Education and Examination Regulations
Bachelor of Science Digital Transformation Management
2024-2025

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1. Introduction

These education and assessment regulations contain provisions relating to the teaching of the degree programme Digital Transformation Management, the associated examinations and interim assessments. These regulations apply to anyone enrolled in the programme Digital Transformation Management, irrespective of the academic year in which the student was first enrolled in the programme. Whenever 'SRH' is mentioned, this document refers to 'SRH Haarlem University of Applied Sciences'.

The aim of the Digital Transformation Management programme is for Tomorrow's Digital Transformation experts, to obtain sufficient knowledge, skills and insight into the programme subject matter, so as to enable them to obtain a Bachelor of Science degree, as defined in Article 7.19a of the Dutch Higher Education and Research Act (WHW).

In order to qualify for the degree the student should have obtained a passing grade for all the modules offered in the programme.

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 counselling.

Chapter 3 Interim assessments and partial assessments 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 assessments describes the rules students must comply with when sitting interim assessments or partial assessments, what we understand by fraud and the procedure if fraud is suspected.

Chapter 5 Examinations, propaedeutic 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 SRH Examination Board provides an outline of the role of the Examination Board and gives an overview of the situations in which students should contact the Examination 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.

Appendix A provides an overview of the Digital Transformation Management study programme
Appendix B provides the academic year calendar 2024-2025

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1.2 Information on admission requirements

1.2.1 General admission requirements

Dutch diplomas: We can accept completed HAVO, VWO or MBO-4 diplomas; it is not required to provide an English language proficiency certificate such as IELTs.

IB Programme and IB Career Related Programme; no English language certificate required if the subject 'English A Language and Literature' is part of their IB curriculum.

EU diplomas: We accept most EU qualifications which give access to higher education in your country. Students whose qualification is equated with the Dutch HAVO, VWO or MBO-4 diploma are exempted from needing to provide a sufficient English language proficiency certificate such as IELTS.

Non-EU diplomas: We can accept most non-EU qualifications which give access to higher education in your country. Our team will assess your high school diploma. In most cases, you are required to submit an English language proficiency certificate (such as IELTs) in addition to your highschool diploma. Exceptions can be made for qualifications obtained in the United Kingdom, Ireland, Canada, the US, New Zealand, Australia, South Africa, Nigeria, Ghana, Kenya, and some other English-speaking African nations.

If you do not meet the above requirements, we may be able to offer you an entrance test. Passing this test would allow you to join our Bachelor of Science, but only if you are at least 21 years old at the start of your programme. See 1.2.3. for further information.

English Language Requirements: Applicants that are required to submit an English Language proficiency certificate will need to have obtained any of the following minimum scores:

	IELTS academic and an overall band score	TOEFL iBT Traditional & Paper Edition (test to be taken in an examination centre)	TOEIC		Cambridge English grades & scale
			Listening and Reading	Speaking and Writing	
Education at Bachelor's level	6.0 overall score and at least 6.0 for all individual sections	80 overall score and at least 20 for all individual sections	670 overall score, and at least 335 for both sections	290 overall score, and at least 145 for both sections	First (FCE) - Grade B (scale 173-175) First (FCE) - Grade C (scale 169-172)

The application procedure for international students is described on the SRH website where all the required documents and the fee structure are available.

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SRH is signatory for the national Code of Conduct for international students in the Netherlands, where specifics regarding entry requirements are also reiterated.

1.2.2 Language and Internationality

SRH operates entirely in English. All programmes, modules, and administrative activities are conducted in English.

Part of being Tomorrow's Professional is being able to work in a multicultural environment. Our students will need to be able to apply their skills within an international context. The goal is to have our students become 'culture savvy'. More specifically, this means that our students are sensitive to cross-cultural communication and be aware of cultural differences in, for example, professional and study projects. Being 'culture savvy' is crucial as more and more professional environments operate internationally.

As both the academic staff and students have different nationalities, students will be working and learning in an international environment and context from day one. The programmes at SRH all accept international students, this results in an international student population that exposes its students to various backgrounds and cultures.

Apart from these specific entry requirements, students will also have to successfully complete an intake assessment. The intake assessment serves two purposes. First, it is to further inform the prospective student on what they can expect during their study and we expect from them. Second, the intake assessment is also used as a baseline measurement of the prospective students' ambitions and interests.

The selection assessment consists of the following:
1. Curriculum Vitae
2. Motivational Letter
3. Interview
4. English language proficiency if applicable

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

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

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1.2.3 Specific admission requirements for students without degrees

The 21+ test is set by the Examination Board and is meant for students who do not hold any of the degrees in the above-mentioned entry requirements and are at least 21 years old at the potential start in any of our bachelor programmes. Students who wish to take the 21+ test will also need to have a sufficient English language proficiency certificate[1] 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 Digital Transformation Management.

The 21+ test consists of:
1. Answering open essay questions on a selection of the literature used in the programme.
2. An interview with a representative of SRH
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[1] Exceptions can be made for native English speakers

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2. Teaching

The Bachelor Digital Transformation Management is a HBO Bachelor degree, the entire curriculum consists of 240 European Credits (ECTS) and can be completed in 4 years. The Bachelor Digital Transformation Management is a full-time study in Haarlem.

2.1 Objectives of the degree programme

The digital expert is to achieve a series of programmatic objectives and learning outcomes which are defined in Specialist, Methodological, Social and Personal competencies learning outcomes during the four-year study and practice programme. Together these outcomes seek to construct all the required professional competences to start a successful career in the Dutch or international labour market in a position related to the business informatics or data sciences or to start one's own venture in the domain. Each of these programme objectives and programmatic learning outcomes are subdivided into more specific modular objectives and learning outcomes for each of the 33 study modules the students will follow during their studies.

2.2 Programme Objectives and Outcomes of the degree programme

This study programme aims at the following programme objectives and programme outcomes:

Programme Objective 1: Specialist competencies:
Students understand theories, reproduce and apply knowledge and skills and have mastered the terminology in business driven ICT and Data Science and give students the knowledge and skills to create and manage ICT and Data science solutions that create added value to companies and not for profit organisations.

Programme Outcomes:
1.1 Understand, assimilate and interconnect national and international trends in ICT and data science
1.2 Understand and relate fundamental business and organisational principles and functions
1.3 Understand and know how to connect organisational strategies with ICT and data science solutions
1.4 Understand concepts and applied functionalities of digital systems including the five layers of user interaction, business processes, infrastructure, software and hardware required for effective digital solutions and systems
1.5 Develop knowledge and skills in the analysis, advice, design, development of ICT systems and solutions including ERP, Web, mobile and APPs, cloud-based solutions and geographic information systems
1.6 Develop knowledge and skills in the analysis, advice, design and development of data science systems and solutions including business intelligence, artificial intelligence, machine learning
1.7 Develop an entrepreneurial mindset and skills for the development of innovative and creative business ideas and business plans

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1.8 Develop social awareness and integrate ethical and intercultural principles in designing, developing and implementing ICT and Data science solutions

Programme Objective 2: Methodological competencies:
Students can apply and evaluate strategies and work techniques to *analyse, advise, design, develop and implement* innovative and needs-based ICT and data solutions for companies and not for profit organisations

Programme outcomes:
2.1 Know and apply innovative and creative working techniques in the project management, design and planning
2.2 Understand and know how to acquire, select, analyse and visualise data and information on a scientifically approved basis to understand connections and to be able to make evidence-based selections and decisions on the deployment of ICT and data science solutions
2.3 Know how to write professional reports, make presentations and moderate meeting and apply interview methods and techniques

Programme Objective 3: Social competencies:
Students have the skills and attitude required for social engagement and communication in an intercultural setting, which enables the student to facilitate communication processes, cope with problems and to work in and coordinate small interdisciplinary teams of professionals and stakeholders.

Programme outcomes:
3.1 Understand, participate and contribute to result-based team work
3.2 Take leadership and responsibility for a group based on emotional intelligence
3.3 Understand and apply intercultural communication and intelligence, be aware and open to other points of view and ideas
3.4 Be able to work in an international and multidisciplinary environment

Programme objective 4: Personal competencies:
Students are able to operate *independently*, take responsibility and can manage their activities in ICT and data science projects in an *uncertain* and complex ethical and intercultural context. The graduate should work proactively, reflexively and in a practice-oriented manner be able to develop their own personal competencies to work effectively in terms of their emotional intelligence, reflective capacity, perseverance and resilience, problem solving and critical thinking in an intercultural environment.

Programme outcomes
4.1 Think critically and know how to critically reflect / assess your own role and how this affects others
4.2 Develop intrinsic motivation, commitment and initiative and take individual responsibility to execute tasks and projects independently
4.3 Appear confident, appropriate and convincing, generate enthusiasm and demonstrate assertiveness
4.4 Understand and be able to operate in an uncertain and unstructured context
4.5 Be socially and culturally aware and behave on the basis of ethical principles

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2.3 The curriculum

The overall learning outcomes and specific competences are acquired by the students through a programme of 33 modules over a 4-year study period. The programme is organised on the basis of 8 5-week modules per academic year. In addition, these modules are sometimes accompanied by smaller modules (2 ECTS) in a block. The total study load of the programme is 240 ECTS divided over 8 semesters. Each credit point counts for 28 study hours.

2.3.1 Introduction year phase (Propaedeutic Exam)

The foundation year phase is the students first year and is aimed at getting acquainted with the way of working at SRH and the acquisition of foundational knowledge and skills. All partial assessments of these modules together form the examination of the propaedeutic phase of 60 ECTS.

2.3.2 Development and Integration phases

The Main phase consists of the years 2, 3 and 4. The main phase further expands the knowledge, skills and aptitude of the students. The main phase can also include opportunities for students to study abroad.

2.3.3 Requirements for studying abroad

Students are eligible for study abroad opportunities if they have no more than 2 failed modules at the time of application. All study abroad programmes need to be approved and defined in a 'Learning Agreement' with the host institution, which must be finalised before the programme begins. For more details, please visit the general information Canvas page.

2.3.4 Requirements for the internship

Students must have passed 170 ECTs of the curriculum to start their semester abroad in Semester 7 or the internship in Semester 8. Students are to complete all other modules prior to starting their Final Applied Research Project. For further information, please refer to the general information Canvas page.

2.3.5 The Applied Research Project

The Applied Research Project is the final assignment of the study programme and seeks to test and evaluate the intended learning outcomes and professional CORE competences to be achieved as a graduate during the four-year study programme. After successful completion of this final project, students are to demonstrate that they are able to lead or execute the full life-cycle activities in ICT activities including the roles of Analysis, Advice, Design and Management of digital solutions and systems.

The rules and regulations for the applied research project are set out in a graduation protocol.

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2.4 Structure of the curriculum

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

- The name of the module;
- The number of credits;
- The goal of the module, the learning objectives and intended learning outcomes (found in the module description)
- the assessment plan;
  - Type of assessment, including formative and summative assessments
  - The method of assessment for all summative interim assessments and partial assessments
  - The week/block in which the interim assessment(s) and/or partial assessments are offered
  - The criteria used for summative assessments
  - Whether it is a group or individual assignment
  - The deadline for handing in the assignment (including retake)
  - Re-take opportunities

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. Formative and summative assignments
3. The sources that will be used (literature, video etc.)

In principle, information provided in this document is leading in terms of provided information and rulings. In cases where information as provided in the module guides conflict with the information stipulated in this document, the CAO will decide which information is ruling.

2.5 Delivery of education and evaluation of teaching

Education at SRH is delivered primarily through in-person classroom lectures and workshops. Participating online is not offered as a standard option. Online attendance is only permitted in special circumstances, requiring prior approval from the programme director or Chief Academic Officer.
Teaching methods employed in the SRH programmes are based on the CORE principles and range from traditional lecturing with slide presentations to interactive tutorials that include discussions or debates with students, role-playing, and other in-class exercises, where the use of technological learning solutions can play a role. Within many modules, students work on group projects, such as developing and implementing a project, preparing a debate, and case studies.

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2.6 Evaluation of teaching

The evaluation consists of various improvement cycles in which the programme is evaluated by both internal and external actors.

1. The evaluation of teaching takes place within the context of the PDCA cycle. The PDCA cycle is a continuous loop of planning, doing, checking, and acting (or adjusting). It provides a simple and effective approach for evaluating the teaching in the programme by the relevant stakeholders.

2. All modules are evaluated systematically by the students. The evaluations are discussed and necessary interventions are made. The overall results of student evaluations are analysed by the programme director and Chief Academic Officer.

3. Conclusions and implications of course evaluations are subject to discussion amongst the relevant stakeholders on a regular basis.

2.7 Required tools and software

In order to successfully study this programme, students must have a personal laptop that is capable of basic document creation (students get free access to the Gsuite™ tools).

You may be required to have access to specific software for specific modules, this is always mentioned in the syllabus and Canvas page of that module.

2.8 Student counselling

SRH will ensure that individual wellbeing is safeguarded. Students should contact their lecturer with queries or complaints regarding their module content, and contact the counsellor for support regarding personal issues or matters that they do not wish to discuss with their lecturer. The 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. Should a student wish to consult the confidential counsellor, they can find the contact details through Canvas under the 'general information' course.

2.9 Special arrangements for students with a disability

Students with a disability or chronic illness are entitled to tailored, suitable or necessary adjustments, except where such adjustments would place a disproportionate burden on SRH. 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 student counsellor and will include the Exam Board when relevant. The adjustments must eliminate or reduce impediments and foster the students independence and full participation as far as possible. Such adjustments may relate to:

1. The accessibility of buildings

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2. The curriculum;
3. Course timetables;
4. Teaching methods, including supervision;
5. Teaching materials; and
6. Assessment (see also 3.13).

Please consult the document 'Requesting adjusted assessment forms' on the general information page on Canvas for further details.

2.10 Study Progression

Students will have a consultation with the programme director when they expect to not meet the requirement of obtaining at least 46 EC per year. In cases where a student is not able to meet this goal, in consultation with the CAO, student's can be placed under academic probation and ultimately could be expelled from their study programme.

	Minimum to progress	Reduced credits	Insufficient credits
After Year 1	*30 ECTS*	***30 – 46*** *ECTS continues with year group on probation for next 2 modules and expected to prepare to repeat failed previous modules. If a student fails the next 2 modules too, the student has a dedicated study programme for next semester to catch up missed modules.*	***Less than 30*** *ECTS, student ex-matriculated unless appeal approved or extenuating circumstances, in which case the student remains in year 1 and repeats modules before progressing.*
After Year 2	*90 ECTS*	***75-90*** *ECTS All year 1 modules must be completed, plus some of year 2 to continue*	***Less than 90*** *ECTS, retake all incomplete modules from year 1, and minimum of 30 ECTS of year 2 to make 90 ECTS. Rejoin next intake after their group (Sept or Feb).*
After Year 3	*150 ECTS*	*All years 1 and 2 modules must be completed plus some of year 3 modules to continue.*	*Retake all incomplete modules from year 1 and 2 plus minimum of 30 ECTS of year 3 to be able to join the next intake from their group.*
Year 4		*All modules to be completed before internship and thesis.*	*Complete all outstanding course modules.*

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2.11 Academic probation

In cases where a student fails to achieve the minimum required ECTS or to pass a module after handing in a retake of insufficient level, the student can be placed under academic probation for the next two modules in their programme. Academic probation is meant to help a student increase his/her study efficiency and to discover the reasons why he/she failed the previous module. The nature of their probation is defined on a case-by-case basis and supported in-house.

2.12 Misconduct

General activities that have the effect or intention of interfering with the education provided, the acquisition of knowledge or the fair evaluation of a student's performance are prohibited. Any student who, through deception or negligence, makes it completely or partially impossible for the examiner to correctly assess that student's knowledge, insight and skills, violates the standards of academic conduct. Answers to written assignments are always checked for authenticity using the available plagiarism detection software.

2.12.1 Measures against violators

Measures to be taken against students who violate the standards of academic conduct are determined at the discretion of the Examination Board. Possible measures include a warning, a formal reprimand, a formal reprimand with a meeting to explain the violated standard(s), imposing a period (of a maximum of 1 year) in which participation in exams and/or the programme is not permitted, awarding a grade of 0 or delivering a recommendation to terminate enrollment. In the case of serious and/or repeated academic misconduct, the Institutional Board, on the recommendation of the Examination Board or those acting on its behalf, may decide to permanently terminate the student's enrollment in the programme.

2.12.2 Late discovery of violations

In cases where the discovery of academic misconduct does not occur until after the exam or assignment has taken place, the Examination Board may still decide to take measures as stated in 2.11.1 retrospectively.

2.12.3 Hearing before a decision is made

The student will have an opportunity to be heard by the Examination Board or its representative.

2.12.4 Communication of the decision

The relevant board will inform the student in writing of the measures to be taken, typically either the Examination board or the Institutional Board.

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2.12.5 Misconduct sanctions

Any academic or social misconduct that is not described in the articles above or is related to the misconduct defined above, including misconduct on the institute's sites can result in the Institutional Board imposing a sanction. Part of the sanction may be the imposition of a probationary period, or the denial or temporary denial of access to the estate, the campus and/or the programme.

2.12.6 Probationary period

An incident of social or academic misconduct may result in the Institutional Board imposing a probationary period. During a probationary period, a student can be excluded from participating in class activities of the curriculum and/or excluded from extracurricular activities (such as participating in an exchange programme). The CAO advises the Institutional Board regarding the imposition of a probationary period.

2.13 Expulsion from the study programme

SRH retains the right to expel a student from their study programme in cases where the student is violating the school's misconduct standards or is not meeting the agreed-upon performance criteria. The CAO and/or the Examination Board advise the Institutional Board regarding the expulsion. The students will be informed in writing by the Institutional Board.

3. Interim assessments and partial assessments

The institutional board is responsible for the practical organisation of the assessments. This section outlines the practical conditions. Assessments are taken orally, in writing or in another manner.

3.1 Format

Each module will be concluded by a final, summative assessment which can include different partial assessments.

Each module can have various assessment forms and consist of different partial assessments chosen on the basis of the modular learning outcomes and key CORE competencies to be evaluated. The adopted assessment programme may only be amended in exceptional circumstances on the recommendation of the Education Board.

Based on the agreed assessment programs, SRH support staff will ensure that the module guide specifies the learning objectives and outcomes and which study materials are required to be studied for each individual interim assessment or partial assessment, so students can prepare themselves as well as possible.

An interim assessment or partial assessment 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

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performance. The rules given for the assignment will indicate how the assessment will be conducted.

3.2 Sequential order

In principle, the summative assessment of all modules occurs in week 5 (with the exception of Applied Research Project). Should a module have a different summative assessment date, it is specified within the module guide. Where applicable, the testing programmes could also indicate whether:
- A number of credits is required for participation in interim assessments and/or partial assessments for specific modules;
- Interim assessments and/or partial assessments for certain modules must be passed before student can participate in specific modules;
- Modules have a practical component and students cannot take interim assessments and/or partial assessments unless they have participated in this.

3.3 Number of attempts

Each academic year, students generally have two chances to complete a module:

1. **First Assessment:** During the 5-week module period.
2. **Retake:** During the scheduled retake periods in the academic calendar (Annex B) or when the course is re-taught, as approved by the programme management.

If a student fails the retake, they can attempt a second retake during the scheduled retake periods (See Annex B - Academic Calendar) or when the course is re-taught. However, this second retake is only allowed with permission from the Examination Board, which the student must request.

For work placements and long-term assignments where a resit isn't possible within the same year, the Examination Board may limit students to one opportunity to complete the module that year.

If a student's personal circumstances warrant it, the Examination Board may allow additional retakes beyond the usual limit. If a module is discontinued, students will have two more chances to pass the assessment.

If a student fails a module and wants to retake it in the new academic year, they must re-enroll in the module for that year. The student will be assessed according to the new year's criteria, and any assessments passed in the previous year will not count.

In case a student fails a module in block 7 or 8, they will need to retake the assessments (at the least) in the next academic year due to the allotted grading period after each block.

3.4 Assessment timetable

SRH will draw up the assessment 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.

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The assessment 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 assessment and/or partial assessment.

3.6 Oral assessment

Any interim assessment and/or partial assessment is not open to the public, unless the Examination Board decides otherwise. All oral assessments will be recorded. If recording is not possible, at least 1 examiner and 1 assessor should be present.

3.7 Standardisation of assessments

Interim summative assessments for all the degree programs modules, including 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 assessments 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. All partial assessments of a module need to be graded a satisfactory grade of at least 6.0. If the modular assessment consists of two or more partial assessments, the marks cannot be offset against each other. Offsetting of marks between modules is not permitted.

3.8 Announcement of results

Interim assessments and partial assessments are assessed individually for each student. The mark is determined by the examiner or examiners. The result of an interim assessment or partial assessment will be published no more than 10 working days after the assessment 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 all its summative assessments. Credits will not be awarded for passing partial assessments.

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The date of the modular assessment or the last partial assessment 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 assessment or partial assessment and the mark scheme used. If, for justifiable reasons, the student is unable to be present at that time, he/she may inspect the marked interim assessment or partial assessment by appointment with the examiner.

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

3.11 Granting of exemptions

The Examination Board is authorised to grant exemptions to a student if they have passed assessments 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 assessment results. Students cannot receive exemption for partial assessments.

3.12 Validity and retention of exams

In principle, results obtained for interim assessments and exemptions granted in the main phase have an unlimited period of validity. However, results for partial assessments do not have an unlimited period of validity. The validity of a successfully passed assessment may be limited if the tested knowledge or skills are demonstrably outdated. For interim exams, a

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minimum retention period of seven years is observed, during which the institute will archive the documents.

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3.13 Disabilities

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

4. Rules for sitting interim assessments and partial assessments

4.1 Enrolment in modular assessments

Students who have enrolled in a course will automatically be registered for the first assessment opportunity for that course during the same academic year by the degree programme. Students who fail the first assessment must register for the retake assessment opportunity in the same academic year.

If a student fails a course in the academic year in which it was taken and wishes to resit the modular assessment in the following academic year, they must register in a timely manner.

4.2 Own work and the use of generative artificial intelligence tools

1. Students will sit the test or partial test individually and may use the permitted study aids/tools when doing so. The test instructions indicate whether generative artificial intelligence is permitted as a tool and, if so, how. Group assignments are an exception to the rule of individual tests and partial tests.

2. Students must always submit their own work in tests and partial tests. When citing the work of others, students must apply the agreed rules for source acknowledgement. If the use of generative artificial intelligence as a tool is permitted, a student must clearly indicate which parts of the submitted work were prepared with this tool and how generative artificial intelligence was used. The permitted method of use is included in the test instructions. By submitting the work, a student declares that it is his or her own work. If there is a suspicion that generative artificial intelligence has been used as a tool in a way that is not permitted according to the test instructions, this can be regarded as fraud, including plagiarism.

3. To determine whether a student has used generative artificial intelligence as a tool while this is not permitted according to the test instructions or in a manner other than indicated in the test instructions, the examiner may conduct an additional investigation. If there is a suspicion of the use of generative artificial intelligence as a tool while this is not permitted according to the test instructions, this must be reported to the Examination Board in accordance with Article 4.7.

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

4.3 Own/individual work

Students will sit the modular assessment individually and may use the permitted study aids when doing so. Group assignments are an exception to the rule of individual interim assessments and partial assessments. For group assignments, each group assessment 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 modular assessments. 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, the student will be deemed to have committed plagiarism and fraud.

4.4 Definition of (serious) fraud

Fraud is defined as any act, omission or attempt at or response of performance or behaviour that completely or partially avoids a right, ethical and just assessment of a person's knowledge, understanding and skills or (professional) attitude from being executed. Fraud includes:

a. using other resources other than those officially allowed during an interim assessment or partial assessment;
b. copying during the interim assessment or partial assessment or exchanging information either inside or outside the assessment room;
c. impersonating during the interim assessment or partial assessment;
d. review without authorisation or take possession of the assignment of the interim assessment before the official date or time of the concerned assessment
e. falsification and/or fabrication of survey results, interview responses or any research data.

Plagiarism also concerns all interim assessments or partial assessments that the student might take themselves, as well as helping or consenting other students to act in a fraudulent manner.

Particular cases will be evaluated and treated as fraud depending on the specific circumstances. Questionable actions might lead to suspected fraud and may be established before, during or after an interim assessment or partial assessment. An example of suspected fraud being established after the assessment 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.

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4.5 Definition of plagiarism

Plagiarism means:

1. Transcribing someone else's texts, information, data or ideas without a complete and correct reference or acknowledgment of the source.
2. Delivering the format or core ideas structured by someone else as your own work or ideas, even if a reference to other authors is included.
3. Not stating clearly in the text, for instance through the use of quotation marks or determined layout, that the text provided contains literal or near-literal quotes, even if sources have been acknowledged correctly.
4. Paraphrasing information of someone else's work without the right acknowledgement and sources.
5. Duplicating or transcribing (parts of) media files or other sources, software source codes, models and other diagrams of an external source without acknowledgement and presenting them as your own work.
6. Submitting a text that has been submitted previously, or similar text, for assignments of a different programme module without acknowledgment of the source.
7. Submitting documents that have been obtained from a commercial institution or that have been written by someone else, either as a purchase or otherwise.

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

4.6 Detection of plagiarism

Plagiarism detection programmes may be used by the examiners and the Examination Office who are authorised to check submitted work for plagiarism. When submitting a text to be assessed, the student gives his or her implicit permission for such text to be added in the database and further checked by the detection programme concerned.

4.7 Procedure in the event of fraud

In the event of suspected plagiarism, the lecturer will formally notify the Examination Board in writing. Likewise, the student will be informed about the specific submission that has been referred to the Examination Board.

During the next scheduled meeting, the Examination Board will determine if the student has committed fraud: including serious fraud, or plagiarism. If such is the case, the Examination Board will formally notify the student in writing, and specify the possible sanctions. Before determining their decision, the Examination Board will allow the student to explain the situation during a scheduled meeting.

In case the student is found guilty of fraud or plagiarism, the Examination Board can restrict the student from attending interim assessments and/or partial assessments for a period of a maximum of one year. In the case of serious fraud or multiple infractions or other combination of penalised behaviour, the Examination Board can advise the CAO to terminate the student's enrolment.

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Considering that plagiarism is an act of fraud, if the student is responsible for such, the Examination Board can analyse previously submitted work by the student. If further plagiarism is detected, additional sanctions might be determined, or considering the termination of the student's enrollment might apply. After fraud is determined, it will be recorded in the student's transcript records. The specific interim assessment or partial assessment will not be awarded a passing mark due to fraud.

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5. Examinations, propaedeutic diploma and degree diploma

5.1 Examinations

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 propaedeutic examination or have been granted an exemption for it.

5.2 Propaedeutic diploma and degree diploma

The Examination Board will issue a propaedeutic diploma to students who have passed the propaedeutic programme and a degree diploma to students who have passed the examination in the main phase. The diploma will be provided in English.

The graduation date recorded on the propaedeutic diploma or degree diploma will be the last day of the month in which the student sat their last assessment.

5.3 Degree

The Examination Board will award a Bachelor of Science 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 propaedeutic phase or the main phase is the weighted average of all the marks obtained in the interim assessments in the propaedeutic 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 propaedeutic diploma if they meet the following requirements:
a. They have successfully completed their propaedeutic phase within a maximum of one year.
b. The weighted average final mark of their interim assessments results for all the modules on the list of marks for the propaedeutic examination is at least an 8.0 (not rounded off).

Students will be eligible to have the words 'cum laude' recorded on their degree diploma 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.

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b. The weighted average final mark of the interim assessment results for all the modules on the list of marks for the main phase is at least an 8.0 (not rounded off);
c. They have not had any retake attempts for any of the full or partial assessments.

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 assessment but who cannot be awarded a propaedeutic certificate or degree certificate, may be issued with a statement from the Examination Board that specifies the assessments that she has passed.

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6. The Examination Board

The Examination Board determines, in an objective and expert manner, whether the students meet the requirements of the Education and Examination Regulations and the exit qualifications for the degree programme. Amongst others, student's may contact the Examination Board with regard to the following requests:

a. To be exempt from one or more interim assessments and/or partial assessments (see Section 3.11);
b. To take an additional interim assessment or partial assessment (see Section 3.3);
c. To extend the period of validity of an interim assessment or partial assessment 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 assessment time and permission to use a dictionary in the case of a language deficiency (see Section 3.13);
f. For a revised assessment 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 examboard@haarlemcampus.com

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7. Validity of Education and Examination Regulations

7.1 Scope

The Education and Examination Regulations for the Bachelor Digital Transformation Management programme in the academic year 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 assessments and/or partial assessments).

Where appropriate, the word 'student' may therefore also be deemed to refer to external students or other types of participants. Circumstances not provided for by the Education and Examination Regulations will be dealt with by the Chief Academic Officer.

7.2 Adoption

The Education and Examination Regulations will be adopted on an annual basis by the CAO of the Bachelor Digital Transformation Management.

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 CAO.

The start date of the Education and Examination Regulations is September 1st 2024.

7.4 Transitional arrangements

N/A

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8. Definition of terms

- Academic year: the period begins on September 1st and ends on August 31st of the following year. For enrollments starting in Block 5, the academic year begins in Block 5 and concludes in Block 4 of the next calendar year.

- Applied Research Project: 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;

- CAO: Chief Academic Officer. Head of the faculty offering the study programme.

- 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;

- 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 ECTS (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;

- 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;

- Assessment programme: overview of all interim and partial assessments 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 assessment, the number of credits, the block or week during which the interim or partial assessment was administered;

- Examiner: the person as referred to in Section 7.12c of the WHW, not being a student or external student;

- Foundation year: The first 60 credits of the Bachelor Digital Transformation Management. 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;

- Institutional Board: the institutional administration as referred to in Section 1.1 of the WHW;

- Institution: SRH Haarlem University of Applied Sciences (SRH);

- Interim assessment: 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

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course; An interim assessment may be divided into two or more separate partial assessments;

- 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 as such with a residency permit – will pursue, is currently pursuing or has pursued a programme of study at an education institution established in the Netherlands;

- Learning outcomes: description of the study programme's final attainment level;

- Lecturers: The lecturers have extensive experience and will be responsible for the transfer of and the development of up to date academic knowledge and didactic approach applied in the modules based on the CORE principles.

- 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 assessments or an interim assessment;

- Module guide: the digital information source containing all relevant information on the degree programme and the modules;

- Partial assessment: A partial assessment is part of a module assessment, which leads to a partial mark for that module. No credits (ECTS) can be awarded on the basis of a partial assessment. No rights can be derived from the partial mark. ECTS will be awarded if the complete module has been completed with a sufficient result. In cases where the interim assessment consists of partial assessments, all partial assessments need to have a passing grade to complete the module. It is not possible to compensate for insufficient partial assessments with other partial assessments.

- 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;

- Student: a person who is enrolled as a student at the institution, 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 CAO, the study programme management and the Examination Board on students affairs and to counsel students with problems of a personal nature on request;

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- 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;

- 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: working days are based on the yearly schedule of SRH. Saturdays, Sundays, holidays and mandatory days off are non-working days. Part-time programmes may indicate Saturdays as working days.

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Appendix A - Programme overview Bachelor Digital Transformation Management

No.	Modules	EC	Block
	1st year - 1st semester		
1	Project Management and Teamwork	7	1
2	Effective Entrepreneurship and Personal Development	7	2
3	Social and Intercultural Business	7	3
4	Introduction to Digital Transformation Management	7	4
5	Global Challenges & Skills	2	Par*
	1st year - 2nd semester		
6	Statistics and Data Analysis	7	5
7	Applied Research Methods	7	6
8	Operations and Information Management	7	7
9	Informatics I - Algorithms and Programming	7	8
10	Entrepreneurship I	2	Par*
	2nd year - 3rd semester		
11	Informatics II - Databases	7	1
12	Digital Transformation Management II	7	2
13	Informatics III - Software Engineering	7	3
14	Data Visualisation	7	4
15	Entrepreneurship II	2	Par*
	2nd year - 4th semester		
16	Digital Marketing	7	5
17	Finance and Accounting	7	6
18	Software Methods & Project I	7	7
19	Software Methods & Project II	7	8
20	Entrepreneurship III	2	Par*
	3rd year - 5th semester		
21	Geographic Information Systems	7	1
22	Human Resource Management & Leadership	7	2
23	Open and Big Data	7	3
24	Global ICT & Ethics	7	4

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25	Entrepreneurship IV	2	Par*
	3rd year - 6th semester		
26	IT Management & Governance	7	5
27	Business Intelligence	7	6
28	Data Analytics	7	7
29	Change Management	7	8
	4th year - 7th semester- Elective study abroad		
30.1	Artificial Intelligence & Techethics	14	1-4
30.2	Cybersecurity & Ethics	14	1-4
30.3	Applied ICT in Education, Health & Governance	14	1-4
30.4	Fintech	14	1-4
	4th year - 8th semester		
31	Internship - local or abroad	20	5 + 6
32	Applied Research Project	14	7 + 8

modules are delivered parallel to another 7 ECTS module

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Appendix B - Academic Calendar 2024-2025

Semester I	
Module 1	September 2 - October 4, 2024
Opening academic year	September 18th, 2024
Module 2	October 7 - November 8, 2024
Module 3	November 11 - December 13, 2024
Retake period	December 16 - 20, 2024
Winter break	December 21, 2024 - January 3, 2025
Module 4	January 6 - February 7, 2025
Semester II	
Introduction new students	February 6 and 7, 2025
Module 5	February 10 - March 14, 2025
Module 6	March 17 - April 18, 2025
Spring break	April 19 - 27, 2025
Module 7	April 28 - May 30, 2025
Liberation day	May 5, 2025
Ascension	May 29, 2025
Module 8	June 2 - July 4, 2025
Pentecost	June 7 - 9, 2025
Campus Fest	June 19, 2025
Resit period	July 7 - 18, 2025
Summer break	July 21 - August 29, 2025

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