

**EDUCATION AND EXAMINATION  
PROCEDURES  
Grafisch Lyceum Rotterdam**

COHORT 2009 – 2013

Laid down 1 april 2009

<b>Preface .....</b>	<b>3</b>
<b>1. Organisation of the course media design .....</b>	<b>4</b>
1.1 The course.....	4
1.2 The GLR International Course.....	4
1.3 Professional development .....	4
1.4 Language development .....	5
1.5 Personal development.....	5
<b>2. Education at Grafisch lyceum rotterdam.....</b>	<b>6</b>
<b>3. Assessment of theme modules.....</b>	<b>7</b>
3.1 What is a theme module? .....	7
3.2 How you will be assessed?.....	7
3.3 When have you mastered a work process?.....	7
3.4 What to do if you haven't earned a work process? .....	8
<b>4. Evaluating lint modules and flex modules .....</b>	<b>9</b>
4.1 What are lint and flex modules? .....	9
4.2 How will you be evaluated? .....	9
4.3 When did you pass a lint module or a flex module? .....	9
4.4 And what do you have to do if you haven't passed a lint module or a flex module? .....	9
<b>5. Evaluation of core skills examination.....</b>	<b>10</b>
5.1 What is Core Skills Examination (PvB)? .....	10
5.2 How will you be evaluated? .....	10
5.3 When have you earned a core task? .....	11
5.4 What to do if you haven't earned a core task?.....	11
<b>6. Evaluating your internship .....</b>	<b>12</b>
6.1 What is an internship? .....	12
6.2 How will you be evaluated? .....	12
6.3 When did you pass your internship?.....	12
6.4 What happens when your work processes are insufficient? .....	12
<b>7. Go, no go.....</b>	<b>12</b>
7.1 What are 'go, no go' moments? .....	13
7.2 Go, no go - moments .....	13
<b>8. Organisation of the exam.....</b>	<b>15</b>
8.1 The Examination Committee .....	15
8.2 Educational routes and module descriptions .....	15
8.3 Attendance .....	15
8.4 Exemption.....	15
8.5 Fraud .....	15
8.6 Restrictions for taking part in tests and for completion .....	15
8.7 Survey test scores, report.....	16
8.8 Results and the right for inspection .....	16
8.9 Switching to another course .....	16
8.10 Being late.....	16
8.11 Rules during written tests .....	16
8.12 Surveillance .....	16
8.13 Adapted testing.....	16
8.14 Unforeseen circumstances .....	17
<b>9. Objection and appeal .....</b>	<b>18</b>
9.1 Quality assurance .....	18
9.2 Which rights do you have? .....	18
9.3 Objection .....	18
9.4 Appeal .....	18
9.5 Time limit for saving appeals .....	19

## PREFACE

Dear Student,

Welcome to the Grafisch Lyceum Rotterdam.

We are pleased that you've chosen to study at the GLR International Course. We will do our best to make your education a pleasant and valuable experience.

Our courses are continually changing to meet the demands of the fast changing industry and the society in which we live. Programmes that change enable us to meet these demands and offer you an education that you can build on.

The GLR is up-to-date with developments in the field of education. "Blended Learning" combines different teaching methods to achieve different objectives. Sometimes you will receive traditional instruction from a teacher. Sometimes you will be divided into groups to work as teams on a project. Students will also work independently on research and assignments. You will learn different skills and work processes necessary to earn your diploma and for becoming a media- and graphic designer.

Teachers and personnel at GLR will do their best to support your efforts during your study. Of course, your co-operation and self-motivation are needed in order to succeed.

You'll find a detailed explanation of the rules and procedures for our programme in the Education and Examination Procedure - Study Guide. You can find more information and answers to many questions on our site [www.glr.nl](http://www.glr.nl).

A copy of the Study Guide will be given to you in the first weeks of your study. Read it carefully. It contains important information about requirements and procedures. Keep your copy of the study guide in a safe place. It will be useful during your study.

Naturally, we wish you successful and enjoyable period of study at the GLR.

F.J. van Vliet,  
Chairman Executive Board

## 1. ORGANISATION OF THE COURSE MEDIA DESIGN

### 1.1 The course

A media designer often works for companies like communication agencies, advertising agencies, specialised design studios, web design and multimedia firms, audio-visual firms, publishers and printers. A media designer may also work for medium sized or large companies with their own design and media production or communication departments. A media designer may be a self-employed person or work as a freelance designer.

During your training you will work on core tasks and work processes in order to learn the profession. Core tasks are the most important tasks of the profession. Work processes include specific skills and knowledge which are needed to work in different situations. The table in §1.3 shows a list of work processes and core tasks.

### 1.2 The GLR International Course

The International Course (Media Design) is conducted entirely in English. To complete the programme, students must participate in an internship with a company in a foreign country. A company in the Netherlands is acceptable when it has an international character and English is used as the primary language. In addition to the GLR Media Design diploma, students who complete the requirements of the International Course programme satisfactorily will receive a letter from the Department confirming their achievement. Students who decide not to continue the English language programme may apply for transfer to the Media Design (Mediavormgever) programme in Dutch. Transfer is subject to the decision of adjunct directors of both departments.

During the programme you'll be concentrating on 3 specific subjects of development in order to learn to work in the media design profession:

Professional development  
Language development  
Personal development

### 1.3 Professional development

You'll be studying to learn core tasks and work processes during your study.

Core tasks are groups of work processes which combine skills & knowledge to enable you to function in the professional design company or studio environment.

Work processes are the specific skills you need to be able to carry out in your daily work.

A list of core tasks and work processes are listed below.

Core task	Work process	Outflow			
		Graphic design	Animation/audio visual design	Interactive design	Art & Design
1. Designs media expression	1.1 Assesses assignment and advises customer	X	X	X	X
	1.2 Produces an approach plan	X	X	X	X
	1.3 Produces a concept	X	X	X	X
	1.4 Produces a design	X	X	X	X
	1.5 Presents the design	X	X	X	X
2. Realises media expression	2.1 Prepares the realisation	X	X	X	X
	2.2 Assists with the contracting out	X	X	X	X
	2.3 Produces the media expression	X	X	X	X
	2.4 Manages the hardware and software	X	X	X	
	2.5 Manages the database	X	X	X	
3. Carries out entrepreneuring tasks	3.1 Produces an entrepreneuring plan	X	X	X	X
	3.2 Promotes the company	X	X	X	X
	3.3 Organises financial matters	X	X	X	X

### 1.4 Language development

A Dutch media designer needs to understand, speak and write Dutch and English. Fixed levels of understanding apply to all MBO courses. The table below shows you need to achieve B2 for Dutch. Plus you need to achieve B1.1 for English listening, reading and interaction and A2 for production and writing. Your language teacher will explain which specific objectives are required for these levels. Language requirements are currently being discussed for Dutch residents and foreigners who don't speak Dutch.

Dutch

	Listening	Reading	To communicate	speaking	writing
C2					
C1					
B2					
B1					
A2					
A1					

English

	Listening	Reading	To communicate	Speaking	Writing
C2					
C1					
B2					
B1					
A2					
A1					

### 1.5 Personal development

You are more than a working professional, you also need to participate in the society in which we live. It's important to continue to work on your personal development. All MBO courses devote attention to continued education, career development and being a responsible citizen. By the end of your study you will be required to demonstrate that you have developed the following core tasks for responsible citizenship:

<b>Core tasks Personal development</b>	<b>Work processes Personal development</b>
<b>Core task 1:</b> Identifies personal development objectives and uses skills and knowledge to learn independently.	1.1 Identifies learning objectives for personal development. 1.2 Takes inventory of methods of learning. 1.3 Chooses the best way to learn which fit the situation and personal requirements. 1.4 Plans his own learning process and reaches objectives. 1.5 Evaluates the chosen method of learning.
<b>Core task 2:</b> Manages his own learning path.	2.1 Reflects on personal qualities and objectives. 2.2 Researches work and identifies opportunities. 2.3 Manages his career and makes logical decisions.
<b>Core task 3:</b> Involves himself in political issues, in decision-making and policy forming.	3.1 Researches subjects which require political decisions. 3.2 Forms a personal opinion. 3.3 Acts according to choices and conclusions.
<b>Core task 4:</b> Functions as an employee in an organisation.	4.1 Acts as an employee when carrying out his work. 4.2 Uses employee rights. 4.3 Has a congenial attitude.
<b>Core task 5:</b> Functions as a critical consumer.	5.1 Orients himself on the consumer market and considers personal preferences and possibilities. 5.2 Makes conscious effort by purchasing products and services.
<b>Core task 6:</b> Participates in different social situations and conducts himself correctly in public places.	6.1 Takes part in social activities and circulates in public areas. 6.2 Carries out activities to improve the quality of his social environment.
<b>Core task 7:</b> Practices personal hygiene and good citizenship.	7.1 Keeps informed about personal hygiene and a healthy lifestyle. 7.2 Makes decisions based on information and acts appropriately. 7.3 Takes part in activities which lead to good health.

## 2. EDUCATION AT GRAFISCH LYCEUM ROTTERDAM

The International Course Media Design programme lasts 4 years. Each school year is divided into 5 periods. There are 4 elements that are characteristic for the programme. Each play an important role in the curriculum.

Theme modules  
 Core Skills Examination (PvB)  
 Lint and flex modules  
 Internship (BPV)

The table below shows you when each element comes into play.

	Period 1	Period 2	Period 3	Period 4	Period 5
Year 1	Lint and Flex	Theme module + Lint and Flex	Theme module + Lint and Flex	Theme module + Lint and Flex	Core Skills Examination I (PvB I)
Year 2	Theme module + Lint and Flex	Theme module + Lint and Flex	Theme module + Lint and Flex	Theme module + Lint and Flex	Theme module + Lint and Flex
Year 3	Core Skills Examination II (PvB II)		Internship	Internship	Internship
Year 4	Internship	Internship	Ass BPV	Core Skills Examination III (PvB III)	

During theme modules and internships (BPV) teachers will evaluate your work processes. You can read more about work processes in chapter 3.

Core Tasks will be evaluated during 3 Core Skills Examinations (PvB). Part of your final examination is an Assessment. You can read more about assessment procedures in chapter 4.

You will be permitted to take a Core Skills Examination (PvB) when you have demonstrated that your work processes are sufficiently developed. Read more in chapter 7.

Besides theme modules and Core Skills Examinations, the programme includes Lint modules and Flex modules. Flex and Lint modules concentrate on teaching and exercising important knowledge and skills. Read more about Flex and Lint modules in chapter 5.

The GLR provides students education and guidance for a required minimum of 850 hours per year. We will keep the right to modify the table of lessons, in ways that the 850-hour norm will be guaranteed.

### 3. ASSESSMENT OF THEME MODULES

#### 3.1 What is a theme module?

A theme module is a project in which a professional situation is simulated. Focussing on a specific theme, students will work independently and in groups on one or more productions. Different disciplines and work processes are incorporated in each theme module.

#### 3.2 How you will be assessed?

Your work processes will be assessed during the theme modules. Each theme module has a 'reader' with the list of the work processes that you will work on. At the end of a period you'll be asked to evaluate your own work and performance. Your teacher will also evaluate your performance and give you feedback on the products you made and the process you followed.

We don't assess your work to punish or penalize you. Assessments help you to learn and give you insight into your development.

The GLR uses the work process meter to give you insight into your development. You can review the status of your personal work processes on the intranet portal, <http://portal.glr.nl> under 'Student'.

The work processes that are part of your course are listed here. For each work process you can earn scores 0, 1, 2, 3, 4 or 5. An explanation for each of the scores is also listed in the chart below:

Score 0	You don't demonstrate this work process. This can also mean that you haven't worked on this work process yet.
Score 1	You need a lot of help in order to carry out these tasks.
Score 2	You have mastered individual tasks, but still need help to apply them in a project.
Score 3	You can carry out the required tasks independently.
Score 4	You are able to carry out the required tasks independently. You are also able to make changes when necessary. During the work process you show a certain level of proficiency. This is the minimum score you need to meet the schools requirements for this work process.
Score 5	You are fully capable of executing the tasks that need to be done and are also able to make additional considerations about next steps and what needs to be done further.

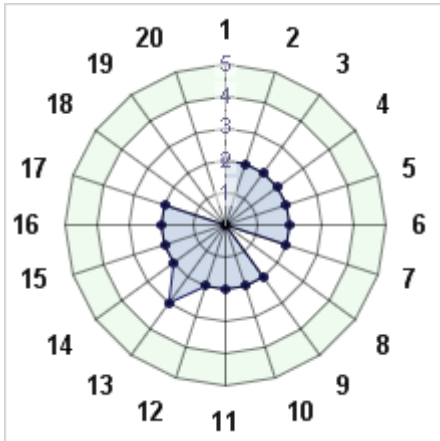
The on-line work process meter explains each work process in more detail. Currently this is only available in Dutch. Efforts are being made to add an English language version for this information.

#### 3.3 When have you mastered a work process?

After your internship in the fourth year, you need to have earned a score of 4 (or 5 of course) for each of the work processes. During the course of your 4 year study you need to develop to score 4 or 5.

When your work process during a module is insufficient, your work process score can be lowered by the teacher. The final grade at the end of the year however, will be based on the highest score achieved.

## Student Work process Meter



**Figure 1.** This illustration of the work process meter shows work process scores at level-2 and work process 13 (co-operates with others) is shown here at level-3.

### 3.4 What to do if you haven't earned a work process?

When, for some reason you didn't earn a specific work process during a project, you should discuss this with your teacher and mentor. Work processes are evaluated in more than one theme project so you always have a second chance to catch up. If this doesn't work, you can make a plan to improve your work process and ask your teacher to evaluate the work process during another theme. Important: When you don't earn the required level of work process requirements you will not be permitted to take part in the Core Skills Examination which can delay the progress of your education at school.

## 4. EVALUATING LINT MODULES AND FLEX MODULES

### 4.1 What are lint and flex modules?

You will learn technical skills and design theory in Lint modules and flex modules. These skills are necessary in order to carry out assignments and apply work processes to carry out more complex objectives. A Lint module is a series of lessons that have a direct relationship to a project module.

Example: You'll receive instruction in a software program like Flash and directly apply what you've learned in the project you're working on. Flex modules are lessons independent of the modules.

Example: Art History and drawing are examples of Flex modules that provide you insight into design related subjects..

### 4.2 How will you be evaluated?

Lint- and flex modules are evaluated using the traditional number system for your grades.

Passing grades are between 5,5 and 10 = Module has been completed successfully.

Failing grades are between 1,0 en 5,4 = Failed module. Unsatisfactory.

You may also find other letter codes on your report.

-	module hasn't been graded
v	exempted from lesson (grade 7,0)
d	active participation during all classes (grade 7,0)
o	Unsatisfactory: did <u>not</u> participate or meet requirements (grade 5,0)
vno	you passed after satisfactorily completing an additional assignment (grade 5,5)
gg	no results (grade 1,0)
co	no grade has been handed in (inquire at your department's administration office)

The requirements for each of modules and how they will be evaluated are explained in the project readers or by the teachers during the lessons.

A "gg" on your list of grades means that you didn't complete the module. There may be different reasons for a "gg". Some examples may be not handing in your work, missing a test, poor attendance or illness.

The mark "vno" is a grade used for modules that a student doesn't complete at first, but completes later on after doing a special assignment.

### 4.3 When did you pass a lint module or a flex module?

You passed a module when:

- your grade is 5,5 or higher;
- you're receive a code "v" or "d" or "vno" from your teacher;
- passing is when you meet the requirements that are stated in the education and examination guide.
- You need to pass 90% of the lint and flex modules at the end of your course. The remaining 10% of your grades need to be a 4 or higher. Coded 'gg' grades are unsatisfactory and therefore unacceptable. But at the end of the first school year the standard is still set at 85%.
- 

The examination committee reserves the right to make decisions based on different situations.

### 4.4 And what do you have to do if you haven't passed a lint module or a flex module?

For a re-examination you can sign in for service-lessons by intranet 48 hours before the lesson starts. Service-lessons are intended for students who are in danger of falling behind in their studies, or who have already fallen behind. Being behind may be the result of illness, a slow pace and/or lack of skill/knowledge.

Only students who have followed the rules as described in this study guide, have the right to service lessons. Service lessons are planned for modules that are scheduled. Participants may cancel participation up to one week before service lesson starts.

Service lessons are scheduled for Wednesdays from 17.30 to 20.00

There are no service-lessons for the GLR International Course. Students of the International Course are provided each period with support hours in each period under the guidance of a teacher. Students can use this time for independent study and to catch up on projects or skills to earn a work process or missing grade.

## 5. Evaluation of core skills examination

### 5.1 What is Core Skills Examination (PvB)?

A Core Skills Examination is an important evaluation.

During your study, you'll work on products like the ones you'll be working on in profession. A Core Skills Examination (PvB) can take place during one (7 weeks) or over two periods (14 weeks). Various skills and qualifications will be evaluated during this examination. The objective is for you to prove that you can perform different work processes together to achieve specific goals. A Core Skills Examination is different than a work process evaluation which takes place during a project or theme module. The Core Skills Examination is different from the simpler work process evaluation because the PvB the result determines if you are capable of continuing your course or not.

### 5.2 How will you be evaluated?

During a Core Skills Examination (PvB), core tasks will be evaluated. These are combinations of work processes and form the basis needed to practice your future profession as media- or graphic designer. At the end of a period, your teacher will ask you to evaluate your own performance. This is a self-evaluation. Your teacher(s) will evaluate your performance and offer you feedback.

Based on the PvB, important decisions will be made at 3 critical stages of your study.

Core Task Examination 1 (end year 1): whether you will be permitted to continue this course

Core Task Examination 2 (period 2, 3<sup>rd</sup> year): whether you can start your internship

Core Task Examination 3 (period 4, 4<sup>th</sup> year): whether you graduate and earn your diploma

A formal Assessment is also part of your final Core Task Examination (PvB). This assessment is an oral examination where an objective assessor will ask critical questions involving insight, knowledge and experience often involving your the product you produced.

You can follow your progress in the GLR - Core Task Meter. This is available on the information portal <http://portal.glr.nl> under 'Student'. Core tasks are measured using colours. During your four year course you will develop your skills from red, through orange, to yellow, blue and sometimes green which represents 'excellent'. Explanations for each stage of development for each core task are available. The colours represent levels of progress as follows:

Green:	Excellent
Blue:	Ready for work (required to graduate)
Yellow:	Making good progress (required to go on internship)
Orange:	First steps taken (required to go to the 2 <sup>nd</sup> year)
Red:	Unskilled

Students can follow their personal development on-line from the very beginning of their study.

The table shows how the core tasks are organized.

	Core task 1 Designs a media expression	Core task 2 Realises a media expression	Core task 3 Carries out Entrepreneurial tasks
Professional			green
Ready for work (minimum diploma)			blue
Well on your way (minimum period 12)			yellow
First steps taken (minimum period 5)			orange
Unskilled			red

### 5.3 When have you earned a core task?

The level of Core Tasks are related to the year of the programme a student is participating in. You pass a Core Task Examination when you have demonstrated that you are capable of working with combined work processes to achieve an objective. Core Task levels are measured in colours. Colours represent levels of progress. In an evaluation teachers select which colour (level) you earned according to the level of the progress you've demonstrated during the project.

The colour you receive shows if you are ready to continue to the next level or not.

Core Task Examination 1: all core tasks must be in orange or higher to continue.

Core Task Examination 2: all core tasks must be in yellow or higher to continue.

Core Task Examination 3: all core tasks must be in blue and/or green to receive a diploma.

### 5.4 What to do if you haven't earned a core task?

**Core Task Examination 1:** All core tasks must be orange at the end of the first year. If you have a core task lower than orange, you may be given a chance to complete an extra assignment. Otherwise, you must leave school.

**Core Task Examination 2:** All core tasks must be yellow level. You will not be allowed to start an internship if your core tasks are lower than yellow. This will delay your graduation. You may be asked to start an entirely new PMM project or demonstrate your command of a core task by completing a specific part of your project again. Teachers will decide what is appropriate for each individual situation.

**Core Task Examination 3:** All core tasks must be required blue or green. If a core task is lower than blue you cannot receive a diploma. Read more about this situation in chapter 7.

## 6. EVALUATING YOUR INTERNSHIP

### 6.1 What is an internship?

Internship (BPV) is a synonym for practical work experience, practical training or traineeship. The internship is a part of your training. International internships are required for the International Course Program.

### 6.2 How will you be evaluated?

During your internship you will work with a practice training book (POB). This book contains all the assignments for your internship along with a checklist for your work processes. During your internship your trainer at work will evaluate your work processes.

Where possible, your internship guidance counsellor from school will visit you to evaluate your work at the internship. In addition, there will be a 'comeback day' once each period where you will discuss your experiences with fellow students and teachers and your internship guidance counsellor.

At the end of your internship you should be able to perform all work processes listed in the POB independently. Independent means that you can prepare, carry out and complete all tasks on your own.

At the end of your internship you are required to hand in a work process portfolio containing proof of your work. This should contain:

- *The original list of work processes filled out by your internship trainer;*
- *One document or product as proof of work process, for example: self reflection report, screen dump, project plan, a product you made.*

This work process portfolio will be checked by a teacher. You'll also take part in the internship (BPV) Assessment. The Assessment is the final oral examination where two your mentor and an objective Assessor ask questions about the work in your work process portfolio and about your internship. Both mentor and assessor will decide if you satisfy the requirements and will determine your scores for the work process meter.

### 6.3 When did you pass your internship?

When you earn a score of 4 or higher, you've passed a work process. You should have a "Z" for all work processes on the list which stands for 'independent' ('zelfstandig' -in Dutch).

If teachers question the work in your work process portfolio or have questions about your abilities, they will contact your internship trainer and your internship guidance counsellor at school to discuss your situation.

### 6.4 What happens when your work processes are insufficient?

If you have unsatisfactory work processes you try to earn up to 2 work processes during your final Core Task

If more than 2 work processes remain insufficient, your situation will be discussed and a decision will be made by the examination committee.

## 7. GO, NO GO

### 7.1 What are 'go, no go' moments?

The chapters above explain how your work processes will be evaluated during project modules and your internship. The main purpose of these evaluations is to evaluate your skills and progress. This information is used to guide your program further. At specific moments during your study decisions will be made if you are able to continue your study or still need to improve before you continue. These are 'go, no go' moments.

### 7.2 Go, no go - moments

School Year 1	
Requirements:	Result:
After the fifth period: <ul style="list-style-type: none"> <li>At least 80% of the work processes which have been addressed have achieved a score of 1 or higher</li> <li>All the assessed Proof of Competency 1 core tasks have achieved an orange score.</li> <li>At least 90% of the lint and flex modules have been achieved (the mark may not be lower than 4.0 for the 10% you have scored unsatisfactorily for, except for when that mark was lower than 4.0 in period 5)</li> </ul>	→ You may continue on to school year 2

Study advice for a specific study direction is provided at the end of the basic year.

Teachers will base this advice on what has been written in the Study Advice Document for this course.

School Year 2	
Requirements:	Result:
After the fifth period; <ul style="list-style-type: none"> <li>At least 80% of the work processes which have been addressed have achieved a score of 3 or higher</li> <li>At least 90% of the lint and flex modules have been achieved (the mark may not be lower than 4.0 for the 10% you have scored unsatisfactorily for)</li> <li>Dutch and English are at the required level</li> <li>You have satisfied the personal development (LLB) requirements</li> </ul>	→ You may continue on to school year 3 in order to participate with the proof of competency 2, with a repair project for the unsatisfactory work processes

School Year 3	
Requirements:	Result:
Before commencing Professional Work Experience: <ul style="list-style-type: none"> <li>All work processes have achieved a score of 3</li> <li>All Proof of Competency 2 core tasks have achieved a yellow score</li> <li>At least 90% of the lint and flex modules have been achieved (the mark may not be lower than 4.0 for the 10% you have scored unsatisfactorily for)</li> </ul>	→ You may participate with Professional Work Experience and continue on to school year 4

<b>School Year 4</b>	
<b>Requirements:</b>	<b>Result:</b>
Before starting the examination: <ul style="list-style-type: none"> <li>• 90% of the work processes have achieved a score of 4 or 5</li> <li>• At least 90% of the lint and flex modules have been achieved (the mark may not be lower than 4.0 for the 10% you have scored unsatisfactorily for)</li> </ul>	→ You may participate with the proof of competency 3, with a repair project for the unsatisfactory work processes
After the examination: <ul style="list-style-type: none"> <li>• All work processes have achieved a score of 4 or 5</li> <li>• At least 90% of the lint and flex modules have been achieved (the mark may not be lower than 4.0 for the 10% you have scored unsatisfactorily for)</li> <li>• All Proof of Competency 3 core tasks have achieved a blue or green score</li> </ul>	→ <b>You have achieved your diploma</b>

If you do not satisfy the requirements per school year, the examination committee has the authority to deviate from the above standards

## 8. ORGANISATION OF THE EXAM

### 8.1 The Examination Committee

The Examination Committee consists of the heads of department of the MBO (intermediate vocational education) and is directed by the executive board. Its main task is to formulate rules with regard to final evaluations and completion of the programme and to supervise the strict observance of these rules.

Chairman:           mr. A. van den Vijver  
Secretary:         mr. E. Fok  
Members            mr. R. van As, mrs. O. Menten, mrs P. Lagarde, mr P. Rehm, mr. A. Kruijsse  
                          mr. R. Hendriks

### 8.2 Educational routes and module descriptions

The educational programme is an integral part of the education and examination procedures described in this study guide. This includes all theme modules, work process evaluations, internships, lint modules and flex modules that are part of your course.

Each module is explained in a separate module description. This description informs you about the contents and aims of this module. This description also includes information about class rooms, study hours, learning materials etc. Students should always familiarize themselves with the information about each module. Consider this as part of your preparations for your studies. This will prevent any misunderstandings or disappointment at a later date. The module descriptions are subject to change. Any changes in the module descriptions will be included new texts. You can find your study programme and the module descriptions at [www.glr.nl](http://www.glr.nl). Click "studenten" and then on "StudentenNET".

### 8.3 Attendance

You are required to participate in all activities that are part of the final assessment. Your attendance is vital during theme modules and Core Skills Examinations. If you are absent teachers will be unable to assess your work processes/core tasks. In addition, it's unacceptable for the team effort if you're absent. If you're unable to participate in a theoretical test, you will receive a 'gg' (geen gegevens) meaning 'no information' in your report.

### 8.4 Exemption

You can apply for an exemption for certain modules by the Examination Committee. For example, you may ask for an exemption for certain modules if you earned a certificate at another school or if you can demonstrate work processes based on earlier (work)experience.

If you think that you should be considered for exemption, you can apply for exemption with the Examination Committee. Be sure to include copies of diplomas, certificates and lists of grades that support your exemption. These copies will be checked for authenticity and will be assessed with regard to their contents. The deadline for application for exemption is two weeks after school starts. Documents should be directed to the Director of your department.

### 8.5 Fraud

The Examination Committee is entitled to take measures if you do something during the final assessment that is not permitted. Before any measures are taken, you are given the opportunity to give your account of the story. You may be assisted by an adult; if you are a minor (younger than 18yrs.) you may be accompanied by a parent or guardian.

Irregularities, in any case, are:

- *Cheating by copying/consulting notes*
- *Not following instructions given by the supervisors*
- *Using aids that aren't permitted*
- *plagiarism*

The Examination Committee has the right to site other behaviour, acts and etc. as irregularities. The Examination Committee may take the following measures:

- *Marking the test results of the module or activity as invalid*
- *Exclusion from (further) participation in that specific modules*
- *Dismissal from school*

Parents, the department of education and if necessary, the employer will be informed in writing.

### 8.6 Restrictions for taking part in tests and for completion

You have a maximum of 3 chances to pass your lint and flex modules in order to pass your final assessment. Second chances are permitted only if you received an insufficient grade. The best result after 3 attempts will be

noted on your report, unless the board of examiners decides that you may complete that particular module with an alternative assignment.

Different rules apply to theme modules and Core Skills Examinations. See chapter 7 for these rules. You will lose the right to take part in final assessments if you fail to follow the rules and regulations presented in this Study Guide for education and examination procedures.

### **8.7 Survey test scores, report**

On your report you will find your latest results. Your grades are continuously available on the intranet. You can print and download your grades and status. The results will be kept up to date and may be corrected on a daily basis. At the end of the school year, you will be given an 'final report'. This will include the decision 'to advance to the next class / repeat the year', The final report will be signed by your mentor.

### **8.8 Results and the right for inspection**

Following the evaluation, you can find the results of all modules on the intranet within 10 schooldays.

After publication of the results, you may ask permission to inspect your work for a period of 10 days. You have the right to meet to discuss the material and a motivation of the evaluation. To do this, you should make an appointment with your teacher.

### **8.9 Switching to another course**

It is possible to switch to another course at the same level. A switch can only be made at the beginning of the school year. The admission requirements always remain valid. The results you have so far and your attitude will play a vital role in any decision. The head of department takes the decision. Switching to another course will in most cases result in a delay of your studies. If you have a higher level of your education, you can transfer to a lower level. In that case too, you will have to meet the requirements for admission and your results and attitude will play an important role in the decision.

You may retain the results of modules that are the same as in your new programme. The Examination Committee will discuss your work processes in your work process meter and transfer them to the new programme where it is applicable and justifiable.

### **8.10 Being late**

If you are more than 10 minutes late, you will not be allowed to enter the examination room. After 10 minutes you will not be permitted to take part in the test. The student should report to the operator/receptionist during the test he has missed. A 'gg' will be written on your report. If you are repeatedly late for theme modules and Core Skills Examinations, your grade will reflect this.

### **8.11 Rules during written tests**

The following rules apply in the test room:

- *supervisors will make a note of your time of arrival;*
- *supervisors are in charge of maintaining silence and order;*
- *supervisors will note and inform the Examination Committee of any irregularities. Irregularities are: cheating, not following instructions given by the supervisors and the use of aids that are not allowed during the test.*
- *during the first 15 minutes of the test you will not be allowed to leave the room;*
- *you have to hand in both the test and your notes to the supervisors;*
- *the supervisor will check the material after you hand it in;*
- *the candidate and/or supervisor will sign the list of candidates after the work has been handed in.*

### **8.12 Surveillance**

At least one supervisor will be present in the test room. If there are more than 30 students present for a test, there must be at least two supervisors present.

Notes will be made during the progress of theme modules, Core Skills Examinations and the internship. This documentation is a record.

Notes may also be made of any irregularities during examinations.

All notes will be made available and discussed by the Examination Committee. Notes will be filed for a period of 12 months.

### **8.13 Adapted testing**

Final assessments may be altered for specific groups and handicapped students. The altered final assessment will meet the same level and aims as the original test.

Students with a learning disability like dyslexia or dyscalculia will be allowed 20% extra testing time for written final assessments.

Visually impaired students will receive the written final assessments on A-3 size.

Students with a hearing impairment or who are deaf may be assisted by an interpreter for the deaf during oral exams.

Individual agreements will be made at the start of the programme for students who stutter. This can mean extra time or a smaller audience by oral tests.

Participants who cannot write because of a physical disorder, may use a computer.

The test room in the basement is accessible to wheel chairs.  
In all other cases an individual plan will be made in co-operation with the PAB ("trajectbureau").

**8.14 Unforeseen circumstances**

The chairman of the Examination Committee will take a decision in any unforeseen cases and circumstances that are not found in this Study Guide,

## 9. OBJECTION AND APPEAL

### 9.1 Quality assurance

GLR does its best to develop tests of high quality and to make sure that all procedures for testing are met. The Examination Committee is there to supervise the process and procedures (see chapter 8). Despite everything, it can happen that you don't agree with how things go with testing. What can you do if this happens?

### 9.2 Which rights do you have?

If you have a difference of opinion about testing, first talk things over quietly and calmly with your teacher or teacher(s). If you can't resolve the matter with your teacher(s), you can discuss the matter with the Examination Committee. Write a letter of objection stating your reasons. If you don't agree with the decision of the Examination Committee either, you can submit an appeal. A description of this procedure is below.

### 9.3 Objection

If you don't agree with the decision or action taken regarding testing, you can file a written objection with the Examination Committee.

The written objection should include:

- *Name and address of the participant*
- *Class*
- *Date of submission*
- *Motivation for the reason for writing the notice/what's the problem?*
- *Date of exam(s)/test(s) and subject*
- *Module codes that are related to the objection*
- *Names of teacher(s) responsible for the module*

The written objection has to be handed in within 15 school days. This term will start on the day on which the action takes place or the decision is made known.

The Examination Committee will take a decision if possible within two weeks after the letter is received. The participant will be informed of this decision in writing. The committee may extend this term one time for a period of up to two weeks.

### 9.4 Appeal

If you still don't agree with the decision taken by the Examination Committee, you may submit an appeal with the 'Commissie van Beroep voor de examens' Examination Commission for Appeals. So, you first have to have submitted in a letter of objection with the Examination Committee, before you can submit an appeal.

The note of appeal should include:

- *Name and address of the participant*
- *Class*
- *Date of submission of appeal*
- *Explanation of the reason for writing the appeal/what is the problem and why don't you agree with the decision taken by the examination committee?*
- *Date of exam(s)/test(s) concerned*
- *Module codes concerned*
- *Teacher(s) responsible for this module*

Send your written appeal to the Board of Directors. A member of the executive board will stamp the date on the appeal and forward it directly to the Committee of Appeal. The Committee of Appeal Regulations (Reglement Commissie van Beroep) is available in the multimedia library and at the examination office. A copy will be sent to you at your request.

Address - Board of Directors: Postbus 1680, 3000 BR, Rotterdam  
Committee of Appeal: attn Mr. A. v.d. Vijver, Secretary to the Executive Board

The period for handing in a note of appeal is 15 school days. This period will start the day after the exam committee has given notice of its decision.

The Examination Committee will be informed about the appeal by the Appeal's Commission.

The Appeal's Commission will take a decision, if possible, within two weeks after the appeal has been submitted. This decision will be communicated in writing. The committee may extend this term one time for a period of two weeks.

#### **9.5 Time limit for saving appeals**

All products that are part of final assessments as well as the assessment criteria are to be saved, unless their size or the electronic facilities enable the school to do so. The materials have to be kept for 6 months. This period starts as soon as the module has been concluded. During this period, involved parties have the right for inspection. A request for inspection of the work should be addressed to the Examination Committee. All materials belong to school when this term expires. This rule may be altered if the assessment has been made and if the participant has been informed of the result in writing and if the participant isn't going to submit an appeal against the evaluation.