

## Instructions for the Model Teaching and Examination Regulations for 2022-2023

The Dean is expected to adopt Teaching and Examination Regulations for each degree programme. The Teaching and Examination Regulations describe the applicable procedures and rights and obligations with regard to teaching and examinations. Article 7.13 of the WHW specifies the minimum components that should be included in these regulations. Other articles of the WHW also specify topics that should be included in the teaching and examination regulations. These model Teaching and Examination Regulations serve to support the programmes, with the objective of ensuring that, wherever possible, the rules and procedures (as well as their formulations) are the same for all students at TU Delft.

These instructions are intended to serve as a manual for moving from the model to the text of the Teaching and Examination Regulations for each programme, and they provide further information on the various articles.

### How to use the model Teaching and Examination Regulations in creating the Teaching and Examination Regulations for each programme

#### 1. Model for both Bachelor's and Master's degree programmes

The model Teaching and Examination Regulations are suited to both Bachelor's and Master's degree programmes. Some articles are specific to the Bachelor's or the Master's degree programme. These articles are identified in the model, and programmes may eliminate any articles that do not apply.

It is recommended to adopt the article numbering, indicating any articles that have been eliminated because they are exclusively applicable to either Bachelor's or Master's degree programmes.

#### 2. Selection/entry options

In some places, each programme must select from a list of stated options or add programme-specific information. In the model Teaching and Examination Regulations, these selection/entry options are indicated with square brackets: [...]

#### 3. Language of the Teaching and Examination Regulations

The model Teaching and Examination Regulations are adopted by the Executive Board in Dutch and translated into English. The Teaching and Examination Regulations must be adopted by the Dean in the language of the programme. If it is considered necessary for the students of the programme, the choice can also be made to make available a translation of the adopted Teaching and Examination Regulations. In the event of any difference of interpretation between the Dutch text and the translation of the model, the Dutch text shall prevail.

#### 4. References to articles in the Higher Education and Scientific Research Act (WHW) and indications for participation bodies

The WHW specifies what must be included as a minimum in the Teaching and Examination Regulations. Where applicable, references to the relevant articles in the WHW are included in the article headings. In addition, these headings specify the decentralised participation rights. This refers only to the text printed in black.

#### 5. Indication of guidelines from the Executive Board

In accordance with WHW 9.5, several components constitute guidelines from the Executive Board. These components appear in red text, and they should be included without changes. Based on a pilot Student Council participation scheme, since the start of the 2020-2021 model the Student Council has had right of approval on these items.

It is recommended to leave the informative notifications in the Teaching and Examination Regulations, for supporting the meetings with the relevant participation bodies. They could even be included in the adopted Teaching and Examination Regulations that are published for students. This also makes it clear to them where consultation has taken place.

## Explanation

### *Paragraph 1 - General*

The concept of practical exercises requires a brief explanation. This is a legal concept that is not defined in the Act. The definition in the Teaching and Examination Regulations is identical to the definition intended by the legislature, as evidenced in the parliamentary record.<sup>1</sup> The practical exercise is a special teaching method focusing on the acquisition of certain skills, for which compulsory participation may be imposed for taking the examination, in accordance with Article 7.13 Section 2, Sub-section t of the WHW. An examination may also be attached to the practical exercise, thus constituting the assessment of the practical exercise. This assessment may concern the results of the practical exercise (e.g. the thesis or the design), the activities performed during the practical exercise (e.g. effort, practical skill, cooperation skills) or the assessment of what has been learned in the practical exercise (e.g. report or presentation on the practical exercise).

### *Paragraph 2 - Admission and prior education*

Up until the academic year 2018/2019, the general admission conditions were described in the 'Policy on Fees and Enrolment' regulations, and the model Teaching and Examination Regulations included a reference to this document. To ensure that all programme-specific information is included in the same place, these admission conditions are now stated in the Teaching and Examination Regulations. This also corresponds more closely to the relevant provisions of the WHW, which refer to inclusion in the Teaching and Examination Regulations. In case of a bridging programme aimed at admission to a Master's degree programme the student will be enrolled in a Bachelor's degree programme, but without obtaining a Bachelor's degree. For the sake of clarity, the supplementary requirements with regard to profile and profile subjects for all Bachelor's degree programmes have been placed in a matrix, which is included as an appendix to these instructions.

The university entrance examination is a legal facility for admission to a Bachelor's degree programme for individuals of 21 years of age or older who do not meet the required prior education. This is subject to the regulations as included in Article 4.

### *Paragraph 3 - Content and composition of the programme*

In Article 5, the name of the programme must be entered as it is registered with CROHO, the programme for which the student will receive a degree certificate. If a Bachelor's degree programme grants access to a Master's degree programme at TU Delft without further conditions, it would be advisable to state this programme explicitly. Given the elimination of the requirement to designate at least one Master's programme to each Bachelor's programme, this could be an option.

The final attainment levels must be included in Section 2 (and the appendix) of this article corresponding the levels that are (will be) used for the accreditation of the programme. These final attainment levels are also included in the diploma supplements.

The Act uses the term 'afstudeerrichtingen'. Within TU Delft, these are referred to as tracks. Approval by the Executive Board must also be obtained for any changes to the tracks. These changes are adopted for the following academic year in September, in connection with the start of registrations on 1 October.

Article 7 Section 4, including the appendix, ensures that the essential information on the programme composition are part of the Teaching and Examination Regulations.

For the Bachelor's degree programme, the minor period of 30 EC is divided into a thematic minor and a self-composed minor. The self-composed minor requires approval by the Board of Examiners, who assess the proposed programme in advance with regard to level and substantive coherence. Fulfilling the minor period with an internship falls under the self-composed minor.

The guideline for receiving two Master's degrees is that at least 60 unique EC must be earned. Within this precondition, each Board of Examiners makes the final determination concerning whether the student is eligible to receive a degree certificate for each programme.

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<sup>1</sup> TK 1988-1989, 21 073, number 3, p.128

If one of the modules in a Dutch programme is taught in English, it must be in accordance with the regulations of the 'TU Delft Code of Conduct for the English Language'. This regulation is part of the student charter. The text in Article 9 Sections 2 and 3 is in accordance with these regulations.

The Honours Programmes are not part of the programme's study programme leading to the degree certificate. Five of the minimum scope of 20 credits must be earned with a part that is offered centrally. The other part is specific to the faculty or programme. The content of this part need not be included in the Teaching and Examination Regulations, on the condition that it is accessible to the students of the programme in another manner.

Central guidelines for the evaluation of the education have been specified in the TU Delft educational quality plan. The faculty's Quality Assurance Manual is written within these guidelines.

#### ***Paragraph 4 – Registration for modules and examinations***

A new addition to this model is Article 12a and b concerning compulsory registration for modules. A hardship clause has been included in Article 12a Section 7 to cover the situation where timely registration is/was not possible due to exceptional personal circumstances.

Since the start of the 2020-2021 academic year, the registration period stated in Articles 13 and 14 has been made uniform for all forms of examinations at six calendar days. The previous explicit possibility for a last-minute procedure (post-registration period) is now withdrawn. In order to ensure consistency in the implementation of the rules concerning the registration period, the Assessment Working Group has drawn up a memorandum following consultation with lecturers, boards of examiners, ExamDesk and the Student Council. This memorandum contains guidelines for implementing the rules on the registration period and the possibilities that lecturers have to still admit a student who registers too late for an examination. The opportunity for a student to register late due to an unforeseen circumstance remains in full force.

The provisions concerning registration for written examinations are in compliance with the 'examination procedure' policy. This registration is necessary for the timely scheduling of examination rooms and the distribution of students across the rooms. The declaration of examinations as invalid due to unauthorised participation concerns situations in which students have not met the entry requirements for the modules in question.

#### ***Paragraph 5 – Examinations***

For years Article 16, Section 5 was part of the model Rules & Regulations for the Board of Examiners, and with effect from the 2019-2020 academic year has been transferred to the model TER. It concerns giving students insight into examples of representative sample questions, which can be seen more as preparation for the examination (and thus teaching) than the assessment of the examination itself (which belongs in the Rules & Regulations for the Board of Examiners. The point is that students get an idea of what they will be examined on, it does not necessarily mean that they should be given old examination questions (or old model answers).

From 2021-2022 the model states that in principle examinations are scheduled twice in each academic year. This applies to all forms of examination. If this proves too onerous for the programme, this number may be deviated from. In some cases a third opportunity may be offered to a student or group of students. Such situations remain subject to the general rule that students are allowed to participate in an examination no more than twice in a given academic year. The Board of Examiners takes decisions concerning the third opportunity (oral, written or other) for students who have already participated in the examination twice.

From 2021-2022 the model states that in principle an oral examination is not public, although the Board of Examiners may deviate from this. Final presentations are public, although the Board of Examiners may deviate from this whether or not at the request of the student. To guarantee the assessment, the provision has been included that at least two examiners must administer the oral examination. A second examiner need not be an expert on the subject (e.g. for specialised subjects in de Master's degree programme), as long as this examiner is capable of ensuring a careful process

of testing and assessment. From 2021-2022 the model states that in the event of unforeseen circumstances, the Board of Examiners may determine that an oral examination may be administered by a single examiner. To ensure the process is conducted with care, an audio or video recording of the examination must be made.

In conformity with the term for determining the results for other forms of examination, the results of an oral examination must be determined as soon as possible, and in any case within 15 working days.

For the marking period of 15 working days, a provision has been added that interim examinations must be marked at least five working days before the next examination (or interim examination). Programmes are free to deviate from this.

The examiner is approved by Board of Examiners to administer and assess the examination. Consistent with this role, the examiner is also the party to decide to offer and organise a collective inspection of results (this was previously decided by the Board of Examiners). During inspections and collective inspections of results, students may not make any image or any other record of the examination questions. This is intended to prevent examination questions circulating on internet platforms as far as possible.

In conformity with the WHW, in principle, the period of validity of examination results cannot be limited. It can be limited only if it can be demonstrated to the Dean that the knowledge acquired has become outdated.

A differentiation to this principle is made for 'partial results' in Section 4 of Article 22.

This is because modules may consist of partial assessments (partial results), varying from written interim examinations to an array of assessments (e.g. a written examination and a product of a practical exercise). As it were, the examination has been split up to prevent an enormous amount of subject matter being examined in one time. Given their internal consistency, these assessments together constitute the assessment of the module (unit of study). If these assessments together do not lead to the judgement that the module has been completed successfully, in principle they are eliminated. For a given module, it must be demonstrated that the student has fulfilled the learning objectives. The only case in which the partial results cannot be eliminated is when credits are assigned for each component. An interim examination to which credits are directly assigned is regarded as a normal examination to which the standard regulation concerning the period of validity applies ('unlimited, unless').

From the 2021-2022 model, an additional condition for taking the exam has been included in the context of Open Access with regard to master's degree programmes. Students should upload their thesis so that it can be placed in the repository. When uploading, students must indicate whether the thesis can be placed in the public part of the repository (and thus made available to the public). Embargo agreements can also be mentioned here. A maximum embargo period of two years is possible here. This term can be extended by three years if prior permission has been obtained from the Executive Board. The foregoing does not constitute a change in current practice, but a recording thereof in the OER.

The explicit authorisation of the Board of Examiners to declare a student's examination result invalid as a point of order is included in Article 24a. This is linked to a new article in the model Rules and Regulations for the Board of Examiners.

#### ***Paragraph 6 – Studying with a disability***

Since the model Teaching and Examination Regulations for 2018-2019, the reference to possible adjustments has been incorporated into the text instead of being placed in a separate appendix.

#### ***Section 7 – Study support and binding (or non-binding) recommendation on the continuation of studies***

The text is in conformity with the BSA regulations, which are also included in the student charter. From the 2020-2021 academic year, a slight change has been made in the period of validity of a deferred BSA so that a student whose BSA has been deferred due to personal circumstances has more time to recover.

### ***Section 8 – Final Provisions***

If there are changes in aspects of the Teaching and Examination Regulations for which the Faculty Student Council or Board of Studies has consultation rights, these changes must be submitted to this body in advance.

The transitional measures must be published in a manner that is accessible to students.

### ***Appendices***

The appendices belonging to Article 5 (final attainment levels) and Articles 7 and 16 are part of the Teaching and Examination Regulations. The model for the appendix belonging to Articles 7 and 16 contains the same elements as the format for communicating the programme information to the central Student Administration, for purposes of organising Osiris and Coursebase. The format can also be used as an appendix. Coursebase is the base for the digital study guide. This ensures that the information in the study guide corresponds to the adopted Teaching and Examination Regulations.

EXPLANATORY APPENDIX to Article 3. The additional requirements for each Bachelor's degree programme that apply to the various profiles that were updated in 2007 are as follows:

	<b>VWO Science &amp; Engineering (N&amp;T)</b>	<b>VWO Science &amp; Health (N&amp;G)</b>	<b>VWO Economy &amp; Society (E&amp;M)</b>	<b>VWO Culture &amp; Society (C&amp;M)</b>
<b>Architecture, Urbanism &amp; Building Sciences</b>	direct admission	Mathematics B and Physics	Mathematics B and Physics	Mathematics B and Physics
<b>Civil Engineering</b>	direct admission	Mathematics B and Physics	Mathematics B and Physics	Mathematics B and Physics
<b>Electrical Engineering</b>	direct admission	Mathematics B and Physics	Mathematics B and Physics	Mathematics B and Physics
<b>Industrial Design</b>	direct admission	Mathematics B and Physics	Mathematics B and Physics	Mathematics B and Physics
<b>Clinical Technology</b>	Biology	Mathematics B and Physics	Mathematics B, Physics, Chemistry and Biology	Mathematics B, Physics, Chemistry and Biology
<b>Life Science and Technology</b>	direct admission	Mathematics B and Physics	Mathematics B, Physics and Chemistry	Mathematics B, Physics and Chemistry
<b>Aerospace Engineering</b>	direct admission	Mathematics B and Physics	Mathematics B and Physics	Mathematics B and Physics
<b>Marine Technology</b>	direct admission	Mathematics B and Physics	Mathematics B and Physics	Mathematics B and Physics
<b>Molecular Science and Technology</b>	direct admission	Mathematics B and Physics	Mathematics B, Physics and Chemistry	Mathematics B, Physics and Chemistry
<b>Nanobiology</b>	Biology	Mathematics B and Physics	Mathematics B, Physics, Chemistry and Biology	Mathematics B, Physics, Chemistry and Biology
<b>Applied Earth Sciences</b>	direct admission	Mathematics B and Physics	Mathematics B, Physics and Chemistry	Mathematics B, Physics and Chemistry
<b>Systems Engineering, Policy Analysis &amp; Management</b>	direct admission	Mathematics B and Physics	Mathematics B and Physics	Mathematics B and Physics
<b>Computer Science &amp; Engineering</b>	direct admission	Mathematics B	Mathematics B	Mathematics B
<b>Applied Physics</b>	direct admission	Mathematics B and Physics	Mathematics B and Physics	Mathematics B and Physics
<b>Applied Mathematics</b>	direct admission	Mathematics B	Mathematics B	Mathematics B
<b>Mechanical Engineering</b>	direct admission	Mathematics B and Physics	Mathematics B and Physics	Mathematics B and Physics

