

Examination & Education Regulations

Bachelor of Entrepreneurship & Innovation



**UNIVERSITY
OF APPLIED
SCIENCES**

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1.0 Introduction

Every degree programme is required by law to have Education and Examination Regulations. These Regulations contain provisions relating to the teaching of the degree programme and the associated examinations and interim examinations.

Whenever 'GSE' is mentioned, this document refers to 'Global School for Entrepreneurship'.

1.1 Organisation of this document

Chapter 2 **Teaching** outlines the objectives of the programme, the associated learning outcomes and the way in which teaching is structured. It also provides an overview of the curriculum offered by the programme, and information on the student counselling. It also contains provisions relating to progression to the main phase.

Chapter 3 **Interim examinations and partial examinations** describes all aspects of assessment: format, order, number of attempts, marking, inspection, etc. This chapter also describes how credits are obtained, the period of validity of results and exemptions, and special arrangements for students with a disability or language deficiency.

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

Chapter 5 **Examinations, first-year certificate and degree certificate** contains provisions relating to the certificates obtained at the end of the first year and the main phase and explains how you qualify for the classification 'cum laude' (with distinction).

Chapter 6 **GSE Boards** lists the several boards of the GSE that are relevant to the Bachelor of Entrepreneurship & Innovation. This includes the **Examination Board** and mentions situations where you should contact the Examination Board. Other boards are the Board of Inspiration, Education Board and the Executive Board.

Chapter 7 **Validity of Education and Examination Regulations** indicates who and what the Education and Examination Regulations apply to, how long they are valid for and how they are adopted.

Chapter 8 **Definition of terms** provides further information on terms used in this document.

1.2 Information on admission requirements

Students must achieve an IELTS score of 6.0 before enrolling. Upon enrolment, the programme can feasibly be completed within 4 years. This includes time for students completing the double degree and joining the incubator to start their own business.

Admission requirements for the Bachelor of Entrepreneurship & Innovation are as follows:

Entry requirements:

- Students should have the appropriate secondary school education qualifications, equivalent to the Dutch HAVO diploma, VWO diploma or an MBO-4 diploma in a relevant field.

- Arrangement Admittance for students 21 years and older: students applying for the programme who do not have the above-mentioned entry requirements, are entitled to take an entrance examination (i.e. 21+ test) set by the GSE Examination Board.
- Students have attained a working level of the English Language equivalent to an IELTS score of 6.0 .i.e. “Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.”
- **GSE** is signatory for the national Code of Conduct for international students in the Netherlands, where specifics regarding entry requirements are also re-iterated.
- The application procedure for international students is fully described on the **GSE website** where all the required documents and the fee structure are available.

Aside from these specific entry requirements, students will also have to complete an assessment. The selection assessment serves two purposes. First, it is meant to further inform the prospective student on what he can expect during the study and we expect from him/her. Second, the selection process is also used as a baseline measurement of the prospective students' capabilities. The outcomes of this selection assessment are meant to further check the fit between the prospect student and the contents of the Bachelor of Entrepreneurship & Innovation; the outcome of this selection procedure can not result in a cancelation of enrolment.

The selection assessment consists of the following:

1. Curriculum Vitae
2. Motivational Letter
3. Interview
4. TMA Test assessment

The curriculum vitae and motivational letter will serve as the basis of the interview that a prospective student will have with one of the GSE staff members. During this interview, the prospective students' documents will be used to further check the 'compatibility' of the students in terms of both his/her ambition and interests with that of the GSE and the Bachelor Entrepreneurship & Innovation.

The TMA Test assessment will quantitatively assess the prospective students on some core capabilities that GSE deems as necessary for tomorrows entrepreneur. This intake test is meant to serve as a baseline measurement of that students. After successful enrolment, the student will periodically be tested again to validate his/her development through our curriculum.

Prospective students are welcome to visit the GSE campus to get acquainted with the contents of the programme by joining a lecture and will be able to meet with the management to further discuss whether the Bachelor of Entrepreneurship & Innovation is a good fit with the prospective students' ambitions & interests.

21+ Test

The 21+ test is meant for students who are 21 years and older who do not hold any of the degrees in the above-mentioned entry requirements. Please note that students who wish to take the 21+ test still need to have a working level of the English language equivalent to an IELTS score of 6.0 or higher and will have to go through the regular admission process after having successfully passed the 21+ test.

The 21+ test allows prospective students to demonstrate that their competencies are of an adequate level to start the Bachelor Entrepreneurship & Innovation. The 21+ test consists of:

- Answering open essay questions on the book 'Lean Startup' by Eric Ries.
- An interview with the dean
- A 5-minute presentation on one of the following subjects:
 - Their own venture (idea)
 - An entrepreneur that inspires them
 - A business that inspires them

2.0 Teaching

The Bachelor of Entrepreneurship & Innovation is an HBO Bachelor degree, the entire curriculum consists of 240 European Credits (EC) and can be completed in 4 years, thus every year consists of 60 EC. The Bachelor of Entrepreneurship & Innovation is a full-time study in Amsterdam.

2.1 Objectives of the degree programme

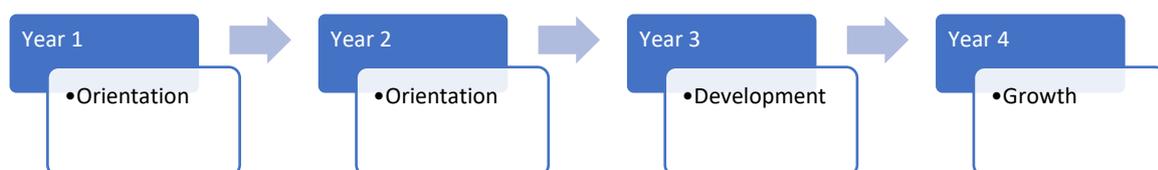
At Global School for Entrepreneurship we focus on teaching Today's Students, Tomorrow's Entrepreneurs the skill of developing meaningful value propositions and growing their initiatives to establish great impact.

Entrepreneurship, at GSE, is no longer seen as starting a business, but as a condition for critical world citizenship (personal leadership). We know every entrepreneur is different, therefore we support a range of entrepreneurs:

- 1) If you come to the course with an idea, we will facilitate it to go from idea to a real business through our programme.
- 2) If you don't have an idea, we will teach you how to create and discover new ideas.
- 3) We support social entrepreneurs, meaningful profit entrepreneurs, family businesses and intrapreneurs.

2.2 Exit Qualifications & Learning Outcomes of the degree programme

The programme of the Bachelor of Entrepreneurship & Innovation is subdivided into three distinct stages:



Upon completion of the programme and receiving the Bachelor of Entrepreneurship & Innovation, students will have the following learning outcomes & exit qualifications:

Learning outcome Grit:

The TE commits him/herself to his/her vision, also in the long term. The Tomorrow's Entrepreneur (TE) is characterized by a high degree of perseverance and continues where others stop. He/she is aware that value creation takes time and perseverance. The TE and he knows how to bind others and lead them in a rapidly changing environment. He knows how to adapt to the prevailing circumstances and to come up with creative ideas and solutions to problems and needs. He/she initiates new ideas, realizes innovations in a creative way and uses the possibilities coming from available means. The Tomorrow's Entrepreneur is aware of his sources.

Level – Growth

Tomorrow's Entrepreneurs can convert problems and setbacks into solutions through creativity and perseverance. They are able to let their vision and ideas come to an increasingly larger target group.

Exit
Qualifications

- are effective in solving problems that occur when validating their assumptions
- are able to critically review new insights and feedback
- are effective in determining how to respond to new insights.
- are able to inspire and lead others in uncertain situations.
- are effective in aligning and evaluating a groups collective opinion.

Discovery

The Tomorrow's Entrepreneur (TE) is able to identify and investigate relevant developments in the market. The TE analyzes situations and data systematically. In a systematic and well-founded way, the TE examines the (customer) need and knows how to convert it into relevant solutions. Here he/she uses an iterative and effective method. The TE scans the market, comes up with relevant trends and designs new opportunities to create sustainable and commercial value aimed at the wishes and needs of customers and other stakeholders. He/she does so on the basis of developments in the (inter) national environment. Shows a curious and critical attitude in his/her working method. He/she applies a suitable research approach that results in useful customer insights and is also sensitive and curious towards others to ensure his/her relevance and that of his/her solutions to problems and opportunities. He/she has an open mind to the market and knows how to take steps from the customer's perspective. He/she has the reflective ability to consider the limits of his/her own perception of a particular situation and validates his/her riskiest assumptions

Level - Growth

Based on the trends and the product concept, the Tomorrow's Entrepreneurs know how to develop a vision for the organization where they are active. They use a short cyclical iterative research approach. They conduct stakeholder research in a large complex environment. The Tomorrow's Entrepreneurs develop their own effective way of working.

Exit
Qualifications

- are efficient in developing new value propositions from trends analysis
- can independently analyze a market and develop value propositions in a complex environment.

Relevance

Tomorrow’s entrepreneur is culturally savvy and is capable to rapidly make himself relevant.

He acts from charismatic leadership and knows how to win a priority position. He/she builds a network of relationships to develop relevant value propositions and limit the risks associated with the initial exploration activities of an initiative as well as growing the business in a later stage. This is characterized by genuine interest in the other. The TE is sensitive to the needs and motives of others, can move in it and is ultimately able to take others into its ambitions. A TE exudes passion and experience, takes control in a team and mobilizes others from the values and culture of the group and applies problem solving skills and critical thinking to increase impact of the group and setting direction for the future.

A TE is aware that value propositions are only valuable when relevant to others and self. He is able to develop competitive advantage by being highly relevant to the customer, market and stakeholders. He/she effectively uses various means of communication tailored to the target group. Communicates convincingly and inspirationally and can do this in at least English fluently.

Level - Growth

In situations, the student actively takes the lead and teams know how to develop. He actively examines the motives of other people to understand them.

Exit
Qualifications

- are capable in mobilizing others.
- actively support others and stimulate them to achieve more together
- are capable in acting independently when developing new value for the market.

Execution

The Tomorrow’s Entrepreneur is capable in developing traction in the market. He can substantiate and sell his products and services to various stakeholders. In an active way, the TE responds to advancing insight from an effectuation mindset. A TE develops personally and professionally through vision, reflection and feedback. The TE designs products and services that are relevant to the customer and is able to define creative business models and pricing policy. Is mentally strong and is capable in coping with unexpected surprises coming from change and unpredictability in the market and own team. Works agile and gives shape and substance to the business operations. From a product or service, the TE is able to develop a market and organization. Is capable in growing the business from a single proposition to a portfolio of value propositions.

Level - Growth

The Tomorrow’s Entrepreneur knows how to realize the benefits of scale from a product or service. The student develops a vision to prepare the product or service to an entire portfolio. He sells this to the entire market and the organization and has them connected.

Exit
Qualifications

- are able to organize growth opportunities and model a vision of the future.
- are effective in making strategic growth plans for the future.
- critical thinkers who validate their assumptions by analyzing data.
- are capable in shaping their business plans according to data analysis.

2.3 The Curriculum

BACHELOR ENTREPRENEURSHIP & INNOVATION

YEAR 1	YEAR 2	YEAR 3	YEAR 4
Module 1	Module 1	Module 1	Module 1
1.1 AGILE WORKING Becoming a Scrum master	2.1 THE ART OF LEADERSHIP Strategic Leadership Agility I	3.1 THE APPRENTICE (ASSESSMENT) Strategic Leadership Agility II	4.1 STUDY ABROAD
Module 2	Module 2	Module 2	Module 2
1.2 SOCIAL & SPIRITUAL ENTREPRENEURSHIP Purposefull Value Creation	2.2 EFFECTUATION The Mind of an Entrepreneur	3.2 LEAN PRICING Pricing strategies	4.2 MACHINE LEARNING Artificial intelligence
Module 3	Module 3	Module 3	Module 3
1.3 BLOCK CHAIN Understanding the future of Crypto	2.3 TREND WATCHING Veni, Vidi, Vici	3.3 ALTERNATIVE FINANCING Entrepreneurial finance I	4.3 HIRING AND FIRING Scaling I
Module 4	Module 4	Module 4	Module 4
1.4 GAMIFICATION IN BUSINESS 21st Century Marketing	2.4 DISRUPTING THE MARKET Platform Economy I	3.4 BUILDING THE NEXT UBER Platform Economy II	4.4 CROWDFUNDING A BUSINESS Entrepreneurial Finance II
Module 5	Module 5	Module 5	Module 5
1.5 THEORY YOU Leading a start-up	2.5 VALUE CREATION Problem vs Solution space	3.5 GROWTH HACKING 21st century Marketing and Sales	4.5 FUTURE PROVING Scaling II
Module 6	Module 6	Module 6	Module 6
1.6 SCALING A TECH-STARTUP Incubation of new technology	2.6 LEAN START-UP Market validation	3.6 PREVENTING LEGAL MISTAKES Law for Entrepreneurs	4.6 INTRAPRENEURSHIP Being an entrepreneur within
Module 7	Module 7	Module 7	Module 7
1.7 BRILLIANCE OF FAILURE Learning from f*ck-ups	2.7 SERVICE INNOVATION Service development and execution	3.7 DATA CRUNCHING Business Informatics	4.7 APTITUDE TEST
Module 8	Module 8	Module 8	Module 8
1.8 INNOVATION CHALLENGE Who dares?	2.8 BUSINESS MODELLING Business model generation	3.8 STUDY ABROAD	4.8 APTITUDE TEST

First-year phase

General regulations

1. Every student is required to prepare for lessons. What is requested of the students in terms of lesson preparation is stated in the guide of each module and on the online environment of that module.
2. Modules in which written work (e.g. reports, assignments, essays, papers) must be handed in will not be graded if the level of English is inadequate. If that is the case, students have to hand in their assignment again.
3. Students who have completed their foundation year are admitted to the main phase. Students who have obtained 36 to 59 EC must consult their Learning Coach on their study programme and submit a study plan to pass the foundation year, along with as many second-year modules as possible.

Bachelor of Entrepreneurship & Innovation
CROHO-number: 34426 (BRIN: 30RK)

Year 1				
Block	Module	EC	Exam date	Retake date
1	Agile Working	4	Block 1 Week 5	Week 1 '19
2	Social & Spiritual Entrepreneurship	8	Block 2 Week 5	Week 1 '19
3	Block Chain	8	Block 3 Week 5	Week 13 '19
4	Gamification in Business	8	Block 4 Week 5	Week 13 '19
5	Collaboration Challenge	8	Block 5 Week 5	Week 24 '19
6	Scaling a tech-startup	8	Block 6 Week 5	Week 24 '19
7	Brilliance of Failure	8	Block 7 Week 5	Week 33 '19
8	Innovation Challenge	8	Block 8 Week 5	Week 33 '19

Main phase

1. Every student is required to prepare for lessons. What is requested of the students in terms of lesson preparation is stated in the study manual of each module or on the online environment of that module.
2. Modules in which written work (e.g. reports, assignments, essays, papers) must be handed in will not be graded if the level of English is inadequate. If that is the case, students have to hand in their assignment again.

Units of Study: Post-foundation year phase – 60 credits (year 2)

Year 2				
Block	Module	EC	Exam date	Resit date
1	Effectuation	4	Block 1 Week 5	Week 1 '19
2	Trend Watching	8	Block 2 Week 5	Week 1 '19
3	Value creation	8	Block 3 Week 5	Week 13 '19
4	Lean start-up	8	Block 4 Week 5	Week 13 '19
5	Disrupting the market	8	Block 5 Week 5	Week 24 '19
6	Service Innovation	8	Block 6 Week 5	Week 24 '19
7	The Art of Leadership	8	Block 7 Week 5	Week 33 '19
8	Business Modelling	8	Block 8 Week 5	Week 33 '19

Year 3 & 4, studying abroad & the aptitude test

Studying abroad requirements

- To be able to participate in the ranking procedure for the exchange study programme, students must have passed year 1, 2 and the first 6 modules of year 3.
- Must have demonstrated a strong sense of responsibility in terms of academic progress and entrepreneurial behaviour; as decided by the dean.

Units of Study: Post-foundation year phase – 60 credits (year 3)

Year 3				
Block	Module	EC	Exam date	Resit date
1	The Apprentice (assessment)	4	Block 1 Week 5	Week 1 '19
2	Lean Pricing	8	Block 2 Week 5	Week 1 '19
3	Alternative financing	8	Block 3 Week 5	Week 13 '19
4	Building the next Uber	8	Block 4 Week 5	Week 13 '19
5	Growth Hacking	8	Block 5 Week 5	Week 24 '19
6	Preventing legal mistakes	8	Block 6 Week 5	Week 24 '19
7	Data crunching	8	Block 7 Week 5	Week 33 '19
8	Profiling Module	8	Block 8 Week 5	Week 33 '19

Units of Study: Post-foundation year phase – 60 credits (year 4)

Year 4				
Block	Module	EC	Exam date	Resit date
1	Profiling Module	4	Block 1 Week 5	Week 1 '19
2	Machine learning	8	Block 2 Week 5	Week 1 '19
3	Crowdfunding a business	8	Block 3 Week 5	Week 13 '19
4	Intrapreneurship	8	Block 4 Week 5	Week 13 '19
5	Hiring and Firing	8	Block 5 Week 5	Week 24 '19
6	Future proving	8	Block 6 Week 5	Week 24 '19
7	Aptitude test	16	Block 8 Week 5	NA

The Aptitude Test

The final assessment that students of the Bachelor of Entrepreneurship & Innovation will undergo is the aptitude test. The aptitude test is meant to assess the intended learning outcomes and consists of three different elements: portfolio, aptitude test and a criterion-based interview. Together they will provide a good overview of the realised learning outcomes. All products are graded by two examiners. The first examiner is an independent examiner (meaning, this person has had no role in the supervision of the student during the aptitude test) and the second examiner is the students' learning coach. After the first examiner deems the students work adequate, the second examiner will be invited to grade the produced work. This means that both the process of creation and the final product are assessed independently. The assessment of both examiners will culminate in the final grade of the aptitude test on a 50/50 basis, meaning the final grade of both assessors will count equally. Both individual grades should be above the 5,5.

Portfolio

Throughout the programme, students will develop their own portfolio which consists of assignments that are part of the modules. In this portfolio, there is a prominent role for the three core modules of every stage of the programme: Agile Working (orientation stage), Lean Startup (orientation stage), Growth hacking (development stage) and Future Proving (growth stage). This is based upon the student's own venture. Students will write a reflective paper on their learning during the time studying in relation to the different stages of their own venture. A detailed description of the portfolio is provided in the aptitude test module guide.

Aptitude test

The aptitude test is meant as a 'proof of skillmanship'. Students proof their skillmanship by handing in their portfolio and delivering a new research report. The research report consists of a new riskiest assumption validation design experiment, a new marketing plan and a new Scaling plan with the student's own venture as subject. It ideally serves as a springboard for their future entrepreneurial activities (as entrepreneur, intrapreneur or as family business successor).

Criterion-based interview

The portfolio including the reflective paper and the research report will serve as the input for the criterion-based interview. Students will present these products as the start of the criterion-based interview. The examiners will discuss the progress and products of the students. At the end this will lead to a grade.

2.4 Structure of curriculum

Every academic year is divided into 8 blocks of 5 weeks. The following details are specified for each module:

- a) the name of the module;
- b) the number of credits;
- c) the method of assessment for all interim examinations and partial examinations for the first and second attempts;
- d) the week/block in which the interim examination(s) and/or partial examinations are offered, for both the first and the second attempt.

Further information on the various modules can be found in their respective online environments. At the least, every module guide will contain information on:

1. Content per week
2. Type of assessment, including:
 - a. The different criteria used for assessment
 - b. Whether it is a group or individual assignment
 - c. The deadline for handing in the assignment (including retake)
3. The sources that will be used (literature, video etc.)

In principle, information provided in this document (EER) is leading in terms of provided information & rulings. In cases where information as provided in the module guides conflict with the information stipulated in this document, the dean will decide which information is ruling.

The academic year calendar

The Academic Year Calendar of 2018-2019 is as follows:

Week	Start date	Activity
35	27 August	Intro
36	3 September	Module 1
37	10 September	Module 1
38	17 September	Module 1
39	24 September	Module 1
40	1 October	Module 1
41	8 October	Module 2
42	15 October	Module 2
43	22 October	No Classes
44	29 October	Module 2
45	5 November	Module 2
46	12 November	Module 2
47	19 November	Module 3
48	26 November	Module 3
49	3 December	Module 3
50	10 December	Module 3
51	17 December	Module 3
52	24 December	No Classes
1	1 January	Retakes Block 1-2
2	7 January	Module 4
3	14 January	Module 4
4	21 January	Module 4
5	28 January	Module 4
6	4 February	Module 4
7	11 February	Module 5
8	18 February	Module 5

Week	Start date	Activity	Extra info
9	25 February		No Classes
10	4 March	Module 5	
11	11 March	Module 5	
12	18 March	Module 5	
13	25 March	Module 6	Retakes Block 3-4
14	1 April	Module 6	
15	8 April	Module 6	
16	15 April	Module 6	Fi: No Classes
17	22 April	Module 6	Mon: No Classes
18	29 April		No Classes
19	6 May	Module 7	
20	13 May	Module 7	
21	20 May	Module 7	
22	27 May	Module 7	Thu: no classes
23	3 June	Module 7	
24	10 June	Module 8	Retakes Block 5-6
25	17 June	Module 8	
26	24 June	Module 8	
27	1 July	Module 8	
28	8 July	Module 8	
29	15 July		
30	22 July		
31	29 July		
32	5 August		
33	12 August	Retakes Block 7-8	
34	19 August		

Module structure

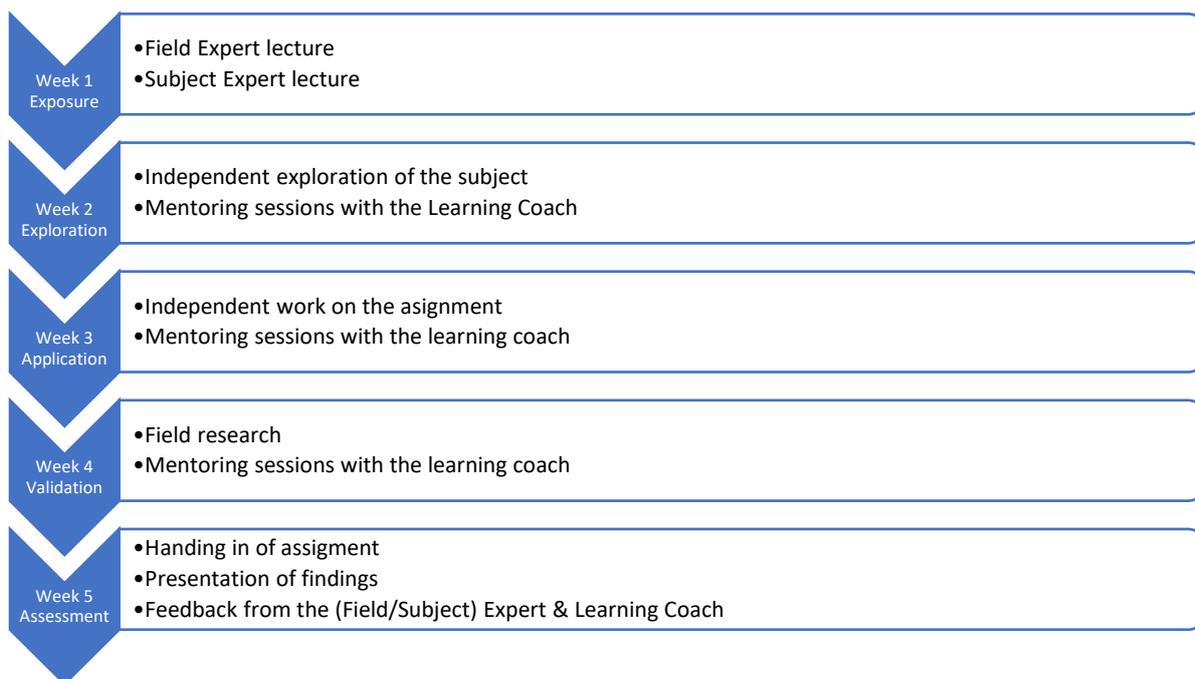
In general, all modules follow a similar schedule for the allotted 5 weeks.

In the first week, students will be exposed to an inspiring *Subject Expert* that will provide the students with the necessary knowledge to apply to the practical assignments in the weeks after. Additionally, a *Field Expert* will be invited to talk about his personal activities within the module's subject, for example; students will interact with a certified 'Scrum Master' during the 'Agile Working' (year 1) module and have to option to eventually obtain a PSM I or PSM II certificate themselves (student's choice).

From week 2, students will work on the given assignments in teams or individually (this differs per module, consult the relevant module guide for more specific information) and will frequently meet with their *Learning Coach* to discuss their progress.

The learning coach will act as a mentor to the student and/or the student teams and will guide them through the assignment that students have to complete in the remaining four weeks of the module.

The basic structure of most modules is as follows:



2.5 Education format and evaluation of teaching

Teaching methods employed in the GSE programmes range from traditional lecturing with PowerPoint presentations to interactive tutorials that include discussions or debates with students, role-playing, and other in-class exercises.

Within many modules, students work on group projects, such as developing and implementing a business plan, preparing a debate, and case studies.

The degree programme is delivered in English.

Evaluation of teaching

The programme is evaluated by both internal and external actors.

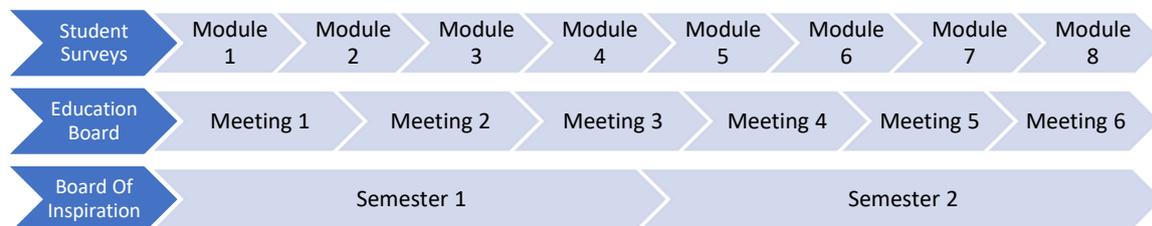
Short cycle evaluation is predominantly done by surveying (through SurveyMonkey) students' opinion on the content (learning materials & assessment), delivery (subject & field experts, learning coaches) and structure (organization) at the end every module. The results of these surveys are discussed by Senior management and the dean. In cases where the survey results are low (insufficient, <6 out of 10 score) a selection of students are invited to further discuss their grievances with Senior Management & the dean. In cooperation with the Core Team, improvements are formulated and adopted before the next execution of the specific module.

In line with the culture that GSE aims to cultivate, students are always welcome to discuss any grievances with senior management outside of the formal evaluation activities. It is the ambition of GSE to be pro-active in regard to maintaining a high-quality standard of education.

The Education Board will meet at least 6 times per year in order to respond to requests, review academic processes, teaching materials, the learning environment, the didactic approach and reflect upon practices as a whole.

The Board of Inspiration is invited to bi-annually review the programme and provide Senior Management with feedback on the programme in regard to validating the curriculum's relevance with current practice as well as validating the didactic approach within the delivery. Recommendations of the Board of Inspiration will be reviewed by the Education Board Exam Committee and are incorporated into any curriculum updates or redesigns.

Evaluation Cycles:



Improvement process:



2.6 Student counselling

The management team will ensure that individual student counselling with regard to progress in terms of professional skills and professional development is provided for all students.

Students should contact their Learning Coach if they have problems of a personal nature, whether these are or aren't directly connected with their studies. If the student wishes to not discuss his/her circumstances with the Learning Coach, the student will be introduced to a student counsellor. The student counsellor is a person that will keep confidential any information provided by students and will only share relevant information after explicit permission of the student.

2.7 Special arrangements for students with a disability

Students who have special needs due to a disability or chronic illness are entitled to tailored, suitable or necessary adjustments, except where such adjustments would place a disproportionate burden on the GSE.

The management team will endeavour to offer students with a disability a learning environment that is equal, wherever possible, to that available to students without a disability and that offers equal opportunities for academic success. In the event of a request for a special arrangement, the management team will take the advice of the relevant Learning Coach. See also: Studying with a disability.

The adjustments must eliminate or reduce impediments and foster the student's independence and full participation as far as possible. Such adjustments may relate to:

- a. the accessibility of buildings;
- b. the curriculum;
- c. course timetables;
- d. teaching methods, including supervision;
- e. teaching materials; and
- f. assessment (see also 3.13).

2.8 Progression from first year phase to main phase

Students will progress to the main phase after having completed the first year of the Bachelor of Entrepreneurship & Innovation. There are certain mechanisms in place in order to aid students in achieving the first-year modules as quick as possible.

Academic Probation

In cases where a student fails to pass a module after handing in a retake of insufficient level, the student is placed under academic probation for the next two modules in their programme. Academic probation is meant to help to student increase his/her study efficiency and to discover the reasons why he/she failed the previous module.

The Learning Coach of the student will have more frequent individual meetings with the student to discuss his/her activity and progression in regards to the module he/she is currently following.

Study Groups

Alongside students being put under Academic Probation, it is possible to create a study group of students which will be supervised by a GSE staff member. The study group is meant to aid students that have difficulty with studying individually. During the study group, students will study material collectively and can discuss the concepts they struggle with together and/or with the supervising GSE staff member.

3.0 Interim examinations and partial examinations

3.1 Format

Each module concludes with an interim examination. An interim examination for a module may comprise several partial examinations. Chapter 2 lists the testing programmes. These specify the method of assessment for the interim examinations and/or partial examinations for each module, for both the first and the second attempt.

The adopted testing programme may only be amended in exceptional circumstances on the recommendation of the Education Board.

Based on the agreed testing programmes, GSE support staff will ensure that the module guide specifies the learning objectives and study materials for each individual interim examination or partial examination, so students can prepare themselves as well as possible. The module guide will also specify whether examinations can be offset and/or are weighted.

An interim examination or partial examination that is undertaken jointly by a group of students is designed in such a way that it enables each of the students involved to obtain an individual mark, based on the learning objectives, for an individually distinguishable performance. The rules given for the assignment will indicate precisely how the assessment will be conducted.

3.2 Sequential order

Chapter 2 specifies in which block or week the interim examinations or partial examinations will be held for each module.

Where applicable, the testing programmes will also indicate whether:

- a. a number of credits is required for participation in interim examinations and/or partial examinations for specific modules;
- b. interim examinations and/or partial examinations for certain modules must be passed before students can participate in specific modules;
- c. modules have a practical component and students cannot take interim examinations and/or partial examinations unless they have participated in this.

3.3 Number of attempts

Each academic year, students have two opportunities to complete a module in the first-year phase or main phase. In the case of work placements and long-term assignments where a resit cannot take place in the same year, the management team may decide to offer students only one opportunity to complete a module in the same academic year.

If there is reason to do so based on a student's personal circumstances (see Section 5.2), the Examination Board may decide to deviate from the limitation in the number of times a student can retake an examination in a way that is advantageous for the student. The Examination Board will seek advice from the learning coach and, where necessary, from the relevant lecturer and/or student counsellor before making a decision.

If a module is no longer offered, the degree programme will offer students a further two opportunities to take an interim examination or partial examination for this module in the following year.

Education and Examination Regulations of the Bachelor Entrepreneurship & Innovation
If a student fails a module in the academic year in which she took the module and wishes to retake an interim examination or partial examination for that module the following academic year, the requirements imposed will be those that apply to the current academic year.

3.4 Examination timetable

GSE will draw up the examination timetable on an annual basis. When setting the dates for the testing opportunities in an academic year, the workload placed on students by the curriculum as a whole is taken into account.

The examination timetable must be finalised and made known to students at least two weeks before the start of the relevant block.

3.5 Mandatory participation in practical component

Where modules involve a practical component, the module guide will specify the rules governing mandatory attendance as a requirement for participation in the interim examination and/or partial examination.

3.6 Oral interim examination and/or partial examination

An oral interim examination and/or partial examination will always involve two examiners.

If, for organisational reasons, this is not practical, an exception may be made to this rule (except in the case of graduation modules). In that case, the oral interim examination and/or partial examination will have to be recorded.

An oral interim examination and/or partial examination is not open to the public, unless the Examination Board decides otherwise.

3.7 Standardisation of assessments

Interim examinations for all the degree programme's modules, including minors and modules from tracks for achieving a higher level of knowledge, will be awarded a mark between 1 and 10, with a maximum of one decimal place.

Partial examination will be awarded a partial mark between 1 and 10, with a maximum of one decimal place, or will be marked as 'pass' or 'fail'. The module guide indicates how such qualitative assessments are weighted when calculating the mark for the module.

A student's assessment result in an interim examination is deemed to be satisfactory if the mark allocated is 5.5 or higher. A student's assessment result in a partial examination is deemed to be satisfactory if the partial mark allocated is 5.5 or higher or if the student obtains a 'pass'.

If the interim examination comprises two or more partial examinations, the marks for which can be offset against each other, the student can only pass the module if all partial examinations that are paper and/or video essay are 5.5 or higher. Offsetting of marks between modules is not permitted.

If the interim examination comprises two or more partial examinations, the marks can be offset against each other. The student must score a 5.5 or higher for partial examinations that are paper or video essay assessments. Partial examinations concerning a presentation

or debate participation do not have to be graded a 5.5 or higher in order to pass the module that they are part of.

The partial results of partial examinations taken during integrated resits will lapse at the end of the relevant academic year.

3.8 Recording and announcement of results

Interim examinations and partial examinations are assessed individually for each student. The mark is determined by the examiner or examiners.

The result of an interim examination or partial examination will be published no more than 15 working days after the examination date or submission date.

3.9 Allocation of credits

The student will be deemed to have passed the module and the relevant credits will be allocated if the student has obtained a passing mark for the interim examination. Credits will not be awarded for passing partial examinations.

Where a student is granted an exemption for a particular module, she will be deemed to have passed that particular module and the corresponding credits will be allocated.

The date of the interim examination or the last partial examination that resulted in successful completion of the module will be treated as the date on which the credits were obtained.

3.10 Inspection

The student may inspect a marked interim examination or partial examination and the mark scheme used at a time to be designated by the degree programme. If, for justifiable reasons, the student is unable to be present at that time, he/she may inspect the marked interim examination or partial examination by appointment with the examiner.

Students may inspect their interim examination paper or partial examination paper up to a maximum of 30 working days from the date on which they sat the interim examination or partial examination or from the submission date for the interim examination or partial examination.

3.11 Granting of exemptions

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

- a. if they have passed examinations at other higher education institutions whose content, scope and level are deemed by the Examination Board to correspond in sufficient measure to the module for which the student wishes to be exempted;

Students wishing to be considered for an exemption must submit a substantiated request to that effect in writing to the Examination Board before the teaching of the module for which exemption is being requested begins. The request must be accompanied by documentary evidence indicating that the student has already satisfied the requirements for the modules for which an exemption is being requested.

The validity period of an exemption granted for the main phase is unlimited in principle.

The Examination Board will determine, on the basis of the evidence submitted, whether the student has met the requirements of the relevant module.

The Examination Board will grant a request for exemption if, in its opinion, the student meets the requirements of the relevant module or parts thereof. The Examination Board will inform the student of its decision by digital means within four weeks of the date on which the request was received.

Exemptions will be listed with the description 'exemption' in the examination results summary in the online platform. Students cannot receive exemption for partial examinations.

3.12 Validity

In principle, results obtained for interim examinations and partial examinations and exemptions granted in the main phase have an unlimited period of validity.

3.13 Disabilities

The Examination Board may grant students with a disability an extension to the standard length of the interim examination or partial examination and/or allow them to use examination aids.

Students with a disability who would like to seek modifications to the assessment procedure must submit a substantiated request to this effect to the Examination Board. This request must be accompanied by a recommendation from the learning coach.

3.14 International Students

International students are to achieve at least 50% of the nominal offered credits per year in order to maintain their study visa. If a student of our BSc in Entrepreneurship & Innovation fails to achieve at least 50% of the credits in one year, he will need to meet with his Learning Coach to discuss the reason for this.

If the reason for not achieving enough credits is that the level is too high for the student, GSE will need to inform the IND and the study visa is retracted. If there are personal circumstances that resulted in the student not being able to achieve enough credits, GSE does not have to inform the IND of the lack of achieved credits.

GSE can only once grant permission to a student to remain a student whilst not having achieved enough credits.

4.0 Rules for sitting interim examinations and partial examinations

4.1 Enrolment examinations and partial examinations

Students who have enrolled in a course will automatically be registered for the first interim or partial examination opportunity for that course during the same academic year by the degree programme. Students who fail the interim or partial examination must register for the second examination opportunity in the same academic year.

If a student fails a course in the academic year in which she took the course and wishes to resit the interim or partial examination for the course in the following academic year, must register on a timely basis.

4.2 Sitting interim examinations and partial examinations

When sitting interim examinations and partial examinations, the provisions of the relevant test protocol will apply: digital, written and other tests.

4.3 Own/individual work

Students will sit the interim examination or partial examination individually and may use the permitted study aids when doing so. Group assignments are an exception to the rule of individual interim examinations and partial examinations. For group assignments, each group product must make it possible to distinguish the individual performance of each student based on the learning objectives.

Students must always submit their own work in interim examinations and partial examinations. When citing the work of others, students must apply the agreed rules for source acknowledgement.

If a student contravenes one or more of the provisions of Sections 4.4 and 4.5, she will be deemed to have committed plagiarism and fraud.

4.4 Definition of (serious) fraud

Fraud means any act, omission or attempt at or admission of behaviour that fully or partially prevents a correct and fair assessment of a person's knowledge, insights and skills or (professional) attitude from being made. Fraud includes:

- a. using aids other than those allowed during an interim examination or partial examination;
- b. copying during the interim examination or partial examination or exchanging information either inside or outside the examination room;
- c. pretending to be someone else during the interim examination or partial examination;
- d. being represented by someone else during the interim examination or partial examination;
- e. taking possession of the assignment or assignments of the interim examination before the date or time the examination concerned is due to take place;
- f. inventing and/or falsifying survey results, interview responses or research data.
- g. Any of the acts that constitute as plagiarism, as further defined under section 4.5.

Fraud can involve an interim examination or partial examination that the student is taking themselves, as well as allowing other students to act in a fraudulent manner.

Depending on the actual circumstances of the particular case, other conduct may also be treated as fraud. Suspected fraud may be established before, during or after an interim examination or partial examination. An example of suspected fraud being established after the examination is if, during the marking process, two or more students appear to have given identical or virtually identical answers, including incorrect answers, to a large proportion of the questions.

4.5 Definition of plagiarism

Plagiarism means:

- a. using or copying someone else's texts, data or ideas without a full and correct acknowledgement of sources;
- b. presenting the structure or central ideas developed by someone else as your own work or ideas, even if a reference to other authors has been included;
- c. not indicating clearly in the text, for example through the use of quotation marks or a specific layout, that the text contains literal or near-literal quotes, even if sources have been acknowledged correctly;
- d. paraphrasing the content of someone else's work without adequately acknowledging sources;
- e. copying (parts of) media files or other sources, software source codes, models and other diagrams of third parties without acknowledgement, thereby passing them off as your own work;
- f. submitting a text that has been submitted previously, or a similar text, for assignments of other programme modules without acknowledging the source;
- g. copying the work of your peers and passing it off as your own work;
- h. submitting documents that have been acquired from a commercial institution or that have been written by someone else, either in exchange for payment or otherwise.

Depending on the actual circumstances of the particular case, other conduct may also be treated as plagiarism.

A student will be deemed to be complicit if fellow students copy his/her work with the student's consent and/or cooperation.

If one of the authors of a jointly written paper commits plagiarism, the other authors will be deemed to be accessories to plagiarism if they could or should have known that plagiarism had been committed.

Committing plagiarism is a form of fraud.

4.6 Detection of plagiarism

The examiners and the Examination Board are authorised to check submitted work for plagiarism and, to that end, may use plagiarism detection programs. By submitting a text to be assessed, the student gives his/her implicit permission for the text to be included in the database of the detection programme concerned.

4.7 Procedure in the event of fraud

If there are serious grounds for suspecting that a student is guilty of fraud, the examiner or invigilator will notify the Examination Board in writing. The examiner will notify the student accordingly.

The Examination Board will decide whether the student is guilty of fraud, including serious fraud, or plagiarism. If that is the case, the Examination Board will notify the student in writing, specifying the associated sanctions. Before reaching a decision, the Examination Board will give the student the opportunity to be heard, within a period of ten working days from notification.

If the student is found guilty of fraud, the Examination Board may prevent the student from taking certain interim examinations and/or partial examinations for a period of a maximum of one year. In the case of serious fraud in combination with unacceptable behaviour, the Examination Board may recommend to the dean that the student's enrolment be terminated.

The act of plagiarism is understood as fraud. If the student is found guilty of plagiarism, the Examination Board may decide to check work submitted previously by the student concerned for plagiarism and, if plagiarism is detected, to impose sanctions.

If the fraud has been established as an indisputable fact, it will be recorded in the GSE records that the student has taken the interim examination or partial examination but has not been awarded a mark due to fraud.

5.0 Examinations, first-year certificate and degree certificate

5.1 Examinations

The first-year phase and the main phase both end with an examination.

Students are deemed to have passed the examination if they have successfully completed all the modules for the relevant phase or programme, or an exemption has been granted for them.

Students can only pass the examination in the main phase if they have passed the first-year examination or have been granted an exemption for it.

5.2 First-year certificate and degree certificate

The Examination Board will issue a first-year certificate to students who have passed the first-year examination and a degree certificate to students who have passed the examination in the main phase.

The marks on the list of marks will be rounded up to whole numbers. The diploma will be provided in English.

The graduation date recorded on the first-year certificate or degree certificate will be the month in which the student sat his/her last interim examination.

A student may ask the Examination Board to delay the issuing of his/her degree certificate. Students who have been granted exemption for the entire first-year phase will not receive a first-year certificate.

5.3 Degree

After the Bachelor of Entrepreneurship & Innovation has received NVAO accreditation, the Executive Board will award a Bachelor of Entrepreneurship & Innovation degree to students who have passed the examination in the main phase.

5.4 Calculation of average mark and 'cum laude' requirements

The average final mark for the first-year phase or the main phase is the weighted mathematical average of all the marks obtained in the interim examinations in the first-year or main phase.

Modules for which the student has been granted an exemption and extracurricular modules will not be included when calculating the weighted average final mark.

Students will be eligible to have the words 'cum laude' recorded on their first-year certificate if they meet the following requirements:

- a. They have successfully completed their first-year phase within a maximum of one year.
- b. The weighted average final mark of their interim examination results for all the modules on the list of marks for the first-year examination is at least an 8.0 (not rounded off).

Students will be eligible to have the words 'cum laude' recorded on their degree certificate if they meet the following requirements:

- a. They have successfully completed the degree programme within a maximum of four years and the main phase within a maximum of three years.
- b. The weighted average final mark of the interim examination results for all the modules on the list of marks for the main phase is at least an 8.0 (not rounded off);

The Examination Board assesses whether to confer the designation 'cum laude'.

5.5 Statement

Upon request, a student who has passed more than one interim examination, but who cannot be awarded a first-year certificate or degree certificate, may be issued with a statement from the Examination Board that specifies the examinations that she has passed.

6.0 Examination Board

6.1 The Examination Board

The Examination Board determines, in an objective and expert manner, whether the student meets the requirements of the Education and Examination Regulations and the exit qualifications for the degree programme.

Amongst others, students may contact the Examination Board with regard to the following requests:

- a. to be exempted from one or more interim examinations and/or partial examinations (see Section 3.11);
- b. to take an additional interim examination or partial examination (see Section 3.3);
- c. to extend the period of validity of an interim examination or partial examination that they have passed (see Section 3.12);
- d. for special arrangements to be made with regard to tests on account of a disability or chronic illness (see Section 3.13);
- e. for a longer examination time and permission to use a dictionary in the case of a language deficiency (see Section 3.14);
- f. for a revised examination timetable if the student is involved in top-level sports (see Section 3.4).
- g. to be granted exception to rules as described in the EER due to personal circumstances

The Examination Board can be contacted via examinationboard@gs4e.com

6.2 The Education Board

The Education board serves as the central body of GSE staff and consists of senior management, the dean and the learning coaches. The Education Boards has a central role in continued development of the programme on the basis of its own vision, student evaluations, input from the Board of Inspiration and other third parties.

The Education Board can be contacted in cases where a student wants to discuss any grievances he/she might have with the content, delivery and organization of the programme.

The Education Board can be reached through educationboard@gs4e.com

6.3 The Board of Inspiration

The Board of Inspiration is a body of professionals in the field (both academically and in the working field), recently graduated entrepreneurial students and other relevant people in the network of GSE staff.

The Board of Inspiration serves as a panel that bi-annually provides senior management and the dean with input on new developments in the field of entrepreneurship, education and any other relevant insights.

6.4 The Executive Board

The Executive Board consists of the founders of the Global School for Entrepreneurship.

7.0 Validity of Education and Examination Regulations

7.1 Scope

The Education and Examination Regulations for the Bachelor of Entrepreneurship & Innovation programme in academic year 2018-2019 apply to all students enrolled in the degree programme.

With the exception of the provisions relating to teaching and student counselling, the Education and Examination Regulations also apply to external students (i.e. students who are not being taught at the university but who are sitting interim examinations and/or partial examinations). Where appropriate, the word 'student' may therefore also be deemed to refer to external students.

Circumstances not provided for by the Education and Examination Regulations will be dealt with by the Dean.

7.2 Adoption

The Education and Examination Regulations will be adopted on an annual basis by the dean of the Bachelor of Entrepreneurship & Innovation.

7.3 Validity and start date

The Education and Examination regulations will be valid for one academic year. In other words, Education and Examination Regulations from a previous academic year will not apply to a subsequent academic year. If necessary, transitional arrangements will be made for current students where rules or provisions are amended. Where transitional arrangements apply, this will be specified in Section 7.4.

During the academic year, the Education and Examination Regulations may only be amended in the event of force majeure and provided that the result is not unreasonably disadvantageous for students. Interim changes will be decided by the dean.

The start date of the Education and Examination Regulations is 1 September 2018.

7.4 Transitional arrangements

N/A

8.0 Definition of terms

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

- **academic year:** the period starting on 1 September and terminating on 31 August of the following calendar year, or in the case of enrolment on 1 February, the period starting on 1 February and terminating on 31 January of the following calendar year;
- **Aptitude test:** the final product of a unit of study on the basis of which all of the learning outcomes of the degree programme are assessed;
- **assessment:** the assessment by an examiner of the extent to which a student or external student has met the requirements set for a particular course or part thereof;
- **competency:** an integral whole of professional knowledge, attitude and skills that a person needs to be able to function well within the relevant professional frameworks;
- **core module:** module with content that is directly related to the final aptitude test. Core modules need to be taken & passed by every student, students cannot be exempted for any of these three modules;
- **credit:** the unit in which the study load is expressed as referred to in Section 7.4 of the WHW, whereby 60 credits are the equivalent of 1,680 study hours; One credit is the equivalent of 28 study load hours. Within a broader European context, credits are expressed in EC (European credits). Credits will only be awarded upon the successful completion of a course or if an exemption has been granted by the Examination Board;
- **Dean:** head of the faculty offering the study programme;
- **examination:** final element of a study programme as referred to in Section 7.3 of the WHW or the propaedeutic year as referred to in Section 7.8 of the WHW;
- **Examination Board:** the board as referred to in Section 7.12 of the WHW;
- **examination programme:** overview of all interim and partial examinations for all courses in the propaedeutic year phase and main phase, specifying (at minimum) the following details, testing format for the first and second interim or partial examination, the number of credits, the block or week during which the interim or partial examination was administered;
- **examiner:** the person as referred to in Section 7.12c of the WHW, not being a student or external student;
- **Executive Board:** the institutional administration as referred to in Section 1.1 of the WHW;
- **Field Expert:** A guest lecturer that provides the student with insight on the practical application of the content discussed in the module;
- **Foundation year:** The first 60 credits of the Bachelor of Entrepreneurship & Innovation. Under section 7.8 of the WHW understood as the propaedeutic year;
- **fraud:** an act as referred to in Section 4.4 of these Regulations;

- **institution:** The Global School for Entrepreneurship;
- **interim examination:** a test of knowledge, insight and skills as referred to in Sections 7.3 and 7.10 of the WHW, of which the result is expressed in an assessment concluding a course; An interim examination may be divided into two or more separate partial examinations;
- **international student:** a student of non-Dutch nationality who – to the extent the student concerned is subject to residency permit requirements and has been issued with such a residency permit – will pursue, is currently pursuing or has pursued a programme of study at an education institution established in the Netherlands;
- **Learning Coach:** The moderator of the students learning process. The Learning Coach guides the student in the translating of the offered content and gained field insights into putting into practice with their experiential learning assignments. Additionally, the Learning Coach is the first contact-person in cases where the students have personal circumstances that negatively influence the students study process;
- **Learning outcomes:** description of the study programme's final attainment level;
- **main phase:** the phase of the study programme that follows directly after the propaedeutic year (post propaedeutic year stage);
- **module** an educational unit as referred to in Section 7.3 of the WHW which, together with other modules, forms the study programme curriculum, to which an examination is linked. Every module concludes with partial examinations or an interim examination;
- **module guide:** the digital information source containing all relevant information on the degree programme and the modules;
- **partial examination:** a partial examination is part of an interim examination, which leads to a partial mark. No credits (EC) can be awarded on the basis of a partial examination. No rights can be derived from the partial mark. EC will be awarded if the complete module has been completed with a sufficient result. In cases where the interim examination consists of partial examinations, all partial examinations need to have a passing grade to complete the module. It is not possible to compensate insufficient partial examinations with other partial examinations.
- **plagiarism:** an act as referred to in Section 4.5 of these Regulations;
- **practical assignment:** a course as referred to in Section 7.3 paragraph 2 of the WHW in which the emphasis is placed on practical preparation for professional practice and for professional practice within the context of education as part of a dual study programme, insofar as these activities take place under the supervision of the institution. A practical assignment can be designed as part of a project;
- **programme:** the interconnected whole of educational units administered by the study programme;
- **propaedeutic year:** the foundation year phase of the study programme as referred to in Section 7.8 of the WHW;

- **student:** a person who is enrolled at the institution as a student as referred to in Section 7.32 of the WHW;
- **student counsellor:** a person appointed by the institution to inform and advise prospective and current students, the Dean, the study programme management and the Examination Board on student affairs and to counsel students in problems of a personal nature on request;
- **study load hour:** one 1,680th part of the nominal study load of one full academic year;
- **study programme:** a Bachelor's programme as referred to in Section 7.3a, paragraph 2a of the WHW;
- **Subject Expert:** A guest lecturer that provides the student with the theory that they are to apply within the modules.
- **weighted average:** a calculation of the average final mark that also factors in the number of credits associated with the relevant units of study;
- **WHW:** The Dutch Higher Education and Research Act (Wet op het Hoger Onderwijs en wetenschappelijk Onderzoek, WHW);
- **Working days:** workings days are based on the yearly schedule of GSE. Saturdays, Sundays, holidays and mandatory days off are non-working days. Part-time programmes may indicate Saturdays as working days.