TEACHING AND EXAMINATION REGULATIONS (TER)
(see Article 7.13 of the Higher Education and Research Act)

2016-2017

INTERFACULTY
MASTER OF SCIENCE
TRANSPORT, INFRASTRUCTURE AND LOGISTICS
(TIL)

DELFT UNIVERSITY OF TECHNOLOGY

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Section 1 - General

Article 1 – Areas to which the regulations apply

1. These regulations apply to the teaching and the examinations related to the interfaculty Master's degree programme in Transport, Infrastructure and Logistics, hereafter to be referred to as the programme.

2. The teaching and organisation of the programme is the responsibility of the faculties of Civil Engineering and Geosciences, of Mechanical, Marine and Materials Engineering and of Technology, Policy and Management at Delft University of Technology.

3. The programme is governed by Implementation Regulations which constitute part of these Teaching and Examination Regulations.

Article 2 – Definitions of terms used

The terms used in these regulations should be interpreted as meaning the same as in the Higher Education and Scientific Research Act, insofar as they are defined in that Act.

The following terms are to be defined thus:

a. the Act: the Higher Education and Scientific Research Act (in Dutch, the WHW), in the Dutch Bulletin of Acts, Orders and Decrees, number 593 and as amended since;

b. the programme: the Master's degree programme as denoted in Article 7.3a paragraph 1, subparagraph b of the Act;

c. student: anyone enrolled at Delft University of Technology as a student or extraneous student for the purpose of benefiting from education and/or for the purpose of sitting the examinations and undergoing the degree audit which form part of the programme;

d. cohort: the group of students who have registered for a degree programme for the first time in a given academic year;

e. teaching period: half a semester;

f. subject: a teaching unit within the programme as intended in Article 7.3, paragraphs 2 and 3 of the Act; a subject can consist of a number of components;

g. practical: a practical exercise as intended in Article 7.13, paragraph 2, subpara- graph d of the Act, taking one of the following forms:
- writing a thesis;
- conducting a project or experimental design;
- completing a design or research assignment;
- Completing a project;
- conducting a literature review;
- completing an internship;
- participating in fieldwork or an excursion;
- conducting tests and experiments;
- participating in other educational activities aimed at enabling participants to attain certain skills.

h. examination:	an assessment of the knowledge, insight and skills of a student in relation to a subject, as well as the marking of that assessment by at least one examiner, appointed for that purpose by the Board of Examiners;
i. component examination:	an assessment of the knowledge, insight and skills of a student in relation to a component within a subject, as well as the marking of that assessment by at least one examiner, appointed for that purpose by the Board of Examiners;
j. degree audit:	an assessment by which the Board of Examiners, in accordance with Article 7.10 of the Act, establishes whether all examinations in the various subjects that constitute the programme have been successfully completed;
k. Board of Examiners:	the programme's Board of Examiners, which has been installed in accordance with Article 7.12 of the Act;
l. examiner:	the individual who, in line with Article 7.12, paragraph 3 of the Act, has been appointed to set the examinations;
m. Implementation Regulations:	the Implementation Regulations which form part of these Teaching and Examination Regulations;
n. credit:	a credit awarded in line with the European Credit Transfer System (ECTS); one credit denotes a study load of 28 hours;
o. working day:	Monday to Friday with the exception of recognised national public holidays;
p. study guide:	a digital guide to the programme containing specific information pertaining to the various subjects;
q. institute:	Delft University of Technology;
r. Blackboard (Brightplace):	the electronic system designed for the exchanging of teaching information;
s. Osiris:	the electronic education register and examination registration system;
t. disability:	all conditions which are (at least for the specified period) chronic or lasting in nature and which form a structural limitation for the student in receiving education and/or sitting examinations or taking part in practicals;
u. academic year:	the period from 1 September till 31 August of the following calendar year;
v. briding programme:	a deficiency programme aimed at moving up to a Master's degree programme, while enrolled in a Bachelor's degree programme, but without obtaining a Bachelor's degree;
w. programme duration:	the duration starting from the enrolment of the student up to and including the last examination.

Article 3 – The programme objective

The programme aims to educate students to become a Master of Science in Transport, Infrastructure and Logistic, whereby the final attainment levels described in Article 4 must be achieved.

Article 4 – The programme's final attainment levels

Master's graduates will:

1. be capable of being analytical in their work, on the basis of a broad and deep scientific knowledge;
2. be able to synthesise knowledge and to solve problems in a creative way when dealing with complex issues;
3. possess the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative, in complex and unpredictable professional environments;
4. be able to assume leading roles, including management roles, in companies and research organisations, and be able to contribute to innovation;
5. be able to work in an international environment, helped by their social and cultural sensitivity and language and communication abilities, partly acquired through experience of team work and any study periods abroad;
6. possess an awareness of possible ethical, social, environmental, aesthetic and economic implications of their work and the insight to act accordingly;
7. possess an awareness of the need to update their knowledge and skills.

In addition, Master's graduates should possess the following kinds of competence:

1. required core knowledge and understanding in their field of study;
2. knowledge of methods and technical practice in their field of study;
3. training in theoretical knowledge and methods, including modelling;
4. advanced knowledge of specific areas in their field of study;
5. specific attitude and way of thinking expected in a particular subject;
6. awareness of connections with other disciplines and ability to engage in interdisciplinary work.

The programme's final attainment levels are to prepare successful participants for an active role in society that is related in some way to the transportation field.

MSc TIL-domain specific final-qualifications for MSc-TIL students are:

1. Knowledge and Understanding of the TIL-domain

a. Scientific Disciplines:
Has a profound understanding of the TIL-domain. Has demonstrated broad understanding of the scientific disciplines that relate to the TIL-domain. Has systematic knowledge about the socio-technical context of TIL-systems. Has a broad understanding of the required knowledge in respect of research and design related to the TIL-domain.

b. Inter-disciplinary:
Understands insightfully how to act in an interdisciplinary manner and how to bridge and integrate the knowledge between several disciplines and the temporal and techno-social context of TIL-systems.

c. Contribute:
Is able to make considerable research and/or design contributions to the TIL-domain through original research and/or design that extends the traditional frontiers of knowledge towards integrative TIL-knowledge by means of developing a substantial body of work, corresponding with the level of national and international refereed publications.

2. Application of knowledge and understanding within the TIL-domain

a. Scientific Approach:
Has a critical attitude and is able to apply a systematic scientific approach characterised by the development and application of theories, methods, models and coherent interpretations (both in doing research and designing) in the TIL-domain.

b. Problem Solving:
Is competent in applying problem solving abilities in new or unfamiliar environments within broader, multi-disciplinary and/or inter-disciplinary contexts related to the TIL-domain.

c. Doing Research:
Has demonstrated the ability to acquire new scientific knowledge in respect of the TIL-domain through a substantial process of research by means of the development of new knowledge and new insights in a purposeful and methodological way.

Designing:
Has largely demonstrated the ability to apply a substantial design process by means of applying synthesising activities aimed at the realisation of new or modified artefacts, processes and/or systems within the TIL-domain, with the intention of creating value in accordance with predefined TIL- domain-related requirements and desires.

3. Judgemental skills

Has the ability to gather, integrate and interpret relevant, incomplete or limited data, information and knowledge, and understands the complexities in the TIL-domain to reason about and reflect on possible social, scientific and ethical responsibilities linked to the application of this data, information and knowledge to form judgements.

4. Communicational and co-operational skills

a. Communication:
Has the competence to clearly and unambiguously communicate information, ideas, problems, problem solving approaches, their origins and possible solutions to both audiences of specialists (peers within the TIL-domain, the larger scholarly population) and non-specialists (society in general).

b. Co-operation:
Has the competence of effectively working with and for others on complex problems of the TIL-domain in inter-disciplinary teams (colleagues and non-colleagues) and arenas (several organisations that have influence on the outcome "together") by judging the background, positions, desires, cultural habits, and the political and strategic behaviour of the members of these teams and arenas.

5. Learning skills

a. General Learning:
Has developed considerable learning skills necessary to undertake further study autonomously.

b. Relational Learning:
Has developed broad appreciations to judge, gather and apply relevant and "new" knowledge to its existing body of knowledge as a result of interdisciplinary teamwork working on complex problems to reach feasible solutions.

Article 5 – Admission to the programme

1. All students possessing a certificate proving that they have successfully completed their Bachelor of Science studies at Delft University of Technology in:
   - "Civiele Techniek" (also at University of Twente)
   - "Electrical Engineering" (also at Eindhoven University of Technology and University of Twente)
   - "Luchtvaart- en Ruimtevaarttechniek"
   - "Maritieme Techniek"
   - "Technische Bestuurskunde"
   - "Technische Informatica" (also at Eindhoven University of Technology and University of Twente)
   - "Technische Natuurkunde" (also at Eindhoven University of Technology, University of Twente and University of Groningen)
   - "Technische Wiskunde" (also at Eindhoven University of Technology, University of Twente and University of Groningen)
   - "Werktuigbouwkunde" (also at Eindhoven University of Technology and University of Twente)

   as well as all students possessing a certificate proving that they have successfully completed their Bachelor of
   Science studies in:
   - "Econometrie en Operationele Research" at Erasmus University Rotterdam, University of Amsterdam, VU University Amsterdam, University of Groningen, University of Tilburg or Maastricht University
   - "Technische Bedrijfskunde" at Eindhoven University of Technology, University of Twente or University of Groningen

   will be admitted to the programme.
2. All students possessing a certificate proving that they have successfully completed their Bachelor of Science studies at Delft University of Technology in:
   - "Bouwkunde" (also at Eindhoven University of Technology)
   - "Industrieel Ontwerpen" (also at University of Twente)

as well as all students possessing a certificate proving that they have successfully completed their Bachelor of Science studies in:
- "Landschapsarchitectuur en Ruimtelijke Planning" at Wageningen University
- "Technische Planologie" at University of Groningen
- "Sociale Geografie en Planologie" at University of Amsterdam, Utrecht University or University of Groningen

will be admitted to the programme, but have to complete a deficiency programme. This deficiency programme will be part of the student's master's degree programme and consists of convergence subjects mentioned in the Implementation Rules.

3. All students possessing a degree mentioned in paragraph 2 in which a dedicated transitional minor programme is included will be admitted to the programme. The content of this transitional minor programme is mentioned in the Implementation Rules.
4. Students who do not possess the degree mentioned in paragraph 1 or 2 are required to obtain proof of admission to the programme from the dean of the faculty of Civil Engineering and Geosciences, who will seek the advice of the board of examiners on this matter.
5. In order to obtain proof of admission, the student must meet or, as the case may be, possess:
   a. the general relevant criteria set by the executive board, laid down in Section 2 of the Student Charter (central part),
   b. a certificate, together with the accompanying list of marks, proving that he/she possesses knowledge of a sufficiently high level and broad scope to successfully complete the programme within the allotted period.
6. Students with a foreign Bachelor's degree certificate may only be admitted to the programme if they have a Grade Point Average of at least 75% of the maximum points available.

Article 6 – Completion of bridging programme prior to the degree programme

1. A student who is enrolled on a Bachelor's degree programme for a bridging programme with the aim of being admitted to the Master's degree programme at TU Delft, must complete this bridging programme within two academic years.
2. After the programme duration of the bridging programme the enrolment of the student will be cancelled. The student can submit a substantiated request for an extension of the programme duration for a period of at most twelve months.
3. The Executive Board will set the fee to be charged, as denoted in Article 7.57i of the Act, for the enrolment as student in a bridging programme and for the extension thereof, as denoted in subsection 2 of this article.
4. A substantiated request for extension must be submitted to the Board of Examiners. The Board of Examiners can decide to grant extension of the programme duration when a student is experiencing or has experienced a study delay due to circumstances that are beyond his control.

Article 7

Not applicable.

Article 8 – Taking the programme on a full-time or part-time basis

This programme is taught only on a full-time basis.

Article 9 – Language

1. Classes are taught and examinations and degree audits take place in English.
2. "Notwithstanding the provisions of subsection 1, the dean can give permission for classes to be taught in Dutch if the particular nature of the subject, the organisation, the quality of the education or the origin of the students gives cause for this."
3. Should a student request permission to complete one or more parts of the examination or the degree audit in a language other than English, this will be subject to the stipulations of the Board of Examiners in this regard, as laid down in the Rules and Guidelines of the Board of Examiners.

Section 2 - Composition of the study programme and the degree audit

Article 10 – Composition of the study programme and the degree audit

1. The composition of the study programme and the relevant transitional regulations are laid down in the Implementation Regulations. Teaching will be provided in the manner described in the study guide.

2. The Master's degree audit forms part of the programme. The programme has a total study load of 120 credits. When a student follows two Master's degree programmes at TU Delft at the same time, he must obtain at least 60 extra unique credits besides a complete Master's degree programme of 120 credits.

3. It is not permitted for any subject in the study programme to have been part of the Bachelor's degree programme on the basis of which the student was admitted to the degree programme. If a compulsory subject was already completed in the aforementioned Bachelor's degree programme, the Board of Examiners will designate an alternative subject in its place. If an elective subject in the study programme was already completed in the aforementioned Bachelor's degree programme, the student will choose an alternative elective subject.

Section 3 – Honours Programme

Article 11 – Honours Programme Master

1. Students who meet the criteria referred to in the Implementation Regulations will be invited to register for the TU Delft Honours Class programme for outstanding Master's students.

2. Based on the criteria referred to in the Implementation Regulations, students will be selected and admitted to the Honours Class programme by the director of studies or an coordinator of Honours committee established by the director of studies.

3. The Honours Class programme will comprise 20 credits:
   a. At least 5 credits must be completed in the TU Delft-wide component of the Honours Class programme, which consists of the following parts:
      - the subject "Critical Reflection on Technology", UD2010
      - playing an active role within the Honours Class community
   b. A maximum of 15 credits may be completed in the faculty component of the Honours Class programme, the composition of which (including its content and options) is described in the Implementation Regulations.

4. Any student selected for participation in the Honours Class programme must submit his or her options for the faculty component to the coordinator of Honours Class committee for approval.

5. The Board of Examiners will be responsible for assessing whether all the requirements of the Honours Class programme have been met.

6. Any student who has successfully completed the Honours Class programme will be awarded a certificate signed by the chair of the Board of Examiners and the Rector Magnificus.

Section 4 - Registering and withdrawing

Article 12 - Registering for written examinations

1. Registration to take part in a written examination is done by entering the required data into Osiris no later than 14 calendar days (that is, not *working* days) before the examination.
2. Students may submit a request to register for an examination after the deadline mentioned in subsection 1 has passed but no later than three calender days before the examination in question, in Osiris. The request will be honoured providing that places are available in the room or rooms where the examination is scheduled to take place.
3. In the case of circumstances beyond a student's control, whereby the student is unable to register for the examination, the Board of Examiners can still permit the student to participate in the examination.
4. The following applies upon entering the examination room:
    a. only students with valid proof of identity will be admitted to the examination. The following will be accepted as proof of identity: campus card, passport, identity card or driving licence.
    and
    b. students will only be admitted to the examination with a valid examination ticket and/or if they are included in the list of participants.
5. A students who has not registered for the examination and is therefore not included on the list of participants, may report to the invigilator on the day of the examination from 15 minutes before until the start of the examination. In so far that there are seats available, they will be admitted to the examination room half an hour after the start of the examination in the order they reported to the invigilator. The lack of half an hour examination time cannot be compensated. Students who have thus gained access to the exam will be added to the list of participants. The student takes the exam subject to the reservation that it will be investigated whether he/she is entitled to participate in the examination.
6. In case the investigation leads to the conclusion that the student was not entitled to participate in the examination, the examination work is invalid, will not be evaluated and does not lead to a result.
7. The student can submit a substantiated request to the Board of Examiners to have examination work that is considered to be invalid to be declared valid and to have it evaluated.
8. The Board of Examiners will only agree to the request in exceptional circumstances.

Article 13 - Registering for practicals

1. Registration for practicals will take place in the manner and by the deadline indicated in the study guide, on Blackboard or in the Implementation Regulations of the TER for the practical in question.
2. In special cases the Board of Examiners may deviate from the period of registration referred to in subsection 1, however only in favour of the student.
3. Students who do not register for a practical on time may not participate in that practical. In exceptional circumstances the Board of Examiners may allow the student to participate in the practical.
4. If a student participates in a practical for which the student was not properly registered, the Board of Examiners will declare the results of the practical to be invalid.

Article 14 - Withdrawal or absence

1. It will be possible to withdraw from an examination via the examination registration system up to 3 calendar days before the examination takes place.
2. Any student who has withdrawn from an examination should re-register on a subsequent occasion, in accordance with the provisions of Article 11.

Section 5 – Examinations

Article 15 – Number, times and frequency of examinations

1. There are two opportunities in each academic year for written examinations:
   - the first opportunity is at the end of the teaching period in which the subject is taught,
   - the second opportunity is in the fifth week or at the end of the next teaching period, or during the resit period in the months July and August.
2. The frequency of examinations is laid down in the Implementation Regulations. A timetable of all the opportunities for sitting written examinations is drawn up on an annual basis and distributed before the start of the relevant semester.
3. If there is no indication as to the number of times a particular examination can be taken in any one academic year because it relates to a subject not taught by the programme itself, the relevant stipulations in the Teaching and Examination Regulations of the other programme will apply. The Board of Examiners reserves the right to make decisions that deviate from the norm regarding this matter.
4. Notwithstanding the provisions of subsection 1, there will be at least one chance in a year to sit examinations relating to subjects not taught in a given academic year.
5. In exceptional cases, the Board of Examiners may permit a deviation from the standard number of times that certain examinations can be taken.

Article 16 – Sequence of examinations

The sequence in which students are required to sit examinations and participate in practicals is laid down in the Implementation Regulations.

Article 17 – Validity of examinations

1. The result of an examination is valid for an unlimited period. However, in cases where the examination result dates from over four years ago, the Board of Examiners may impose an additional or substitute examination.
2. The terms of subsection 1 likewise apply to component examinations, unless the validity of the component examination is linked to a period of time in the study guide.

Article 17 – The form of examination and method of assessment

1. Examinations are set as described in the study guide.
2. The Board of Examiners may deviate from the provisions of subsections 1 , in favour of the student.

Article 19 – Oral examinations

1. Only one student at a time will sit an oral examination, unless the examiner(s) in question specifie(s) otherwise.

2. Oral examinations will be held in public, unless determined otherwise by the Board of Examiners in a special case or unless the student has formally objected to the public nature of the examination.

3. Prior to an oral examination, the examiner must ask the student to provide proof of identity.

Article 20 – Determining and announcing the results

1. The examiner is required to determine the result of an oral examination as soon as it is finished and to supply the student with a written statement of the result.

2. In the case of written examinations, the examiner is required to determine the result as soon as possible after the examination but within 15 working days at most. The examiner forwards the necessary details to the student administration. Taking due account of the student's right to privacy, the student administration then ensures that the results are registered and communicated within 20 working days of the examination date. If the examiner is not able to meet these requirements due to exceptional circumstances, he or she must inform the board of examiners, stating the reasons for the delay, and as soon as possible informs the students.

3. Regarding any examinations that are not taken orally or in writing, the Board of Examiners will determine beforehand precisely how and within what period of time the student will be notified of the results.

4. When receiving the result of an examination, the student will be made aware of his or her right to inspect the results as referred to in Article 20, as well as the opportunity to lodge an appeal with the Examination Appeals Board.

Article 21 – The right to inspect the results

1. For a period of at least 20 working days after notification of the results of any written examination, the student has the right to inspect his or her marked work, on request. If a student intends to lodge an appeal regarding the marking of his or her work, he or she will be supplied with a copy of the marked work.

2. During the period referred to in paragraph 1, all students who sat the exam may acquaint themselves with the questions and assignments set in the examination, as well as with the criteria used for marking.

3. The Board of Examiners may determine that the right to inspection or perusal referred to in paragraphs 1 and 2 will take place at a location specified beforehand and at no less than two specific times, also decided on beforehand. If the student can prove that he/she is or was unable to be present at the location at the set time due to circumstances beyond his or her control, then another opportunity will be provided, if possible within the period stated in paragraph 1. The location and times mentioned in the first sentence will be announced well in advance.

Article 22 – Discussing the examination results

1. As soon as possible after the results of an oral examination have been announced, an opportunity can be arranged for the examiner to discuss the results with the student, either at the student's request or at the instigation of the examiner. At this meeting, the reasons behind the marks awarded will be explained.

2. For a period of 20 working days after the results have been announced, students who have taken a written examination may submit a request to discuss the results with the relevant examiner. The discussion will take place within a reasonable time span and at a place and time determined by the examiner.

3. In cases where a collective discussion is organised by or on the instructions of the Board of Examiners, a student may only submit a request, as described in the preceding paragraph, if he/she was present at the collective discussion and if he/she provides a good reason for the request or if, due to circumstances beyond his/her control, he/she was unable to attend the collective discussion.

4. The provisions of paragraph 3 are similarly applicable if either the Board of Examiners or the examiner first gives the student the opportunity to compare his/her answers with model answers.

5. The Board of Examiners may permit departures from the provisions of paragraphs 2 and 3.

Section 6 - Studying with a disability

Article 23 – Adaptations to help students with a disability

1. Students who have a physical or sensory disability are entitled to adaptations in teaching, examinations and practicals, on written request. These changes will be geared as much as possible to a student's individual needs, but they must not affect the quality or the degree of difficulty of a subject or an examination programme. The facilities provided to this end may involve adapting the form or duration of examinations and/or practicals to the student's individual situation or making practical aids available. Examples of adaptations can be found in the appendix.

2. The request referred to in paragraph 1 should be accompanied by a recent medical certificate from a doctor or a psychologist. If there is evidence of dyslexia, the request should be accompanied by a document issued by a recognised dyslexia-testing bureau (i.e. registered with BIG, NIP, or NVO). If possible, this certificate should also estimate the extent to which the disability forms an obstacle to study progress.

3. Requests for the adaptation of teaching facilities will be decided upon by the dean of the faculty of Civil Engineering and Geosciences or by the director of studies acting on the dean's behalf. The Board of Examiners will decided on requests for adaptations to examinations.

Section 7 - Exemptions

Article 24 – Exemption from examinations or practicals

After having been advised by the relevant examiner, the Board of Examiners may decide to exempt students from an examination or practical on the grounds of:

a. an examination, degree audit or practical completed within the Dutch higher education system or elsewhere which, as regards content and study load, corresponds with the examination or practical for which exemption is sought, or
b. knowledge and/or skills acquired outside the higher education system.

Section 8 - Degree audit

Article 25 – The times and frequency of the degree audit

In principle, once a month there is an opportunity to take the Master's degree audit. The dates set by the Board of Examiners are published before the start of the academic year.

Article 26

Not applicable.

Article 27

Not applicable.

Section 9 - Study progress checks

Article 28 – Study progress checks

The student administration is responsible for ensuring that each student is able to see and check his/her own results via the student information system Osiris

Section 10 - Contravention, changes and implementation

Article 29 – Contravening the regulations

If the manual and/or any other regulations relating to the study programme and/or the examination programme prove to contravene these Teaching and Examination Regulations and the accompanying Implementation Regulations, precedence will be given to the provisions of these Teaching and Examination Regulations in combination with the Implementation Regulations.

Article 30 – Changes to the regulations

1. Any changes made to these regulations will be made by special resolution of the dean of the faculty of Civil Engineering and Geosciences, having consulted the dean's of the other participating faculties.

2. No changes made will affect the current academic year unless it is reasonable to suppose that the interests of students will not be adversely affected.

3. None of the changes may, to the detriment of the student, influence any decisions concerning a student that are made by the Board of Examiners on the basis of these regulations.

Article 31 – Transitional regulations

1. If the composition of the study programme undergoes intrinsic changes or if these regulations are amended, the dean of the faculty of Civil Engineering and Geosciences, having consulted the dean's of the other participating faculties, will draw up transitional regulations that will be incorporated into the Implementation Regulations.

2. Such transitional regulations are required to include:
   a. a provision concerning the exemptions that can be given on the basis of the examinations already passed;
   b. a provision specifying the period of validity of the transitional regulations.

3. If a subject is removed from the study programme, four opportunities to sit an examination in this subject will be granted after the last classes have been taught: an examination following on from the classes, a resit in the same academic year, and two resits in the subsequent academic year.

Article 32 – Publication of the regulations

1. The dean of the faculty of Civil Engineering and Geosciences is responsible for finding a suitable way of publishing these regulations and the relevant Implementation Regulations, as well as any changes to the regulations.

2. The Teaching and Examination Regulations, together with the accompanying Implementation Regulations, will always be published on the programme's website.

Article 33 – Entry into force

These Regulations will come into effect on September 1, 2016.

Drawn up by the dean of the faculty of Civil Engineering and Geosciences on June 23, 2016.

Appendix Article 23

Adjustments to the assessment procedure, including examinations and other forms of assessment, may concern the following matters, among others:

- the course material (making available course material that is more easily accessible, for example);
- the form of assessment (e.g. replacing a written examination by an oral one, or vice versa, testing knowledge of the studied material by way of interim examinations, or granting an exemption from attendance);
- time-related matters (such as granting more time during examinations, spreading out examinations over the examination period, granting exemptions from admission requirements, or extending the period within which a component must be completed);
- the resources that candidates are allowed to use during examinations (such as an English-Dutch dictionary for candidates with dyslexia);
- the location (taking examinations in a separate distraction-free room).

Adjustments to the educational facilities may concern the following matters, among others:

- making modified furniture available in the classrooms and examination rooms;
- making special equipment available (such as magnifying or Braille equipment for blind or partially sighted students, or audio induction loops and solo equipment for students who are deaf or hard of hearing);
- making more easily accessible course material available;
- making special computer facilities available (such as voice recognition or speech synthesis software);
- making a separate distraction-free room available for a student to take an examination;
- making a quiet room available.