Faculty of Geo-information Science and Earth Observation (Faculty ITC)

EDUCATION AND EXAMINATION REGULATIONS (EER) FOR BACHELOR´S PROGRAMME

TECHNOLOGY AND LIBERAL ARTS & SCIENCES (ATLAS)

The Dean of the Faculty,
In view of the Articles 9.5, 9.15 - paragraph 1a, 7.13 – paragraph 1 and 2, 9.38 - b, 9.18 - paragraph 1a, and 7.59 – paragraph 4b of the Higher Education and Research Act (WHW), and, in due consideration of the approval of the Programme Committee, as well as the approval by, or advice of, the Faculty Council, pertaining to the specific articles, hereby authorizes the Education and Examination Regulations of the bachelor's programme:

Technology and Liberal Arts & Sciences (ATLAS) chroho 50427

These Education and Examination Regulations were proposed by the Programme Director on 30 June 2020 and approved by the Programme Committee on 9 July, approved by the Faculty Council on and adopted by the Dean on…

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1. GENERAL PROVISIONS

1.1 APPLICABILITY OF THESE REGULATIONS

1.1.1 These Education and Examination Regulations apply to all students enrolled in the bachelor programme Technology and Liberal Arts & Sciences.

1.1.2 The programme's Examination Board sets down regulations for the execution of its tasks and powers in accordance with Article 7.12b of the WHW.

1.1.3 The statutory powers of the Examination Board of the degree programme apply to all components that are part of the student's degree programme.

1.1.4 Requests for exceptions to what has been recorded in these education and examination regulations can be addressed to the Examination Board.

1.1.5 In addition to the EER, all staff and students in the degree programme uphold a code of conduct known as the ATLAS Honour Code. In case of conflicting interpretations with the ATLAS Honour Code, the EER takes precedence.

1.2 DEFINITIONS

Academic Advisor (mentor)	University College Twente (UCT) staff member who guides and advises the individual student on their academic development throughout the degree programme and acts as contact between the student and the programme, and in this role, represents the interests of the students
Academic year	The period that starts on 1 September and ends on 31 August of the following year.
Assessment meeting	The panel of assessors that convene to conduct the semester assessment. This panel includes a subset of the academic staff that play a role in the programme and is appointed by the Programme Director.
Assessor	The individual appointed by the Examination Board to assess the student's progress over a course, project, or whole semester in accordance with article 7.12c WHW.
ATLAS	The honours bachelor's programme Technology and Liberal Arts & Sciences.
ATLAS Honour Code	Code of conduct written by ATLAS students for ATLAS students and staff. https://www.utwente.nl/en/education/bachelor/programmes/university-college-twente/life-at-uct/
Bachelor Examination	Final examination of the degree programme as referred to in 7.10.2 and 7.10a.1 WHW. The final examination is deemed to be successfully completed, when the assessment of all semesters and Personal Pursuits belonging to the programme have been completed successfully.
Board of Admissions	Board, appointed by the Dean of UCT, responsible for the admissions procedure and admissions decisions.
BSA	Binding recommendation on continuation of studies (Bindend studieadvies): student progress evaluation as referred to in Article 7.8 (b), paragraphs 1 and 2 WHW involving expulsion from the programme in accordance with Article 7.8 (b), paragraph 3 WHW. A BSA is issued by the Programme Director on behalf of the institutional administration (in this case the University Twente).
Colloquium doctum committee	Committee appointed by the Board of Admissions to assess the academic readiness of a prospective student.
Committee Personal Circumstances (Commissie Persoonlijke	A committee convened by the institutional administration to advise the institutional administration in individual cases regarding the validity, duration, and severity of a specific student's extenuating personal circumstances.

Omstandigheden, CPO).	
Coordinator Academic Advising	Person appointed by the Programme Director, coordinating academic advising for all ATLAS students as well as fulfilling an advisory role between students and programme.
Credit or EC	European Credit: A study unit load corresponding to 28 hours of study. In concordance with the European Credit Transfer System a nominal academic year equals 60 EC or 1680 hours (art. 7.4 WHW).
Dean of the Faculty	Head of the ITC Faculty.
Dean of UCT	Head of University College Twente.
Degree programme	The entirety of curriculum components: six semesters and the Personal Pursuits.
Elective	Educational activity or study unit the students can choose themselves.
Evidence	The substantiation and proof of a student's learning.
Examination	An evaluation of the knowledge, understanding and skills of the student, as well as the assessment of the results of this evaluation (Article 7.10 of the WHW); these results can be expressed in summative or formative feedback.
Examination Board	The committee that is responsible for safeguarding the quality of the output of the programme and the validity and reliability of the exams and examinations. The members are appointed by the Dean of the Faculty, in concordance with article 7.12a WHW.
Extended Examination (EE)	If at the time of assessment the student has not been able to meet all semester goals the student can request an Extended Examination, meaning the semester assessment will be postponed until the student is able to meet the semester goals.
FOBOS	Provisions to provide financial support for students in special circumstances (Financiële Ondersteuning Bijzonder Omstandigheden Studenten).
Institution or UT	University of Twente.
Module	A study unit of 15 ECTS in the Twente Educational Model.
PDP	Personal Development Plan: A student's individual study plan for a semester detailing how and with what evidence the student plans to meet the semester goals.
Personal Persuits	Study unit of ATLAS programme in which students pursue an area of personal interest as an accredited study, supported and guided by a tutor or external expert. The study unit is worth 6 ECTS. https://www.utwente.nl/en/education/bachelor/programmes/university-college-twente/atlas/personal-pursuit/
Programme	The Bachelor's programme Technology and Liberal Arts and Science .
Programme committee	The Programme Committee (Opleidingscommissie) as referred to in article 9.18 WHW.
Programme Director	Person appointed by the Dean of the Faculty to administer the degree programme.
Semester Coordinator	Person appointed by the programme director coordinating the activities and assessment in the semester to safeguard the expectations of that semester.
Semester function	The semester functions represent the different phases of academic development an ATLAS student goes through. The build-up of the functions includes steps towards academic choices and specialisation. The semester functions thus play a role in structuring the curriculum - and safeguarding that students, while self-directing their

	learning, reach the intended learning outcomes of the programme
Semester Project	Central project in the semester, where students need social as well as technical perspectives to come to valuable solutions for a challenge
Semester Syllabus	The semester syllabus describes the expectations, possibilities, and deadlines of an ATLAS semester.
Semester Verdict	Outcome of the assessment of the student's attainment of the semester goals.
Semesters	Study units of the ATLAS programme described in detail in these EER.
SER	Self-evaluation report: end of semester report wherein the student substantiates their learning with evidence, and reflects on their progress.
SIS	Student Information System (SIS): The system designated by the board of the institution for the registration of and information relating to the relevant student and study data, as stipulated in the WHW
Student	Person registered for the programme in accordance with article 7.34 and 7.37 WHW.
Study unit	A curriculum component of the programme as described in Article 7.3, paragraphs 2 and 3 of the WHW, providing students the opportunity to create evidence
Study adviser	Faculty member appointed by the Dean of the Faculty to act as contact between the student and the programme, and in this role represents the interests of the students, as well as fulfilling an adviser role to the programme on student wellbeing
Twente Educational Model	The educational model introduced at the University of Twente's Bachelor's degree programmes in 2013.
UCT	University College Twente, department of the UT, located within the faculty ITC that provides the Bachelor's programme ATLAS, and takes responsibility for its students and staff community.
WHW	The Higher Education and Research Act (abbreviated in Dutch to WHW), Bulletin of Acts and Decrees 1992, 593, and its subsequent amendments.
Working day	Any day from Monday to Friday with the exception of official holidays and the prearranged 'bridging days' (brugdagen).

2. ADMISSION

2.1 BOARD OF ADMISSIONS

2.1.1 The Dean of UCT appoints a Board of Admissions responsible for the admissions procedure and decisions

2.1.2 In order to be eligible for admission, a prospective student needs a VWO Diploma or an equivalent thereof, and a strong background in mathematics, and a Natural Science subject, preferably Physics.

2.2 ELIGIBILITY AND ADMISSIONS CRITERIA

2.2.1 Admission to the programme can be granted to students who convincingly demonstrate to the Board of Admissions to be talented, have a broad interest and fit in the ATLAS educational approach.

2.2.2 Talent can be demonstrated through performance in pre-university education, for example through

2.2.2.i ranking: the top 15% of a class;

2.2.2.ii extracurricular activities or experiences;

2.2.2.iii.a grades: for example, a VWO Diploma or an equivalent thereof, and a strong background in mathematics, and a Natural Science subject, preferably physics. Average pass grades above 7.5, the score in Mathematics ('Wiskunde B') and Physics or Chemistry at least 7.5.

2.2.2.iii.b for example, a university entry certificate such as British A-levels or International Baccalaureate or equivalent, with high grades in Mathematics and a Natural Science subject (preferably physics).

2.3 LANGUAGE PROFICIENCY

2.3.1 Since English is the working language of the degree programme, non-native speakers are required to demonstrate proof of their English language proficiency for example through

2.3.1.a test scores such as the IELTS with a score of at least 7, or TOEFL with a minimum score of 100 (internet test) or equivalent test scores.

2.3.1.b high grades for English on the university entry certificate.

2.3.2 Non-native speakers with an International Baccalaureate (IB) or European Baccalaureate (EB) Diploma are exempt from this requirement.

2.4 ADMISSIONS PROCEDURE

2.2.1 Prospective students are asked to submit their application through Studielink and complete their application by sending in a motivation letter, academic transcripts, resumé (CV) and proof of English language proficiency.

2.2.2 The Board of Admissions reviews the applicant on the basis of overall academic background, foundation in math and science, English language proficiency, and motivation for choosing ATLAS.

2.2.3 The Board of Admissions assesses whether or not an applicant is invited for a selection day activity in Enschede or alternatively an activity online.

2.2.4 A final admission decision is made by the Board of Admissions on the basis of the outcome of 2.4.2 and 2.4.3.

2.5 COLLOQUIUM DOCTUM

2.2.5 The colloquium doctum examination as referred to in Art. 7.29 of the WHW has the form of an assessment by a colloquium doctum committee appointed by the Board of Admissions.

2.2.6 Purpose of the assessment is to assess the academic readiness of a prospective student, to determine if the student will be able to successfully participate in the degree programme.

2.2.7 The colloquium doctum committee applies the same procedure and assessment criteria as articulated in Art. 2.2, 2.3 and 2.4.

3. STRUCTURE OF THE PROGRAMME

3.1 AIM

3.1.1 Upon graduation, the student

3.1.1.i Is competent in at least one technical and one social science academic subject

3.1.1.ii Is competent in carrying out scientific research

3.1.1.iii Is competent in design

3.1.1.iv Is competent in organizing

3.1.1.v Has an academic approach

3.1.1.vi Has intellectual skills

3.1.1.vii Is competent in cooperating and communicating

3.1.1.viii Takes account of the temporal and social context

3.1.1.ix Behaves in a socially responsible manner and is able to take leadership

3.1.1.x Is prepared to make decisions about their future

3.1.2 A detailed description of the Intended Learning Outcomes of the degree programme as referred to in Article 7.13, paragraph 2c of the WHW, is included in Appendix 1

3.2 STRUCTURE

Year	Curriculum Component	Credits (EC)
1		60
	Semester 1	27
	Semester 2	27
	Personal Pursuit 1	6
2		60
	Semester 3	27
	Semester 4	27
	Personal Pursuit 2	6
3		60
	Semester 5	27
	Semester 6	27
	Personal Pursuit 3	6
Total		180

3.2.1 The study load for the degree programme is equivalent to 180 EC's.

3.2.2 The degree programme is taught full-time.

3.2.3 The degree programme comprises two curriculum components:

3.2.3.a Semesters with a minimum of 27 credits each

3.2.3.b Personal Pursuit of 6 credits per year

3.2.4 Each semester comprises:

3.2.4.a Educational activities culminating in a workload of at least 27 credits.

3.2.4.b Semester learning goals

3.2.4.c A description of all semester requirements including the project

3.2.4.d Semester functions

3.2.5 The semesters 1, 2, 3 and 4 all comprise a semester theme for the semester project.

3.2.6 Semester 5:

3.2.6.a Is an individual semester beyond ATLAS.

3.2.6.b In order to safeguard quality of the teaching and learning beyond ATLAS, students need to complete a learning agreement for semester 5 providing information about the institution and units of study they are planning to take.

3.2.6.c The learning agreement is approved by the semester 5 coordinator before the start of the semester.

3.2.6.d If there is no approved learning agreement the credits for the units of study cannot be used for the assessment of semester 5 and the semester cannot be assessed.

3.2.6.e Final approval for the learning agreement can only be granted, if the student has successfully completed at least 90 credits.

3.2.7 Semester 6:

3.2.7.a Is the final semester of the programme, where the student's academic profile attains completion.

3.2.7.b Contains an individual research project of at least 15 credits, that demonstrates the student's academic profile.

3.2.7.c Students can only start semester 6 if they have successfully completed at least 120 credits.

3.2.8 The Personal Pursuits:

3.2.8.a Comprises 6 credits per academic year.

3.2.8.b Proposals for the Personal Pursuit (PPP) are sent to and approved by the Personal Pursuits committee.

3.2.8.c The Personal Pursuit committee publishes an approval and assessment procedure including deadlines for approval and completion, no later than the 3rd week of the academic year.

3.2.8.d All students complete a Personal Pursuits in year 1 and 2. The Personal Pursuit in year 3 is optional and may be substituted by selecting by elective(s) with a total minimal credit load of 6 credits. In this case the PPP should include a justification for this choice and credits are awarded based on the evidence of successful completion of the electives.

3.3 EXEMPTION

3.3.1 The Examination Board can grant individual students exemptions from one or more curriculum components or parts of the curriculum components. To this end, the student will demonstrate completion of a component of a similar content, size and level of a university or higher professional education programme or, as a result of work and/or professional experience, sufficient knowledge and skills regarding the study unit concerned.

3.3.2 The total number of exempted credits cannot exceed 45.

3.3.3 Individual students can apply for an exemption before their enrolment in the semester. For the first semester this application can be done no later than week 12 of the semester.

4. LEARNING AND ASSESSMENT

4.1 GOALS OF LEARNING AND ASSESSMENT

4.1.1 Teaching and learning in the degree programme is student driven and focused on the academic development of the student.

4.1.2 The assessment in the degree programme is set up to foster and stimulate learning for understanding.

4.2 SEMESTER SYLLABUS

4.2.1 The semester syllabus describes the content of an ATLAS semester and comprises at least:

4.2.1.a The respective semester goals, a description of the semester theme and functions.

4.2.1.b A plan for the semester activities and a general timeline.

4.2.2.c The qualitative and quantitative semester requirements.

4.2.2.d The assessment criteria

4.2.2 The semester syllabus is published on the ATLAS Canvas site.

4.2.3 The semester syllabus is provided to the students no later than 3 weeks before the first PDP deadline of the respective semester.

4.3 PERSONAL DEVELOPMENT PLAN

4.3.1 At the start of each semester, the students writes a PDP in which they describe:

4.3.1.a The planned activities for the semester

4.3.1.b How these activities allow them to reach the semester goals

4.3.1.c The intended evidence for these goals.

4.3.2 The semester syllabus stipulates the specific requirements for the PDP for that semester.

4.3.3 The PDP needs approval of the PDP committee. The PDP committee comprises the semester coordinator and at least two other lecturers and is appointed by the Programme Director.

4.3.4 Approval of a PDP is based on whether or not the student's plan meets all semester requirements and the intended evidence allows the student to reach the semester goals. Criteria for PDP approval are described in the semester syllabus as part of the assessment criteria.

4.3.5 The first deadline for the PDP is announced in the ATLAS academic calendar. PDPs that are not approved in the first round can be improved and sent in for a second round of approval (the "revised PDP"). Deadline for the second round of approval is also announced in the academic calendar.

4.3.6 Students resubmit their PDP at least once halfway through the semester (the "updated PDP").

4.3.7 The deadline for the updated PDP is the last chance to receive an approval for the PDP. Deadline for this final round of approval is announced in the academic calendar. Changes to PDP after the deadline have to be recorded in the SER to have complete information available before the assessment meeting.

4.3.8 The chosen credit-bearing activities as described in the approved PDP will, upon successful

completion appear on the student's Diploma supplement. Students have to be registered in the SIS for each credit bearing activity that is to appear on the Diploma supplement.

4.3.9 Changes to the chosen activities after the PDP has been approved, need reapproval of the PDP committee. Changes to the chosen activities cannot be made after week 12 of the semester.

4.3.10 Students whose PDP was not approved or who do not hand in a PDP cannot participate in the semester assessment.

4.3.11 The PDP is handed in through an ATLAS appointed system.

4.4 ASSESSMENT AND SEMESTER ASSESSMENT

4.4.1 Each semester is completed with a semester assessment to determine if the student has achieved the semester goals at a satisfactory level.

4.4.2 The assessment process, deadlines and requirements are described in the semester syllabus.

4.4.3 In order to pass the semester and receive the credits for the semester the student needs to:

4.4.3.a meet the quantitative semester requirements (as described in article 3.3);

4.4.3.b meet the qualitative semester requirements (as described in the semester syllabus, article 4.2);

4.4.3.c receive a positive assessment of the Self Evaluation Report (SER).

4.4.4 The semester requirements are described in the semester syllabus.

4.4.5 The list of units of study and educational activities the student has chosen to use to meet the semester requirements as referred to in 4.4.3 a and 4.4.3 b, needs to be included in the approved PDP. The passing, and if applicable the results of these units of study and educational activities, are recorded on the student's Diploma supplement.

4.4.6 Upon meeting all requirements for passing the semester, the units of study and corresponding credits are allocated to the semester in order to pass the semester.

4.4.7 When written or oral feedback is provided in ATLAS domain courses, projects or electives, students will receive said feedback within 10 working days.

4.4.8 The results of units of study outside of the ATLAS programme can only be used to meet the semester requirements if the student has successfully completed the study unit according to the rules and regulations of the university or department responsible for that study unit.

4.4.9 If external units of study (non-ATLAS courses) are assessed in a summative way, using a grade or a statement, the summative assessment can be used to substantiate evidence but will not be recorded on the student's formal Diploma supplement of the degree programme. The summative assessment will be recorded on the student's Diploma supplement.

4.4.10 The programme ensures that students receive feedback on their development through the semester at least once half way through the semester. In the first year of enrolment, this moment is linked to indications and warnings to students in relation to BSA procedure.

4.4.11 The Self Evaluation Report (SER) is handed in through the appointed UCT system.

4.5 SEMESTER VERDICTS

4.5.1 The semester assessment cumulates in a verdict as explained in article 4.5.3.

4.5.2 The semester assessment verdict is based on the SER. In the SER the student evaluates their learning and provides evidence of achieving the semester goals as described in the approved PDP.

4.5.3 The possible verdicts are:

4.5.3.PX Pass with excellence: Overall performance exceeds the expectations as stipulated in the semester goals and described in the semester syllabus

4.5.3.PH Pass with honours: Overall performance is in line with the expectations as stipulated in the semester goals and described in the semester syllabus

4.5.3.PC Pass with condition: Overall performance is below the expectations as stipulated in the semester goals and described in the semester syllabus. Fulfilment of a limited condition would bring the overall performance up to the honours expectations. The condition is clearly described on the verdict and stipulates the requirements and deadlines for meeting the condition. A pass for the semester and semester credits can only be awarded when the condition is met; Upon completion of the condition the verdict changes from PC into a PA (Pass) as verdict for the semester.

4.5.3.HO Student has failed the semester and needs to redo the semester: Overall performance is well below the honours expectation as stipulated in the semester goals and cannot be brought up to those honours expectations by a limited condition. Redo the semester comprised of submitting an SER providing evidence in in the next academic year of having reached the semester learning goals as stimulated in the semester syllabus of that next academic year.

4.5.3.PA The final and recorded verdict after the condition of the verdict PC has been met.

4.5.3.DV Deferred Verdict

4.5.4 An SER handed in on or before the SER deadline will be assessed.

4.5.5 If the student chooses not to hand in the SER or hands in the SER after the deadline – they will have a new opportunity to be assessed during the assessment round of the following semester. For semester 1 and semester 2 the result of not handing the SER will have consequences for meeting the BSA norm (See art. 6.3).

4.5.6 If at the time of assessment the student has not been able to meet all semester goals the student can request an Extended Examination (EE).

4.5.7 An EE can only be requested for semesters 3, 4, 5, and 6.

4.5.8 Requests for an EE are directed at the Semester coordinator by email with a cc to the Office of Student Affairs. The final deadline for requesting an EE is the deadline for handing in the SER.

4.5.9 If the request for an EE is accompanied by a clear planning and the student substantiates a need for having to be assessed before the next semester assessment round, the semester coordinator will grant the option if the planning is met. Need is substantiated in relation to the study progress of the student and a realistic and feasible time line for assessment.

4.5.10 The EE is granted by the semester coordinator and includes a clear stipulation of the conditions and timeline to be met for the final assessment.

4.5.11 The student is informed about the outcome of the assessment in writing by email within 5 working days after the assessment meeting of the semester. The assessment meeting takes places within two weeks after the deadline of the SER.

4.5.12 Students have the right to appeal to the results of the assessment and the justification of the verdict within 10 working days after the publication of the results. The appeal is first to be addressed to the semester coordinator by email within 10 working days. If students disagree with the handling of the appeal by the semester coordinator they can take their appeal to the Examination Board within 10 working days after the handling of the appeal has been communicated to the student.

4.5.13 The rights of ownership of all results of tasks, assignments, and projects within the ATLAS programme, even for projects in an external organisation, and for which the student has earned credits, resides with the faculty unless at the start of the project the organisation and the Programme Director agree upon different arrangements. These additional arrangements will be documented in writing.

4.5.14 Results of projects and assignments are public, even for projects in an external organisation, unless at the start of the project the organisation and the Programme Director agree upon different arrangements. These additional arrangements will be documented in writing.

4.6 RIGHT OF JUSTIFICATION AND INSPECTION

4.6.1 For all units of study executed within the degree programme, the students are entitled to a justification of the results of a test from the examiner, whereby the examiner substantiates the assessment that was given.

4.6.2 If no collective discussion of the results is held, students may submit a request for an individual discussion of the results to the examiner within ten working days of publication of the test results.

4.6.3 The discussion must take place at the latest five weeks after the publication of the test results, in the presence of the examiner or an authorized replacement.

4.6.4 Students have the right to inspect their work for a period of two years after theassessment.

4.7 RETENTION PERIOD FOR SEMESTER ASSESSMENT

4.7.1 The assessed work that is part of the evidence collected for the semester assessment will be retained for a period of two years.

4.7.2 The retention period for the semester 6 project is seven years.

5. GRADUATION

5.1 THE BACHELOR'S EXAMINATION

5.1.1 In accordance with WHW Article 7.10. the Bachelor's examination is successfully completed if the assessment of all curriculum components of the Bachelor's programme (see art. 3.2.1) have been completed successfully.

5.1.2 In evidence of the fact that the examination has been completed successfully, the Examination Board awards a degree, after the institutional administration has declared that the procedural requirements for delivery have been met. The Examination Board adds a supplement to a Diploma.

5.1.3 The date recorded on the Diploma, i.e. the examination date, is the date on which the student successfully completed the last remaining study unit.

5.1.4 A student may submit a substantiated written request to the Examination Board to postpone declaring the bachelor's examination as 'successfully completed' and thus delay the awarding of the degree. The student must indicate at least the duration of the postponement in the request.

5.1.5 The details of the provision in article 5.1.4 will be included in the Rules and Regulations of the Examination Board.

5.1.6 If the student has requested postponement on the basis of article 5.1.4, the examination date will be the date following postponement on which the Examination Board has decided to declare the student to have successfully completed the examination.

5.2 DEGREE AND DIPLOMA

5.2.1 The student who has passed the Bachelor's examination is awarded a Bachelor of Science (BSc) degree

5.2.2 As proof of having successfully completed the Bachelor's examination, the student will receive a Diploma from the Examination Board, signed by the chair or when the chair is not present, another member of the Examination Board.

5.2.3 The Diploma states the name and date of birth of the student, 'Bachelor Technology and Liberal Arts & Sciences', the graduation date, degree 'Bachelor of Science' and the most recent accreditation date of the programme. The Diploma supplement comprises an explanation of the content and set up of the programme. If the student finished an additional honours programme of the UT, this will be indicated on the Diploma supplement.

5.2.4 The Examination Board will invite students to accept the ATLAS Bachelor Diploma and Diploma supplement of results and or supplement. The date recorded on the Diploma – the graduation date – is the date on which the student successfully completed the last remaining programme component.

5.2.5 The Bachelor graduation assessment can be taken with the designation "cum laude", "magna cum laude", or "summa cum laude". The guidelines for awarding this designation are that the following conditions must be fulfilled:

5.2.5.a The Bachelor examination is achieved during the 3rd year of registration;

5.2.5.b Semester 6 is passed with excellence (PX);

5.2.5.c The achievements of the student are:

5.2.5.c.i For cum laude: At least four out of all six semesters or at least three out of the four semesters 3-6 are passed with excellence (PX).

5.2.5.c.ii For magna cum laude: at least 5 semesters are passed with excellence (PX).

5.2.5.c.iii For summa cum laude: all six semesters are passed with excellence (PX).

5.2.6 In exceptional cases, at the assessment meeting's request, the Examination Board can award a designation if the student had pardonable grounds for non-compliance with the time limits requirement or the verdicts requirement

6. STUDENT GUIDANCE AND COUNSELLING AND THE (BINDING) RECOMMENDATION ON CONTINUATION OF STUDIES

6.1 STUDY PROGRESS OVERVIEW

6.1.1 The student can request a certified study progress overview from the Student Services Desk if required.

6.2 STUDENT GUIDANCE

6.2.1 Each student is appointed an Academic Advisor.

6.2.2 The Academic Advisor guides and advises on the individual student's academic development throughout the degree programme and acts as contact between the student and the programme, and in this role, represents the interests of the students

6.2.3 The Coordinator Academic Advising coordinates all academic advising for all ATLAS students and functions as a liaison between the students and the institution.

6.2.4 If students wish to exercise their right to specific counselling or special facilities, they are required to contact the Study Advisor. The Study Advisor will record any agreements made with the student, of which the student and or the programme can derive rights.

6.2.5 The following applies to the entitlement to special facilities:

6.2.5.a Demonstrable circumstances beyond the student's control or extenuating personal circumstances.

6.2.5.b If necessary and where possible, dispensation for participation of exams or tests and/or the availability of special facilities with regards to examination. Only the Examination Board can grant such dispensation and additional testing opportunities.

6.3 (BINDING) RECOMMENDATION ON CONTINUATION OF STUDIES

6.3.1 Each student receives a written recommendation on continuation of studies at the end of the first year of enrolment in the programme. This recommendation is based on the student's results. The student may be allowed to continue on the programme, or may be required to leave the programme.

6.3.2 Students will receive a first preliminary recommendation on continuation of studies in the week after the student has received feedback on their development halfway through the first semester of their first year of enrolment in the programme. This preliminary recommendation is not binding.

6.3.3 Students will receive a second preliminary recommendation on continuation of studies in the week after the results of the semester assessment of their first semester of their first year of enrolment in the programme are published. This preliminary recommendation is not binding.

6.3.4 Students will receive a third preliminary recommendation on continuation of studies in the week after the student has received feedback on their development halfway through the second semester of their first year of enrolment in the programme. This preliminary recommendation is not binding.

6.3.5 Students who receive a negative preliminary recommendation on continuation of studies as referred to in article 6.3.3 will be invited for a meeting with the Programme Director to discuss their study progress and review their choice of degree programme, within 4 weeks after receiving the preliminary recommendation.

6.3.6 The institutional administration mandates the Programme Director to issue recommendations on continuation of studies, as referred to in art. 6.3.1.

6.3.7 The final recommendation on continuation of studies, as referred to in article 6.3.1, may involve expulsion from the programme if the student has completed less than two semesters in the first year of the programme. Results of exams and of tests that remain valid beyond the current academic year are counted to establish how much a student has completed.

6.3.8 Expulsion remains in force for a period of three academic years. A final recommendation on continuation of studies that involves expulsion is referred to as a binding recommendation on continuation of studies (BSA). If after this period, the student wants to re-enrol in the degree programme, the student has to submit a new application and proof of complying with the current admissions criteria.

6.3.9 Only the credits from semesters and personal pursuit in the first year of the programme count toward the threshold for the final recommendation on continuation of studies. In case a student requests to transfers credits to the first year from courses taken in a different programme or institution, specific requirements for BSA are communicated to the students together with the decision on the student's request. These specific requirements may include passing specific courses.

6.3.10 If a student terminates enrolment in the programme prior to 1 February of the first year of enrolment, no final recommendation on continuation of studies will be issued as referred to in Article 6.3.1. If this student re-enrols in a subsequent academic year, then a final recommendation on continuation of studies will be issued at the end of that subsequent academic year. As termination of enrolment are seen:

6.3.10.a Submitting a request for termination of enrolment to the UT https://www.utwente.nl/en/education/student-services/educational-services-procedures/admission-enrolment/enrolment/de-enrolment/;

6.3.10.b Submitting a request for registration in a different program at the UT https://www.utwente.nl/en/education/student-services/educational-services-procedures/admission-enrolment/enrolment/types-of-enrolments/#transfer-within-the-university-of-twente;

6.3.10.c. Starting studies at a different institution with a 'proof of paid tuition fee'.

6.3.11 Prior to receiving a final decision on the BSA, students receive a warning with the intended final recommendation. Students have the right to a hearing with the Programme Director before the final decision (WHW art. 7.8b, paragraph 4).

6.3.12 When considering a BSA involving expulsion, the Programme Director will take the student's personal circumstances into account at the student's request. The Programme Director will only take personal circumstances into account that have been reported to the Study Advisor as soon as can reasonably be expected following their onset.

6.3.13 Personal circumstances include illness, physical, sensory or other functional disability or pregnancy of the student involved, extenuating family circumstances, participation in elite sports, participation in elite cultural activities and membership on the University Council, Faculty Council, Programme Committee or a Category 3 board in accordance with the FOBOS Regulations.

6.3.14 In consultation with the Study Adviser , the personal circumstances are to be reported to the

Committee Personal Circumstances (CPO) and accompanied by supporting documentation. https://www.utwente.nl/en/ces/sacc/regulations/fobos/cpo/

6.3.15 The Committee Personal Circumstances (CPO) will assess the validity and severity of the personal circumstances and report its findings to the Programme Director and the Study adviser.

6.3.16 The Programme Director will take the Committee Personal Circumstance (CPO) 's findings into account when assessing the student's request as referred to in Article 6.3.13.

6.3.17 If personal circumstances preclude assessment of a student's academic capacities, the final recommendation on continuation of studies is postponed. The final recommendation on continuation of studies will be issued no later than the end of the student's second year of enrolment. The student is notified when the programme will issue the recommendation within 6 weeks after the decision to postpone.

6.3.18 The Programme Director's decision regarding the BSA will make mention of the applicable appeals procedure.

7.1 STUDYING WITH A FUNCTIONAL IMPAIRMENT

7.1.1 A functional impairment is a physical, sensory or other functional disorder that might limit the student's academic progress.

7.1.2 The Study advisor and the student will discuss the most effective facilities for the student as referred to in Article 2 of the Equal Treatment of Disabled and Chronically Ill People Act (WGB h/cz).

7.1.3 Facilities are to be aimed at removing specific barriers in the teaching programme or when it comes to assessment activities such as taking exams. Where necessary, these facilities may be related to access to infrastructure (buildings, classrooms and furnishings) and study materials, adjustments to the form of assessment, alternative learning pathways or a customized study plan. The facilities are to ensure the student's chances of achieving the final attainment targets.

7.1.4 Based on the interview referred to in article 7.1.2, the student is to submit a request for facilities to the faculty Dean, preferably three months before the student is to participate in classes, exams and practical exercises for which the facilities are required.

7.1.5 The request is to be submitted along with supporting documentation that is reasonably necessary for assessing the request (such as a letter from a doctor or psychologist registered in the BIG register, or in the case of dyslexia from a healthcare psychologist or special education needs expert, also registered in the BIG register).

7.1.6 The faculty Dean will decide on the admissibility of the request as referred to in article 7.1.4 and will inform the student and the coordinator academic advising of the decision within 20 working days after receipt of the request, or sooner as the urgency of the request dictates.

7.1.7 The Study advisor will ensure that the relevant parties are informed in good time about the facilities granted to a student with a functional impairment.

7.1.8 Should the faculty Dean reject the request in full or in part, the faculty Dean is to inform the student of the justification for the rejection and the possibilities for lodging an objection and an appeal. A written objection must be submitted in writing within six weeks after the decision has been communicated to the student. The objection is to be submitted to the objections, appeals and complaints office via the Student Services desk.

7.1.9 Should extra facilities be granted, the period of validity will also be indicated. The applicant and the Study Advisor will evaluate the facilities before the end of this period. During this evaluation, parties will discuss the effectiveness of the facilities provided and whether they should be continued.

7.1.10 A student that is dyslexic will be granted a maximum of 15 extra minutes for each hour that a test or examination is officially scheduled.

8. AMENDMENTS, APPEALS AND OBJECTIONS

8.1 CONFLICTS WITH THE REGULATIONS

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

8.2 ADMINISTRATIVE ERRORS

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

8.3 AMENDMENTS TO THE REGULATIONS

8.3.1 Substantive amendments to these Education and Examination Regulations are determined by the Dean of the Faculty in a separate decision.

8.3.2 In principle, amendments to these Regulations do not apply to the current academic year. Substantive amendments to these Regulations may apply to the current academic year if the interests of the students are not prejudiced within reasonable bounds, or in situations of force majeure.

8.3.3 Amendments to these Regulations have no effect on earlier decisions of the Examination Board.

8.4 REVIEW OF THE EER

8.4.1 The Dean of the faculty is responsible for the regular review of the Education and Examination Regulations and is to take into account the time involved for the student for the purposes of monitoring and adjusting the study load, if necessary.

8.4.2 In accordance with article 9.18 of the WHW, parts of the Education and Examination Regulations need the approval of the Programme Committee. On other parts the Programme Committee can advise.

8.4.3 The Programme Committee annually assesses the way in which the Education and Examination Regulations are implemented

8.5 Complaints

8.5.1 Student complaints are first dealt with by the Semester Coordinator

8.5.2 The Semester Coordinator can be contacted for the following types of complaints:

8.5.2a. Disagreement with the format or procedure of tests or exams;

8.5.2.b. Not receiving the quality of supervision and feedback;

8.5.2.c. Other study hindering matters.

8.5.3 If the student is not satisfied with the decision of the Semester Coordinator, the student has a right of complaint with the Examination Board when the disagreement is related to the format or procedure of a test, or with the Programme Director for all other issues.

8.5.4 In case of a complaint with the Programme Director, the Programme Director can request all relevant materials and correspondence and may hear all parties involved for relevant information, before the final decision is taken and communicated in writing to the student. In case the complaint is supported, the Programme Director proposes remedial actions. If the

complaint of the student is rejected, the reason is described.

8.5.5 The Semester Coordinator and Programme Director should deal with the complaint within 10 working days of receipt of the complaint.

8.5.6 Complaints must be made in writing. The Semester Coordinator or Programme Director respond in writing.

8.5.7 A complaint is only accepted if the complaint has been made before the official end of the programme or course.

8.5. 8 Regulations on complaints with the Examination Board are published in the Rules and Regulations of the Examination Board.

8.6 APPEALS AND OBJECTIONS

8.6.1 An appeal against a decision made by the Examination Board or an examiner, and objections to decisions made by the Dean of the Faculty on the basis of these Regulations, must be submitted in writing to the Complaints Desk at Student Services within six weeks after notification of the decision

8.7 HARDSHIP CLAUSE

8.7.1 In the event of demonstrable, considerable unreasonableness, force majeur and unfairness, the Examination Board can permit departures from the provisions of these Regulations

8.8 PUBLICATION

8.8.1 The Education and Examination Regulations and the Rules and Regulations of the Examination Board are published via the website of the programme in question

8.9 COMMENCEMENT

8.9.1 These Regulations take effect on 1 September 2020 and supersede the Regulations of 1 September 2019.

APPENDIX 1. INTENDED LEARNING OUTCOMES AND SEMESTER GOALS

The graduate

1 Is competent in at least one technical and one social science academic subject

1.a Understands the knowledge base of the relevant fields (theories, methods, techniques).

1.b Understands the structure of the relevant fields, and essential connections between sub-fields.

1.c Has knowledge of and some skills in the way in which truth-finding and the development of theories and models takes place in the relevant fields.

1.d Has knowledge of the way in which interpretations of texts, data, problems, and results take place in the relevant fields, and is able to apply this knowledge.

1.e Has knowledge of and some skills in the way in which experiments, gathering of data and simulations take place in the relevant fields.

1.f Has knowledge of and some skills in the way in which decision-making takes place in the relevant fields.

1.g Is aware of the presuppositions of the standard methods and their importance.

1.h Is able (with supervision) to spot gaps in their own knowledge, and overcome this through study.

2 Is competent in carrying out scientific research

2.a Is able to reformulate ill-structured research problems, taking into account the boundaries of systems. Is able to defend new interpretations against various stakeholders.

2.b Is observant, and has the creativity and the capacity to discover in apparently trivial matters certain connections and new viewpoints.

2.c Is able (with supervision) to produce and carry out a research plan including selection of the appropriate research methodology, both for technical as well as for social science problems.

2.d Is able to work at different levels of abstraction.

2.e Has an interdisciplinary mindset, and so can understand the importance and relevance of various disciplines and approaches.

2.f Is aware of, and can handle, the unpredictability of the research process due to changing external circumstances or new insights.

2.g Is able to discern the usefulness of existing research on the subject.

2.h Is able (with supervision) to contribute to the development of scientific knowledge in one or more areas of the subjects concerned.

3 Is competent in design

3.a Is able to reformulate ill-structured design problems, taking into account the boundaries of the system. Is able to defend this new interpretation against various stakeholders.

3.b Uses creative skills to analyse design problems and to synthesize different aspects and approaches.

3.c Is able (with supervision) to produce and carry out a design plan, both for technical as well as for social science problems.

3.d Is able to work at different levels of abstraction including the system level.

3.e Understands the importance of other subjects (interdisciplinarity) and can integrate them where appropriate.

3.f Is aware of, and can handle, the unpredictability of the design process due to changing external circumstances or new insights.

3.g Is able to integrate existing knowledge in a design.

3.h Has the skill to take design decisions, and to justify and evaluate these in a systematic manner.

4 Is competent in organizing

4.a Is able to evaluate the usefulness, relevance, and restrictions of prototypes with respect to scaling products or processes.

4.b Is able to understand, evaluate and value the likely effect of perspectives and propositions of stakeholders, potential users and 'society' on the process of change.

4.c Is able to adjust and optimize the process of change (implementation) accordingly by optimizing the outcomes of 4a and 4b.

5 Has an academic approach

5.a Is inquisitive and has an attitude of lifelong learning; can assess own knowledge and skills, indicate their limits, find ways to improve the aforementioned points, and is able to test and evaluate their own learning progress.

5.b Has a systematic approach to their work, characterized by the development and use of theories, models and interpretations.

5.c Has the knowledge and the skill to use, justify, and assess the value of models for research and design, and is able to adapt models for a specific purpose. (Here the term 'model' can be used broadly, from mathematical models to scale-models).

5.d Has insight into the nature of science and technology (such as purpose, methods, differences and similarities between scientific fields, nature of laws, theories, explanations, role of the experiment, and objectivity).

5.e Has insight into academic and professional practice (such as research systems, relations with clients, publication systems, and the importance of integrity).

5.f Is able to adequately document the results of research and design with a view to contributing to the development of knowledge in the field and beyond.

6. Has intellectual skills

6.a Has the self-awareness to critically reflect (with supervision) on their own thinking, decision-making, and acting, and adjust these accordingly on the basis of said reflection.

6.b Is able to reason logically within the field and beyond, through the use of 'why', 'how', and 'what-if' reasoning.

6.c Is able to recognise modes of reasoning (such as induction, deduction, and analogy) within the field.

6.d Is able to ask relevant questions, and has a critical, yet constructive, attitude towards analysing and solving problems in the field.

6.e Is able to form a well-reasoned opinion where data are incomplete or irrelevant.

6.f Is able to take a cultivated standpoint with regard to an academic or professional argument in the field.

6.g Possesses basic numerical skills, and has an understanding of orders of magnitude.

7 Is competent in cooperating and communicating

7.a Is able to communicate (in writing and verbally) with colleagues and non-colleagues about the results of learning, thinking, and decision-making.

7.b Is able to follow and contribute to debates about a field and its place in society.

7.c Is able to comfortably handle 7.a and 7.b, both verbally and in writing, in English.

7.d Is characterised by professional behaviour, including drive, reliability, commitment, accuracy, perseverance, and independence.

7.e Is able to perform project-based work, is pragmatic and has a sense of responsibility.

7.f Is able to deal with limited resources and risks, and is able to make compromises.

7.g Is able to work within an interdisciplinary team and to contribute to its functioning.

7.h Has insight into, and is able to deal with, team roles and social dynamics.

8 Takes account of the temporal and social context

8.a Is aware of developments in the history of the fields concerned. This includes the interaction between the internal developments (of ideas) and the external (social and technological) developments.

8.b Is able to analyse and to discuss with colleagues and non-colleagues the social consequences (economic, social, cultural) of new (technological) developments in relevant fields.

8.c Is able to analyse the consequences of academic and professional thinking and acting on the environment and on sustainable development.

8.d Is able to analyse and to discuss with colleagues and non-colleagues the ethical and the normative aspects of the consequences and assumptions of academic thinking and acting (both in research and in designing).

8.e Notices and can understand the roles that different professionals play in society.

9 Behaves in a socially responsible manner and is able to take leadership

9.a Is aware of both the intended and unintended effects of their opinions and actions.

9.b Values the principles stipulated in the ATLAS Honour Code.

9.c Will take initiative where appropriate.

9.d Empathises with, and can understand the viewpoints of, people from different cultures, and those who hold different values and perspectives, as well as people from different levels of education and socioeconomic status.

9.e Is able to value the contribution of others and generates input themselves.

9.f Is aware of their own 'natural' leadership style, its strengths and weaknesses, and will actively work to better their leadership where applicable.

10 Prepared to make decisions about their future

10.a Has a realistic view of their own capacities, skills, and motives.

10.b Is able to make well-reasoned decisions and carry them out.

Semester sequence, function, goals and theme.			
1.	Orientation & Adaptation		
	students adapt to university life in general and the mode of teaching and learning in ATLAS in particular. Students orientate on three broad scientific domains (natural sciences, social sciences, and math).		
	Goals	1.1.	On an elementary level, demonstrate academic competencies in the domains of natural science, social science, and mathematics in domain-specific problems and cases.
		1.2.	Construct and evaluate scientific models in the domains of natural science, social science, and mathematics.
		1.3.	Systematically and in collaboration with peers design a targeted solution for a socio-technical problem.
		1.4.	Express themselves clearly and appropriately in both written and spoken forms.
	Theme		Humans and Movement
2.	Broadening & Direction		
	students broaden their knowledge and competence base and start finding their future academic direction.		
	Goals	2.1.	On an intermediate level, demonstrate academic competencies in the domains of natural science, social science, and mathematics in domain-specific problems and cases.
		2.2.	Demonstrate broadening and deepening of academic competencies in the domains or fields that relate to their tentative profile as a new engineer.
		2.3.	Analyse a complex socio-technical system and design plans and scenarios for innovating such a system.
		2.4.	Demonstrate effective individual contributions to collective efforts.
	Theme		Sustainable Systems
	After the first year, students assess whether ATLAS fits them, and how they fit ATLAS.		
3.	Exploration & Focus		
	students continue to add more breadth to their base by exploring directions for their academic profile. Students also add more depth to their base by starting to develop more focus in that direction		
	Goals	3.1.	On an advanced level, demonstrate academic competencies in the domains of natural science, social science, and mathematics in contexts related to their intended profile as a new engineer.
		3.2.	Demonstrate deepening of academic competencies in domains or fields that are relevant for to their intended profile as a new engineer.
		3.3.	Demonstrate development of professional and academic skills that are relevant for their intended profile as a new engineer.
		3.4.	Demonstrate the ability to conduct empirical research and to effectively communicate the results in accordance with academic standards.
		3.5.	Systematically compare and contrast the state-of-the-art, theories, and methods of two different research fields.
	Theme		Knowledge at the Frontiers

Semester sequence, function, goals and theme.			
4.	Expertise & Integration		
	students further develop expertise in their chosen academic focus and learn to integrate their budding expertise with those of others		
	Goals	4.1.	On an advanced level, demonstrate academic competencies in fields or domains that constitute their profile as a new engineer.
		4.2.	Demonstrate development of professional and academic skills that are relevant for their profile as a new engineer.
		4.3.	In an interdisciplinary team, employ their current expertise as a new engineer in analysing a complex real-world problem.
		4.4.	Design a mitigation strategy that contributes to the solution of a complex real-world problem, taking an overview of the interests of relevant stakeholders.
	Theme		Wicked Problems
5.	Away & Aware		
	At the beginning of their final year, after having gone through previous academic development steps, students are ready to complete and complement their profile as new engineer. They have learned to make deliberate choices and find direction. Students spend a semester away from the ATLAS way of learning and, partially, through this become aware of their own academic profile as well as their own way of learning.		
	Goals	5.1.	On an advanced level, demonstrate academic competencies in fields or domains that constitute their profile as a new engineer.
		5.2.	Demonstrate development of professional and academic skills that are relevant for their profile as a new engineer.
6.	Signature & Celebration		
	students complete their academic profile; their signature and it's the time to celebrate the students' accomplishments over the full three years during graduation		
		6.1.	On a proficient level, demonstrate academic competencies in fields or domains that constitute their profile as a new engineer.
		6.2.	Demonstrate development of professional and academic skills that are relevant to their profile as a new engineer.
		6.3.	Demonstrate the ability to conduct a design or research project within their profile as a new engineer.
		6.4.	Communicate the results of a design or research project in spoken and written form for an academic audience.