**	**LO13 - Research to Insight**	**X**											
		LO13 – Research to Insight			Workshop*	*OTHER: PROJECT*	100%	P	**8**	15	32	56		
		LO13 – Aesthetics			Workshop*	*OTHER: PORTFOLIO*	0%	P	**8**	15	24	20		
		LO13 - Professionalism			Tutoring*	*OTHER: ASSIGNMENT*	0%	C	**8**	15	0	4		
5	**IDE-MPLO14-26**	**LO14 - Desire to Concept**	**X**											
		LO14 – Desire to Concept			Workshop*	*OTHER: PROJECT*	100%	P	**8**	15	32	56		
		LO14 – Advanced Computer-Aided Design			Workshop*	*OTHER: PORTFOLIO*	0%	P	**8**	15	24	2		
		LO14 – Digital Visualization			Workshop*	*OTHER: PORTFOLIO*	0%	P	**8**	15	24	2		
5	**IDE-MPLO15-26**	**LO15 – Ambiguity to Strategy**	**X**											
		LO15 – Ambiguity to Strategy			Workshop*	*OTHER: PORTFOLIO*	100 %	P	**8**	15	12	56		
		LO15 – Communication Design			Workshop*	*OTHER: PORTFOLIO*	0%	P	**8**	15	12	56		
		LO15 - Professionalism			Workshop*	*OTHER: ASSIGNMENT*	0%	C	**8**	15	0	4		
5	**IDE-MPLO16-26**	**LO16 – Belief to Brief**	**X**											
		LO16 – Belief to Brief			Workshop*	*OTHER: PROJECT*	100%	P	**18**	5S2	32	56		
		LO16 – Ergonomics			Workshop*	*OTHER: WRITTEN EXAM*	0%	P	**18**	5S2	24	24	90	
		LO16 – Professionalism			Workshop*	*OTHER: ASSIGNMENT*	0%	C	**18**	5S2	0	4		
5	**IDE-MPLO17-26**	**LO17 – Sketch to System**	**X**											
		LO17 – Sketch to System			Workshop*	*OTHER: PROJECT*	100%	P	**18**	5S2	32	56		

		LO17 – Advanced Computer-Aided Design			Workshop*	*OTHER: PORTFOLIO*	0%	P	**18**	5S2	24	0		
		LO17 – Digital Visualization			Workshop*	*OTHER: PORTFOLIO*	0%	P	**18**	5S2	24	4		
5	**IDE-MPLO18-26**	**LO18 – Impact to Action**	**X**											
		LO18 – Impact to Action			Workshop*	*OTHER: PORTFOLIO*	100 %	P	**18**	5S2	12	56		
		LO18 – Life Centred Design 1			Workshop*	*OTHER: PORTFOLIO*	0%	P	**18**	5S2	12	56		
		LO18 - Professionalism			Workshop*	*OTHER: ASSIGNMENT*	0%	C	**18**	5S2	0	4		
30	**Total study points Semester**													

5	**IDE-MPLO19-26**	**LO19 – Brief to Specification**		**X**										
		LO19 – Brief to Specification			Workshop*	*OTHER: PROJECT*	100%	P	**8**	15	32	56		
		LO19 – Manufacturing			Workshop*	*OTHER: WRITTEN EXAM*	0%	P	**8**	15	24	24	90	
		LO19 - Professionalism			Workshop*	*OTHER: ASSIGNMENT*	0%	C	**8**	15	0	4		
5	**IDE-MPLO20-26**	**LO20 – Parts to Product**		**X**										
		LO20 – Parts to Product			Workshop*	*OTHER: PROJECT*	100%	P	**8**	15	32	56		
		LO20 – Digital prototyping			Workshop*	*OTHER: PORTFOLIO*	0%	P	**8**	15	24	28		
5	**IDE-MPLO21-26**	**LO21 – Learn to Learn**		**X**										
		LO21 – Learn to Learn			Workshop*	*OTHER: PORTFOLIO*	100 %	P	**8**	15	12	56		
		LO21 – Life Centred Design 2			Workshop*	*OTHER: PORTFOLIO*	0%	P	**8**	15	12	56		
		LO21 - Professionalism			Workshop*	*OTHER: ASSIGNMENT*	0%	C	**8**	15	0	4		
5	**IDE-MPLO22-26**	**LO22 – Design to Manufacture**		**X**										
		LO22 – Design to Manufacture			Workshop*	*OTHER: PROJECT*	100%	P	**18**	20	32	56		
		LO22 – Economics			Workshop*	*OTHER: WRITTEN EXAM*	0%	P	**18**	20	24	24	90	
		LO22 - Professionalism			Workshop*	*OTHER: ASSIGNMENT*	0%	C	**18**	20	0	4		
5	**IDE-MPLO23-26**	**LO23 - Prototype to Proof**		**X**										
		LO23 – Prototype to Proof			Workshop*	*OTHER: PROJECT*	100%	P	**18**	20	32	56		
		LO23 – Digital prototyping			Workshop*	*OTHER: PORTFOLIO*	0%	P	**18**	20	24	28		
5	**IDE-MPLO24-26**	**LO24 – Student to Professional**		**X**										

		LO24 – Student to Professional			Workshop*	*OTHER: PORTFOLIO*	100 %	P	**19**	20	12	56		
		LO24 – AI Tools			Workshop*	*OTHER: PORTFOLIO*	0%	P	**18**	20	12	56		
		LO24 - Professionalism			Workshop*	*OTHER: ASSIGNMENT*	0%	C	**18**	20	0	4		
30	**Total study points Semester**													

Cohorts 2017-2024: the subcompetencies curriculum

The choice semesters of the SC curriculum will not be offered anymore. However the assessment system for the SC grading will still be in place. Students can plan and take the SD's they still need to prove in the semester weeks 5 and 15. Depending on the cohort, students will select their SC's from the table on this page or on the following page.
The 2EC units of study are numbered according to the sub-competencies list of IPO-IDE. IDE uses for their assessment three levels 'novice', 'advanced beginner', and 'competent'. There are no partial tests for these units. This setup allows students to follow their own learning path.

Sub-competencies table IDE cohorts 2021 onwards Units of Study 180EC Modular Curriculum (2EC each):	**Novice***	**Advanced Beginner**	**Competent**
1. Do Research			
1.1. (Re)define problems and reason analytically	SC1.1-N [d1]	SC1.1-AB* [d2]	SC1.1-C
1.2. Discover knowledge by investigating and experimenting	SC1.2-N	SC1.2-AB*	SC1.2-C
1.3. Take external contexts into account (societal, environmental, entrepreneurial)	SC1.3-N [d1]	SC1.3-AB	*SC1.3-C*
1.4. Approach research in a (technical and) human-centered way	SC1.4-N [d1]	SC1.4-AB	
1.5. Report on research using a practical scientific standard	SC1.5-N [d2]	SC1.5-AB	SC1.5-C**
2. Design & Engineer			
2.1. Formulate design briefs containing vision and requirements, based on primary and secondary research	SC2.1-N [d2]	SC2.1-AB	
2.2. Use an iterative process with diverging and converging methods and techniques	SC2.2-N	SC2.2-AB*	SC2.2-C
2.3. Integrate human, market, technological, and context values during the design process	SC2.3-N	SC2.3-AB	SC2.3-C**
2.4. Consider desirability, viability, and feasibility while designing and engineering	SC2.4-N	SC2.4-AB*	*SC2.4-C*
2.5. Create and optimize ideas, concepts, prototypes, and product proposals	SC2.5-N	SC2.5-AB	
2.6. Evaluate ideas, concepts, and (end) products based on requirements	SC2.6-N	SC2.6-AB	SC2.6-C
3. Organise & Manage			
3.1. Work methodologically	SC3.1-N	SC3.1-AB*	SC3.1-C
3.2. Collaborate within a design team in a multidisciplinary (international) setting	SC3.2-N	SC3.2-AB	
3.3. Show resourcefulness, flexibility and willingness to make decisions in fuzzy (complex) contexts	SC3.3-N [d2]	SC3.3-AB	SC3.3-C**
3.4. Show entrepreneurship or intrapreneurship	SC3.4-N	SC3.4-AB	SC3.4-C
3.5. Practice project, stakeholder, time and resource management	SC3.5-N	*SC3.5-AB*	
3.6. Break down and model systems and select relevant approaches	SC3.6-N	SC3.6-AB	
4. Communicate			
4.1. Manifest/present yourself in a (semi) professional setting	SC4.1-N	SC4.1-AB	SC4.1-C**
4.2. Communicate within a team on team dynamics and (your) role	SC4.2-N [d1]	SC4.2-AB	*SC4.2-C*
4.3. Make deliverables tangible in a refined, communicative way	SC4.3-N	SC4.3-AB	SC4.3-C
4.4. Communicate in a foreign language and/or in an international setting	SC4.4-N [d1]	*SC4.4-AB** [d2]	
5. Learn			
5.1. Reflect on your role in projects and your impact on society as an innovator	SC5.1-N	SC5.1-AB	SC5.1-C**
5.2 Develop and adapt learning strategies	SC5.2-N	SC5.2-AB	SC5.2-C
5.3. Transfer and integrate acquired knowledge and experience in projects	SC5.3-N	SC5.3-AB	SC5.3-C

[d] in the first year, these sub-competences are assessed by deliverables without an oral session. d1 refers to semester A, d2 refers to semester B.
The sc's in the light grey fields are assessed in semester A. The sc's in the dark grey fields are assessed in semester B.
* The propaedeutic phase consists of the 24 novice levels, with 6 given sub-competencies on advanced beginner level, marked with *, to complete the 60 points of the propaedeutic phase.
** C-level sc's marked with ** are frozen for the final graduation project. Sc's marked in italic have 2022 Osiris-codes.

Sub-competencies table IDE cohorts 2018-2020 Units of Study 180EC Modular Curriculum (2EC each):	Novice*	Advanced Beginner	Competent
1. Do Research			
1.1. (Re)define problems and reason analytically	SC1.1-N [d1]	SC1.1-AB* [d2]	SC1.1-C
1.2. Discover knowledge by investigating and experimenting	SC1.2-N	SC1.2-AB*	SC1.2-C
1.3. Take external contexts into account (societal, environmental, entrepreneurial)	SC1.3-N [d1]	SC1.3-AB	SC1.3-C
1.4. Approach research in a (technical and) human-centered way	SC1.4-N [d1]	SC1.4-AB	SC1.4-C
1.5. Report on research using a practical scientific standard	SC1.5-N [d2]	SC1.5-AB	SC1.5-C**
2. Design & Engineer			
2.1. Formulate design briefs containing vision and requirements, based on primary and secondary research	SC2.1-N [d2]	SC2.1-AB	SC2.1-C
2.2. Use an iterative process with diverging and converging methods and techniques	SC2.2-N	SC2.2-AB*	SC2.2-C
2.3. Integrate human, market, technological, and context values during the design process	SC2.3-N	SC2.3-AB	SC2.3-C**
2.4. Consider desirability, viability, and feasibility while designing and engineering	SC2.4-N	SC2.4-AB*	SC2.4-C
2.5. Create and optimize ideas, concepts, prototypes, and product proposals	SC2.5-N	SC2.5-AB	
2.6. Evaluate ideas, concepts, and (end) products based on requirements	SC2.6-N	SC2.6-AB	SC2.6-C
3. Organise & Manage			
3.1. Work methodologically	SC3.1-N	SC3.1-AB*	SC3.1-C
3.2. Collaborate within a design team in a multidisciplinary (international) setting	SC3.2-N	SC3.2-AB	SC3.2-C
3.3. Show resourcefulness, flexibility and willingness to make decisions in fuzzy (complex) contexts	SC3.3-N [d2]	SC3.3-AB	SC3.3-C**
3.4. Show entrepreneurship or intrapreneurship	SC3.4-N	SC3.4-AB	SC3.4-C
3.5. Practice project, stakeholder, time and resource management	SC3.5-N	SC3.5-AB	SC3.5-C
3.6. Break down and model systems and select relevant approaches	SC3.6-N	SC3.6-AB	
4. Communicate			
4.1. Manifest/present yourself in a (semi) professional setting	SC4.1-N	SC4.1-AB	SC4.1-C**
4.2. Communicate within a team on team dynamics and (your) role	SC4.2-N [d1]	SC4.2-AB	SC4.2-C
4.3. Make deliverables tangible in a refined, communicative way	SC4.3-N	SC4.3-AB	SC4.3-C
4.4. Communicate in a foreign language and/or in an international setting	SC4.4-N [d1]	SC4.4-AB* [d2]	SC4.4-C
5. Learn			
5.1. Reflect on your role in projects and your impact on society as an innovator	SC5.1-N	SC5.1-AB	SC5.1-C**
5.2 Develop and adapt learning strategies	SC5.2-N	SC5.2-AB	SC5.2-C
5.3. Transfer and integrate acquired knowledge and experience in projects	SC5.3-N	SC5.3-AB	SC5.3-C

[d] in the first year, these sub-competences are assessed by deliverables without an oral session. d1 refers to semester A, d2 refers to semester B.

The sc's in the light grey fields are assessed in semester A. The sc's in the dark grey fields are assessed in semester B.

* The propaedeutic phase consists of the 24 novice levels, with 6 given sub-competencies on advanced beginner level, marked with *, to complete the 60 points of the propaedeutic phase.

** C-level sc's marked with ** are frozen for the final graduation project, to be proven in semester F only.

Annex 3 | Annual planning 2026-2027

Period	Data			Week
Start				
Warm welcome week	*Monday 17 August 2026*	*to*	*Friday 21 August 2026*	*34*
Week 0/Introweek	Monday 24 August 2026	to	Friday 28 August 2026	35
Start Academic year2026-2027	Monday 31 August 2026			36
Opening Academic year	Thursday 3 September 2026			36
Semester 1	**Monday 31 August 2026**	**to**	**Friday 5 February 2027**	**36-5**
Minor**Block 1**	Monday 31 August 2026	to	Friday 13 November 2026	36-46
Minor**Block 2**	Monday 16 November 2026	to	Friday 5 February 2027	47-5
Autumn recess	Monday 19 October 2026	to	Friday 23 October 2026	43
THiNK FeST	Thursday 5 November 2026			45
Christmas holiday*)	Monday 21 December 2026	to	Friday 1 January 2027	52-53
Semester 2	**Monday 8 February 2027**	**to**	**Friday 9 July 2027**	**6-27**
Minor**Block 3**	Monday 8 February 2027	to	Friday 23 April 2027	6-16
Minor**Block 4**	Monday 3 May 2027	to	Friday 9 July 2027	18-27
Spring break	Monday 22 February 2027	to	Friday 26 February 2027	8
Easter weekend *)	Friday 26 March 2027	to	Monday 29 March 2027	12-13
May recess	Monday 26 April 2027	to	Friday 30 April 2027	17
King's day *)	Tuesday 27 April 2027			17
Liberation day *)	Wednesday 5 May 2027			18
Ascencion *)	Thursday 6 May 2027	to	Friday 7 May 2027	18
Pentecost *)	Monday 17 May 2027			20
Completion				
Study week	Monday 12 July 2027	to	Friday 16 July 2027	28
Summer break	Monday 19 July 2027	to	Friday 27 August 2027	29-34
Start				
Week 0/Introweek	Monday 23 August 2027	to	Friday 27 August 2027	34
Start Academic year 2027-2028	Monday 30 August 2027			35
Opening Academic year	Thursday 2 September 2027			35

*) Buildings closed

Explanatory note
Holidays: No activities necessary or compulsory for the study. This applies to the periods when the buildings are closed.
Breaks: No scheduled in-class activities; excluding projects, tests, and resits. This includes the autumn, spring, May, and summer breaks.

The academic year starts on Monday in the working week in which 1 September falls. If September 1 falls on a weekend, the academic year starts the following Monday.
In the week preceding the first semester (‘Week 0’), which is part of the summer break, degree programmes can schedule resits and introductory activities. As this week falls in a break period, no regular in-class activities are scheduled during this week.
For students using the February intake, the academic year starts at the beginning of the second semester.

Education and tests take place on weekdays (Mon-Fri) and possibly on Saturdays.