

Considering the fact that the TU/e Bachelor College Guideline must be replaced due to several changes within the Bachelor College,

the Executive Board of Eindhoven University of Technology (TU/e)

hereby decides to withdraw the Bachelor College Guideline adopted on Thursday, May 02, 2013 and replace it with the

TU/e Bachelor College Guideline 2014

(1) Structure of Bachelor's degree programs

- The revised Bachelor's degree programs commenced in September 2012. In 2012-2013, the first year of the Bachelor's programs was offered for the first time. The second year of the revised Bachelor's programs will be offered in 2013-2014, and the third year of the revised Bachelor's programs will be offered for the first time in 2014-2015.
- Learning outcomes have been formulated for all majors by the departments offering them and have been included in the Program and Examination Regulations (OER).
- For coherent elective packages learning outcomes have been formulated by the responsible departments and have been included in the course information (course guides) of the responsible departments and/or the study guides for the relevant courses.
- Each major represents 90 credits' worth of study components, in which the three key elements of 'gaining knowledge', 'practising knowledge,' and 'applying knowledge' are covered adequately. Each study component is worth 5 credits and is scheduled within 1 quartile. The exception to this is the Bachelor's final project, which is worth 10 credits. Each study component constitutes an integrated whole. No parts of a study component shall be completed and awarded credits separately.
- A quartile nominally consists of three study components worth 5 credits, which is equivalent to a nominal study load of 15 credits per quartile.
- A quartile consists of ten weeks. Within each quartile, eight weeks are reserved for teaching, and two weeks for final tests. The content of the study component must be completed within the specified time. The eighth week should be used to revise the material and give feedback. Activating education methods are employed in all study components. A study guide for each study component is available to students. This study guide is made available before the study component in question commences and must always indicate when the interim tests will take place. No changes may be made to the study guide after the study component commences, unless they have been discussed and agreed with the Dean of the Bachelor College.
- The applicable rules for each coherent package of electives must be stated (e.g., whether students are required to participate in all study components or whether there is one compulsory study component and a number of elective study components).
- For each study component, a test plan is available setting out what will be tested and how. The test plan is made available before the study component commences.
- Each basic study component, as well as the major, elective and USE components that are part of the first year, concludes with an examination, consisting of at least two interim tests for which an assessment mark is given, and a final test. Second-year and third-year study components conclude with an examination, consisting of at least one interim test for which an assessment mark is awarded, and a final test. This does not apply to the Bachelor's final project.
- Compensatory testing within a study component is mandatory, to ensure that the mark for the final test accounts for minimally 50% and maximally 70% of the final mark for the study component. To pass a study component, a student must achieve a score of at least 5.0 on the final test and a score of at least 6 on the examination. No minimum

requirements are specified regarding the pass mark for interim tests, with the following exception: when the final test in a study component is a practical exercise that is divided into an individual and a group-work part and it is specified that the student must obtain a pass mark (at least 6.0) for each of these parts, then the individual part shall comprise at least one interim test and the group-work part shall comprise at least one interim test.

- The interim tests are designed to activate the students, to serve as preparation for the final test, and to provide feedback. Interim tests must be held within the designated time slot and in the scheduled room, unless determined otherwise in consultation with the Dean of the Bachelor College.
- The term of validity for interim tests, professional skills tests, and final tests is specified in the OER.
- It is not possible to retake an interim test in the academic year in which the study component is followed, unless the Examinations Committee decides otherwise. The first interim test of the basic study component Calculus forms an exception to this rule: this test may be retaken in the first quartile. Interim tests and final tests are valid in the academic year in which they are taken. Students may retake final tests, provided they have taken the first final test in that academic year.
- The examination and assessment of students shall take place according to clear criteria that are available to students at the start of the study component, the minimum requirement being that they are made available to them in the study guide. The assessments (including the substantiation thereof) serve as feedback for the students.
- The Program Director and the Dean of the Bachelor College shall jointly ensure that
 - interim tests and final tests within a study component/program are structured according to the intentions of interim tests and final tests, as established in document outlining the vision on testing within the Bachelor College, and
 - the testing load within a given quartile is acceptable.
- In any case, the Bachelor's final project will be assessed individually.
- There is no maximum for the number of students allowed to participate in a study component. The Program Director may impose a maximum for specific reasons. The Dean of the Bachelor College shall determine whether the students' freedom of choice has been sufficiently ensured.
- At least 45 credits of the total Bachelor's program must be at Level 3. These study components may be divided across a major and elective study components.
- Within the part of the program reserved for electives a maximum of 30 credits can be at Level 1.
- When selecting study components, students must not select any 'overlapping' study components.
- Upon approval by the Dean of the Bachelor College, the Program Director may put forward major study components that are not available to other students as elective study components.

(2) Decision-making rules

- New Bachelor's programs and new majors and/or substantial modifications to majors require the approval of the Executive Board.
- If a student wishes to select cross-departmental elective study components or a coherent packages of electives for the free elective component, this requires the approval of the Executive Board.
- The Executive Board shall decide which USE study components and/or learning paths will be offered.
- The timetabling principles for Bachelor's programs require the approval of the Dean of the TU/e Bachelor College.

(3) Components of Bachelor's programs

- Each Bachelor's program has four components; the types of study component are as follows:
 - a major (M) worth 90 credits, comprising 16 study components worth 5 credits and 1 concluding Bachelor's Final Project (BEP) worth 10 credits;
 - a foundation (B) worth 30 credits, comprising 6 study components worth 5 credits;
 - a USE component (U) worth 15 credits, comprising 3 study components worth 5 credits;
 - free electives (K) worth 45 credits, comprising 9 study components worth 5 credits.

This gives a total of 35 study components, accounting for $34 \times 5 + 1 \times 10$ (BEP) = 180 credits.

(4) Major (M)

- The core of each Bachelor's program is the major, which is worth 90 credits.
- A Bachelor's program (with CROHO accreditation) comprises one or more majors, each of which prepare for specific Master's programs.
- On completion of the Bachelor's program, a major gives the student unconditional admission to at least one of the Master's programs of the relevant department.

(5) Basic subject (B)

- Each Bachelor's program includes the following six basic study components:
 - Calculus
 - Applied Physical Sciences
 - Introduction to Modeling
 - Design
 - USE Basics
 - Professional Skills
- The elements of the Professional Skills study component are embedded in the components of the major (see Section 8, Professional Skills).
- The remaining five basic study components (25 credits) are common courses offered in all programs and/or program clusters. Each basic study component has a maximum of three variants, unless agreed otherwise with the Dean of the Bachelor College. The timetabling of the basic study components is centralized:
 - Calculus in quartile 1 of the first year
 - Applied Physical Sciences in quartile 2 of the first year
 - USE Basics in quartile 4 of the first year
 - Modeling in quartile 3 of the first year
 - Design in quartile 1 of the second year

(6) USE (User, Society and Enterprise)

- In addition to the USE Basics study component, each Bachelor's program includes a USE learning trajectory worth 15 credits. Students are free to choose from several variants of this learning trajectory.
- The USE learning trajectory has so many variants that each major has a discipline-based connection with at least one USE learning-trajectory variant.
- The Executive Board shall decide, on the basis of the recommendation of the Dean of the TU/e Bachelor College, which USE components and/or learning paths will be offered and in which language.

(7) Electives (K)

- Each Bachelor's program has an elective component worth 45 credits.
- Departments offer several coherent packages of electives, both for students of the department's own programs and for students of other programs. A coherent package of electives is worth a maximum of 15 credits. The electives component also provides for stand-alone study components worth 5 credits.
Students can choose from study components and coherent elective packages that are offered by their own or other departments or that are interdisciplinary .

(8) Professional skills

- The basic study component Professional Skills (5 credits) is embedded in the study components of the major.
- To this end, each program has formulated major-specific learning outcomes for each professional skill.
- The assessment of professional skills is a component of the test plans and study guides of the relevant study components.
- This study component comprises the following professional learning trajectories:

<i>Professional skill</i>	<i>Average number of hours per professional skill</i>
1 Written communication	28
2 Presenting	21
3 Cooperating	35
4 Planning and organizing	28
5 Reflecting	14
6 Dealing with (scientific) information	14
Total	140

- The total number of hours for each professional skills learning trajectory is spread over the study components of the major, giving students three opportunities to develop the relevant professional skill.
- For each professional skill, students shall be assessed individually in at least three separate instances. Students who fail particular assessments shall be given the opportunity to retake them in the same academic year. Students successfully complete a professional skill once they have passed all the relevant assessments. The principle of compensation therefore does not apply within or between professional learning trajectories.
- Each skill is assessed according to a professional skills test. Passing the professional skills test is a condition for the successful completion of the study component in which the professional skill is embedded. If the professional skills test is evaluated with a mark, the assessment of the professional skill shall count toward the assignment of the final mark for the study component in which it is embedded.
- In cases where a professional skill is taught by means of a training course, students will not be required to participate in the training course if they have already completed it in their Bachelor's program. Professional skills training courses in which students participate in teams form an exception to this rule.
- As far as professional skills are concerned, the assessment of the student is twofold: individual written feedback and a grade. The credits for professional skills are not awarded separately. They are an integral part of the credits for the study component in which the relevant skill is embedded.

(9) Distribution of the components in the Bachelor's program

The overview below shows the distribution of study components that applies to all Bachelor's programs:

	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Year 1				
Study component 1	B1 (Mathematics)	B2 (Applied Phys.)	B3 (Modeling)	B4 (USE)
Study component 2	M	M	M	M
Study component 3	M	K	M	K
Year 2				
Study component 1	B3 (Design)	M	M	M
Study component 2	M	M	M	M
Study component 3	K-U	K-U	K-U	K-U
Year 3				
Study component 1	M	M	K	M (BEP)
Study component 2	M	M	K-M (BEP)	K -M (BEP)
Study component 3	K-U	K-U	K-U	K-U

Explanatory notes to the table:

- Years 2 and 3 show 8x K-USE. This means that the student must choose between an elective study component or a USE study component. The requirement is that, in study years 2 and 3, a total of 3 USE study components and 7 electives must be completed.
- Quartiles 3 and 4 of year 3 show 2x K-M (BEP). This means that the FBP (Final Bachelor's Project) can be either spread over these two quartiles or completed as one block in quartile 4. Depending on which of these applies, there may be room for an elective in quartile 3 or 4. The BEP is worth 10 credits in total. Any departures from this must be agreed with the Program Manager.
- The study components of the major are worth a total of 90 credits. A portion of the basic study component Professional Skills (5 credits) is embedded in the major. Together they account for 95 credits.

The pattern of start times for the ten USE learning trajectories is as follows: four learning trajectories commence in quartile 1, three learning trajectories commence in quartile 2 and three learning trajectories in quartile 3.

(10) Coaching by teaching staff and guidance from student mentors

- Throughout their Bachelor's program individual students will receive coaching from their personal study coaches on the development of their professional identity and the corresponding options available to them. These options include choosing elective study components worth 45 credits, choosing a USE learning trajectory, and choosing a Master's program.

- A study coach is a member of the teaching staff who teaches one of the subjects in the major of the study program that the student is following.
- The role of study coach cannot be combined with that of academic advisor or that of program director.
- The study coach shall hold at least four coaching sessions per year with each student. The study coach shall conduct the coaching sessions outside the three time slots in which the courses are scheduled of the programs the students in question are enrolled in.
- The hours that a teacher devotes to coaching shall count as teaching hours.
- Each first-year student shall in any case receive guidance from a student mentor during the first semester of the program. A student mentor is a student from a higher year of the same program.
- Responsibility for the quality of the coaching shall rest with the department.
- The Dean of the Bachelor College is responsible for monitoring the quality of coaching.

(11) Program choice check 2014-2015 Intake

- Each prospective student (including those registering after May 1) will be offered a program choice check.
- The program choice check is compulsory for all students (including those registering after May 1).
- The purpose of the program choice check is to enable students to reflect on the match between their personal interests and competencies, and the TU/e programs they have chosen.
- The program choice check shall at least consist of the following components: completing a questionnaire, participating in a representative learning experience, an interview with a study coach from the selected program, and an individual, written program choice recommendation. These components will take place both before and after May 1.
- The content of the questionnaire will be coordinated with the Dean of the Bachelor College.
- The departments will make further arrangements for program choice activities under the direction of the Dean of the Bachelor College.
- This program choice check, including the interview with the coach, will be organized and scheduled by the departments. The Bachelor College plays a supporting and monitoring role.
- No loss of enrollment or admission rights in the event of late registration
- Late applicants and students who did not participate in the program choice check will be summoned for interviews during the introduction week, the aim being to determine to what extent they have made a well-considered choice.
- Failure to participate in the program choice check will have no consequences for admission or enrollment.
- The Dean of the Bachelor College will conduct an evaluation after one year.
- The principles have been included in the 2014 Regulations for Registration, Program Choice Check, Enrollment, and Termination of Enrollment.
- Representative learning experiences must be scheduled to take place both before and after May 1.

(12) Honors program in the Bachelor's phase

The structure and content of the Bachelor's Honors Tracks will be determined by the academic director of the TU/e Honors Academy, in consultation with the Dean of the Bachelor College.

(13) Timetabling in time slots

- A central timetable committee shall designate one time slot for each study component.
- The time slots are fixed and apply to all study components.
- Of the 10 hours in a time slot, no more than 8 hours per week can be timetabled. Timetabling outside the designated time slot is not possible.
- In each quartile, a minimum of 12 and a maximum of 24 contact hours per week must be scheduled for each student.
- Interim tests must be held within the designated time slot for the relevant study component.
- In the event that teaching sessions are missed due to public holidays and open days, these can only be rescheduled within the relevant time slot.

The distribution of time slots is shown below:

	Monday	Tuesday	Wednesday	Thursday	Friday
1+2 (8:45-10:30)	A	C	B	E	D
3+4 (10:45-12:30)	A	C	B	E	D
5+6 (13:45-15:30)	B	E	D	A	C
7+8 (15:45-17:30)	B	E	D	A	C
9+10 (18:45-20:30)	D	A	C	B	E

From the academic year 2013-2014 onwards, all time slots will be 4+4+2 hours, in which the final two hours shall in each case be the 9th and 10th hours. These time slots will be allocated to the study components per quartile, and distributed in the following way:

	1.1.	1.2	1.3	1.4
A	Basic/Major	Basic/Major	Basic	Basic
B	Basic/Major	Basic/Major	Major	Major
C	Major	Major	Major	Major
D	Major	Elective	Major	Elective
E	Major	Elective	Major	Elective

	2.1	2.2	2.3	2.4
A	USE/Elective	USE/Elective	USE/Elective	USE/Elective
B	Elective	Elective	Elective	Elective
C	Basic	Major	Major	Major
D	Major	Major	Major	Major
E	Major	Major	Major	Major

	3.1	3.2	3.3	3.4
A	USE/Elective	USE/Elective	USE/Elective	USE/Elective
B	Major	Major	Major	Major
C	Major	Major	Major	Major
D	Major	Major	Major/Elective	Major/Elective
E	Elective	Elective	Elective	Elective

(14) Procedural agreements relating to course administration

The deadlines for the timetabling process are as follows:

1. Academic agenda approved (Executive Board): December 1
2. Curricula ready (Program Directors): February 1
3. Allocation of time slots (core timetabling group): March 1
4. Course guide complete (person responsible for guide): April 1
5. Information on study components complete: May 1
6. Timetables ready (departmental timetable coordinator): June 1
7. Room schedule ready (DIZ): August 1

- The deadlines for submitting timetabling information must be strictly observed. The timetabling process begins when the deadline has passed.
- If more than one time slot is requested for a study component, this shall be carefully considered and submitted to the Dean of the Bachelor College, who will then make a decision. The decision shall mean a maximum allocation of 2 time slots. In that case the student shall use only one of the two time slots. This must not restrict the student's freedom of choice. Neither must it exceed the maximum of 8 timetabled hours per study component per week.
- For each 2 consecutive hours within a time slot, the teacher can indicate what type of room is required for a study component. This is fixed once and cannot vary from week to week.
- Extra facilities must be requested from the departmental timetable coordinator no later than two weeks before the beginning of the quartile.
- No extra facilities, such as a room or an invigilator, are provided for interim tests.
- Subject codes for the basic study components shall be generated by the department responsible.

(15) Final provision

Deviation from the above guidelines is subject to the approval of the Dean of the Bachelor College. The elements in these guidelines also apply to competency-centered learning. They have been elaborated further in the Model OER for competency-centered learning.