

**GHENT UNIVERSITY  
EDUCATION AND EXAMINATION CODE  
2009-2010 ACADEMIC YEAR**

The course catalogue of Ghent University is available to be consulted at:  
<http://www.opleidingen.ugent.be/studiegids/2009/EN/INDEX.HTM>

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## PART I – PREAMBLE

**On the date of approval of the Education and Examination Code 2009-2010 by the Board of Governors, the education and examination arrangements at Ghent University - in addition to the aforesaid Code - are also governed by:**

- The 2009-2010 electronic course catalogue<sup>1</sup>;
- The regulations pertaining to the appropriate use of Ghent University's network and of the computers administered by the DICT as approved by the Computer Committee's Bureau on 25 August 1994<sup>2</sup>;
- The regulations pertaining to the appointment of the lecturers in charge of the course subjects of the study programmes and the appointment of temporary replacement lecturers, as approved by the Board of Governors at its meeting dated 28 October 1999<sup>3</sup>;
- The Intellectual Property Regulations, as approved by the Board of Governors at its meeting dated 19 April 2002<sup>4</sup>;
- The general<sup>5</sup> and special<sup>6</sup> transitional arrangements during the transition period further to the introduction of the Bachelor-Master structure at Ghent University, as approved by the Executive Board at its meeting dated 27 May 2004;
- The Policy on Admission to Higher Education, as approved by the Board of Governors at its meeting dated 15 April 2005<sup>7</sup>;
- EVC-procedure, as approved by the Board of Governors of Ghent University Association on 7 June 2005<sup>8</sup>;  
The resolution pertaining to the conclusion of co-operation agreements for the joint supervision and certification of Doctorates ('gezamenlijk doctoraat' = *joint Doctorate*), as approved by the Executive Board at its meeting dated 9 February 2006<sup>9</sup>;
- The inter-university examination regulations, as approved by the Board of Governors on 16 June 2006<sup>10</sup>;
- The Disciplinary Regulations for Students, as approved by the Board of Governors at its meeting dated 10 November 2006<sup>11</sup>;
- Ghent University Association regulations on the divergent admission requirements, as approved by Ghent University Association's Management Committee on 25 April 2007<sup>12</sup>;
- The Resolution pertaining to the organisation of postgraduate studies (with the inclusion of predoctoral study programmes) and of permanent training programmes, as approved by the Executive Board at its meeting dated 10 May 2007<sup>13</sup>;
- The Resolution pertaining to the organisation of the Ghent University Doctorate study programme, as approved by the Executive Board at its meeting dated 24 April 2008<sup>14</sup>;
- Doctoral Schools Regulations, as approved by the Executive Board at its meeting dated 24 April 2008<sup>15</sup>;
- The Resolution pertaining to the admission requirements for admission to the specific teacher training programme, as approved by the Executive Board at its meeting dated 24 May 2008<sup>16</sup>.

**The Education and Examination Code is subordinate to the following decrees adopted by Flemish Parliament and the following resolutions adopted by the Flemish Government:**

- The Decree pertaining to the Universities in the Flemish Community, as approved on 12 June 1991<sup>17</sup>;
- The Special Decree pertaining to Ghent University and Antwerp University Centre, as approved on 26 June 1991<sup>18</sup>;
- The Decree pertaining to the restructuring of higher education in Flanders, as approved on 4 April 2003<sup>19</sup>;
- The Flemish Government Resolution establishing the list of the Bachelor's and Master's study programmes in higher education in Flanders, as approved on 13 February 2004<sup>20</sup>;
- The Decree pertaining to the arrangements governing the legal status of students, co-determination in higher education, the integration of specific sections of *higher education for social promotion (= form of adult education)* in the university colleges and the guidance of the restructuring of higher education in Flanders, as approved on 19 March 2004<sup>21</sup>;
- The Decree pertaining to the flexibilisation of higher education in Flanders and holding urgent higher education measures, as approved on 30 April 2004<sup>22</sup>;
- The Flemish Government Resolution establishing the form of the diplomas and the content of the accompanying diploma supplement awarded by higher education institutions in Flanders, as approved on 11 June 2004<sup>23</sup>;
- The Decree instituting a series of measures aimed at the restructuring and flexibilisation of higher education in Flanders, as approved on 16 June 2006<sup>24</sup>;
- The Decree pertaining to the teacher training programmes in Flanders, as approved on 15 December 2006<sup>25</sup>;
- The Decree pertaining to the financing of the running of the university colleges and of the universities in Flanders, as approved on 14 March 2008<sup>26</sup>.

## SECTION I – ACRONYMS AND ABBREVIATIONS

### AAP

Assisterend academisch personeel  
(*Academic Assisting Staff*)

### AILO

Academische initiële lerarenopleiding (old structure)  
(*Academic Initial Teacher Training*)

### AUGENT

Associatie Universiteit Gent  
(*Ghent University Association*)

### BA

Bachelor ('s study programme)

### ECTS

European Credit Transfer and Accumulation System

### ELO

Elektronische leeromgeving  
(*Electronic Learning Environment*)

### EVC

Eerder verworven competenties  
(*Previously Acquired Competences*)

### EVK

Eerder verworven kwalificaties  
(*Previously Acquired Qualifications*)

### FSA

Facultaire Studentenadministratie  
(*Faculty Student Administration*)

### GIT

Geïndividualiseerd traject  
(*Individualised Learning Path*)

### HOR

Hogeronderwijsregister  
(*Higher Education Register*)

### ICP

International Course Programme

### KCO

Kwaliteitscel Onderwijs  
(*Education Quality Care Unit*)

### MA

Master ('s study programme)

### MANABA

Masteropleiding die aansluit bij een academische bacheloropleiding (*Master's programme following on from an academic Bachelor's programme*)

### MANAMA

Masteropleiding die volgt op een andere masteropleiding (*Master's programme subsequent to a different Master's programme*)

### MOT

Modeltraject (*Standard Learning Path*)

### PEV

Permanente vorming (*Permanent Training*)

### SLO

Specifieke lerarenopleiding (BaMa structure)  
(*Specific teacher training programme under the new Ba-Ma structure*)

### UCT

Universitair Centrum voor Talenonderwijs  
(*University Centre for Language Teaching*)

### UGENT

Ghent University

### ZAP

Zelfstandig academisch personeel  
(*Autonomous academic staff*)

## SECTION II – LIST OF DEFINITIONS

Note: the terms as defined below are supplied in *italics* in the Education and Examination Code wherever appropriate.

**AANSLUITENDE OPLEIDINGEN (CONSECUTIVE STUDY PROGRAMMES):** study programmes where the resulting diploma of one study programme meets with the diploma requirements to be admitted to a different study programme.

**ACADEMISCH GERICHTE OPLEIDINGEN (ACADEMICALLY-ORIENTED STUDY PROGRAMMES):** higher education study programmes based on scientific research, designed to offer students the required general training and academic knowledge and competences that are inherent to operating within a specific scientific domain.

**ACTUALISERINGSPROGRAMMA (REFRESHER COURSE):** a study programme which may be imposed on students who wish to continue in higher education on the merit of a credit certificate, of EVKs or a competence certificate obtained at least 5 years previously. The 5-year term is determined starting as of the first day of the month of October after the month in which the credit certificate, the EVKs of the competence certificate was/were obtained.

**AFSTANDSONDERWIJS (DISTANCE LEARNING):** mode of study in which students go through a learning process for a comprehensive self-contained entity (course, study programme) where the student and the supervisor/organiser of the learning process may find themselves in different locations. In distance learning there can either be a considerable degree or little in the way of individual guidance. Distance learning may also involve communication with fellow students. Distance learning often draws on the steering, activation and interactive tools of an electronic learning environment.

**AFSTUDEERRICHTING (MAIN SUBJECT):** a differentiation of at least 30 credits in a study programme which may include the Master's dissertation or graduation projects.

**BACHELOROPLEIDING (BA) (BACHELOR'S PROGRAMME):** a study programme in higher education which follows on from and ties in with secondary education, with a study volume of 180 credits.

**BEKWAAMHEIDSBEWIJS (COMPETENCE CERTIFICATE):** the certificate that is awarded on the grounds of EVCs or EVKs, serving to corroborate the fact that a student has acquired the due competences that are attached to the level of Bachelor in higher professional education or in higher academic education, or to Master's level, or to a well-specified study programme, course unit or cluster of course units.

**BEKWAAMHEIDSONDERZOEK (APTITUDE TEST):** the examination of the competences of a person, prior to awarding said person with a competence certificate or prior to the admission of said person to course units under a credit or an exam contract if the candidate-student fails to comply with the general admission requirements held out.

**BRUGPROGRAMMA (BRIDGING PROGRAMME/COURSE):** a standard individualised learning path of a specific study programme for students who have been awarded dispensations and a reduction in study volume under this study programme based on (a) previously acquired diploma(s).

### CONTRACT

**CREDITCONTRACT (CREDIT CONTRACT):** a contract, entered into by the institution board with the student who enrolls with a view to obtaining a credit certificate for a course unit.

**DIPLOMACONTRACT (DIPLOMA CONTRACT):** a contract, entered into by the institution board with the student who enrolls with a view to obtaining a study programme diploma, degree or certificate or who enrolls to take a linking or preparatory course.

**EXAMENCONTRACT (EXAM CONTRACT):** a contract, entered into by the institution board with the student who enrolls under the terms and conditions laid down by the institution board in order to sit exams

with a view to obtaining a study programme diploma or certificate or with a view to obtaining a credit certificate for a course unit.

**CREDITBEWIJS (CREDIT CERTIFICATE):** the recognition of the fact that the student has acquired the competences related to a course unit on the grounds of an examination. This recognition is set forth in a document or an electronic registration. The credits obtained and related to the course unit concerned, are referred to as 'credits'.

**CREDITS:** the acquired credits related to the course unit concerned.

**CURRICULUM:** the full set of course units awarded to the student on the basis of his enrolment under a contract type with a view to obtaining a diploma (cf. article 29).

**DELIBERATIE (DELIBERATION):** a formal discussion by a *Board of Examiners per deliberation set* or by a *Board of Examiners per study programme*.

**DELIBERATIEPAKKET (DELIBERATION SET):** a full set of course units from a study programme curriculum, as determined by the Faculty Board, which is deliberated on for students enrolled for a study programme under a diploma contract or under an exam contract with a view to obtaining a diploma, and on which study progress decisions are made at regular intervals by the Board of Examiners per deliberation set.

**VOLLEDIG DELIBERATIEPAKKET (FULL DELIBERATION SET):** a deliberation set is said to be 'full' if it comprises the curriculum as approved by the student in its entirety.

**EERSTE VOLLEDIG DELIBERATIEPAKKET VAN EEN OPLEIDING (FIRST FULL DELIBERATION SET OF A STUDY PROGRAMME):** the deliberation set containing only course units from the first study year of the full-time standard learning path of any given study programme.

**DIDACTISCHE WERKVORM (TEACHING METHOD):** the concrete way in which the educational and learning activities are given shape, aimed at enabling students to acquire the envisaged competences in as efficiently a manner as possible. Examples of teaching methods include lectures, practicums, theses, assisted self-tuition, online discussion forums, self-reliant study activities, etc. (see Section III).

**DIPLOMA:** the document awarded to students upon the successful completion of a Bachelor's programme, a Master's programme, a teacher training programme or a Doctorate.

**DIPLOMASUPPLEMENT (DIPLOMA SUPPLEMENT):** annexe to the diploma describing the nature, level, context, content and status of a study programme, in compliance with the relevant Flemish Government Resolution<sup>27</sup>.

## **DOCTORAAT (DOCTORATE)**

**DOCTORAATSOPLEIDING (DOCTORAL TRAINING PROGRAMME):** the doctoral training programme is a study programme designed to prepare students for a doctoral dissertation. This study programme is a study and learning path which envisages an in-depth and broad-based exploration of the competences acquired upon completion of a Master's study programme. The study programme curriculum is determined by the University Board.

**DOCTORAATSPROEFSCHRIFT (DOCTORAL DISSERTATION):** the preparation of a doctoral dissertation is part of the doctoral exam. Its aim is to train researchers who are duly capable of making a contribution to the development and expansion of scientific knowledge on a duly self-reliant basis. The dissertation is to evince of the student's ability to generate new scientific knowledge in a specific field of discipline (with the inclusion of the Arts) or across various fields of discipline on the basis of self-reliant scientific research, with the dissertation being such so as to have the potential to result in scientific publications.



**VOORLOPIGE INSCHRIJVING VOOR HET DOCTORAAT EN DE DOCTORAATSOPLEIDING (PROVISIONAL ENROLMENT FOR THE DOCTORATE AND THE DOCTORAL TRAINING PROGRAMME):** administrative arrangement that applies when the prospective doctoral student has not yet obtained formal Faculty permission to enroll for the Doctorate and the doctoral training programme.

**DOCTORAATSBEGELEIDINGSCOMMISSIE (DOCTORAL GUIDANCE COMMITTEE):** committee instituted by the Faculty Board that is in charge of the support, follow-up and assessment of doctoral students throughout the course of their time spent as doctoral students engaged in study and research.

**GEZAMENLIJK DOCTORAAT (JOINT DOCTORATE):** A Doctorate completed under the joint supervision of Ghent University and one or several other Belgian universities or foreign institutions for higher education and authenticated by the institutions concerned, either with a double doctoral diploma (which entails that the degree is obtained at a minimum of two institutions and that at least two diplomas are conferred), or with a joint doctoral diploma (in which one diploma is awarded by at least two institutions).

**DOCTORAL SCHOOL:** a Doctoral School is an interdisciplinary facilitating body offering a clear-cut framework for all matters relating to doctoral studies. Within the doctoral training programme of Ghent University, the Doctoral Schools provide an offering of study programmes aimed at the broad-based and specialist exploration of know-how and competences, workshops in transferable skills, international collaboration schemes and partnerships with third parties, as well as a range of further activities with a view to coaching and guiding doctoral students during their time spent on research, next to ensuring Doctorate quality care and lending international appeal to doctoral research. Ghent University has five Doctoral Schools<sup>28</sup>, each with their own director.

**PREDOCTORALE OPLEIDING (PREDOCTORAL STUDY PROGRAMME):** a study programme curriculum representing at least 20 credits which, following appraisal of their merits, is imposed by the Faculty on foreign diploma holders or prospective doctoral students who do not have a Master's diploma, as a supplementary admission requirement to be admitted to enroll for the Doctorate. The predoctoral programme is authenticated with a postgraduate certificate

**EERDER VERWORVEN COMPETENTIES (EVC) (PREVIOUSLY ACQUIRED COMPETENCES):** knowledge, competences and attitudes acquired by (prospective) students outside of university as part of professional work or voluntary work activities, hobbies or in social life. This kind of experience is not authenticated by any formal study qualifications but may correspond with certain competences from a Bachelor's and/or Master's programme. In said case, prospective students may seek to have the experience they have thus gathered duly recognised as a "previously acquired competence" by passing an aptitude test, on the grounds of which they may be awarded dispensations for specific course units.

**EERDER VERWORVEN KWALIFICATIES (EVK) (PREVIOUSLY ACQUIRED QUALIFICATIONS):** every domestic or foreign study certificate which shows that the student has successfully completed a formal learning path, whether as part of an educational setting or otherwise, insofar as said study qualification is not a credit certificate obtained at the institution or as part of the study programme where the (prospective) student wishes to assert said qualification.

**ELEKTRONISCHE LEEROMGEVING (ELO) (ELECTRONIC LEARNING ENVIRONMENT):** web-based environment where students may consult information, do exercises and communicate with lecturers and/or fellow students. Ghent University's electronic learning environment is called Minerva.

**EVALUATIE (EVALUATION):** testing the extent to which students, on the basis of their studies, have duly acquired the competences related to a course unit.

**EVALUATIEMOMENT (EVALUATION MOMENT):** specification of the period in which the evaluation of a course unit can be made to take place.

**PERIODEGEBONDEN EVALUATIE (PERIODIC EVALUATION):** i.e. examination, any evaluation during the examination periods, as scheduled in the academic calendar, of the extent to which students, on the grounds of their studies, have duly acquired the competences related to a course unit.

**NIET-PERIODEGEBONDEN EVALUATIE (PERMANENT EVALUATION):** (usually several) evaluation(s) of the study performance of students throughout the semester or the academic year (cf. article 2).

**EXAMENCIJFER (EXAMINATION MARK):** the appraisal of study performance as tested is expressed per course unit in an examination mark. This examination mark is expressed as a whole number from 0 up to and including 20.

**EXAMENBESLISSING (EXAMINATION DECISION):** all decisions which, whether on the grounds of a deliberation round or otherwise, involve a final appraisal as to whether or not a student meets the requirements to pass a course unit, several course units of a study programme, or a study programme as a whole.

**EXAMENCOMMISSIE PER DELIBERATIEPAKKET (BOARD OF EXAMINERS PER DELIBERATION SET):** a body composed by the Faculty Board which is duly competent to pass examination decisions on a deliberation set and to put forward study advice.

**EXAMENCOMMISSIE PER OPLEIDING (BOARD OF EXAMINERS PER STUDY PROGRAMME):** a body composed by the Faculty Board which is duly competent for examination decisions on the whole of the study programme with a view to awarding diplomas and grades of merit and to take examination-related disciplinary decisions

**EXAMENSECRETARIAAT (EXAMINATION OFFICE):** notification, registration and information cell per Faculty open to all parties involved in the periodic examinations.

**EXAMENTUCHTBESLISSING (EXAMINATION-RELATED DISCIPLINARY DECISION):** penalty that is imposed further to fraud or other irregularities found during (periodic or permanent) evaluation.

**EXAMINATOR (EXAMINER):** the responsible lecturer in charge, in his capacity as the person responsible for awarding examination marks.

**FEEDBACK:** feedback involves a review and explanation of students' evaluation(s) to the students concerned. As part of this process, students are also provided with recommendations intended to update, improve or redress study performance with a view to taking part in future evaluations.

**GEÏNDIVIDUALISEERD TRAJECT (GIT) (INDIVIDUALISED LEARNING PATH):** learning path which deviates from the standard learning path.

**GETUIGSCHRIFT (CERTIFICATE):** the document awarded upon completion of a postgraduate study programme, a doctoral training programme, a preparatory course, a linking course or a permanent training scheme approved by the University Board, to students who have successfully completed the study programme as a whole.

**GETUIGSCHRIFTSUPPLEMENT (CERTIFICATE SUPPLEMENT):** annexe to the certificate which details the nature, level, context, content and status of a postgraduate study programme, a doctoral training programme, a preparatory course or a linking course.

**GRAAD (DEGREE):** the specification of 'Bachelor', 'Master' or 'Doctor', awarded when obtaining a diploma.

**GRAAD VAN VERDIENSTE (GRADE OF MERIT):** special citation (pass, pass cum laude, pass magna cum laude, pass summa cum laude) awarded by the Board of Examiners per study programme upon completion of a second-cycle study programme, a Bachelor's or Master's programme, a continued academic study programme or an academic initial or specific teacher training programme.

**HORIZONTALE INSTROOM (HORIZONTAL INTAKE):** the direct intake of students in a study programme without holding a degree, required under applicable admission requirements, but on the merit of a diploma on the basis of which dispensations and study volume reductions are awarded.

**INHAALACTIVITEITEN (CATCH-UP ACTIVITIES):** educational activities which were unable to be held during the scheduled time period

**INHAALWEEK (CATCH-UP WEEK):** a week scheduled in the academic calendar, during which catch-up activities may be held.

**INKOMENDE UITWISSELINGSSTUDENT (INCOMING EXCHANGE STUDENT):** students enrolled at a foreign university who come to take course units at Ghent University during a time period that is contractually determined, as part of an international student exchange programme (Lifelong Learning Programme (LLP), Erasmus, etc.).

**INSCHRIJVEN (TO ENROLL):** the conclusion of an entry agreement by the student with Ghent University.

**LEERKREDIET (LEARNING ACCOUNT):** the total set of credits a student can take up during his student career to enroll under a diploma contract in an initial Bachelor or Master's study programme or for a course unit under a credit contract, and which may develop depending on the number of credits for which the student is enrolling and which credits are obtained.<sup>29</sup>

**LIMITATIEVE LIJST VAN KEUZEOPLEIDINGSONDERDELEN (LIMITED LIST OF ELECTIVE COURSE UNIT):** concrete listing of the course units that are nominally listed in the relevant study programme curriculum.

**MASTEROPLEIDING (MASTER'S PROGRAMME):** study programme which ties in with and follows on from an academic Bachelor's programme or which is subsequent to another Master's programme, with a study volume of 60 credits or a multiple thereof. A Master's programme is concluded with a Master's dissertation and is duly authenticated with a Master's diploma.

**MANABA:** Master's programme which ties in with and follows on from an academic Bachelor's programme.

**MANAMA:** Master's programme which is subsequent to another Master's programme.

**MASTERPROEF (MASTER'S DISSERTATION):** final paper completing a Master's programme. The study volume of a Master's dissertation expressed in credits equals at least one fifth of the total number of credits of the study programme curriculum with a minimum of 15 credits and a maximum of 30 credits. The Master's dissertation is the student's bid to demonstrate the required ability to analyse and synthesise or to show his self-reliant problem-solving skills at an academic level or his artistic and creative abilities. The project is to reflect the general critical-reasoning attitude on the part of the student or the student's disposition towards research.

**MAJOR:** a cluster of course units serving as an in-depth line of focus in a given study programme. Students can choose between a variety of different majors (if available). The designation of the major is stated on the diploma supplement.

**MINOR:** a cluster of course units serving as a broadening line of focus in a given study programme. Students can choose between a variety of different minors (if available). The designation of the minor is stated on the diploma supplement.

**MENTOR (SUPERVISOR):** (outside) student coach who monitors and guides students during the specific teacher training programme, extramural work placements or during the predoctoral study programme.

**MINERVA:** Ghent University's official digital learning environment. Also see 'Electronic learning environment'.

**MODELTRAJECT (MOT) (STANDARD LEARNING PATH):** standard learning path within a given study programme curriculum, in which optimal successiveness, educational feasibility and organisation of the education included therein is endeavoured

**MONITORAAT (MONITORING SERVICE):** central contact within the Faculty where students counsellors and learning path counsellors work together to provide maximum support to students on a wide range of study and learning path-related issues.

**STUDIEBEGELEIDER (STUDENT COUNSELLOR):** person who is a member of the Faculty Monitoring Service and who is there to offer guidance and coaching to students to ensure a smooth-pace study process. Student counsellors offer field or course-specific coaching and guidance and/or general study programme related coaching and guidance. Student counsellors work with lecturers and teaching assistants on new coaching schemes and offer feedback with regard to recurrent field-related problems.

**TRAJECTBEGELEIDER (LEARNING PATH COUNSELLOR):** person who, within the Faculty, provides students with information, advice, and assistance with regard to the various aspects of their study career: study progress, processes of choice, 'junctions', individualised learning paths (GIT). Learning path counsellors also act as contacts between students and academic staff and, if necessary, can refer students on to the appropriate services or bodies.

**ONDERWIJSACTIVITEITEN (EDUCATIONAL ACTIVITIES):** activities provided by academic staff aimed at the transfer, assimilation, practising, assisted application and integration of subject matter.

**ONDERZOEKSRESULTATEN (RESEARCH RESULTS):** the results of research or development efforts, accomplished by the researchers as part of their relation with Ghent University and/or using Ghent University resources or equipment<sup>30</sup>. Literary works or works of art as intended under the Act pertaining to Copyright and Neighbouring Rights dated 30 June 1994 ('Copyright Act') do not come under research results. Computer softwares or databases which are protected under the Copyright Act and/or the Act dated 31 August 1998 pertaining to the implementation into Belgian law of the European Directive dated 11 March 1996 pertaining to the Legal Protection of Databases ('Database Act') on the other hand are considered to come under research results.

**VALORISEERBARE ONDERZOEKSRESULTATEN (EXPLOITABLE RESEARCH RESULTS):** the research results which on the face of it appear to offer viable prospects for exploitation, commercialisation and/or social implementation and which are the property of Ghent University or over which Ghent University is able to assert certain rights.

**OPLEIDING (STUDY PROGRAMME):** the structuring unit of the higher education offering, i.e. a set of coherent educational, study and evaluation activities which, if completed successfully, is authenticated with a diploma or certificate.

**ALTERNERENDE OPLEIDING (ALTERNATING STUDY PROGRAMME):** a study programme which is not taught on an annual basis or a study programme with a standard learning path involving alternating courses.

**OPLEIDINGSKENMERKEN (STUDY PROGRAMME CHARACTERISTICS):** the defining characteristics of a study programme profile, arising from (a) the qualification and/or specification of the degree awarded upon completion of the study programme, and/or (b) the study volume of the study programme and/or the institution where the study programme is staged, and/or (c) a specific main subject within a study programme, may also be considered as study programme characteristics.

**OPLEIDINGSONDERDEEL (COURSE UNIT):** a well-defined set of educational, study and evaluation activities, aimed at acquiring well-defined competences in terms of knowledge, understanding, competences and attitudes. Each course unit is identified by a code which is listed in the course catalogue.

**ALTERNEREND OPLEIDINGSONDERDEEL (ALTERNATING COURSE UNIT):** course units which are not taught on an annual basis.

**INTEGRATIEOPLEIDINGSONDERDEEL (INTEGRATION COURSE UNIT):** course units in which the knowledge, understanding, competences and attitudes that were acquired through other course units, are duly integrated, applied and further enhanced and developed. Examples of integration course units include the Master's dissertation, projects, seminar projects and work placements.

**JAAROPLEIDINGSONDERDEEL (FULL-YEAR COURSE UNIT):** course units which are taught over the two terms of one and the same academic year, interrupted by catch-up week and the first examination period of the first term.

**KEUZEOPLEIDINGSONDERDEEL (ELECTIVE COURSE UNIT):** course units selected in consideration of the way students wish to develop their own individual study programme curriculum.

**REGULIER OPLEIDINGSONDERDEEL (REGULAR COURSE UNIT):** course unit approved by the Executive Board (or by the Doctoral School Board, if the course unit is taught by a Doctoral School) and for which the student is awarded a credit certificate upon successful completion.

**SURNUMERAIR OPLEIDINGSONDERDEEL (SUPERNUMERARY COURSE UNIT):** course unit taken under a diploma contract or an exam contract with a view to obtaining a diploma which comes wholly on top of the regular study volume of the study programme as part of the student's curriculum.

**VERPLICHT OPLEIDINGSONDERDEEL (MANDATORY COURSE UNIT):** course units that are required to be taken by all students who have enrolled with a view to obtaining a diploma, with the exception of students who have been awarded dispensation or study volume reductions.

**OPLEIDINGSPROGRAMMA (STUDY PROGRAMME CURRICULUM):** the full set of course units that make up a study programme.

**PERMANENTE VORMING (PEV) (PERMANENT TRAINING):** permanent training consists of short-duration learning paths or seminars for further training or refresher courses, organised outside of the context of second-cycle study programmes, continued academic study programmes, academic initial and specific teacher training programmes, Bachelor's and Master's programmes, postgraduate studies and doctoral training programmes. No credit certificates are awarded for course units offered as part of a PEV programme.

**POSTGRADUAATSOPLEIDING (POSTGRADUATE STUDIES):** a study programme involving a study volume representing at least 20 credits. Postgraduate studies are study and learning paths devised to enable students to explore the competences acquired upon completion of a Bachelor's or Master's study programme in greater depth and scope, as part of their further professional training. Postgraduate studies are authenticated with a postgraduate certificate or a diploma conferring a legally recognised occupational title.

**PROCLAMATIE (PROCLAMATION):** the public announcement of exam results and/or deliberation decisions, either electronically (via Minerva) or by way of the grade sheet.

**PROFESSIEEL GERICHTE OPLEIDINGEN (PROFESSIONALLY-ORIENTED STUDY PROGRAMMES):** study programmes that are aimed at the general education of students and their acquisition of professional knowledge and competences, based on the application of scientific or artistic knowledge, creativity and practical knowledge.

**PROMOTOR (DISSERTATION SUPERVISOR):** person in charge of steering and guiding Master's and Doctoral students.

**PUNTENLIJST (GRADE SHEET):** a detailed list of the examination marks obtained by an individual student for the course units listed on said sheet. If applicable, the grade sheet also specifies the examination decision and the weighted total, in which the credits serve as weights.

**RECES (RECESS):** Time period during which educational activities and evaluations organised by University are suspended, cf. the time spans specified in the academic calendar (article 2).

**REGISTREREN (REGISTERING):** all students who are enrolled at a different higher education institution (guest students) are registered at Ghent University. Registrations are made to take place strictly for administrative purposes: registration means the students in question are known to Ghent University whilst this also allows them to use a number of facilities that are available to Ghent University students.

**SCHAKELPROGRAMMA (LINKING COURSE):** study programme curriculum that is imposed as an admission requirement on holders of a professional Bachelor's degree.

**SPECIEKE LERARENOPLEIDING (SPECIFIC TEACHER TRAINING PROGRAMME):** study programme offered by a university and resulting in teacher qualification. This teacher training programme involves a theoretical and a practical component and a study volume of 60 credits.

**STUDENT:** the person enrolled at Ghent University for the current academic year.

**GASTSTUDENT (GUEST STUDENT):** a student who is enrolled at a different institution of higher education whilst taking a number of course units at Ghent University or enjoying educational guidance at Ghent University as part of an inter-university study programme or under a different type of inter-university co-operation scheme (e.g. joint Doctorate) or as part of a co-operation scheme with university colleges. Guest students are registered at Ghent University

**TRANSITSTUDENT (TRANSIT STUDENT):** a student who has not yet completed a study year under the old structure at a time when it is substituted by a study year of a study programme under the new structure (BaMa).

**STUDIEBEGELEIDER (STUDENT COUNSELLOR):** See 'Monitoring Service'.

**STUDIEFICHE (COURSE SPECIFICATIONS):** the description of a course unit in the course catalogue in accordance with the classification as detailed under article 41.

**STUDIEGEBIED (FIELD OF STUDY):** a field of study as defined by decree in which study programmes are assembled which are related in terms of content and substance.

**STUDIEGELD (TUITION FEE):** the amount in Euros to be paid upon enrolment by the student for taking part in educational activities and/or exams. The tuition fee consists of a fixed amount and a variable amount, depending on the number of credits for which the student is enrolling. Tuition fee amounts are determined by the University Board before 1 May each year.

**BIJZONDER STUDIEGELD: (SPECIAL TUITION FEE):** 'augmented' tuition fee for some of the Master's programmes.

**STUDIEJAAR (STUDY YEAR):** all 60 credits of a learning path which is taken in one academic year by a full-time student under a standard learning path and used to measure study progress.

**STUDIEOMVANG (STUDY VOLUME):** the number of credits assigned to a course unit or a study programme.

**STUDIEPUNT (CREDIT):** an international unit, accepted within the Flemish Community, which corresponds to a minimum of 25 and a maximum of 30 hours of prescribed educational and evaluation activities and used to express the study volume of each study programme and each course unit.

**OPGENOMEN STUDIEPUNTEN (CREDITS TAKEN UP):** all of the credits for the course units for which the student is enrolling. Over the credits taken up, the student is entitled to tuition and evaluation when enrolling under a diploma contract en credit contract. Upon enrolment under an exam contract, the credits taken up entitle the student to sit exams. Students will be charged the corresponding tuition fee for the credits taken up. Where applicable<sup>31</sup>, the credits taken up will be deducted from the student's learning account when enrolling for course units.

**STUDIETIJD (STUDY TIME):** the amount of time, expressed in hours, required of average students to successfully complete the prescribed educational and evaluation activities of a course unit or study programme curriculum.

**STUDIETRAJECT (LEARNING PATH):** the way in which the study is arranged, i.e. the terms and conditions governing study progress (the sequence order of and the number of course units within a specific time span) involved in a curriculum. A learning path is organised according to a standard learning path or an individualised learning path

**VOLTIJDS STUDIETRAJECT (FULL-TIME LEARNING PATH):** a learning path designed to enable students to complete a 60-credit study programme curriculum per academic year.

**DEELTIJDS STUDIETRAJECT (PART-TIME LEARNING PATH):** a learning path designed to enable students to complete a study programme curriculum of a minimum of 3 and a maximum of 53 credits per academic year.

**TOETREDINGSOVEREENKOMST (ENTRY AGREEMENT):** the contract between Ghent University and the student that is entered into upon enrolment by the student, either in the form of a diploma contract, a credit contract or an examination contract. The general terms and conditions governing this contract have been laid down under the present Education and Examination Code.

**TRAJECTBEGELEIDER (LEARNING PATH COUNSELLOR):** See 'Monitoring Service'.

**VAKGEBIED (DISCIPLINE):** a branch of science on which academic staff provide education, in which they conduct scientific research or provide scientific services.

**VALIDERENDE INSTANTIE (ACCREDITING BODY):** the body of Ghent University Association assigned with the task of awarding competence certificates and conducting the aptitude tests prior thereto.

**VALORISATIECEL (EXPLOITATION CELL):** the entity charged by, for and under the authority of Ghent University, with the protection and exploitation of Ghent University research results.

**VERANTWOORDELIJK LESGEVER (LECTURER IN CHARGE):** the lecturer appointed by the Faculty Board who is ultimately responsible for a course unit. It is the lecturer in charge who decides on the final examination mark.

**MEDELESGEVER: (CO-LECTURER):** lecturer appointed by the Faculty Board, who does not bear ultimate responsibility for the course unit concerned.

**VERTICALE EN HORIZONTALE COHERENTIE (VERTICAL AND HORIZONTAL CONSISTENCY):** the synchronising of the contents of the course units within a specific study year (horizontal) and across the various study years (vertical), serving to prevent gaps in the initial competences of students and overlap between course units

**VOLGTIJDELIJKHEID (SUCCESSIVENESS):** the order sequence in which course units are required to be taken, in due consideration of the required initial competences for each course unit. Optimal successiveness is offered under a standard learning path. Successiveness may be advisory as well as mandatory in nature.

**VOORAFNAME (PRE-TAKE):** course unit taken by a student from (a part of) of a subsequent study year of the same study programme or a study programme that ties in therewith.

**VOORBEREIDINGSPROGRAMMA (PREPARATORY COURSE):** a programme that may be imposed on students who fail to hold any of the required diplomas entitling them to be admitted directly to the study programme for which they wish to enroll.

**VRIJSTELLING (DISPENSATION):** the lifting of the obligation to sit an exam on a course unit.



## SECTION III – GLOSSARY OF TEACHING METHODS

### **BEGELEIDE ZELFSTUDIE (ASSISTED SELF-TUITION)**

The whole of assisted sessions and self-reliant learning situations in which students acquire and/or assimilate knowledge for (part of) a course on an individual basis. In the case of self-tuition, adapted learning materials are provided with built-in coaching components (“embedded support”). Examples of these components include overviews, tables of content, “advance organisers”, preliminary and subsequent questions for self-tests (in an ELE with feedback), schemes, core concepts, summaries, explicit learning objectives per unit, assimilation assignments, examples, suggestions for revising, etc. Assisted self-tuition is distinct from distance learning in that it involves personal contacts (whether collective or individual, online or in person) with the lecturer, who steers and/or coaches. Assisted self-tuition can also be used in preparation of lectures and seminars for example.

### **DEMONSTRATIE (DEMONSTRATION)**

Collective learning situation in which the lecturer demonstrates specific techniques to a group of students. The students’ activities chiefly consist of listening, taking notes and prospectively “imitating” the techniques demonstrated on the odd occasion. Interactions are mainly lecturer-to-students and are aimed at supporting the transfer of knowledge. The lecturer is limited in the extent that he is able to check whether all students have duly acquired the new knowledge and there are only limited ways of following-up and remedying the learning process of individual students.

### **EXCURSIE (EXCURSION)**

Collective learning situation in which students leave the university premises in order to become acquainted with the real-life context of enterprises, organisations, institutions, projects, etc. or to teach specific elements of the course content (sometimes also referred to as company visits). Unlike fieldwork, these activities are chiefly aimed at transferring knowledge about specific organisations, phenomena, etc. These types of excursions may be guided by the lecturer, an on-site expert (such as a member of the company’s staff), or a guide.

### **GROEPSWERK (GROUP WORK)**

Self-reliant and co-operative learning situation in which students conduct a series of activities as a group, without constant supervision. These activities are intended to produce a final product which is to be submitted for final evaluation. The final evaluation consists of a final mark (per student and/or per group) and/or a collective follow-up discussion. The supervisor’s or supervisors’ duties are to devise the assignment and to appraise the final product (paper) as well as the process (approach, group processes, etc.). If, during the training period, students (or groups of students) have but a limited understanding of the positive and negative elements in the final product submitted by them or the process experienced, they are given subsequent feedback and further suggestions for improvement.

### **HOORCOLLEGE (LECTURE)**

Sub-forms: plenary exercises and clinical lectures

Collective learning situation in which the lecturer transfers knowledge to a group of students. The students’ activities mainly consist of listening and taking notes, although lectures may involve questions addressed to students or minor assignments. Interactions are mainly initiated by the lecturer, and are intended in support of the transfer of knowledge. During a lecture, the lecturer is limited in the extent that he is able to check whether or not all students have duly acquired the new knowledge and there are only limited ways of following-up and remedying the learning process of individual students.

Lectures (or so-called “ex-cathedra” lessons) may set out from concrete situations or refer to material read by the students beforehand.

Plenary exercises as a teaching method are collective learning situations in which exercises are solved by the lecturer. The intended purpose is largely to demonstrate solution methods, offering limited scope for interaction with and input from the students.

Clinical lessons or clinical lectures see the lecturer presenting a discussion setting out from a patient case. For the remainder, clinical lectures are essentially similar to lectures. A clinical lesson is distinct from a clinical seminar and a clinic in that the latter two are staged for the benefit of smaller groups of students, with a due emphasis on the input of students in discussing the case (with the patient physically present or not as the case may be).

#### **INTEGRATIESEMINARIE (INTEGRATION SEMINAR)**

Interactive learning situation with an emphatic focus on the integration of contents from a variety of different course units. An integration seminar differs from a seminar in that a seminar is not specifically geared towards the integrated application of contents from different disciplines. Integrated sessions drawn on learning and educational conversations, discussions, exercises, role acting, simulations, brief assignments, etc. The total number of students allowed to sit in is confined in order to enable the supervisors to actively monitor the learning progress of all students taking part, next to providing individual guidance (or guidance on a group level) and, remedy and redress matters if required.

#### **KLINIEK (CLINIC)**

Interactive learning situation in which students – under the supervision of a clinician – acquire due knowledge, understanding and competences by discussing and examining real-life patients (cases) from clinical practice and by determining and/or conducting the appropriate treatment(s), next to analysing the progress of said patients. This only relates to cases where the patient is actually present. The discussion of cases in the absence of the patient is held during clinical seminars. The supervisor is there to encourage students to actively think, cooperate and become involved, allowing students to speak, playing to students' prior knowledge in a duly differentiated and individual manner, and redressing matters in areas where students still lack certain knowledge or competences. In view of the intensity of the coaching efforts involved, only a limited number of students are allowed to sit in on clinics.

#### **MASTERPROEF (MASTER'S DISSERTATION)**

The whole of individual coaching sessions and self-reliant learning situations in which students work on a written project or a design project (formerly: thesis). As part of this written or design project, upon graduation, students are required to demonstrate their ability to analyse and synthesise, to exhibit their integrative and self-reliant problem-solving skills at an academic level, effectively demonstrating they are able to implement the knowledge and competences acquired by producing an academic publication and/or are capable of conducting research on a duly self-reliant basis with some guidance. To students, the Master's dissertation is also a learning process in its own right which is actively coached by the lecturer during coaching meetings reviewing the product as well as the ongoing learning process involved.

#### **MICROTEACHING**

Self-reliant learning situation in which students present specific content which they have prepared on an individual basis or as part of a group to their fellow students (also referred to as student lessons or student presentations). For one thing, these types of sessions are geared towards the active (selection, analysis and) assimilation of specific contents whilst equally focusing on practising presentation and teaching skills. The supervisor and possibly the fellow students put forward comments for the benefit of the students who gave the lesson or presentation as well as suggestions regarding the substance and/or form of the lesson or presentation. The supervisor may also choose to organise remedial sessions during the preparation stage.

#### **ONLINE DISCUSSIEGROEP (ONLINE DISCUSSION GROUP)**

Interactive learning situation in which students communicate online and learn from each other by posting messages and responses to messages from fellow students. To get the discussion underway, the supervisor

usually introduces a topic, a thesis, or a query or assumes a position himself on a specific topic. Online discussions are chiefly geared towards the assimilation of knowledge content with due perspicacity. Moreover, electronic discussion groups can be set up in order to train students in developing and amending a professional opinion of their own and to train their ability to express these views. On the whole, discussion groups are used in combination with other teaching methods. The role of the supervisor may consist of putting forward comments on the students' contributions, taking part in the discussion himself, summarising and/or steering the discussion, adducing new items for discussion, encouraging students to contribute themselves in this sense, etc.

### **PGO-TUTORIAL**

Interactive learning situation within problem-driven learning, in which a tutor coaches a small group of students in analysing a problem that is poorly structured, in defining students' learning questions and in arriving at joint conclusions from the self-tuition efforts with which the students have found answers to their learning questions on an individual basis. In PDE, it is not the tutor offering learning to the students. Instead, it is the students who set out in search of the knowledge required (insofar as they lacked this knowledge) on the basis of the problems placed before them. Overall, the role of the tutor in this process is a facilitating one, where he raises questions which may primarily impact on the process itself. The tutor does not lead the discussion and contributes only to a rather limited extent in terms of substance.

### **PRACTICUM**

Self-reliant learning situation in which the students themselves actively acquire and/or practise specific manual techniques, skills or work methods. Related terms include (language) lab, skills lab and workshop exercises. Students practise individually or as part of small teams, and are given intensive coaching. The supervisor sees to practical arrangements and the steering and coaching of the students. Unlike seminars, practical classes do not approach students collectively, or only to a very minor extent. On the whole, practicums or (skills) labs are geared towards the development of skills needed by students in their prospective professional careers. As this requires quite rigorous and individual coaching efforts, group size is kept fairly small. Practicums can also be made to have moments where students are given collective instructions.

### **PROJECT**

The whole of coaching situations and self-reliant learning situations during a specific type of assisted self-reliant study activities or group work with an emphatic focus of attention on the integration of the contents and competences of different course units. As applies to self-reliant study activities or group work, students are made to perform a series of activities, either individually or as part of a group, without constant supervision. These activities are intended to produce a final product which is to be submitted for appraisal. The supervisor's or supervisors' duties are to devise the assignment, offer interim coaching assistance and remedial advice and to evaluate the final product (paper) as well as the process (approach, group processes, etc.). Unlike self-reliant study activities, the integration objective requires intensive teamwork and in-depth consultation between the various lecturers of the course units concerned. This co-operation goes beyond an introductory consultation round. Moreover, the majority of lecturers concerned are permanently involved in the educational and coaching activities.

### **STAGE (WORK PLACEMENT)**

The whole of individual coaching situations and self-reliant learning situations during a period of experiential learning in a professional practice setting in which the students engage in the daily activities at the placement post. Work placements are designed to enable students to practise and apply profession-oriented knowledge and competences. In most cases, students are alone on a work placement, but they may also go on a work placement as part of a small group. The supervisor is involved in the selection of the placement post, and in preparing the students. In addition, the supervisor provides support, follow-up, puts forward comments and suggestions and is responsible for evaluation. The work placement is different from other forms of field experience by its comparatively lengthy duration and the comparative level of autonomy students have in everyday practice.

### **VELDWERK (FIELDWORK)**

The whole of coaching sessions and self-reliant learning situations in which students leave the university premises and go out to put specific knowledge and skills into practice at a selected outside location. Whereas the focus of attention of excursions or company visits chiefly lies with the acquisition of knowledge, the purpose of fieldwork is to enable students to apply, implement and practise. Consequently, the personalised coaching, remedial action and feedback from the lecturer or other experts on the way in which students apply the knowledge acquired is considered crucial.

### **WERKCOLLEGE (SEMINAR)**

Sub-forms: coached exercises, practical PC room classes, clinical seminars

A collective interactive learning situation in which students learn and practise competences or techniques, apply knowledge or discuss and elaborate a problem or a case, under the supervision of academic staff. Learning and educational meetings, discussions, exercises, short assignments, etc. are all used in these types of sessions. The total number of students allowed to sit in on seminars is confined, in order to enable the supervisors to monitor the learning progress of all students taking part, next to providing individual guidance (or guidance on a group level) and, remedy and redress matters if required.

Unlike lectures where interactions are chiefly lecturer-to-students, seminars more often also include forms of interaction in which students communicate with each other or in which they are required to interact with the lecturer.

The teaching method of coached exercises refers to a collective interactive learning situation in which exercises are solved by students under the supervision of a lecturer. Unlike plenary exercises, a greater level of activity is expected from students. Practical PC classes are coached exercised in which students work on PCs.

Clinical seminars consist of the elaborate discussion of cases, real-life patients, without said patients being present.

### **ZELFSTANDIG WERK (SELF-RELIANT STUDY ACTIVITIES)**

Self-reliant learning situation in which students conduct a series of activities on an individual basis without any form of constant supervision (sometimes also referred to as homework). These activities are intended to produce a final product which is to be submitted for final evaluation. The final evaluation consists of a final mark and/or a collective follow-up discussion. The supervisor's or supervisors' duties are to devise the assignment and to appraise the final product (paper) and, possibly, the process (approach). If, during the training period, students have but a limited understanding of the positive and negative elements in the final product submitted by them or the process experienced, they are given subsequent feedback and further suggestions for improvement.

## SECTION IV – GLOSSARY OF EVALUATION METHODS

### SCHRIFTELIJK EXAMEN MET OPEN VRAGEN (WRITTEN EXAMINATION WITH OPEN QUESTIONS)

Variations: short answer questions, essay questions.

A written examination consisting of questions in which the students are required to state the answers themselves, as opposed to closed question forms in which the students are required to select the appropriate answer from a supplied number of prospective answers.

Depending on the length of the answer that is expected and depending on the extent of pre-structuring by the lecturer, open questions can be distinguished into a number of variations: short answer questions and essay questions.

For short answer questions, students are expected to answer with just a few words, a sentence or sentences, a formula or a drawing. This type of prestructured questions force students to confine themselves to the essence.

Essay questions on the other hand require a more comprehensive answer from students and are primarily used to establish whether students are duly capable of relating specific insights and understandings, of analysing more complex issues or cases, of performing a complicated calculation or furnishing complex proof. For essay questions too, the lecturer may prestructure the questions to a degree by providing guidelines as to which elements the answer is required to contain. The appraisal of students' answers is made to occur by way of answer models or answer keys that explicitly state these elements.

### SCHRIFTELIJK EXAMEN MET MEERKEUZEVRAGEN (WRITTEN EXAMINATION WITH MULTIPLE CHOICE QUESTIONS)

Variations: multiple choice questions, right/wrong questions, matching questions, ordering questions.

A written examination consisting of questions in which students are required to pick the right answer, as opposed to open question forms in which the students are required to state the answers themselves. In addition to reproduction knowledge, closed questions allow for a wide variation of knowledge and skills, including higher competences to be queried. Often used forms of closed questions include multiple choice questions and right/wrong questions and, to a lesser extent, matching and ordering questions.

Multiple choice questions consist of the formulation of a problem (stem) and of a number of answering options including incorrect alternatives (distractors) and one (or several) right answers. The way in which the problem is formulated states a case or provides information that is needed to resolve the question, followed by a question.

Right/wrong questions put forward propositions which students are asked to specify as right or wrong. The use of correction for guessing in multiple choice exams is not usually required if a sufficient number of questions that have a sufficient number of optional answers is included in the exam. However, if such a correction for guessing is applied, students are to be explicitly informed of the score formula.

Matching questions consist of a number of stems and a number of options. It is up to the student to link the stems to the matching options.

Ordering questions consist of a number of events, step-by-step schemes, developments, procedures, etc. that have been constructed according to certain ordering principles. The answering options incorporate different order sequences which the student is required to choose from.

### OPENBOEKEXAMEN (OPEN BOOK EXAMINATION)

Variations: PGO assignments, Over All Tests.

A written examination in which students can avail themselves of information sources to answer the questions, assignments or cases presented to them. Examples of such information sources include (sections from) the textbook or syllabus, articles, students' own notes, PowerPoint slides, formula tables, legal texts, the Internet, maps, drawings, databases. Examinations in which the use of tools such as dictionaries, pocket calculators or drawing materials is permitted are considered "regular" written examinations with open or closed questions and do not make these exams into open book examinations.

For open book examinations, students are not expected to be able to reproduce certain information. The aim is to establish to what extent students are capable of employing the information sources available in order to

establish links, in the analysis of problems, in arguing prospective solutions and in the evaluation of the solutions/decisions of a case or issue.

Variations of the open book examination are the PGO assignment and the Over All Test.

A PGO assignment is an assignment that makes up the core of the problem-driven education. Often, the assignment is a case that describes a problem, a situation or an event setting out from the actual context. Students solve the case by consulting information sources and by applying the so-called seven-step method that is often used for PGO.

An Over All Test (OAT) is an open book examination in which students apply information sources from a variety of different disciplines which they have previously looked at (typically as part of a project) onto a new case.

### **MONDELING EXAMEN (ORAL EXAMINATION)**

Variations: evaluation reviews, presentations.

An oral examination is a form of dialogue in which the lecturer asks questions to which the student provides an oral answer. As such, oral examinations involve direct communication between the lecturer and the student which makes it possible for the lecturer to keep asking questions in probing the student's knowledge of the subject matter or to rephrase his questions. The examination may consist of (a selection of) the following stages:

- (1) the student prepares the questions presented to him (in writing),
- (2) the lecturer goes through the student's written answers drafted in preparation,
- (3) the student provides an oral explanation in which he/she answers the questions,
- (4) the lecturer asks supplementary questions in order to explore a specific topic in depth, to give the student the opportunity to fill in discrepancies in his/her answer or poses tougher or easier supplementary questions to enable him to arrive at a more accurate appraisal.

Variations of the oral examination include the evaluation review between the lecturer and the student and presentations made by students.

For self-reliant study activities, group work, projects, work placements, etc., students may be asked to make a presentation of the product delivered. In addition to the substance of the presentation, lecturers may also incorporate the presentation style and manner of presentation in their appraisal.

The evaluation review is a dialogue between the lecturer and the student(s) who has/have produced a paper with the aim of dilating in greater depth on some of the elements or to establish the input of the individual members who worked as part of a group on a project. The evaluation review can also be included as part of an oral examination in which part of the examination is reserved for questions on the self-reliant study activities, the group work, projects, work placements, etc.

### **PORTFOLIO**

Related term: placement report, (placement) portfolio.

Students present their own individual learning process or the competences they have acquired as part of a portfolio, amongst other things by collecting "evidence". The portfolio's evidence may consist of papers, lecturer (and/or fellow student) evaluation reports, images, video footage, etc. Portfolios enable lecturers to obtain a truthful and integrated picture of students' learning progress over longer periods of time. In addition to their evidential function, portfolios also often serve to prompt students to reflect on their own development process and to systematically look back on their own actions, whilst assessing and analysing their actions (cf. self-assessment).

Portfolios are primarily used for learning processes that are in close keeping with practice because they create an authentic picture of the way in which students perform tasks in complex professional or research situations. Which is why portfolios are often used to guide, coach and assess work placements. Portfolios may be kept in paper or electronic form (cf. so-called e-portfolios).

### **PARTICIPATIE (PARTICIPATION)**

Variations: attendance, application, constitutional input

Participation involves an assessment of the way in which students participate in (follow-up) reviews and discussions, practicums, coached exercises, etc.

During such activities, various aspects can be included as part of the assessment: in some cases, the fact of whether or not students are in attendance is an assessment factor.

In other cases, the assessment focuses on the manner in which students apply themselves during activities (stepping forward to speak out, posting responses to online discussion forums, making physical efforts, showing perseverance, etc.). As the appraisal of attendance and application does not consider the mastery of specific competences and skills in terms of content and substance, this type of participation is only one element in appraisals of a wider purview.

Matters are taken another step further if the evaluation does not only concern the non-substance related application of students but the content and substance-related quality of their input. This type of evaluation of the participations of students in specific activities may involve a final assessment of a subject.

For the assessment of the way in which the student participates, tally lists, assessment scales and/or observations lists or checklists can be used. The lecturer or teaching assistant supervising the activities can observe and decide for themselves whether supplementary appraisers are to be involved.

### **WERKSTUK (ASSIGNMENT)**

Related terms: group work report, project report, log journal, group work, essay assignment, dissertation, essay, maquette, (design) drawing, report, project assignment.

The evaluation of the product created by an individual student or group of students further to a specific question from or assignment set by the lecturer(s). Products can take on a variety of different forms: reports, papers, maquettes, design drawings, video productions, etc. The aim of these assignments is to develop and test competences such as the ability to critically and thoroughly analyse specific cases or issues, the ability to apply knowledge in a duly integrated manner, the competence to self-develop new knowledge, methods or understandings and/or scientific writing abilities. As the competences involved are usually of a more complex nature, it is important for evaluation criteria to be formulated. Such guidelines are to offer a sufficient reference benchmark both to students in the execution of their assignment and to lecturers and teaching assistants in reviewing and evaluating students' products. In addition to the final product, students can also be required to report in their paper on the way in which the (group) work came about and/or on the input of the individual group members (cf. process evaluation).

### **VERSLAG (REPORT)**

Evaluation of the reports produced by students regarding the way in which specific (team) assignments have been brought to fruition and/or regarding the input of the various team members. Unlike an assignment, here the emphasis does not go out to the evaluation of the product as the outcome of the efforts brought to bear. Instead, it is all about the process the student or the team of students have gone through to arrive at the result. Another potentially important aspect involved in this teaching method is the extent to which the (team of) students are capable to describing and arguing their approach and method of operation, of reflecting on the positive and negative aspects of this approach and method of operation and cogitating on alternative or futures approaches. To make it clear to students what exactly is expected of them in the report, and to ensure the evaluation is made to occur as objectively as possible, it is advisable for appraisal criteria to be specified.

### **SIMULATIE (SIMULATION)**

Variation: role-playing

The appraisal of the way in which students use knowledge, demonstrate certain actions, behaviours or attitudes in a simulation of a real situation. To stage a simulation, the lecturer will deliberately select certain elements from a real professional or research context, compiling a situation in which students perform tasks that are in compliance with the desired level of competence. Unlike behavioural evaluations, these are not real professional or research situations but live simulations, computer simulations or video simulations that are staged in an educational setting, not on the actual shop floor. For the appraisal of the competences shown by the student, use can be made of assessment scales and/or observation lists or checklists and several appraisers may be involved.

### **VAARDIGHEIDSTEST (SKILLS TEST)**

Related terms: manual skill/dexterity test, hands-on test, treatment/action, practicum assignment, training assignment, operation, appraisal of practicum activities, skills test.

Skills tests are designed to establish to what extent students are duly capable of adequately performing the desired competences, in most cases drawing on their due scientific background knowledge. Unlike behavioural evaluations which involve the integral review of complex professional competences, skills tests focus on a single isolated action that rests on know-how. Depending on the intended aim, the lecturer determines whether an isolated skill is to be tested as a whole or whether the test will principally look at specific aspects of the skill being demonstrated. Students' competences are mostly tested by way of a practicum or action assignment in which they are required to perform a task that is relevant in a practical professional career setting, prospectively involving the use of professional equipment (for instance lab equipment, specific software, instruments, measuring devices, etc.). For the appraisal of the skills demonstrated by students, assessment scales and/or observation lists or checklists are used and several appraisers may be involved.

#### **GEDRAGSEVALUATIE OP DE WERKVLOER (BEHAVIOURAL EVALUATION ON THE WORK FLOOR)**

Related terms: performance assessment, work sample test, 360° feedback method.

An integral test in which students are required to perform complex tasks over longer periods of time in actual professional or research situations. Unlike skills tests which test isolated skills and competences, a behavioural evaluation is a greatly wider-ranging form of evaluation in which assignments are set that are representative of the integral (v. isolated) behaviour and conduct of professionals. Behavioural evaluations are used to establish whether the execution of the professional duties and tasks are in compliance with the required competence level. This usually implies ready knowledge, analytic and problem-solving skills, professional attitudes, discussion techniques and/or knowledge of procedures and methodologies that are relevant for professional behaviour. For the appraisal of the skills demonstrated by students, assessment scales and/or observation lists or checklists are used.

The criteria incorporated into these scales or lists involve observable behavioural components. The appraisers may be people at the place of work, the trainee placement supervisor and/or the university's supervisor. The benefit of appraisers on the shop floor is that they get to see the students over longer periods of time at work in an operational setting, which prevents the evaluation from amounting to little more than just a snapshot in time. This form of evaluation is often part of the overall work placement evaluation.

#### **PEER-EVALUATIE (PEER ASSESSMENT)**

Students appraise one another's application, commitment, performance or contributions against criteria that have been set out by their lecturer (or which the students themselves have developed). Peer reviews are often used in educational situations where operating as a member of a team plays a central role. By assessing others, students learn where they themselves can still improve and they are prompted to reflect on what is appropriate. Peer assessment can be no more but a (limited) contribution to the final assessment of a student. Whether or not students pass cannot be made solely contingent on the appraisal of their fellow students. Peer assessment is preferably aimed at processes, not on quality in terms of content and substance. The use of peer assessment as a form of evaluation often requires an adapted attitude and competences on the part of lecturers as well as students.

Which is why students often need to be "trained" in giving each other feedback. They need to learn to operate (and formulate) criteria, write out/complete a high-quality assessment report and give each other feedback in a duly constructive manner.



## PART II – EDUCATION REGULATIONS

### SECTION I – THE ORGANISATION OF THE ACADEMIC YEAR

#### ARTICLE 1: START AND CLOSE OF THE 2009-2010 ACADEMIC YEAR

The 2009-2010 academic year starts on 21 September 2009 and closes on 26 September 2010.

#### ARTICLE 2: THE 2009-2010 ACADEMIC CALENDAR

§1. The academic calendar is compiled each year and publicised by the Board of Governors, before 1 January preceding the start of the academic year concerned. The Faculties are free to complement the academic calendar with specific provisions of their own.

§2. The academic year is organised into terms.

Mon 21/09/2009	start of the 2009-2010 academic year
Thu 01/10/2009	formal opening session of the 2009-2010 academic year
Mon 21/09/2009 through Sat 12/12/2009	12 weeks of first term educational activities
Mon 14/12/2009 through Sat 19/12/2009	1 week of catch-up activities
Mon 21/12/2009 through Sat 02/01/2010	2 weeks of Christmas recess
Mon 04/01/2010 through Sat 30/01/2010	4 weeks of first term first examination period, preparation time for the exams included
Mon 01/02/2010 through Sat 06/02/2010	1 week mid-term break
Mon 08/02/2010 through Sat 03/04/2010	8 weeks of second term educational activities, feedback on first term first examination period first term through 20/02/2010 included
Mon 05/04/2010 through Sat 17/04/2010	2 weeks of Easter recess
Mon 19/04/2010 through Sat 15/05/2010	4 weeks of second term educational activities
Mon 17/05/2010 through Sat 22/05/2010	1 week of catch-up activities
Mon 24/05/2010 through Sat 03/07/2010	6 weeks of second term first examination period, preparation time for the exams, deliberations and proclamations, feedback on the first examination period of the second term included.
Mon 05/07/2010 through Sat 14/08/2010	6 weeks of summer recess
Mon 16/08/2010 through Sat 18/09/2010	5 weeks of second examination period, deliberations and proclamations
Mon 20/09/2010 through Sat 25/09/2010	1 week of feedback on both examination periods and re-orientations
Mon 27/09/2010	start academic year 2010-2011

As of the mid-term break, *deliberations* and *proclamations* can be made to take place as specified under article 63.

§3. During *catch-up week*, the following activities may be organised:

- educational activities, if they were unable to be held in the scheduled period due to force majeure;
- revision lessons and/or extra exercises, provided these activities are not used to teach new subject matter;
- the examinations intended under article 53§3.

§4. Educational activities and evaluations are suspended during the Christmas recess, the mid-term breaks, Easter recess, the summer recess and the week from 20/09/2010 through 25/09/2010 as well as on the following dates:

- Mon 2 November 2009 (All Saints' Day)
- Wed 11 November 2009 (Armistice Day)
- Mon 15 February 2010, Tue 16 February 2010 (spring half-term break)
- Fri 19 March 2010 (Dies Natalis)
- Sat 1 May 2010 (Labour Day)

- Thu 13 May 2010 (Ascension Day)
- Fri 14 May 2010 (day after Ascension Day)
- Mon 24 May 2010 (Whit Monday)

§5. The following activities may be held during the periods listed under §4, with the exception of the dates when there is a collective closing day for all Ghent University services.

- student reception and preparation activities,
- admission procedures,
- coached educational activities for postgraduate studies, permanent training programmes schemes, predoctoral study programmes and the doctoral training programmes
- work placements and clinics, subject to approval by the Faculty Board,
- evaluations as specified under articles 53§3 and 88.

§6. Further to Faculty approval and provided the student has been registered at Ghent University, work placements and clinics may be held during the summer recess prior to the academic year in which said placements and clinics are to be included as part of the student's curriculum. The Faculty is to notify the Director of Educational Affairs thereof before 1 April preceding the academic year concerned. In departure therefrom for the 2009-2010 academic year, the Director of Educational Affairs is to be notified before 1 July 2009.

### **ARTICLE 3: INFORMATION SESSIONS**

Prior to the start of the academic year, the Faculties stage their own specific information and introductory sessions, intended first and foremost for prospective students seeking to enroll at Ghent University for the first time.

### **ARTICLE 4: DEPARTURES FROM THE SCHEDULED ACADEMIC CALENDAR**

Departures from the provisions set out under articles 1 through 3 can exclusively be granted by the Executive Board in response to a duly motivated request from a Faculty Board, after having heard the Director of Studies and further to the advice from the Education Board. Applications for any such departures are to be submitted before 1 April of the preceding academic year with the Vice-Chancellor's cabinet. The Executive Board is to explicitly determine the term of validity of any departures granted.

## SECTION II – ADMISSION REQUIREMENTS

### SUBSECTION I – DIPLOMA ADMISSION REQUIREMENTS

#### ARTICLE 5: ADMISSION REQUIREMENTS FOR BACHELOR'S PROGRAMMES

§1. As a general admission requirement, students wishing to enroll for a *Bachelor's programme* with a view to obtaining a diploma are to hold one of the following diplomas:

- a higher secondary education diploma awarded by (an educational institution that is duly recognised by) the Flemish Community;
- a '*short type*' (*single-cycle*) higher education non-university college education diploma with a full curriculum;
- a higher education for 'Social Promotion' diploma, with the exception of the Teaching Proficiency Certificate;
- a certificate of studies which, pursuant to a statutory standard, a European Directive or an international convention is recognised as being equivalent at a minimum to one of the diplomas listed above. Amongst other things, this applies to the following certificates of studies:

##### 1° Belgian study certificates:

- a higher secondary education diploma awarded by an educational institution that is duly recognised by the French or German Community;
- a certificate of supplementary secondary vocational education;
- a First Prize diploma, awarded by a music conservatory or the Lemmens Institute, with the exception of a First Prize in music theory diploma;
- a technical engineer diploma;
- a diploma of higher music education of the first degree with full curriculum, awarded by a music conservatory;
- a diploma of advanced technical education of the third degree;
- a certificate showing that the student has successfully passed at least two study years in one and the same course of studies in higher vocational education or a certificate/certificates/part-certificate of modules from one and the same course of studies in higher vocational education which the candidate successfully completed with a total number of contact hours of at least 2/3rds of the total number,
- a certificate showing that the student has successfully passed at least two study years with a full curriculum of a study programme resulting in the diploma of higher art education with a full curriculum of the second degree, a diploma of higher art education with a full curriculum of the third degree, a diploma of advanced technical education of the third degree or an interior architecture diploma;
- a 'kandidaat' diploma (*first university undergraduate diploma*) or equivalent;
- a Bachelor's diploma or equivalent;
- a Master's diploma or equivalent.

##### 2° Foreign study certificates:

- a "European Baccalaureate" awarded by the European Schools in Belgium or abroad;
- a "Diplôme du Baccalauréat international" awarded by the Office du Baccalauréat International in Geneva;
- a diploma awarded by the SHAPE school (NATO);
- a Luxembourg "diplôme de Fin d'Etudes secondaires" or a "diplôme de Fin d'Etudes secondaires techniques";
- a Dutch or Surinamese "Voorbereidend Wetenschappelijk Onderwijs (VWO)" diploma;
- a Dutch "Getuigschrift van met goed gevolg afgelegd propedeutisch examen" certificate;
- a Dutch "Getuigschrift Propedeuse Hoger Beroepsonderwijs" certificate;
- a French "Baccalauréat" diploma (minimum 10 out of 20 score);
- a German 'Zeugnis der allgemeinen Hochschulreife/Abitur' diploma;

- a “High School Diploma” (USA) with a “transcript of records” (score sheet), listing at least 4 APs (Advanced Placements);
- a foreign diploma declared equivalent by NARIC;
- a true and certified foreign university Bachelor’s/Master’s diploma;
- a diploma with an accompanying certificate stating that, on the grounds of said diploma, the student holding the diploma is to be admitted to university studies of the country in which said diploma was awarded, if said country is a member state of the Council of Europe that signed the 1953 Convention<sup>32</sup>.

§2. The Vice-Chancellor may grant permission to enroll for a Bachelor’s programme to persons who have obtained a diploma or an educational certificate in a country which is not one of the member states that have signed the 1953 Convention, with said diploma or educational certificate granting admission to university education in said country, even failing a recognition of the equivalency of their diploma.

§3. Admission requirements for the Dentistry/Medicine study programmes

For students wishing to enroll in a Bachelor’s programme in Medicine or Dentistry, a supplementary admission requirement exists in that they are required to pass an entrance exam, organised by the 'Medical School and Dentistry Entrance Exams' Exam Board. Holders of a foreign diploma may be exempted from the requirement to sit the entrance exam by the Vlaamse Interuniversitaire Raad (VLIR) (*Flemish Inter-University Council*).

§4. Divergent admission requirements for Bachelor’s programmes

Prospective students who fail to comply with the conditions specified under §1 and §2, may be given authorisation to enroll for a Bachelor’s programme further to an admission inquiry<sup>33</sup> (aptitude test). This type of inquiry is governed by a specific procedure. Provided applicable language requirements are met, an admission inquiry may be applied for by:

- prospective students who fail to comply with the aforesaid admission requirements: provided they have reached the minimum age of 21;
- prodigies (persons who have an exceptional command of a specific discipline): without age restriction;
- refugees and displaced persons: without age restriction.

## ARTICLE 6: ADMISSION REQUIREMENTS FOR MASTER’S PROGRAMMES

§1. For holders of a diploma awarded by an educational institution of higher education that is duly recognised by the Flemish Community, the following applies:

Students wishing to enroll for a *Master’s programme* (either ManaBa or ManaMa) are to comply with the admission requirements as approved by the Executive Board and subsumed in the course catalogue. This implies that they may be required to attend a *preparatory or linking course*. Students may file internal appeal against any such decision with the Interne Beroepscommissie (*Internal Appeals Commission*), as specified under article 95.

§2. For holders of a diploma awarded by a different educational institution, the following applies:

1° Master’s Programme (not ICP<sup>34</sup>, not Erasmus Mundus<sup>35</sup>):

The general admission requirement is for students to hold a Bachelor’s diploma. Further to a favourable admission procedure<sup>36</sup>, these prospective students are granted admission to a Flemish Master’s programme or a preparatory course.

Students wishing to enroll for the Flemish Master of Medicine or Master of Dentistry study programmes are also required to successfully pass an entrance exam or may be exempted from the requirement to sit the entrance exam by the Vlaamse Interuniversitaire Raad (VLIR) (*Flemish Inter-University Council*).

2° Subsequent Master’s Programme (ManaMa) (not ICP<sup>37</sup>, not Erasmus Mundus<sup>38</sup>):

The general admission requirement is for students to hold a Master’s diploma. International students are to hold a Master’s diploma or a Bachelor’s diploma. Following an admission procedure<sup>39</sup> said students may be granted admission to a ManaMa programme or a preparatory course. If students are required to take a

preparatory course to be admitted to an English-language ManaMa programme, the preparatory course curriculum is to be taught in English.

#### **ARTICLE 7: ADMISSION REQUIREMENTS FOR POSTGRADUATE STUDIES**

§1. Prospective students wishing to enroll for *Postgraduate studies* are to comply with the admission requirements as approved by the Executive Board and subsumed in the course catalogue.

§2. Holders of a non-Belgian diploma may be admitted to postgraduate studies further to an admission procedure<sup>40</sup>.

#### **ARTICLE 8: ADMISSION REQUIREMENTS FOR THE DOCTORATE AND THE DOCTORAL TRAINING PROGRAMME**

§1. Holders of a Belgian diploma:

Being in possession of a Master's programme diploma awarded by a recognised Belgian institute of higher education stands as a general admission requirement for students wishing to enroll in preparation of a *doctoral dissertation*. The University Board may require a complementary inquiry assessing the student's aptitude to conduct scientific research in the discipline concerned and to record the results of any such research efforts in a dissertation.

The admission of prospective doctoral students who do not hold a Master's diploma is contingent on their successful passing of a *predoctoral study programme*.

The admission of prospective doctoral students is also contingent on their successful passing of the admission procedure as set out under article 80.

§2. Holders of a non-Belgian diploma:

Holders of a non-Belgian diploma may be admitted to the Doctorate and the doctoral training programme further to an admission procedure<sup>41</sup> under which a *predoctoral study programme* may be imposed on them.

#### **ARTICLE 9: ADMISSION REQUIREMENTS FOR A PERMANENT TRAINING PROGRAMME**

§1. Prospective students seeking to enroll for a *permanent training programme* need to comply with the admission requirements as approved by the Faculty Board concerned.

§2. Holders of a non-Belgian diploma may be admitted to a permanent training programme further to an admission procedure<sup>42</sup>.

#### **ARTICLE 10: ADMISSION REQUIREMENTS FOR THE SPECIFIC TEACHER TRAINING PROGRAMME**

§1. The following shall be admitted to the *specific teacher training programme*:

- holders of a Master's diploma, an academic second-cycle study programme diploma or a diploma for the second cycle of two-cycle higher education (HO2C) may enroll for the specific teacher training programme as their principal enrolment;
- holders of a Master's diploma, a second-cycle academic study programme diploma or a diploma for the second cycle of two-cycle higher education (HO2C) taking a ManaMa subsequent thereto, with the resulting ManaMa diploma resulting therefrom admitting them to the relevant course of programmes of the specific teacher training programme; or students who – through the GIT they are on - are already taking course units pertaining to said ManaMa programme. However, students are first required to obtain the ManaMa or CAT diploma before they can sit and pass the specific teacher training programme;
- holders of an academic Bachelor's diploma who are also enrolling for a Master's programme that is subsequent thereto. However, students are first required to obtain the Master's diploma before they

- can sit and pass the teacher training programme;
- students who, in compliance with article 20§2 of the GIT Committee have been granted authorisation to simultaneously enroll for an academic Bachelor's programme as well as the Master's study programme that is subsequent thereto. However, students are first required to obtain the Bachelor's as well as the Master's diploma before they can sit and pass the teacher training programme;
  - holders of an academic first-cycle study programme who are simultaneously enrolling for an academic second-cycle study programme. However, students are first required to obtain the second-cycle diploma before they can sit and pass the teacher training programme;
  - holders of an academic first-cycle diploma of two-cycle higher education who are simultaneously enrolling for a second-cycle study programme of two-cycle higher education that is subsequent thereto. However, students are first required to obtain the diploma of the second-cycle study programme of the two-cycle higher education programme before they can sit and pass the teacher training programme;
  - holders of a professional Bachelor's diploma who have enrolled for a linking course admitting them to one of the Master's programmes subsequent thereto, or who - in compliance with article 20§2 of the GIT Committee - have been given authorisation to simultaneously enroll for the linking course and said Master's programme, or who are already in possession of the certificate for the aforesaid linking course and who are enrolling for the Master's programme that is subsequent thereto. However, students are first required to obtain both the linking course certificate as well as the Master's diploma concerned before they can sit and pass the teacher training programme.

§2. Holders of a non-Belgian diploma may be admitted to the specific teacher training programme further to an admission procedure<sup>43</sup>.

## SUBSECTION II – LANGUAGE ADMISSION REQUIREMENTS

### ARTICLE 11: LANGUAGE REQUIREMENTS

§1. **Dispensation** from applicable language requirements:

1° Prospective students shall be exempted from the language requirements for **Dutch**, if they are able to produce any one of the following study certificates:

- a secondary education diploma conferred by (an educational institution that is duly recognised by) the Flemish Community;
- a higher education diploma conferred by an institution for higher education that is duly recognised by the Flemish Community;
- a certificate confirming that the student has already successfully taken a Dutch-language study programme for one year, either in secondary education or at another institution for higher education (i.e. have obtained 60 credits).

2° Prospective students shall be exempted from the language requirements for **English**, if they are able to produce any one of the following study certificates:

- a diploma of secondary education conferred by (an educational institution that is duly recognised by) the Flemish Community;
- a higher education diploma conferred by an institution for higher education that is duly recognised by the Flemish Community;
- if the prospective student has already successful taken an English-language study programme, either in secondary education or at another institution for higher education (i.e. have obtained 60 credits);
- a certificate showing the student has taken the predoctoral study programme at Ghent University, provided said programme primarily consisted of course units taught in English;
- only applicable to students enrolling for the Doctorate and the doctoral training programme: a written statement from the dissertation supervisor confirming that the prospective doctoral student has a due command of English.

§2. Bachelor's programmes language requirements:

All Bachelor's programmes are taught in Dutch. Prospective students are required to show that they have a due command of Dutch (B2 level at a minimum, cf. §4). In no event will prospective students be enrolled for a Bachelor's programme if they do not have the required language skills.

### §3. Master's programmes language requirements:

At the recommendation of the Study Programme Commission, the Faculty shall lay down which level of command (cf. §4) of Dutch and English shall be required upon enrolment for each Master's programme and do so before 1 June preceding the academic year concerned.

If the Faculty fails to specify the language requirements for the Master's programme, the following shall apply:

- for Master's programmes using Dutch as the teaching language:
  - required level of command for Dutch: B2
  - required level of command for English: 0
- for Master's programmes using English as the teaching language:
  - required level of command for Dutch: 0
  - required level of command English: B2

### §4. Levels of command:

LEVEL	ADEQUATE PROOF OF DUTCH PROFICIENCY
0	Everybody complies
B2	<ul style="list-style-type: none"> <li>• the NVA5 certificate awarded by Ghent University's University Centre for Language Teaching (UCT)</li> <li>• a B2 certificate from a different university language centre</li> <li>• the PTHO certificate (Profiel Taalvaardigheid Hoger Onderwijs - <i>Higher Education Language Proficiency Profile</i>) under the 'Certificaat Nederlands als Vreemde Taal' (CnaVT) (<i>Dutch as a Foreign Language Certificate</i>) awarded by the 'Nederlandse Taalunie'</li> <li>• having successfully passed the entrance exam for the Dentistry/Medicine study programmes</li> <li>• having successfully passed the equivalency exam for the Dentistry/Medicine study programmes organised by the Flemish Inter-University Council (VLIR)</li> </ul>
C1	<ul style="list-style-type: none"> <li>• the PAT certificate (Profiel Academische Taalvaardigheid - <i>Academic Language Proficiency Profile</i>) under the 'Certificaat Nederlands als Vreemde Taal' (CnaVT) (<i>Dutch as a Foreign Language Certificate</i>) awarded by the 'Nederlandse Taalunie'</li> <li>• an NVA6 certificate awarded by Ghent University's University Centre for Language Teaching (UCT)</li> <li>• a C1 certificate from a (different) university language centre</li> </ul>
C2	<ul style="list-style-type: none"> <li>• a C2 certificate from a (different) university language centre</li> </ul>

LEVEL	ADEQUATE PROOF OF ENGLISH PROFICIENCY
0	Everybody complies
B2	<ul style="list-style-type: none"> <li>• a TOEFL-TEST, taken as recently as within the last two years, showing a score ranging at least from 510 up to and including 559 (paper-based), or ranging from at least 87 up to and including 109 (Internet-based) or above. Test participants are to specify "institution code" 2643 for the test results to be communicated directly to Ghent University</li> <li>• an original 'test report form' (TRF) from IELTS, issued as recently as within the last two years, showing a score of 6.0 or above</li> <li>• a certificate awarded by Ghent University's University Centre for Language Teaching (UCT) showing a CEF B2 score</li> <li>• the final test certificate for 'Praktisch Engels 5, Upper-intermediate Academic English of Preparing for an English test' issued by Ghent University's University Centre for Language Teaching (UCT)</li> </ul>
C1	<ul style="list-style-type: none"> <li>• a TOEFL-TEST, taken as recently as within the last two years, showing a score ranging at least from 560 up to and including 676 (paper-based), of van minimum 110 up to and including 119 (Internet-based) or above. Test participants are to specify "institution code" 2643, for the test results to be communicated directly to Ghent University</li> <li>• an original 'test report form' (TRF) from IELTS, issued as recently as within the last two</li> </ul>

	<p>years, showing a score of 6.5 or 7.0 or above</p> <ul style="list-style-type: none"> <li>• a certificate awarded by Ghent University's University Centre for Language Teaching (UCT) showing a CEF C1 score</li> <li>• the final test certificate for 'Praktisch Engels 6, Advanced Academic English' issued by Ghent University's University Centre for Language Teaching (UCT)</li> <li>• a C1 certificate from a (different) university language centre</li> </ul>
C2	<ul style="list-style-type: none"> <li>• a TOEFL-TEST, taken as recently as within the last two years, showing the highest score of 677 (paper-based), or of 120 (Internet-based). Test participants are to specify "institution code" 2643 for the test results to be communicated directly to Ghent University</li> <li>• an original 'test report form' (TRF) from IELTS, issued as recently as within the last two years, showing a score of 7.5 or above (maximum score = 9.0)</li> <li>• a certificate awarded by Ghent University's University Centre for Language Teaching (UCT) showing a CEF C2 score</li> <li>• a C2 certificate from a (different) university language centre</li> </ul>

§5. The specific teacher training programme is subject to the same language requirements as those that apply for the Bachelor's programmes (cf. §2).

§6. For postgraduate studies and approved permanent training programmes, before 1 June prior to the academic year concerned the coordinator/person in charge of the study programme shall specify which level of command (cf. §4) of Dutch and English is required upon enrolment. If the language requirements fail to be specified, for the postgraduate studies and for the approved permanent training programmes B2 shall be the required level of command for English and Dutch, depending on the teaching language(s).

§7. For the predoctoral study programmes, the *supervisor* of the prospective doctoral student is to confirm that the latter has sufficient communication skills in the languages in which the course units are taught.

§8. For the doctoral training programme and the Doctorate, before 1 June prior to the academic year concerned the Faculty shall specify which level of command (cf. §4) of English is required upon enrolment.. If the language requirements fail to be specified, for the doctoral training programme and the Doctorate B2 shall be the required level of command for English.

§9. In departure from the dates on which the Faculty establishes the language requirements, the language requirements for the 2009-2010 academic year shall be communicated before 1 July 2009.

## **SUBSECTION III – ADMISSION REQUIREMENTS IN TERMS OF THE LEARNING ACCOUNT**

### **ARTICLE 12: ADMISSION REQUIREMENTS IN TERMS OF THE LEARNING ACCOUNT**

§1. Admission to an initial Bachelor's programme:

When enrolling for an initial Bachelor's programme, students who have yet to obtain a Master's diploma shall be admitted up to and commensurate with the remaining amount of the individual learning account left available. If the learning account is insufficient, an individual exception may be permitted further to a duly motivated request addressed to the Vice-Chancellor. To do so, students are to submit an application with the Office for Student Administration and Study Programmes of the Department of Educational Affairs. Said students shall be required to pay the regular tuition fee.

§2. Admission to an initial Master's programme:

Students who comply with the diploma admission requirements for an initial Master's programme, shall be admitted to said initial Master's programme irrespective of the status of their individual learning account. Said students shall be required to pay the regular tuition fee.

§3. For students who already obtained a Master's diploma:



Students who have already obtained a Master's diploma shall be admitted to an initial Bachelor's or Master's programme, irrespective of the status of their individual learning account. Said students shall be required to pay the regular tuition fee.

## SECTION III – ENROLMENT

### ARTICLE 13: ENROLMENT PERIOD<sup>44</sup>

#### §1. Contract with a view to obtaining a diploma

For Bachelor's programmes, Master's programmes, the specific teacher training programmes, preparatory courses and linking courses:

- Enrolment period: from 1 July 2009 through 14 October 2009.
- Late enrolments for Bachelor's programmes, ManaBa programmes, preparatory courses and linking courses:
  - As of 15 October 2009, (prospective) students are to address an application to the Dean through the Faculty Student Administration, for written permission for late enrolment.
  - As of 15 November 2009 (prospective) students are to address an application to the Dean through the Faculty Student Administration for written permission for late enrolment, in consideration of the restrictive condition – except in the event the student concerned is seeking to change studies within Ghent University – that on no account the curriculum shall be allowed to contain course units that are taught during the first term.
  - As of 1 March 2010 no enrolments for the 2009-2010 academic year will be accepted.
- Late enrolments for *ManaMa* programmes and the specific teacher training programmes:
  - As of 15 October 2009, (prospective) students are to address an application to the Dean through the Faculty Student Administration, for written permission for late enrolment
  - As of 1 March 2010, no enrolments for the 2009-2010 academic year will be accepted.

#### §2. Contract with a view to obtaining a credit certificate

1° For course units taught during the first term:

- Enrolment period: as of 1 July 2009 through 14 October 2009.
- Late enrolments:
  - As of 15 October 2009, (prospective) students are to address an application to the lecturer in charge for written permission for late enrolment.
  - As of 15 November 2009, no enrolments for the 2009-2010 academic year will be accepted.

2° For full-year course units:

- Enrolment period: as of 1 July 2009 through 14 October 2009.
- Late enrolments:
  - As of 15 October 2009, (prospective) students are to address an application to the lecturer in charge for written permission for late enrolment.
  - As of 1 March 2010, no enrolments for the 2009-2010 academic year will be accepted.

3° For course units taught during the second term:

- Enrolment period: as of 1 July 2009 through 28 February 2010.
- As of 1 March 2010, no enrolments for the 2009-2010 academic year will be accepted.

§3. The enrolment period for postgraduate study programmes, predoctoral study programmes and permanent training programmes is determined by the Faculty.

§4. Students may (provisionally) enroll for a Doctorate and a doctoral training programme at any time during the academic year. Re-enrolments for the Doctorate and the doctoral training programme are to occur in compliance with the provisions set out under §1, item 3 (late enrolments for ManaMas and the SLO) (see also article 23).

§5. Tardiness: the date on which (prospective) students seeking to (re-)enroll and who are in possession of the prospectively required permissions and authorisations, are to report to the Office for Student Administration and Study Programmes of the Department of Educational Affairs, or the date on which the students submit their re-enrolment form, accompanied by the prospectively required permissions and

authorisations with said Office, shall determine the appraisal of the timeliness/tardiness of their application for (re-)enrolment.

#### **ARTICLE 14: FIRST ENROLMENT**

Prospective students seeking to enrol for the first time must do so by reporting in person to the Office for Student Administration and Study Programmes of the Department of Educational Affairs<sup>45</sup>.

- open from Wednesday 1 July 2009 through Friday 17 July 2009 and from Monday 10 August 2009 through Friday 18 September 2009 each working day, from 10:00 to 16:00, at:
- The Foyer of the Faculty of Economics and Business Administration  
Tweekerkenstraat 2  
9000 Gent
- open from Monday 21 September 2009, each working day (please check [www.ugent.be/nl/onderwijs/administratie/csa](http://www.ugent.be/nl/onderwijs/administratie/csa) for opening hours and closing days), at:  
Studentenadministratie  
Sint-Pietersnieuwstraat 25  
9000 Gent
- *Tuition fees* can be paid on site, using a bank or a credit card, or subsequently by way of bank transfer. No cash is accepted.

Required documents:

- identity card
- a diploma on the merit of which the prospective students may be admitted (or a clear copy thereof or a certificate of successful completion the required signatures and stamps);
- a document detailing their “*rijksregisternummer*” (national registration number) (identity card, SIS card, ...);
- students seeking to enroll for the Medicine/Dentistry study programmes should also bring the certificate confirming they passed the entrance exam;
- if appropriate, a language command certificate;
- if appropriate, a letter or form of admission

#### **ARTICLE 15: RE-ENROLMENT**

Students already enrolled at Ghent University during the 2008-2009 academic year will be sent an electronic invitation to re-enroll by the Office for Student Administration and Study Programmes of the Department of Educational Affairs after the second part of the first examination period. Students are to submit their application for re-enrolment at their earliest convenience, preferably before the start of the 2009-2010 academic year on 21 September 2009, by logging on to the purpose-designed web page <http://herinschrijving.ugent.be>. If this application tells the student to use a paper re-enrolment form, he is to submit the completed and duly signed copy of said form as soon as possible to the Office for Student Administration and Study Programmes of the Department of Educational Affairs.

Tuition fees are to be paid by way of bank transfer. The Vice-Chancellor is entitled to refuse applications for re-enrolment from students who have not or who have only partially paid tuition fees for earlier enrolments.

In order for students to be able to take one of more study programmes and/or course units during the 2009-2010 academic year, or to be able to sit and take exams, (re-)enrolment is required.

Doctoral students too are required to re-enroll each academic year.

#### **ARTICLE 16: REGISTRATION**

The following students are enrolled only at their educational institution of origin, but are required to register with Ghent University:

- incoming exchange students;

- students who are enrolled at a different university or university college that is duly recognised by the Flemish or French Community, taking course units under a co-operation agreement or as part of an inter-university study programme;
- doctoral students who have enrolled with a partnering university as their principal enrolment under a “joint Doctorate” at various partnering universities that are duly recognised by the Flemish Community.

Through their registration, the students declare their acceptance of the provisions laid down under the present Education and Examination Code for the registration period concerned.

## **ARTICLE 17: ENROLMENT DATE, STUDENT CARD AND CERTIFICATES**

§1. Students are enrolled as soon as their electronic or written application for (re-)enrolment has been processed by the student information system. Students are sent a certificate of enrolment specifying their enrolment date. Said certificate serves as proof of the institution, on the enrolment date, of the contract between the student and Ghent University. No such certificates shall be available to be used as proof of enrolment vis-à-vis third parties.

§2. With their application for (re-)enrolment, the students declare their acceptance of the provisions laid down under the present Education and Examination Code. The act of enrolment obliges the student to pay the relevant tuition fees. Upon enrolment, an initial tuition fee sum is required to be paid on the basis of the data available at that point in time. Said fee may be netted in due course.

§3. After the enrolment has been duly processed and after Ghent University is in possession of a digital photograph of the student<sup>46</sup>, students (with the exception of students who have enrolled by way of an exam contract) are sent a student card. In the event of loss or theft of the student card, students can apply for a duplicate with the Office for Student Administration and Study Programmes. Unless the student is able to present a police report in which he has reported the theft, a 10 euro administrative fee will be charged (to be paid on the spot by bank card).

§4. Following payment of the initial tuition fee, and if applicable, students are sent a certificate of enrolment that can be used vis-à-vis third parties. Additional certificates are available from the FSA or the Office for Student Administration and Study Programmes of the Department of Educational Affairs.

§5. Following payment of the initial tuition fee, students can print their own certificate to obtain an NMBS (national railway operator) School Train card by logging on to <http://attestering.ugent.be>.

§6. Enrolments take effect as of the date of enrolment until the close of the academic year, except in cases where students choose to resort to article 33.

## **ARTICLE 18: PERSONAL DETAILS UPDATE**

Students undertake to duly notify the Office for Student Administration and Study Programmes of the Department of Educational Affairs or the FSA in writing of all and any changes to their personal details (name, first name, address, etc.) or to notify Ghent University by e-mail sent to [studentenadministratie@UGent.be](mailto:studentenadministratie@UGent.be).

## **ARTICLE 19: TUITION FEES**

The tuition fee as set by the University Board consists of a fixed and a variable amount that is calculated in proportion to the number of credits involved in the student's curriculum. Students' scholarship status too affects the tuition fee for some of the study programmes on offer. Tuition fees are calculated in compliance with the amounts specified in the '2009-2010 tuition fees' table<sup>47</sup>.

After 15 March, the final amount of the tuition fee owed by the student is calculated. This may result in students either being required to supplement the fee(s) already paid or in students being given a (partial) refund.

In certain cases, tuition fees for scholarship students are a flat rate sum.

With regard to postgraduate studies, tuition fees are determined per study programme.

For permanent training learning paths, tuition fees are determined per learning path

## **ARTICLE 20: GHENT UNIVERSITY ACCOUNT**

### **§1. Diploma contract and credit contract**

All students who are enrolled under a diploma or a credit contract are given a Ghent University account with matching e-mail address. This account offers access to the *electronic learning environment (Minerva)*, to Ghent University's intranet and the applications available there as well as the Internet. Ghent University accounts are valid for the duration of the enrolment and automatically close on 15 October of the subsequent academic year.

### **§2. Exam contract**

Students enrolled under an exam contract and, subject to payment of a non-refundable sum of 100 euros for educational support facilities that comes on top of the tuition fee already owed, are given a Ghent University account that provides access to Minerva for (the) course unit(s) that pertain to the student's *credits taken up*. In exceptional and duly motivated cases, students may apply for a discharge by letter addressed to the Vice-Chancellor.

§3. The login and password are sent to the student's stated mailing address. Ghent University e-mail addresses ending in @UGent.be are used as an official channel of communication. As such, students are considered to read the official e-mails sent to their Ghent University e-mail address on a regular basis.

For each course unit pertaining to the student's *credits taken up*, students are required to register with Minerva. The lecturer in charge may refuse access to the website of the course unit taught by him to students who are unable to demonstrate they are duly enrolled at Ghent University under a contract that includes the course unit concerned.

Students are also to register with Minerva for the info sites relevant to them. Students are under obligation to consult these info sites on a regular basis. Information disseminated on these info sites with regard to the study programme or course units taken by students, are considered to have been publicised to valid effect.

## **ARTICLE 21: GENERAL REGULATIONS PERTAINING TO ENROLMENT**

§1. Students may enroll for more than one study programme during one and the same academic year provided they comply with the admission requirements held out for each of said study programmes.

§2. Students may enroll for two (or more) consecutive study programmes with the approval of the GIT committee concerned.

§3. Students seeking to simultaneously enroll for a professional Bachelor's programme and a linking course or an academic Bachelor's programme and a preparatory course, can only do so with the authorisation from the GIT Committee(s) concerned.

§4. For applications for the simultaneous enrolment for a professional/academic Bachelor's programme – taken at an institution other than Ghent University – with a linking or preparatory course or with a subsequent study programme at Ghent University, students are to present the GIT committee with proof of enrolment with the other institution, proof of the study results already obtained as part of said Bachelor's programme and the course specifications of the course units concerned.

## ARTICLE 22: ENROLMENT AND STUDY PROGRESS MONITORING

§1. For diploma contracts, a binding condition shall be imposed on students who have failed to obtain credits for at least half of the *credits taken up*. Under a subsequent diploma contract for the same study programme, said students shall be required to obtain credits for at least half of the *credits taken up*. If said students fail to comply with this binding condition, their enrolment for a diploma contract for the same study programme shall be refused. Subject to a favourable recommendation from the Faculty for reasons of exceptional circumstances, said students may as yet be permitted to enrol, subject to the same binding conditions as specified above.

§2. For credit contracts or exam contracts with a view to obtaining a credit certificate, the enrolment of students who have previously enrolled for said course unit without obtaining the *credit certificate* shall be refused. Subject to a favourable recommendation from the Faculty for reasons of exceptional circumstances, said students may as yet be permitted to enrol.

§3. Regardless of any previously imposed binding conditions – which may or may not have been complied with - the enrolment of students shall be refused if said students, following three enrolments under a diploma contract, have obtained *credits* for less than one third of the credits taken up during the three enrolments.

§4. The present article applies to Bachelor's and Master's programmes, to preparatory and linking courses and to postgraduate studies.

§5. Students may file internal appeal against the decision to impose binding conditions as well against the decision to refuse enrolment, with the Internal Appeals Commission, as specified under article 95.

## ARTICLE 23: ENROLMENT FOR PREDOCTORAL STUDY PROGRAMMES, THE DOCTORAL TRAINING PROGRAMME AND THE DOCTORATE

§1. All applications for enrolment for a *predoctoral study programme*, the *doctoral training programme* and the *Doctorate* are to be addressed to the FSA of the Faculty where the prospective student is seeking to take the predoctoral study programme or doctoral training programme or to obtain the doctoral title.

Enrolments for predoctoral study programmes, the doctoral training programme and the Doctorate require Faculty Board permission. In addition, students must also comply with applicable language requirements. Students enrolling for the Doctorate are also enrolled into one of the *Doctoral Schools*, thereby acquiring the right to take 60 credits worth of courses in the doctoral training programme.

§2. For the predoctoral study programmes, the doctoral training programmes and the Doctorate, students are under obligation to enroll after they have been granted permission to enroll as well as anew for each consecutive year thereafter (cf. article 13 §4), until they have successfully completed the relevant study programme or successfully defended their doctoral dissertation. I.e., in cases where the predoctoral or doctoral training programme is spread across several years, students are to re-enroll each academic year.

Even if students only wish to work on their Doctorate or only wish to defend their Doctorate, they are required to re-enroll each academic year as a doctoral student, irrespective of their appointment as a member of the scientific staff or as a doctoral scholarship student, and regardless of the financing source.

§3. Students who can expect financing for their Doctorate (e.g., a scholarship or being recruited to join a project) but who have not yet been awarded Faculty permission to enroll for the Doctorate and the doctoral training programme, may *enroll provisionally for the Doctorate and the doctoral training programme*. Provisional enrolments are open to students if they hold a Master's diploma awarded by an educational institution that is duly recognised by the Flemish Community, or a formally equivalent title, and provided they present proof of the proposed recruitment or conferment of a doctoral scholarship.

Students who have been enrolled on a provisional basis are under obligation to petition the Faculty Board concerned at their earliest convenience for formal permission ('Application for first enrolment for the Doctorate and the doctoral training programme'<sup>48</sup>) and to enroll for the Doctorate within a 4-month time span counting as of the date of the provisional enrolment.

§4. Students can take their Doctorate under the joint supervision of Ghent University and one or several other Flemish universities or foreign institutions for higher education under a co-operation agreement between the student and the institutions concerned in compliance with the Resolution on concluding co-operation agreements for the joint supervision and certification of a Doctorate (*joint Doctorate*), as approved by the Executive Board at its meeting dated 9 February 2006.<sup>49</sup>

A basic requirement for the joint Doctorate is for the students to conduct research at each of the partnering institutions for at least 6 months. The agreement is to detail the terms and conditions of enrolment and payment of the doctoral student at each of the partnering institutions in observance of the terms and provisions of the above Resolution.

§5. The actual enrolment formalities are handled by the Office for Student Administration and Study Programmes of the Department of Educational Affairs.

## ARTICLE 24: SPECIAL STATUS FOR STUDENTS

§1. Students may apply for special status which may be awarded on the grounds of:

1° Functional impairment: students registered with the Vlaams Agentschap voor Personen met een Handicap<sup>50</sup> (VAPH) (*Flemish Agency of Persons with a Disability*) or students afflicted by permanent or long-term loss of one or several bodily functions as listed in the International Classification of Functioning (ICF) (learning disorders, chronic medical disorders, motor, visual, hearing, psychiatric, and other or multiple functional impairments).

These students are to call on the services of *vzw Begeleiding Studenten met een Handicap (Assistance for Disabled Students non-profit organisation)* (Stalhof 6 in 9000 Gent, tel. 09/264.72.66) for assistance in compiling their application case file and consultation regarding the desired facilities.<sup>51</sup>

2° Approved top league sports activities: Regardless of the sports discipline involved, students qualify to be awarded special status if they first and foremost comply with one of the following requirements:

- be recognised as a top athlete by the BOIC or BLOSO;
- be considered as a top athlete or as a promising young athlete by their own sport federation;
- meet the standards held out for taking part in the Universiade or the University World Championships.

Moreover, this category of students is required to complete at least 5 training or competition sessions on a weekly basis. Supplementary minimum requirements apply for each sports discipline.<sup>52</sup>

3° Professional artistry.

4° Tenure of office in a Ghent University central administration or advisory body: Board of Governors, Executive Board, Education Board and Social Council, Ghent University Association and student associations as specified under the Decree pertaining to the subsidisation of student and pupil associations dated 30 March 1999<sup>53</sup>.

5° Exceptional social or individual circumstances.

§2. Students who feel they may rightfully claim special status on the grounds of one or several of the reasons specified under §1, 1°, 3°, 4° and 5°, are to address their duly motivated petition – citing the aforesaid ground(s) – to the Vice-Chancellor's office at the start of the term using the purpose-provided application form<sup>54</sup>. The application is to be accompanied by the necessary documentary evidence and official certificates. In the event of acute force majeure (sudden illness, the death of someone close, ...), the students are to observe the procedure as outlined under article 52, §2 and 76 §2.

If the application rests on the grounds as detailed under §1, 1°, the Vice-Chancellor may seek the motivated advice from the Department of Educational Affairs. If the application rests on the grounds as specified under §1,5°, the Vice-Chancellor is under obligation to take this step. If said advice is negative, the Vice-Chancellor is to also seek the duly motivated advice from a (Faculty) Director of Studies and a student representative from the Education Board. Each advice is to state where appropriate whether the special status is to be awarded for one or several academic years or for the entire duration of the student's career at Ghent University.

§3. The application based on the grounds specified under § 1, 2° is to be addressed to the chairman of the Top Sports and Studies Work Group by 15 October 2009 at the latest. The application is to be accompanied by the necessary documentary evidence and official certificates. After consulting the club or federation concerned, the Work Group shall communicate its advice to the Vice-Chancellor

§4. The Vice-Chancellor decides on whether or not special status is to be awarded. His decision is communicated to the student-applicant by regular letter. Unless decided otherwise by the Vice-Chancellor, special status is awarded only for the academic year in which it was awarded and becomes effective as of the date on which it was awarded. In the event special status is awarded, the name of the student and the reason(s) why special status was awarded are also communicated to the Dean, the FSA and the Monitoring Service of the Faculty staging the study programme (or course units) taken by the student.

§5. In consideration of the reason why they have been awarded special status, and in joint consultation between the lecturer in charge and the student concerned, special status students may be awarded one or several of the following facilities

- dispensation from educational activities requiring the student to attend, in which case a task may be imposed in substitution;
- have one or several examinations rescheduled to a different time during the same academic year;
- be examined in a manner different from the regulatory manner;
- be given an alternative time for feedback;
- be awarded different terms and conditions with regard to the concrete manner in which tuition is provided and in which the students concerned are evaluated.

If the students who have been awarded special status wish to enjoy any of the above facilities, they are to get in touch with the Monitoring Service, which in turn (and – for students with a functional impairment – on the basis of the advice put forward by vzw Begeleiding Studenten met een Handicap) shall mediate between the lecturer in charge and the student with respect to the facilities to be arranged. The Monitoring Service shall subsequently inform the special status student of the facilities awarded to him/her. A copy of this notification shall be transmitted by the Monitoring Service to the lecturer(s) involved.

Facilities are awarded as of the date on which terms were reached.

## **ARTICLE 25: WORKING STUDENT STATUS**

Per academic year, students can have themselves registered as working students with the Office for Student Administration and Study Programmes of the Department of Educational Affairs, using the purpose-provided form<sup>55</sup>. In doing so, they are to present a supporting document or certificate confirming they are employed for at least 80 hours per month or are working in self-employed status for at least 80 hours per month.

Under the Faculty regulations, the Faculties shall specify which facilities may be awarded to students who have working student status. The Faculty may choose to do so per study programme or provide the same arrangements for the Faculty as a whole.

The Faculties shall inform the Education Board of their regulations in this respect before 1 April prior to the academic year concerned. In departure therefrom, the regulations for the 2009-2010 academic year shall be communicated to the Education Board before the start of said academic year.



## SECTION IV – CONTRACTS

### ARTICLE 26: GENERAL REGULATIONS AND OVERVIEW OF CONTRACT TYPES

§1. Students may simultaneously take out several enrolments under various *contracts* which may or may not be different type contracts. However, students cannot enroll more than once for one and the same *course unit* per academic year. Contract types can be changed only at the times specified under article 31 and subject to the prerequisites specified in said article.

§2. Contract types with a view to obtaining a diploma or certificate

Enrolment for a study programme is made under one of the following contract types:

- diploma contract;
- exam contract with a view to obtaining a diploma.

§3. Contract types with a view to obtaining a credit certificate for a course unit

Enrolment for a course unit is made under one of the following contract types:

- credit contract;
- exam contract with a view to obtaining a credit certificate for a course unit.

### ARTICLE 27: CONTRACT TYPES WITH A VIEW TO OBTAINING A DIPLOMA, CERTIFICATE OR A DEGREE

§1 Contract types

1° Diploma contract:

When opting for a diploma contract, students enroll with a view to obtaining a diploma or a certificate for a specific *study programme*. Enrolling under a diploma contract involves the right to take part in the regular educational activities, to enjoy educational support facilities and to sit examinations for course units that are part of the corresponding curriculum and for which credits were taken up.

The following enrolments are open to students only under a diploma contract:

- Doctorate and doctoral training programme;
- permanent training programme;
- predoctoral study programme;
- linking course;
- preparatory course.

2° Exam contract with a view to obtaining a diploma:

With an exam contract with a view to obtaining a diploma, students enroll with a view to obtaining a diploma for a specific study programme in accordance with a specific learning path. Enrolling under an exam contract only involves the right to sit examinations for course units that are part of the corresponding curriculum and for which no credit certificate or dispensation has (yet) been obtained. It does not allow students to take part in regular educational activities or to enjoy educational support facilities. Subject to payment of an extra fee however, students may acquire access to Minerva, as specified under article 20, §2.

If the study programme curriculum involves course units which, by their very nature (e.g., for reasons of permanent evaluation, collective and/or individual coaching), require the students' attendance at the educational activities, or if the study programme involves *integration course units*, students are required to enroll for said course unit(s) by way of (a) credit contract(s).

§2. Contract terms

The terms and substance of the contract consist of the curriculum awarded to the student on the basis of his enrolment for a particular study programme, which is laid down in observance of the terms and conditions specified under article 29.

## ARTICLE 28: DISPENSATIONS AND STUDY VOLUME REDUCTION

Holders of credit certificates, of previously acquired qualifications (EVK) or of a competence certificate on the grounds of previously acquired competences (EVC), may request the Faculty Board to be exempted from certain course units included as part of the study programme which the contract relates to, in compliance with the procedures and rules as determined by the Faculty Board.

The number of credits for which the student is exempted, is equal to the study volume of the course unit for which the dispensation was awarded.

Upon enrolment under a diploma contract of exam contract with a view to obtaining a diploma for a Bachelor's or Master's programme for which the student already holds the diploma (e.g. for a different main subject), the Faculty shall see to it that the student is still required to take course units with a study volume of at least 30 credits.

Students may file internal appeal against the decision refusing a dispensation with the Internal Appeals Commission, as specified under article 95.

## ARTICLE 29: THE STUDENT'S CURRICULUM

§1. The *curriculum* is an integral part of the contract concluded between the institution board and the student. The curriculum is awarded and approved by the Faculty per academic year. Students are expected to take cognisance of the curriculum as determined.

The curriculum comprises the *credits taken up*, the *dispensations* and the previously obtained *credits* which the student includes as part of the contract.

### §2. Curriculum in the event of a standard learning path (MOT)

The student's curriculum may be established on the basis of the *standard learning path* (MOT) specified in the course catalogue: all Bachelor's and Subsequent Master's programmes (ManaBa) are available to be taken both under a full-time and a part-time MOT. This obligation does not apply to ManaMas.

### §3. Curriculum in the event of an individualised learning path (GIT)

The student's curriculum can be laid down as an *individualised learning path* (GIT), insofar as the Faculty Board agrees to their proposed learning path. With a view to fast-track decision-making in this respect, the Faculty Board shall set up a GIT Committee invested with powers of decision, which shall assess the learning path proposal, on the basis of the student's dossier.

Students are assisted by the Faculty *learning path counsellors* when compiling the dossier and the requested learning path.

- The GIT Committee may coincide with an existing committee.
- A Faculty learning path counsellor sits on the GIT Committee with an advisory vote and is available to assist students in compiling the dossier and the requested learning path.
- In particular, the GIT Committee will move to examine the successiveness of the course units under the proposed learning path as well as the expediency and acceptability of the proposal.

Students are said to be on a GIT if:

They are permitted to take a custom-tailored curriculum after having fallen behind on their studies under the standard learning path;

- they are awarded one (or several) dispensation(s) on the basis of EVC or EVK.
- they are awarded a learning path enabling them to take up a larger study volume within one academic year, than the study volume that is normally scheduled under a full-time standard learning path, for the reason that said students have shown themselves to be capable of completing their study programme in a shorter space of time.
- they are granted permission to take part of their study programme at a different institute of higher education, either at home or abroad, as part of student mobility.
- \* they are awarded a custom-tailored curriculum as a *transit student*.

- they are imposed a custom-tailored *curriculum* for the reason that their study programme is subject to a study programme change.
- they are awarded a learning path enabling them to take a smaller study volume within one academic year than the study volume that is normally scheduled under a standard learning paths, for example because they only wish to take the course units from a specific term.

#### Internal appeal:

- Students may file internal appeal against an unfavourable decision on their application for an individualised learning path with the Faculty appeal body designated for this purpose by the Faculty Board. The composition of said appeal body shall be different from the GIT Committee.
- To do so, students may seek assistance by a legal counsel. Except if the latter is registered with the Bar or the list of trainee lawyers, the legal counsel is to hold a written power of attorney on penalty of non-admissibility of the appeal.
  - The notice of appeal, duly signed by the student or a legal counsel is to be filed with the Dean. At a minimum, this document is to detail the student's identity, the disputed decision and a factual description of the objections invoked. The appeal is to be filed within a peremptory time limit of five calendar days, taking effect on the day after the day on which the student has taken cognisance of the decision concerned. In the event the last day of the peremptory time limit falls on a Saturday, a Sunday or an official holiday, said time limit is to be extended to include the next working day on which the postal services are open. The appeal is to be filed by letter sent by recorded delivery with an electronic version thereof simultaneously being sent to the Dean by e-mail by way of information. The postmark of the recorded delivery shall serve as the date for the appeal..
  - The internal appeal decision is to be communicated to the student (and, in the event, to his legal counsel) within a time span of fifteen calendar days, effective as of the day following the day on which the appeal was filed. Said notification is to be made by e-mail and by letter sent by recorded delivery.

#### §4. Establishing the curriculum

The students shall be notified of their personal curriculum by the FSA by e-mail or by letter by 16 November 2009 at the latest. If the student should notice material errors in the curriculum as recorded and established by the FSA, he is to get in touch with the FSA to have the curriculum proposal amended before taking formal cognisance thereof.

If this fails to occur before 1 December 2009, the student shall be deemed to have accepted the curriculum prepared at the hands of the FSA.

In all cases the student shall be required to pay the tuition fee for the *credits taken up*, with the number of credits taken up being deducted from his *learning account*.

#### §5. Changing an established curriculum

In the event of a Bachelor's or a ManaBa programme changes to an established curriculum can only be made for course units scheduled to be taught during the second term and full-year course units. Any such changes are to be applied for with the FSA before 1 March 2010 and can only be implemented further to approval of the application by the competent Faculty body.

In the event of any other study programme (other than a Bachelor or Manaba), the Faculty shall advise students before the start of the academic year whether changes to an established curriculum with respect to course units scheduled to be taught during the first term can be made and, if so, under which terms and conditions. With regard to course units scheduled to be taught during the second term and full-year course units, all changes are to be applied for with the FSA before 1 March 2010. Any such changes can be implemented only further to approval of the application by the competent Faculty body.

Changes to an established curriculum usually involve financial ramifications. If the volume of the student's curriculum is made to increase, the student will be sent a supplementary claim. If the volume is reduced, the claim is adjusted accordingly with the student getting a refund in said case.

Changes to a curriculum established by the Faculty and the student on no account shall occasion the student being permitted to switch to a different study programme. If students wish to switch to a different study programme, article 32 shall apply.

## **ARTICLE 30: CONTRACT TYPES WITH A VIEW TO OBTAINING A CREDIT CERTIFICATE**

### §1. Contract types

#### 1° Credit contract:

Enrolling under a credit contract involves the right to take part in the regular educational activities, to enjoy educational support facilities and to sit examinations for the course unit which the contract relates to.

A credit contract enables students to take all course units taught at Ghent University (including *integration course units*) that pertain to the Bachelor's and Master's programmes, SLO and postgraduate studies.

#### 2° Exam contract with a view to obtaining a credit certificate:

Enrolling under an exam contract only involves the right to sit exams. It does not allow students to take part in regular educational activities or to enjoy educational support facilities for the course unit for which the contract was taken out. Subject to payment of an extra fee however, students may acquire access to Minerva, as specified under article 20, §2.

If the contract involves a course unit which, by its very nature (e.g., for reasons of permanent evaluation, collective and/or individual coaching), requires the students' attendance at the educational activities, students are required to enroll for said course unit by way of a credit contract, not under an exam contract with a view to obtaining a credit certificate. Enrolling by way of an exam contract with a view to obtaining a credit certificate for *integration course units* is not permitted. For any of the other course units, the Faculty is required to state reasons why no exam contract with a view to obtaining a credit certificate may be entered into.

### §2. Requirements

Students enroll under the contract types specified under §1 with a view to obtaining a credit certificate for a course unit. The contract specifies the relevant course unit. Students can take out several of these contracts for an unlimited number of credits. The course units are not required to belong to the same study programme. A student who has enrolled under a diploma contract or an exam contract with a view to obtaining a diploma, may additionally enroll under a contract with a view to obtaining a credit certificate, provided this does not detract from the provisions set out under article 26 §1.

In order for students to be able to enroll under a contract with a view to obtaining a credit certificate for a course unit, (prospective) students are to comply with the two requirements below:

- the admission requirements to the study programme which the course units belong to. With the exception of the Master's dissertation, (prospective) students may still be admitted by way of an *aptitude test* if they fail to meet the admission requirements (incl. the language requirements). The aptitude test is conducted by the lecturer in charge on the basis of a test, an interview or records corroborating prior merit.
- prospective specific admission requirements to the course unit. The course specifications detail whether admission to the course unit is open, or if students are required to comply with specific admission requirements. In the latter event, the initial competences which the (prospective) student is required to have are tested by the lecturer in charge further to prior advice from the *learning path counsellor*.

## **ARTICLE 31: CHANGING CONTRACT TYPE**

§1. The contract type under which students are enrolled for a specific study programme / a specific course unit may be changed just once during the course of the academic year concerned. Any such changes must be applied for within the time period from 9 February 2010 through 1 March 2010.

§2. Changing the contract type does not imply that the student is moving on to a new study programme: the student continues to be enrolled for the same study programme or the same course unit(s) pertaining to said study programme as established in the curriculum.

§3. Contract type changes can be made only with regard to course units scheduled to be taught during the second term and with regard to full-year course units. Changing the contract type does not detract from any of the other provisions contained in the present regulations which must be satisfied within the context of the new contract type.

§4. The following contract type changes may be made:

- a diploma contract can be changed into an exam contract with a view to obtaining a diploma. Which means that the course units scheduled to be taught during the second term and the full-year course units included by the student as part of the diploma contract, will be converted to the new contract type, except for those that require the student's attendance at the educational activities. The course units taken as part of each of the two contract types continue to jointly make up one single curriculum on the basis of which the student can be evaluated with a view to obtaining a diploma.
- an exam contract with a view to obtaining a diploma may be changed into a diploma contract. Which means that the course units scheduled to be taught during the second term and full-year course units included by the student as part of the exam contract with a view to obtaining a diploma, will be converted to the new contract type. The course units taken as part of each of the two contract types continue to jointly make up one single curriculum on the basis of which the student can be evaluated with a view to obtaining a diploma.
- an exam contract with a view to obtaining a credit certificate can be changed into a credit contract.
- a credit contract be changed into in an exam contract with a view to obtaining a credit certificate provided this does not relate to course units requiring the student's attendance at the educational activities.

§5. Ramifications of a contract type change:

- In terms of tuition fee and learning account, each course unit is treated in compliance with the contract type under which it resorts. In some cases, contract changes may involve financial ramifications. Switching to a more expensive type of contract means the student will be sent a supplementary claim. When switching to a cheaper type, no refunds are made. The student's learning account too may be affected by a change of contract.<sup>56</sup>
- Often, a change of contract also has other ramifications for the student. Switching from a diploma to an exam contract for example may prompt the student's status to change and cause him to lose his entitlement to a scholarship.

## **ARTICLE 32: NEW CONTRACTS AND CHANGE OF STUDIES**

Students are free to conclude several contracts, which may or may not be different types, provided this does not detract from the provisions of article 26§1.

Students may change their study programme during the enrolment period (cf. article 13) and during the course of the academic year provided they duly comply with the late enrolment regulations. Changing study programmes requires students to conclude a new contract. To this end, the first contract needs to be terminated in compliance with article 31.

When concluding the new contract, the University administration makes sure that a course unit which is featured both under the new curriculum of the terminated contract, as well as under the curriculum that comes under the new contract, is not doubly charged.

Changing the main subject of one's study programme does not constitute a change of studies. If the student wishes to change his/her main subject, article 29 §5 shall apply.

The termination of a contract has no impact on any results which may have been obtained under said contract. An examination sat by a student for a course unit counts as a used exam opportunity, even when

the student is changing contracts. Changing contracts does not entitle students to supplementary exam opportunities for any particular course unit within the same academic year.

### ARTICLE 33: CONTRACT TERMINATION

§1. Students who no longer wish to take part in the educational activities are to notify the Office for Student Administration and Study Programmes of the Department of Educational Affairs, Sint-Pietersnieuwstraat 25, 9000 Ghent thereof – preferably after they have first spoken to the *learning path counsellor*. They are to do so either in person or by letter sent by recorded delivery. In doing so, they are required to hand in their student card. Following receipt of these items, their name is taken off the student list. Former students are free to conclude a new contract at a later stage during the same academic year provided they comply with the rules for late enrolments as set out under article 13.

Contract termination does not absolve the student from being required to pay the tuition fee owed. 'Non-payment' is not the same as 'terminating one's contract'. In cases where the student has not paid anything yet or has only paid a partial amount of the tuition fee owed, upon termination of the contract, Ghent University shall continue to claim payment for the tuition fees left outstanding.

Failing to sit the exams (in part or in full) does not constitute contract termination. Discontinuing a series of examinations is to be reported to the *Examination Office* and does not necessarily mean the student is terminating his contract to final effect.

§2. In certain cases, students taking a Bachelor's programme, a Master's programme, a first or second-cycle academic study programme, a specific teacher training programme, a continued academic study programme, a preparatory course or a linking course under a diploma contract or course units under a credit contract, may get a refund of part of the tuition fee:

- students terminating their contract before 15 November 2009 at the latest get a tuition fee refund, except for the fixed amount.
- students terminating their contract after 15 November 2009 and by 1 March 2010 at the latest, do not get a tuition fee refund for course units scheduled to be taught during the first term, for full-year course units and for integration course units – they do however get a tuition fee refund for the course units scheduled to be taught during the second term. The fixed amount is not refunded.
- students terminating their contract after 1 March 2010 owe the tuition fee in full for the study programme or for the credit contract concerned.

The above arrangements:

- only apply to diploma contracts and credit contracts. Upon termination of an exam contract with a view to obtaining a diploma or an exam contract with a view to obtaining a credit certificate, in all cases the tuition fee remains owed in full: i.e., in no case can there be any question of a discharge of tuition fees for first and/or second-term course units;
- only apply to non-scholarship students. For concessionary students and scholarship students on a diploma contract, there can be no question of any discharge of tuition fees for first and/or second-term course units;
- do not apply to some ManaMas for which a 'special tuition fee' is charged: here too, the tuition fee remains owed in full as a rule, unless the Faculty concerned should decide to allow a partial discharge in specific cases;
- do not apply to permanent training programmes, postgraduate studies and the academic initial teacher training programme.

§3. Students who are enrolled for the Doctorate, the doctoral training programme, the predoctoral study programme or who have been given provisional enrolment for the Doctorate, will have their tuition fee refunded, except for the fixed amount, if they terminate their contract within four months following the date of (provisional) enrolment.

## **SECTION V – STUDY PROGRAMME COMMISSION, STUDY PROGRAMME AND COURSE UNIT**

### **SUBSECTION I – STUDY PROGRAMME COMMISSION**

#### **ARTICLE 34: CONSTITUTION AND OPERATION OF THE STUDY PROGRAMME COMMISSION**

§1. For each study programme or group of related or associated study programmes, each Faculty is to institute a Study Programme Commission on which ZAP or AAP staff from other Faculties who are involved in educational activities are allowed to sit (with the inclusion of temporary scientific staff members).

At least half of each Study Programme Commission is to be made up of ZAP staff, with the inclusion of the tenured scientific staff who are involved in educational activities.

At least one third of each Study Programme Commission is to be made up of students. The AAP, with the inclusion of the temporary scientific staff involved in educational activities, is to be duly represented in the Study Programme Commission.

A Study Programme Commission shall have a chairman and a secretary, assigned by the Faculty Board.

Every Faculty is at liberty to issue supplementary general guidelines to be observed by all its Study Programme Commissions.

§2. The Study Programme Commissions shall act as permanent advisory bodies to the Faculties with regard to general policy and the organisation of the way in which the study programme(s) concerned are to be taught. They shall be in charge of setting the objectives, the way in which the educational and learning activities are organised and given shape and the practical elaboration of the substance and content of the education, the course of proceedings and the guidance of the educational learning processes and shall be responsible for the results thereof

Their assignment shall equally comprise the ongoing optimisation of the quality of the education on offer. They are charged with the task of setting up the entire curriculum construction for one or several study programmes (development, implementation and evaluation).

### **SUBSECTION II – STUDY PROGRAMME**

#### **ARTICLE 35: STUDY PROGRAMME OFFERING**

§1. The university organises:

- Bachelor's programmes;
- Master's programmes which tie in with and follow on from Bachelor's programmes (ManaBa);
- Master's programmes subsequent to other Master's programmes (ManaMa);
- preparatory courses;
- linking courses;
- postgraduate studies;
- specific teacher training programmes;
- predoctoral study programmes;
- the doctoral training programme;
- the Doctorate;
- permanent training programmes.

§2. As part of the old structure which is in the process of being phased out, the university presently continues to organise the following types of academic studies:

- second-cycle academic study programmes (the 'proeven' representing 180 or 240 credits);

- academic initial teacher training programmes;
- doctoral training programmes of the postgraduate type.

## ARTICLE 36: CONSTITUTION OF DELIBERATION SETS

§1. Each deliberation set is constituted as follows:

- for students taking a Bachelor's or a Master's programme, a second-cycle academic study programme, deliberation sets coincide with the study years of the corresponding full-time standard learning path;
- the Faculty Board may establish an alternative deliberation set in the event of:
  - study volume reduction through a custom-tailored learning path, determined by the Faculty Board;
  - in case students take part in the study programme at a different institution.
- for students taking postgraduate studies, a predoctoral study programme, a doctoral training programme, or a preparatory or a linking course, the deliberation set is determined by the Faculty Board.
- for students who have enrolled for the specific teacher training programme, the deliberation set corresponds to the whole of the course units to be taken for the study programme in question.

With the exception of the specific teacher training programme, students' deliberation sets are not allowed to show overlaps.

§2. If, in addition to his enrolment for a study programme under a contract with a view to obtaining a diploma, the student also enrolls for a course unit featured in the same study programme under a contract with a view to obtaining a credit certificate in the same academic year, this course unit shall not be part of the student's *curriculum* with a view to obtaining a diploma. As such, said course unit cannot be part of the deliberation set. An exception to this rule are the course units for which students are under obligation to enroll under a credit contract as part of an examination contract with a view to obtaining a diploma: during the same academic year, these course units are part of the deliberation set which said course units belong to. They are deliberated in the same manner as the other course units within the deliberation set.

## ARTICLE 37: ELEMENTS OF A STUDY PROGRAMME – COURSE SPECIFICATIONS

For each *study programme*, prior to the start of the enrolment period, the elements detailed below are defined and publicised under the *course specifications* in the course catalogue:

### 1° Objectives and attainment targets of the study programme (Higher Education Register)

The objectives and attainment targets are proposed by the competent Study Programme Commission and established by the Faculty Board, after having heard the Director of Studies. These are published in the Higher Education Register (HOR) and are to be specified on the student's diploma supplement.

### 2° Final competences of the study programme

The final competences (objectives and attainment targets formulated in terms of competences) are proposed by the competent Study Programme Commission, and are established by the Executive Board after having heard the Director of Studies.

### 3° Substance of and practical information regarding the study programme

The substance of and the practical information regarding the study programme are proposed by the competent Study Programme Commission, and are established by the Executive Board after having heard the Director of Studies..

### 4° Study programme curriculum and the pertaining course units

The *study programme curriculum* and the course units that pertain to said study programme curriculum are proposed by the Faculty Board in consideration of the objectives proposed by the Faculty Board, further to the advice from the competent Study Programme Commission, and are established by the Executive Board after having heard the Director of Studies.

### 5° Manner in which the study programme is offered: through full-time and/or part-time standard learning paths



The *learning path* of a Bachelor's programme and a Master's programme following on from a Bachelor's is available to be taken either as a full-time or as a two-part standard learning path. This is established further to the advice from the competent Study Programme Commission, and in consideration of the objectives of the study programme laid down by the Faculty Board, after having heard the Director of Studies.

**6° Vertical and horizontal consistency of course units**, which also extends to include the *successiveness* of some course units; the standard learning paths as published in the course catalogue are the learning paths where the *vertical and horizontal consistency* of the course units has been taken into consideration to optimum effect.

The vertical and horizontal consistency of course units is established further to the advice from the competent Study Programme Commission, and in consideration of the objectives of the study programme laid down by the Faculty Board, after having heard the Director of Studies.

**7° Study volume expressed in terms of credits**

Further to the advice from the competent Study Programme Commission, and in consideration of the objectives of the study programme, study volume expressed in terms of credits is established by the Faculty Board, after having heard the Director of Studies.

**8° Other organisational aspects of the study programme**

Further to the advice from the competent Study Programme Commission, and in consideration of the objectives of the study programme, these aspects are established by the Faculty Board, after having heard the Director of Studies.

**9° Whether or not a study programme can be deliberated upon following the first examination period**, as specified under article 63§2.

**10° Teaching language**

Together with the *study programme curriculum*, the teaching language of a study programme is determined by the Executive Board, further to the advice from the Faculty Board.

**11° Alternating study programme**

The terms and arrangements under which alternating study programmes are organised, are communicated in the objectives and summary content of the study programme.

The organisation of *alternating study programmes* requires all of the conditions detailed below to be duly met:

- the programme is to be a ManaMa or a postgraduate study programme.
- the higher number of students enrolled is not to detract from the quality of the educational activities involved.
- the Faculty Board is to decide each academic year, at the recommendation of the Study Programme Commissions concerned, which study programmes the alternating arrangements are to apply to, after having heard the Director of Studies.
- if the arrangement should change, the Faculty shall apply for a programme modification in observance of the appropriate procedure.

In all cases where study programmes are offered on an alternating basis, it is incumbent on the Faculties to put in place the necessary arrangements to enable students who are re-enrolling for the study programmes concerned, to sit the examinations for all course units involved.

For inter-university Master's programmes, Ghent University does not impose any unilateral restrictions: the arrangements for these programmes are contrived within the inter-university steering committees concerned.

**ARTICLE 38: FOREIGN-LANGUAGE STUDY PROGRAMMES**

A study programme may be taught in a language other than Dutch in the following cases :

- 1° a Subsequent Master's programme (ManaMa);
- 2° a postgraduate study programme;
- 3° a permanent training programme;

4° a Bachelor's programme or a Master's programme following on from a Bachelor's programme (ManaBa) designed specifically for foreign students;

5° a Master's programme following on from a Bachelor's programme (ManaBa) as part of an International Course Programme (ICP) or a Bachelor's or Master's programme that is organised jointly with one or several foreign institutions as part of an international or European education programme (e.g. Erasmus Mundus) or under a co-operation agreement between the institutions concerned;

6° a doctoral training programme.

As far as cases 1, 2, 3, 5 and 6 are concerned, no restrictions of a decretal nature exist, and a decision by the University Board is sufficient. In case 4, an equivalent Dutch-language study programme is required to exist at the institution or at an institution within the same province.

Together with the study programme curriculum, the teaching language of a study programme is determined by the Executive Board, further to the advice from the Faculty Board. The teaching language is specified in the course catalogue.

## ARTICLE 39: DOCTORAL TRAINING PROGRAMME

§1. The doctoral training programme is a flexible study programme curriculum involving 60 credits which is offered within a Faculty and the organisation of which is in the hands of the *Doctoral Schools*. The training programme is intended to broaden as well as explore the knowledge and competences of doctoral students in depth, in preparation of a doctoral dissertation.

§2. The Doctoral Schools are in charge of the doctoral training programme offering, in joint consultation with the Faculties concerned. The *Doctoral Guidance Committee* decides in joint consultation with the doctoral student how the doctoral training programme is to be concretised on an individual basis, in compliance with the description in the course catalogue.

§3. For certain students, or for certain doctoral titles, the doctoral training programme, or part thereof, may be imposed on a compulsory basis by the Faculty in compliance with the supplementary Faculty regulations. In order to be admitted to the second part of the doctoral exam (public defence), the doctoral student must be able to demonstrate he has successfully passed the compulsory part of the doctoral training programme.

§4. Upon the successful completion of the doctoral training programme's curriculum in full and further to the advice from the Doctoral School, the Faculty shall award a *certificate* that is handed out by the Vice-Chancellor. Said certificate cannot be conferred if the *degree* of doctor as such is not conferred.

## SUBSECTION III – COURSE UNIT

### ARTICLE 40: CATEGORIES OF EDUCATIONAL ACTIVITIES

For each course unit, the following categories of *educational activities* are distinguished:

#### Category A

This category of educational activities is aimed at the transfer and assimilation of subject matter and is organised under the guidance of academic staff who have been assigned for this purpose.

#### CATEGORY B

This category of educational activities is aimed at the practising and coached application of the subject matter and is organised under the guidance of academic staff who have been assigned for this purpose.

#### CATEGORY C

This category of educational activities is aimed at the integration of the subject matter.

The number of hours specified under categories A, B, and C is the number of hours which are made available by the institution in the way of collective or individual contact hours and/or guidance of students.

#### **ARTICLE 41: ELEMENTS OF A COURSE UNIT – COURSE SPECIFICATIONS**

Before the start of the enrolment period, the following elements are determined and announced through the *course specifications* in the course catalogue for each course unit (the present article does not apply to regular course units organised by the Doctoral Schools, for which the elements of the course specifications are established by the Doctoral School Board on the advice of the lecturer and which are announced to the students before the start of the course unit):

##### **1° Classification of educational activities into categories (A, B, C)**

The classification of educational activities into categories is determined by the Executive Board at the proposal of the competent Study Programme Commission, in consideration of the objectives and content, further to the advice from the Faculty Board and after having heard the Director of Studies.

##### **2° Study volume expressed in terms of study time (D) and credits (E)**

Study volume in terms of study time and credits is determined by the Executive Board at the proposal of the competent Study Programme Commission, in consideration of the objectives and content, further to the advice from the Faculty Board and after having heard the Director of Studies.

The Faculty is under obligation to stage surveys into actual study time amongst its students on a regular basis in order to accurately align *estimated study time* and the amount of study time effectively spent by students.

##### **3° Level (foundational, advanced or specialist)**

This is determined by the Faculty Board at the proposal of the competent Study Programme Commission in consideration of the objectives and content, after having heard the Director of Studies.

##### **4° Second exam opportunity for permanent evaluation if applicable?**

- yes
- no
- possible in modified form

This is determined by the Faculty Board at the proposal of the competent Study Programme Commission in consideration of the objectives and content, after having heard the Director of Studies.

##### **5° Admissibility under a credit contract** (only as part of second-cycle study programmes, Bachelor's and Master's programmes, and SLOs)

- yes
- yes, subject to competence tests (as specified under article 30 §2)

This is determined by the Faculty Board at the proposal of the competent Study Programme Commission in consideration of the objectives and content, after having heard the Director of Studies.

##### **6° Admissibility under an exam contract with a view to obtaining credit certificates** (only as part of second-cycle study programmes, Bachelor's and Master's programmes, postgraduate studies, and SLOs)

- yes
- yes, subject to competence tests (as specified under article 30 §2)
- no, for this course unit students are required to enroll under a credit contract (as specified under article 30). These are the course units for which students are mandatorily required to conclude a credit contract if they are enrolling under an exam contract with a view to obtaining a diploma (see art. 27 §1)

This is determined by the Faculty Board at the proposal of the competent Study Programme Commission in consideration of the objectives and content, after having heard the Director of Studies.

##### **7° Teaching language**

The teaching language is determined by the Faculty Board, at the proposal of the competent Study Programme Commission in consideration of the objectives and content, after having heard the Director of Studies.

In the event the course unit is taught in a teaching language that is different from Dutch, the language proficiency of the lecturer concerned is included as one of the elements to be reviewed as part of the educational evaluation of lecturers by students. If the KCO report shows the lecturer's level of language proficiency is deemed insufficient, the evaluation report will draw the lecturer's attention to the need for him to perfect his language skills and the facilities available to him for that purpose in a language education institution that is duly recognised by the university. If required, on the advice of the KCO, the Faculty Board may choose to require the lecturer to take a language course.

In the event no foreign-language students have enrolled for a course unit that is taught in a teaching language other than Dutch (unless the course unit has this language as its subject), at all times the lecturer in charge is at liberty to decide to teach said course unit in Dutch.

#### **8° Lecturers: lecturers in charge and co-lecturers**

The *lecturers in charge* and *co-lecturers* of the various course units of the study programme curriculums are assigned by the Faculty Board further to the advice from the Study Programme Commissions concerned, after having heard the Director of Studies. To this end, each Study Programme Commission shall request the competent department(s) to nominate the candidate lecturers, following consultation with the parties concerned.<sup>57</sup>

The lecturer in charge and the co-lecturers may seek assistance from other academic staff members. However, they remain responsible for the examination. In addition, at all times one of their number shall be required to be in attendance at oral examinations.

When assigning the lecturers, the Faculty Board, together with the KCO, shall see to it that the requirements made of lecturers' language proficiency are duly met. The KCO is to anticipate the quality requirements as laid down by the visitation committee (*inspectorate*) and the requirements for accreditation. The KCO is to report thereon to the Faculty Board which, if necessary, shall make recommendations to the lecturer concerned as to the need and opportunities that exist for him to perfect his language skills in a language education institution that is duly recognised by the university.

As specified in the relevant regulations<sup>58</sup>, the Faculty may – in exceptional cases – further to the advice from the Study Programme Commission and after having heard the Director of Studies, decide to replace the lecturer in charge during the course of the academic year. If this step should require some of the elements contained in the course specifications to be changed, this is to be done in observance of the relevant procedure with students being duly notified of any such changes in timely fashion.

In cases where the teaching language is different from Dutch, the lecturer's language proficiency is included as one of the elements to be reviewed as part of the educational evaluation of lecturers by students.

#### **9° The department of the lecturer in charge**

#### **10° Term in which the course unit is scheduled to be taught**

The term is established by the Faculty Board at the proposal of the competent Study Programme Commission in consideration of the objectives and content, after having heard the Director of Studies.

#### **11° Keywords**

Keywords are determined by the Faculty Board further to the advice from the competent Study Programme Commission, after having heard the Director of Studies.

**12° Position of the course:** with the inclusion of the relationship of the course with and its contribution to the objective of the study programme.

This is determined by the Faculty Board at the proposal of the competent Study Programme Commission in consideration of the objectives and content, after having heard the Director of Studies.

**13° Content:** description of the subject matter intended to span the initial situation and the final situation.

This is determined by the Faculty Board at the proposal of the competent Study Programme Commission in consideration of the objectives and content, after having heard the Director of Studies.

**14° Initial competences:** the competences needed to embark on a course unit. Said competences may be stated as final competences for prior course units.

Initial competence details are particularly important in order to determine the successiveness of the course unit in terms of establishing an individualised learning path for example.

Initial competences are established by the Faculty Board further to the advice from the competent Study Programme Commission, after having heard the Director of Studies.

**15° Final competences:** the competences that have been acquired upon the successful completion of the course unit.

This element is determined by the Faculty Board further to the advice from the competent Study Programme Commission, after having heard the Director of Studies.

**16° Special tuition fee**

For course units under the ManaMas for which special tuition fees are charged, the variable supplementary amounts that apply per course unit are determined by the Executive Board further to the advice from the Faculty Board, at the recommendation of the Study Programme Commission concerned.

**17° Learning materials and supplementary costs:** listing of the learning materials (specifying the exact or estimated price) and of the supplementary costs involved in the course unit (such as laboratory materials, excursions, etc.).

This element is determined by the Faculty Board further to the advice from the competent Study Programme Commission, after having heard the Director of Studies.

The learning materials may be made available in a language different from Dutch. If this is the case, this is to be specified in this section.

**18° References to scientific publications marked as recommended reading**

**19° Course content-related study coaching:** made available in support of students as part of the functional assimilation of the subject matter and the due attainment of the final competences held out.

This type of study coaching efforts is established by the Faculty Board further to the advice from the competent Study Programme Commission, after having heard the Director of Studies.

**20° Teaching methods:** required and useful in order to attain the final competences held out.

Teaching methods are determined by the Faculty Board further to the advice from the competent Study Programme Commission, after having heard the Director of Studies.

**21° Evaluation moment(s):** the moment at which study performance as well as any special conditions imposed on students to pass are evaluated. In the case of permanent evaluation, frequency and method are required to be expressly specified, as well as the ramifications of the unfounded absence or non-participation in (part of) the evaluation. If the examination mark is a function of periodic as well as permanent evaluation, the marks awarded as a result of permanent evaluation are to be included as part of the *examination mark*, in accordance with a specific method of calculation set out in the course specifications, which is identical for all students taking the course unit.

Evaluation moments are determined by the Faculty Board further to the advice from the competent Study Programme Commission, after having heard the Director of Studies.

**22° Evaluation methods:** the methods and contents of the *evaluation(s)* and the way these relate to the final competences: oral, written, open book, multiple choice, etc.

Evaluation methods are determined by the Faculty Board further to the advice from the competent Study Programme Commission, after having heard the Director of Studies.

For the course units where the examination mark is calculated on the basis of various evaluations, the method of calculation of the examination mark is to be specified before the start of the academic year under the 'evaluation method' section of the course specifications. Per examination period, a different evaluation method may be planned in response to duly motivated exceptions.

**23° Alternating course units**

Due announcements shall be made in which academic year alternating course units are set to be taught.

For course units to be taught on an alternating basis, all of the conditions detailed below are required to be met:

- the course unit is to be an *elective course unit*;
- the higher number of students enrolled is not to detract from the quality of the educational activities involved;
- students re-enrolling for the course unit concerned are to be given the choice either to sit a new exam for the same course unit, or to select a new elective course unit;
- each academic year, at the proposal of the Study Programme Commissions concerned and after having heard the Director of Studies, the Faculty Board decides which course units the alternating arrangement shall apply to;
- this decision is to be communicated by the Faculties to the Vice-Chancellor before 1 April of the academic year preceding the academic year concerned (only changes in relation to the previous academic year must be communicated).

In all cases where course units are taught on an alternating basis, it is incumbent on the Faculties to put in place the necessary arrangements to enable students who are re-enrolling for the course units concerned, to sit the examinations for said course units.

For inter-university Master's programmes, Ghent University does not impose any unilateral restrictions: the arrangements for these programmes are contrived within the inter-university steering committees concerned.

#### **ARTICLE 42: OPTIONS WITHIN STUDY PROGRAMME CURRICULUMS**

§1. The first *study year* of a *full-time standard learning path* of a Bachelor's programme does not include any elective course units.

§2. The inclusion of an elective course unit or a specific *minor* or *major* in the student's curriculum is to be approved by the Faculty on the basis of the personal concretisation of the *study programme curriculum* by the student. Within a study programme curriculum, a distinction can be made between elective course units from *limited lists* containing course units that are nominally listed and elective course units from open lists, in which students are also allowed to select non-nominally listed course units. The Faculty may decide that an elective course unit from open lists can be taken only by way of *credits taken up*. The Faculty is to announce any such decision before the start of the academic year.

Students who already included a course unit as part of their curriculum under a Bachelor's programme or a linking or preparatory course, cannot include the same course unit as part of their curriculum for the ManaBa following on from said Bachelor's programme or linking or preparatory course. If the course unit concerned is listed in the ManaBa in a *limited list* of course units that are nominally listed and the student is unable to include the number of course units from this list in his study programme curriculum as a result of this prohibitive clause, the Faculty shall move to impose (a) course unit(s) in replacement thereof, representing at least the same number of credits.

§3. If the elected course unit(s) is/are offered by a different Faculty, permission from the lecturer in charge(s) shall be required. Students may seek to obtain the prior advice from the Faculty *learning path counsellor* regarding the extent to which they hold the initial competences required for the course unit(s) concerned.

§4. Due to the impact of the credits involved in elective course units, the number of credits of a study year of a full-time standard learning path may deviate by 6 credits at the utmost in plus or minus from the set 60 credits. This paragraph shall apply without prejudice to the application of §5 of the present article.

§5. The total number of credits of a study programme can be exceeded only by reason of the impact of the credits involved in elective courses taken within said study programme. Save in exceptional circumstances that are to be appraised on a case-by-case basis by the Faculty, no *supernumerary course units* are permitted.

§6. The present article does not apply to the doctoral training programme.

## ARTICLE 43: MASTER'S DISSERTATION COURSE UNIT

§1. As a course unit, the *Master's dissertation* is scheduled during the final study year of the full-time standard learning path of the Master's programme. Exceptions may be granted in response to a motivated request to this end, subject to the positive recommendation from the Education Board and approval by the Executive Board.

With the approval of the Executive Board, the Master's dissertation for a specific study programme may be spread across several study years.

§2. The *Master's dissertation* or an assignment in a Dutch-language study programme may be written and/or defended in a language other than Dutch. To do so, students require Faculty permission, unless the course unit has a language other than Dutch as its subject. If the Master's dissertation is written in a language other than Dutch, students shall be required to provide a Dutch-language summary.

## ARTICLE 44: FULL-YEAR COURSE UNITS

Course units are taught and evaluated within one term, with the exception of course units from the full-year system which is being phased out and the so-called *integration course units* which may be organised as *full-year course units*.

If the learning process or the organisation of the educational activities requires such a level of continuity or development so as to be impossible to be accomplished within the time span as laid down for educational activities in one term, the course unit concerned may, exceptionally, be staged as a *full-year course unit*. Any such departures are granted by Executive Board decision on the grounds of a comprehensively motivated advice from the Faculty Board concerned, regarding the proposal on the issue put forward by the relevant Study Programme Commission (with the exception of the course units organised by the Doctoral Schools).. Once such a departure has been granted for a course unit, the departure remains in force until such time as a prospective modification of the study programme curriculum is applied for by the Faculty Board concerned.

The educational activities of a full-year course unit cannot be made to continue during the examination periods, catch-up week or the periods in which educational activities and evaluations are suspended (cf. article 2), bar exceptions approved by the Executive Board.

## ARTICLE 45: FOREIGN-LANGUAGE COURSE UNITS

§1. A course unit from a Dutch-language Bachelor's programme, ManaBa programme and ManaMa programme may be taught in a language other Dutch, in the following cases

1° if the course unit has this language as its subject;

2° if the course unit is taken at a different institution of higher education with the approval from the Faculty;

3° if the course unit is taught by a visiting professor who speaks a foreign language;

4° if using a different language for the course unit offers added value for students and is considered to be functional for the study programme.

Cases 1 and 2 are permitted without restriction.

Cases 3 and 4 are not allowed to jointly amount to more than 10% of the study programme concerned, if the study programme is a Bachelor's programme (180 credits). For cases 3 and 4, the first study year of a full-time standard learning path of a Bachelor's programme is not allowed to contain any foreign-language course units.

In case 3, the language proficiency of the visiting professor is to be monitored if the teaching language is different from the visiting professor's mother tongue.

In case 4, the language proficiency of the lecturer is to be monitored and evaluated in compliance with article 41 8°.

In case 4, the course unit is not allowed to be taught in the different language in full. Which means that, with a view to avoiding a heavier study load, further explanations, glossaries containing specific terms from the foreign-language jargon, are required to be provided in Dutch.

The teaching language of a course unit is determined by the Faculty Board, after having heard the Director of Studies. In the event the Faculty deems that the use of a different language offers added value for students and is considered to be functional for the study programme, this is to be expressly and comprehensively motivated. Apart from the way these concepts are concretised in accordance with the Faculty's own criteria, using a different language may be duly justified if a scientific discipline is marked by a significant level of internationalisation and the Faculty is keen to familiarise students with said international environment by way of a foreign-language course unit. Interaction with foreign students too can clearly provide added value for native Flemish students.

§2. Students taking foreign-language course units under a diploma contract in a Dutch-language study programme are to be given the opportunity to take language lessons free of charge at a language education institution recognised by the university to this end, on the language in which the course units or the study programme concerned are taught. Students' own curriculums too may be made to provide such language instruction as a course unit. When determining the teaching language, the Faculty may equally decide to provide for supplementary facilities, if necessary (e.g. the authorised use of a translation dictionary at examinations, etc.)

§3. The teaching language and general language of communication for educational and other activities provided by the Doctoral Schools is English, except in cases where the activities concerned have a different language as their subject or if all students have Dutch as their speaking language.

#### **ARTICLE 46: LANGUAGE OF EDUCATIONAL AND OTHER ACTIVITIES AS PART OF THE DOCTORAL TRAINING PROGRAMME AND THE DOCTORATE**

§1. Teaching language and speaking language:

The teaching language and the speaking language for educational and other activities within Ghent University as part of the *doctoral training programme* is English, with the exception of specific cases in which the activities concerned take a different language as their subject, or in which all students involved use Dutch as their speaking language (see also article 11 on language requirements).

§2. Language of the doctoral dissertation:

*Doctoral dissertations* are to be written in Dutch or in English, even though permission may be granted by the Faculty Board for the whole or part of the dissertation to be written in another language, in response to a motivated and written request to that effect from the doctoral student. If a doctoral dissertation has a different language as its subject - either in part or as a whole -, the Faculty Board may decide to impose said other language. If the doctoral dissertation is written in English, the Faculty may require the doctoral student to duly corroborate he has a due command of English (cf. article 11, §4), unless the student is exempted therefrom pursuant to the provisions set out under article 11 §1.

§3. Language of the doctoral exam:

Save as otherwise priorly consented to or imposed by the Faculty Board, the public defence of doctoral dissertations is to be held in Dutch or in English. In cases where the doctoral dissertation is written in a language other than Dutch, a Dutch-language summary shall be mandatory.

§4. Languages under a joint Doctorate:

In the case of *joint Doctorates*, the doctoral dissertation is to be written in the language used at one the partnering institutions.

In departure therefrom:

- a different language may be used if the gulf between the languages used at the institutions is such so as to stand in the way of efficient communication, in which case the language to be used for the joint Doctorate shall be chosen in joint consultation between the doctoral student and the dissertation supervisors;
- a different language may be used at the request of the doctoral student subject to the consent from the dissertation supervisors of the partnering institutions;
- the dissertation supervisors may impose the use of a specific language if the doctoral dissertation takes this language as its subject.



If the language in which the doctoral dissertation is written is not a national language of any of the partnering institutions, in all cases a summary is to be compiled in the language of one of the partnering institutions or in another language.

#### **ARTICLE 47: COURSE UNITS AT A DIFFERENT INSTITUTION**

##### **§1. Elective course units at a different university recognised by the Flemish Community**

In implementation of an agreement in place between the various universities recognised by the Flemish Community, students may take a course unit, within their *study programme curriculum*, at a different institution as an elective course unit with the approval of both institutions. This arrangement only applies to students who are enrolled under a diploma contract for a second-cycle academic study programme, a Bachelor's programme, a Master's programme, a CAT or a doctoral training programme.

##### **§2. Course units at the institutions of Ghent University Association (AUGent)**

In implementation of an agreement in place between Ghent University, Hogeschool Gent, Hogeschool West-Vlaanderen and Arteveldehogeschool, students who are enrolled under a diploma contract, may take a course unit within their study programme curriculum, which is available from one of the above university college institutions, provided the course unit concerned is not scheduled as part of any of Ghent University's study programmes and subject to Faculty approval.

§3. The Faculty Boards determine the terms and conditions under which students may take educational activities and take part in evaluations at a different domestic or foreign institution of higher education insofar as said institution at a minimum offers an initial study programme curriculum of at least three years or post-initial education.

Students require permission from the Faculty that organises the study programme concerned in order to be allowed to take educational activities and take part in evaluations at any of the higher education institutions intended in the first section above.

For study programmes involving mandatory student mobility, the volume of this obligation is specified in the course catalogue.

#### **ARTICLE 48: COURSE UNIT PRE-TAKES AT A DIFFERENT UNIVERSITY THAT IS DULY RECOGNISED BY THE FLEMISH COMMUNITY**

In implementation of an agreement in place between the universities recognised by the Flemish Community, students who have yet to complete a minor part of a learning path, and who wish to take a course unit of the subsequent study programme at a different institution, may already take up course units or an entire study programme component from this ensuing study programme at the other institution. It is up to the latter to determine the content and volume of prospective *pre-takes* in accordance with its own education regulations

## PART III – EXAMINATION REGULATIONS

### ARTICLE 49: SCOPE OF APPLICATION

§1. The present examination regulations are intended as a minimal framework for all evaluations at Ghent University and may be complemented with specific provisions by the Faculties.

Departures from the examination regulations and the specific examination regulations can only and exclusively be granted by the Board of Governors in response to a duly motivated request from a Faculty Board and further to the advice from the Education Board. The Board of Governors expressly determines the term of validity of the departures sustained. The examination regulations, the Faculty supplements thereto, and any departures approved by the Board of Governors are to be communicated to students in writing and/or in electronic format.

§2. The general examination regulations for evaluations at Ghent University comprises sections I up to and including V.

§3. Evaluations as part of the predoctoral study programme, the doctoral training programme and the Doctorate are governed by section VI.

§4. Evaluations as part of permanent training programmes are made to occur in compliance with the terms and conditions that apply for obtaining the certificate that is established for each respective permanent training programme pursuant to article 2 §2.a. of the Resolution by the Executive Board dated 10 May 2007 pertaining to the organisation of postgraduate studies (with the exception of predoctoral study programmes) and of permanent training programmes<sup>59</sup>.

§5. Evaluations as part of inter-university Master's programmes for which students can enroll at more than one university are governed by the Examination regulations for the inter-university study programmes for which students can enroll at more than one university.<sup>60</sup>

§6. Study programmes organised with other institutions of higher education from the Flemish or French Community or from abroad may be subject to special examination regulations agreed between the institutions and approved by separate decision by Ghent University's Board of Governors.

## SECTION I – APPRAISAL PER COURSE UNIT

### ARTICLE 50: PREPARATION OF EVALUATIONS

§1. Prior to the start of educational activities for each course unit, each lecturer is to establish the subject matter which the *evaluation* is to bear on in appropriate learning materials.

§2. All lecturers are to use questions and/or exercises as part of their educational activities which are to duly reflect the concrete requirements made of students at the evaluation.

### ARTICLE 51: EVALUATION MOMENTS

§1. Prior to the start of enrolments, students are provided with detailed information regarding the evaluation moment(s) for each course unit through the course specifications, in compliance with article 41. Irrespective of the type of contract concluded with the students, evaluations are made to take place in accordance with the evaluation moment(s) as detailed in the course specifications.

§2. Two types of *evaluation* moments exist: *permanent evaluation* and *periodic evaluation* (i.e. examinations). These two types of evaluation moments may be combined in the evaluation of the performance of students for a specific course unit.

### §3. *Periodic evaluation (i.e. 'examination/exam')*

- The examinations of the first examination period are administered during the part of this examination period that corresponds therewith; the examinations of the second exam opportunity of all course units are administered during the second examination period (cf. article 2).
- Examinations can either be oral and/or written;
- Partial examinations are not allowed.

### §4. *Permanent evaluation*

- The dates and methods of permanent evaluations are publicised beforehand. Permanent evaluation can be made to occur both during and outside of the examination periods, be it not during Ghent University's recess periods and collective closing days (cf. article 2).
- Practicums, projects, portfolios, participation in seminars, work placements, exercises, practical projects, clinics, etc. imposed on students as part of a *study programme curriculum*, the results of which are factored in as part of the examination mark, all come under the header of permanent evaluation;
- At the start of the academic year, the course specifications detail which course units are set to be permanently evaluated;
- Permanent evaluation results are to be announced as quickly as possible to students, followed by an opportunity for feedback;
- The Study Programme Commission's assignment is to ensure equitable evaluation methods and study load.

## **ARTICLE 52: EVALUATION METHOD**

§1. Prior to the start of enrolments, students are provided with detailed information regarding the evaluation method(s) for each course unit through the course specifications, in compliance with article 41.

§2. Irrespective of the type of contract concluded with the student, evaluations are made to take place in the same manner. Each student may be given permission by the Dean, on the grounds of good cause, to be examined in a manner that is different from the prescribed method. To this end, students are to address a prior application to the Dean in writing, with a copy sent to the lecturer in charge.

## **ARTICLE 53: ORGANISATION OF EXAMINATIONS**

§1. The Faculty Boards are in charge of coordinating and organising the examinations.

§2. Per academic year, two examination periods exist which are laid down in the academic calendar. Course units scheduled to be taught during the first respectively second term, as far as the first examination period is concerned, are evaluated in the first respectively second term. Periodic evaluations of full-year course units in all cases are made to take place during the first examination period of the second term, unless departures therefrom have been granted pursuant to article 49 §1. All course units may be evaluated in the second examination period, without prejudice to the provisions under article 51 §2.

§3. With the exception of the dates on which Ghent University stages collective closing days, examinations may exceptionally be organised outside of the examination periods for:

- students studying at different institutions and for incoming and outgoing exchange students;
- examinations on the substance of educational activities pertaining to categories B and C, may be organised during the periods of the academic calendar that are reserved for catch-up activities and the summer recess;
- examinations on preparatory courses, linking courses, Erasmus Mundus study programmes and postgraduate studies.

The decision to stage examinations in any of the above cases is made by the Faculty Board further to the advice from the Study Programme Commission with the students being duly notified thereof at the outset of the academic year.

#### **ARTICLE 54: EXAMINATION DAYS, EXAMINATION HOURS, NUMBER, DURATION AND LOCATION OF EXAMINATIONS**

Examinations are made to take place between 8.00 and 20.00 hours. No examinations are allowed to be held on Sundays or official holidays.

Regardless of the number of lecturers per course unit, only one examination may be staged for each category of educational activities of a course unit.

Examinations are not to exceed five consecutive hours at the outmost in duration.

In the event an examination on one specific category of educational activities of a course unit is to be both oral and written, both components of said examination are required to be contiguous, without interruption by examinations on other course units.

Examinations are sat in the location(s) specified by the Faculty and are listed in the Faculty's examination schedule. Audiovisual registration of examinations by students, observers or third parties is not allowed.

#### **ARTICLE 55: EXAMINATION SCHEDULE**

§1. For each *study year* of a full-time standard learning path and for each part of the examination period, a comprehensive and detailed examination schedule is compiled under the responsibility of the Faculty Board. This schedule comprises:

- the timetable, the location and the time of the start of the examinations;
- the contact details for the Examination Office, the chairman and secretary of the Board of Examiners, the Faculty ombudsperson and the Monitoring Service.

§2. The dates are established in joint consultation with the student representatives in such a way so as to offer each student, wherever possible, a reasonable time span to prepare for the exams and an equitable spread of examinations across the examination period as a whole. If the examination schedule for a specific group of students should be deemed unfair, a second examination day is to be staged for this group.

§3. Examination schedules are posted by the Faculties on the public notice boards and/or sent out in electronic format by 11 December 2009 at the latest for the first term of the first examination period, by 30 April 2010 at the latest for the second term of the first examination period and by 26 July 2010 at the latest for the second examination period.

On request, in compliance with the arrangements determined by the Faculty Board, students may be provided with a printout of the exam schedule.

§4. The Faculties may require students to formally confirm ahead of time that they will be sitting the exam.

§5. All Faculties are to set up a permanent *Examination Office* during each examination period, if necessary for each study programme. The Examination Office is where, amongst other things, the following is to be reported:

- changes of address during the examinations;
- changes to the examination schedule;
- discontinuation of the series of examinations;
- non-participation in one or several examinations;
- absences;
- all events which may jeopardise the examination schedule or prejudice the smooth-paced course of examination proceedings.

#### **ARTICLE 56: EXAM OPPORTUNITIES**

§1. For each course unit pertaining to students' credits taken up under their curriculum, students are entitled to two exam opportunities per academic year: one in the first examination period and one in the second examination period. Students who fail are automatically registered to take part in the second exam opportunity. Students may renounce said registration in writing with the FSA. For permanent evaluation

purposes of course units however, either the second exam opportunity may be made available by way of a compensating activity between the first and the second examination period or there may just be one evaluation opportunity available to students. The Faculty decision on this matter is detailed in the course unit's course specifications.

§2. For each course unit, in the second examination period, students are entitled to avail themselves of the second exam opportunity, even if they passed said course unit and said course unit is part of a *deliberation set* which the student in question has already passed. This is done at the student's own risk: except in the event the student obtained a credit certificate for the course unit concerned during the previous examination period and except in the event the course unit is part of a deliberation set for which the student has already been declared as having passed said course unit, the examination marks last awarded count towards the appraisal of the deliberation set concerned. In all cases, the examination marks last awarded in all cases count towards awarding the *grade of merit* when the student has successfully passed the study programme,

§3. If students pass a course unit pertaining to a contract with a view to obtaining a credit certificate and if this pass is the last obtained examination mark, it is this examination mark that will count for this course unit in the *deliberation* on the deliberation set when the student enrolls for the same study programme under a contract with a view to obtaining a diploma. This also applies if this examination mark should be less than a previous examination mark awarded under the contract with a view to obtaining a diploma, except in the event the student previously obtained a credit certificate whilst the most recent examination mark is a failing grade.

In all cases, the examination mark last awarded counts towards determining the grade of merit.

§4. For one and the same course unit, regardless of contract type or any contract changes made, students are allowed to enroll just once per academic year.

#### **ARTICLE 57: EXAMINATION MARK**

§1. The result of the evaluation is expressed as a single *examination mark* per course unit.

This examination mark is to be a whole number, ranging from 0 up to and including 20, calculated in compliance with the method laid down in the course specifications.

An examination mark can be recorded only for the course units that pertain to the student's curriculum by way of *credits taken up*, as specified under article 29 or for the course units taken under a contract with a view to obtaining a credit certificate.

§2. Within one and the same examination period, students can be appraised only once on the same course unit.

§3. If students pass a course unit pertaining to a contract with a view to obtaining a credit certificate and if this is the last obtained examination mark, it is this examination mark that will count for this course unit in the *deliberation* (deliberation set / grade of merit) in a subsequent academic year in which the student enrolls for the same study programme under a contract with a view to obtaining a diploma, This also applies if this examination mark should be less than a previous examination mark awarded under the contract with a view to obtaining a diploma. Said examination mark is (automatically) recorded when the student's *curriculum* for the academic year concerned is determined. As such, the student is free to decide to retake the course unit.

§4. Students who, as part of a study programme for which they are enrolled at Ghent University under a diploma contract or an exam contract with a view to obtaining a diploma, take educational activities and sit exams at a domestic or foreign institution of higher education on parts of the study programme curriculum at Ghent University, are awarded examination marks by Ghent University upon their return. Said examination marks are awarded in due consideration of the local degree awarded per course unit and prospectively the ECTS grade, in accordance with the rules in place per Faculty. Said marks are communicated to the student by way of a *grade sheet*.

§5. Students may file internal appeal against the examination mark awarded to them personally with the Internal Appeals Commission, as specified under article 95.

**ARTICLE 58: CREDIT CERTIFICATE**

Following the closing of the (relevant part) of the examination period, students acquire a *credit certificate* for each course unit for which they scored an examination mark of at least 10 out of 20 following the evaluation.

The credit certificate is an electronic registration. This registration contains information as to the identity of the student, the nature of the study programme, the course unit, the number of *credits* obtained and the final evaluation awarded. At their express request, credit certificates are made available to students in paper form by the FSA.

Credit certificates obtained at Ghent University have unlimited validity at Ghent University. A *refresher course* may be imposed if at least 5 calendar years have passed since the credit certificate was obtained. The 5 calendar year term is determined starting as of the first day of the month of October after the date on which the credit certificate was obtained.

**ARTICLE 59: EVALUATION LANGUAGE**

§1. For course units with Dutch as their teaching language, evaluations are made to occur in Dutch.

§2. If a course unit as part of a Bachelor's programme or a Master's programme following on from a Bachelor's programme takes a language as its subject or if a course unit with a language as its subject is taken at a different institution of higher education with the approval of the Faculty, said course unit is evaluated in the teaching language concerned.

In all other cases, students are entitled to be evaluated in Dutch. Students are to inform the FSA thereof before 15 November 2009 for course units scheduled to be taught during the first term and before 1 March 2010 for course units scheduled to be taught during the second term. The FSA shall move to notify the chairman of the Board of Examiners and the latter is to request the Board of Examiners to assign a substitute examiner if need be.

§3. Evaluations of foreign-language study programmes are made to occur in the teaching language of the study programme if the study programme in question is:

- a Subsequent Master's programme (ManaMa);
- a postgraduate study programme;
- a Master's programme following on from a Bachelor's programme (ManaBa) as part of an International Course Programme (ICP) or an Erasmus Mundus study programme;
- a Bachelor's or Master's programme that is jointly organised with one or several foreign institutions as part of an international or European educational programme or under a co-operation agreement between the institutions concerned.

In the case of a foreign-language Bachelor's programme or a Master's programme following on from a Bachelor's programme (ManaBa), Dutch-speaking students are entitled to take their evaluations in Dutch, if the lecturer concerned is also a Dutch speaker. The students concerned are to inform the FSA thereof before 15 November 2009 for course units scheduled to be taught during the first term and before 1 March 2010 for course units scheduled to be taught during the second term.

**ARTICLE 60: EVALUATION OF THE MASTER'S DISSERTATION COURSE UNIT**

§1. Establishing the subject, dissertation supervisor and assistant dissertation supervisors of the Master's dissertation

1° Further to joint consultation between the student and the *dissertation supervisor(s)*, the subject of the *Master's dissertation*, the name(s) of the dissertation supervisor(s) and assistant dissertation supervisor(s) are submitted to the Faculty Board for approval.

2° The responsibility for the guidance of the Master's dissertation course unit rests with one or several *dissertation supervisors*, including at least one member of the active ZAP staff or a doctor-assistant of Ghent University or a visiting professor or a researcher who holds the doctor's title as a permanent or temporary member of staff in the employ of Ghent University or the Research Foundation Flanders.

## §2. Submitting the Master's dissertation

The Faculty Board lays down the time and manner in which the Master's dissertations are to be submitted for each of its study programmes. Master's dissertations are to be submitted both in print and in electronic format. The electronic version of Master's dissertations of students who have successfully passed may be passed on by the Faculty to the university library. Without detracting from the rights of the author, Ghent University or third parties, the university library shall make the Master's dissertations accessible by way of an open access system subject to the consent of the dissertation supervisor and in accordance with Faculty regulations.

## §3. Evaluation of the Master's dissertation

1° At the proposal of the (respective) Study Programme Commission(s), the Faculty shall determine - before the start of the academic year - the method of evaluation it will adopt for the Master's dissertations (prospectively differentiated according to study programme, main subject or option), on the understanding that Master's dissertations in all cases are to be duly evaluated in the same manner within one and the same study programme, or main subject or option respectively. The manner of evaluation is to be detailed in the *course specifications*.

The time and location where the Master's dissertation is to be prospectively defended will be posted on the public notice board and/or students will be notified thereof electronically.

2° All Master's dissertations are evaluated by a Board consisting of one or two dissertation supervisors and one to three assistant dissertation supervisors. Only dissertation supervisors who are members of the active ZAP staff and/or who are doctor-assistants or visiting professors or researchers who hold the doctor's title as a permanent or temporary member of staff in the employ of Ghent University or the Research Foundation Flanders, are entitled to vote. However, the Faculty Board may also decide to award the vote to a second dissertation supervisor on the Board. Each of the assistant dissertation supervisors has the vote.

If the evaluation is strictly to be made on the basis of the written reflection, at least three evaluators are required who have the vote. If the evaluation is to be made on the basis of the written reflection as well as the public defence of the dissertation, no more than two evaluators with the right to vote are required. In the event of a tie, the decision is found in the student's favour.

Members of the *Board of Examiners per study programme* of the Master's study programme concerned may be invited to take part in the evaluation of Master's dissertations, be it without the right to vote. In addition, prior to the evaluation, non-members of the Board of Examiners per study programme for the Master's programme concerned may be invited to be heard on the Master's dissertation.

3°. No compensation rules are applied for Master's dissertations. The Faculty may lay down the requirements for retaking a Master's dissertation with a view to a subsequent examination period in its Faculty examination regulations.

## ARTICLE 61: FEEDBACK AND ACCESS TO EXAM COPY

§1. Following the first examination period of the first term, the first examination period of the second term and following the second examination period, *feedback* is provided as determined under article 2. The lecturers in charge or the persons assigned by the former are available to the students for this purpose. Throughout the feedback period after every (part of the) examination period, students are entitled to see and go through their exam copy.

§2. Subsequently, students can speak to the Faculty *Monitoring Service* to discuss individual study results and/or study approach.

§3. Copies of written examinations, written preparations to oral examinations and assignments prepared as part of permanent evaluation are to be kept on file by the lecturer in charge until 1 year following the close of the academic year concerned.

During this time span, students are entitled to see and go through their exam copy

## **SECTION II – BOARDS OF EXAMINERS**

### **ARTICLE 62: BOARD OF EXAMINERS TYPES**

Two types of Boards of Examiners exist: the *Board of Examiners per deliberation set* and the *Board of Examiners per study programme*.

Sections III and IV of the present Examination Regulations respectively treat the competences and method of operation of the Board of Examiners per deliberation set and of the Board of Examiners per study programme.

### **ARTICLE 63: BOARD OF EXAMINERS MEETINGS**

§1. Boards of Examiners are to convene at least twice each academic year: the first occasion being for the exam results obtained during the first and second part of the first examination period; the second occasion being for the exam results obtained during the second examination period, which in both cases means after the second term.

§2. Boards of Examiners may also convene before 1 March, on the results obtained during the first part of the first examination period:

- in a graduation year of a Master's programme for students who only have their Master's dissertation and/or work placement to complete. In this case, students are allowed to submit their Master's dissertation during the first term;
- in case of a preparatory or linking course;
- for the specific teacher training programmes;
- for postgraduate studies;
- for continued academic study programmes.

Prior to the start of the academic year, the Faculty is to announce for which study programmes it will be resorting to this possibility.

§3. The deliberations of the Board of Examiners are made to take place behind closed doors.

§4. The Boards of Examiners per study programme may convene at any time to decide on disciplinary action relating to exam matters.

### **ARTICLE 64: ATTENDANCE OF THE MEMBERS OF A BOARD OF EXAMINERS**

The members of the Board of Examiners have a duty to attend deliberation meetings and to sign the attendance register.

If a member of the Board of Examiners is unable to attend the deliberation meeting, he is to report this to the chairman of the Board of Examiners without delay. Any unjustified absences of members are reported to the Vice-Chancellor by the chairman. In the event a member of the Board of Examiners is absent, the chairman may – if he deems such necessary - assign a member of the academic staff as a replacement. In the event the chairman is absent, the competent Board of Examiners is to assign a replacement.

In the event the secretary is absent, the chairman of the Board of Examiners is to appoint a replacement.

Faculty ombudspersons are entitled to attend the deliberation meetings of the Boards of Examiners in an observer capacity.

### **ARTICLE 65: MOTIVATED DECISIONS BY THE BOARD OF EXAMINERS**

The decisions by the Board of Examiners are recorded in a report.



At a minimum, the reports compiled by the *Boards of Examiners per deliberation set* are to contain: the attendance register, the decision for each student, with the inclusion of the motivations for departures from the general principles and a study advisory for each student.

At a minimum, the reports compiled by the *Boards of Examiners per study programme set* are to contain: the attendance register and the decision for each student, with the inclusion of the motivations for departures from the general principles.

These reports are kept on file for a 30-year time span, after which they are transferred to the University's central archives to be archive-stored.

Students have the right to access and inspect the sections of the report relating to them. To do so, students should contact the FSA.

## **ARTICLE 66: RECONSIDERATION OF EXAM DECISIONS**

§1. Material errors in the student's favour:

- are repaired if established within 10 calendar days at the latest following proclamation if these errors have impacted on the examination mark, the student's successful pass for a deliberation set, the student's successful pass for a study programme or on determining the grade of merit. Such errors are repaired by a new decision from the competent Board of Examiners;
- are not repaired if established later than 10 calendar days following proclamation if these errors have impacted on the examination mark, the student's successful pass for a deliberation set, the student's successful pass for a study programme or on determining the grade of merit;

§2. Material errors to the student's detriment:

are repaired at all times if these errors have impacted on the examination mark, the student's successful pass for a deliberation set, the student's successful pass for a study programme or on determining the grade of merit. These errors are repaired by a new decision from the competent Board of Examiners.

§3. Material errors without impact:

are repaired if established within 10 calendar days at the latest following proclamation if the errors concerned had no impact on the examination mark, the student's successful pass for a deliberation set or on determining the grade of merit. These errors are repaired by the chairman of the competent Board of Examiners.

§4. Fraud:

if fraud or irregularities have been established that have impacted on the examination mark, the student's successful pass for a deliberation set, the student's successful pass for a study programme or on determining the grade of merit, the competent Board of Examiners may review its decision at all times.

§5. The students concerned are notified of new decisions by letter sent by recorded delivery.

## SECTION III – APPRAISAL PER DELIBERATION SET

### ARTICLE 67: CONSTITUTION AND DELIBERATION COMPETENCE OF THE BOARD OF EXAMINERS PER DELIBERATION SET

§1. The manner in which the *Board of Examiners per deliberation set* is constituted is laid down by the Faculty Board on the understanding that the lecturers in charge of the mandatory course units concerned in all cases shall be members of the Boards of Examiners per deliberation set. For each Board of Examiners, the Faculty Board shall appoint a chairman and a secretary, who may or may not themselves be examiners, and who are active ZAP staff members.

§2. The competence of deliberation of the *Board of Examiners per deliberation set* entails:

- declaring whether a student has passed or failed a full deliberation set as laid down under article 68;
- putting forward non-binding study advice on the first part of the MOT of a Bachelor's programme for students who are on their first enrolment under a diploma contract or under an exam contract with a view to obtaining a diploma.

§3. The Board of Examiners per deliberation set is not qualified to change examination marks during deliberations.

### ARTICLE 68: PASSING A DELIBERATION SET

§1. The *Boards of Examiners per deliberation set* convene with the frequency as specified under article 63 to deliberate by way of full deliberation sets on the study progress of students enrolled for a study programme under a diploma contract or an exam contract with a view to obtaining a diploma.

§2. No deliberations are held on course units which do not pertain to a student's *full deliberation set*. All course units which do not pertain to a full deliberation set and for which the student has scored less than 10 out of 20 are to be retaken.

§3. Passing a full deliberation set:

1° If students successfully pass all course units of a full deliberation set, i.e. if they have obtained at least 10 out of 20, they are declared as having successfully passed the full deliberation set concerned by the *Board of Examiners per deliberation set*.

2° The Board of Examiners per deliberation set also declares the following students as having successfully passed the first *full deliberation set* of a Bachelor's programme, provided they comply with the following cumulative requirements:

- The student has a maximum 1% deficit over the weighted total, in which the credits are operated as weights<sup>61</sup>.
- The student has scored at least 8 out of 20 for all course units under the deliberation set concerned.
- The student has a maximum of two course units under the deliberation set concerned for which they scored less than 10 out of 20.
- The student has obtained a total of at least 50% for the deliberation set.

The Faculty is at liberty to exclude course units representing a maximum of 15 credits from compensation. Students who fail to pass these particular course units will not be able to successfully pass the deliberation set, regardless of the provisions set out under §3.2°, first member above. Faculties choosing to exclude course units from compensation are to notify the students concerned thereof before 1 November 2009.

3° Nevertheless, the Board of Examiners per deliberation set may decide – following a secret ballot or otherwise – to declare students who have failed to pass in accordance with the criteria set out under §3, 1° and 2°, to declare these students as having successfully passed.

Any such decisions can be taken only under exceptional circumstances and are to be duly motivated for each case separately.

§4. Students may file internal appeal against the decision by the Board of Examiners per deliberation set with the Internal Appeals Commission, as specified under article 95.

#### **ARTICLE 69: VOTING IN THE BOARD OF EXAMINERS PER DELIBERATION SET**

The chairmen of the Boards of Examiners per deliberation set have the voting right, which also extends to include decisions on students whom they has not evaluated themselves. The Faculty Board may decide to also award the vote to the secretaries of the Board of Examiners for students whom the latter have not examined themselves.

The lecturers in charge of the course units pertaining to the student's deliberation set are entitled to vote upon the deliberation on said student. In order to deliberate to valid effect on a student, at least half of the examiners of the Board of Examiners concerned who have the vote are required to be in attendance. The quorum is determined on the basis of the number of examiners who have the vote. Per *examination mark*, only one vote may be cast by each member entitled to vote. If a course unit was examined by more than one lecturer, the person entitled to vote shall be the lecturer who was assigned as the course unit's lecturer in charge by the Faculty Board.

Examiners who have been replaced in compliance with the procedure detailed under article 77, are not permitted to sit in on the meeting by the Board of Examiners on the student concerned.

Decisions are carried by simply majority of the votes cast. Abstentions are not taken into consideration when voting. In the event of a tie, the decision is found in the student's favour.

Unless a member of a Board of Examiners per deliberation set or a Faculty ombudsperson requests for a decision to be brought to the vote, the chairman's proposal for the final assessment is accepted as the general consensus.

#### **ARTICLE 70: PROCLAMATION OF A DELIBERATION SET**

§1. Following the first examination period of the first term, the first examination period of the second term and following the second examination period, students are duly notified of their examination marks.

In doing so, the following arrangements and deadlines are to be observed:

- First examination period, first term: students are notified individually by e-mail of the examination marks obtained for all course units taken by the student in the relevant part of the examination period. At the earliest, this notification comes following the closing of the relevant part of the examination period and before 15 February 2010. In the event a deliberation has been made to take place, the decision by the *Board of Examiners per deliberation set* is also included.
- First examination period, second term: students are issued an individual *grade sheet* by 3 July 2010 at the latest. In the event a deliberation has been made to take place, the decision by the *Board of Examiners per deliberation set* is also included.
- Second examination period: students are issued an individual *grade sheet* by 18 September 2010 at the latest, detailing for which course units they have obtained a credit certificate. In the event a deliberation has been made to take place, the decision by the *Board of Examiners per deliberation set* is also included.

These arrangements and deadlines apply without prejudice to the provisions held out under article 51 with regard to permanent evaluation result announcements. For course units which are assessed only by way of permanent evaluation, exam results are also announced in observance of the above arrangements and deadlines if they have been completed in full after the relevant part of the examination period concerned.

§2. Examination marks and decisions by the Board of Examiners per deliberation set may be announced publicly.

## SECTION IV – APPRAISAL PER STUDY PROGRAMME

### ARTICLE 71: CONSTITUTION AND COMPETENCE OF THE BOARD OF EXAMINERS PER STUDY PROGRAMME

§1. The manner in which the *Board of Examiners per study programme* is constituted is laid down by the Faculty Board. For each Board of Examiners, the Faculty Board shall appoint a chairman and a secretary, who may or may not themselves be examiners, and who are active ZAP staff members.

§2. The competence of deliberation of the Board of Examiners per study programme entails:

- declaring whether a student who has passed the deliberation sets pertaining to the study programme, has duly passed a specific study programme;
- determining the grade of merit the student has obtained for a study programme;
- declaring as failed a student who successfully passed the deliberation sets pertaining to the study programme, on the basis of an examination-related disciplinary decision (cf. article 79) subsequently taken. If the student who is suspected of fraud or irregularities has enrolled for several study programmes, the various Boards of Examiners per study programme concerned shall jointly convene. Each of the Boards of Examiners are subject to the regulations governing attendance and voting rights as laid down under the present Code.

§3. The Board of Examiners per study programme is qualified to take examination-related disciplinary decisions in compliance with article 79, regardless of the type of contract in place with the student concerned.

§4. Except in cases of material error, the Board of Examiners per study programme is not qualified to change examination marks during deliberations.

### ARTICLE 72: PASSING A STUDY PROGRAMME

In order to be able to pass a study programme, students are required to have enrolled for said study programme under a diploma contract or under an exam contract with a view to obtaining a diploma.

Students who cannot be admitted to a study programme for the reason that they fail to meet the admission requirements, cannot pass said study programme.

Without prejudice to the deliberation competence of the *Board of Examiners per study programme* as specified under article 71, students shall have passed a study programme if they have obtained a credit certificate for all course units to be taken and/or if they have been declared as having successfully passed all deliberation sets pertaining to said study programme.

Students may file internal appeal against the decision by the Board of Examiners with the Internal Appeals Commission, as specified under article 95.

### ARTICLE 73: VOTING IN THE BOARD OF EXAMINERS PER STUDY PROGRAMME

All members and the secretary of the Board of Examiners per study programme have the right to vote.

In order to deliberate to valid effect on a student, at least half of the members of the Board of Examiners concerned who have the vote are required to be in attendance. The quorum is determined on the basis of the number of members who have the vote.

Decisions are carried by simply majority of the votes cast. Abstentions are not taken into consideration when voting. In the event of a tie, the decision is found in the student's favour.

Unless a member of a Board of Examiners per study programme or a Faculty ombudsperson requests for a decision to be brought to the vote, the chairman's proposal for the final assessment is accepted as the general consensus.

## ARTICLE 74: GRADE OF MERIT

§1. Students who successfully pass a Bachelor's or a Master's programme, a first or second-cycle academic study programme, or the academic initial or specific teacher training programme, are awarded a *grade of merit* by the *Board of Examiners per study programme*.

In calculating the grade of merit, the examination marks that were last obtained for all course units which the student has taken under his contract with a view to obtaining a diploma for a study programme are factored in. This is made to occur in due consideration of the weighting factors as established by the Faculty Board which students are notified of at the start of the academic year. The examination marks that were obtained for course units for which the student, under an exam contract with a view to obtaining a diploma, was required to conclude a credit contract, are equally factored in. The deliberation competence vested in the Board of Examiners per study programme as set out under article 71, applies unabated and remains upheld in full.

§2. If the student has last sat a course unit pertaining to his study programme under a contract with a view to obtaining a credit certificate, the aforesaid examination marks that were last obtained count towards determining the grade of merit for said study programme as soon as the student enrolls at a subsequent occasion for the study programme concerned with a view to obtaining a diploma. The same applies if the examination marks obtained under a contract with a view to obtaining a credit certificate are inferior to those that were obtained previously by way of a contract with a view to obtaining a diploma.

§3. The grade of merit obtained by the student for a study programme is expressed as follows:

- pass (as of 500 out of 1000)
- pass cum laude (as of 675 out of 1000)
- pass magna cum laude (as of 750 out of 1000)
- pass summa cum laude (as of 825 out of 1000)

§4. Once students have been declared as having passed the study programme and their grade of merit has been determined, they can no longer re-sit course units in order to improve the grade of merit awarded. Without prejudice to the provisions set out under article 66, once a student has been declared as having passed a study programme, re-deliberation is no longer possible. However, separate from the diploma obtained, students are free to aspire to obtain a credit certificate for a failed course unit or to win a credit certificate with a better result for a specific course unit. To do so, students are to enroll under a contract type with a view to obtaining a credit certificate.

§5. No grades of merit are awarded in cases where students have obtained less than 30 credits of the *study programme curriculum* by way of *credits taken up*. This does not apply to the academic initial teacher training programme.

§6. Students may file internal appeal against the decision by the Board of Examiners with the Internal Appeals Commission, as specified under article 95.

## ARTICLE 75: PROCLAMATION OF A STUDY PROGRAMME

§1. Following the first examination period of the first term, the first examination period of the second term and following the second examination period, students are duly notified of their examination marks, in the manner specified under article 71.

§2. Decisions by the Board of Examiners per study programme may be announced publicly.

In all cases, the grade of merit awarded to students who passed a study programme shall be announced publicly.

## SECTION V – SPECIAL CIRCUMSTANCES

### ARTICLE 76: OBSERVANCE OF THE EXAMINATION SCHEDULE

§1. The parties involved in the evaluation are to strictly observe the examination schedule as publicised, both for periodic (cf. article 55) and for permanent evaluation (cf. article 41, 21°).

#### §2. Periodic evaluation

1° the examination schedule does not apply:

- if a student is not in attendance at the time when a collective examination session is set to start, or fails to appear at an individual examination session within two hours after the time set. In said cases, the following applies:
  - if the examiner or the chairman of the *Board of Examiners per study programme* deems the absence to be unjustified, the student is registered as absent and declared as having failed the course unit concerned. Say-so notes shall not be accepted as proof of grounds for unjustified absence. In said case, 2° of the present paragraph shall not apply.
  - if the examiner or the chairman of the *Board of Examiners per study programme* deems the absence to be on the grounds of good cause, following due intervention by the ombudsperson or otherwise, 2° of the present paragraph shall apply.
- if an examiner has failed to start the examination session within two hours following the set time, the scheduled arrangement no longer applies, unless the examiner has been replaced. If the chairman of van the Board of Examiners per study programme deems the absence to be on the grounds of good cause, 2° of the present paragraph shall apply.

2° The party responsible for the forfeiture of the examination schedule is to forthwith request the other party to ascertain whether a catch-up examination can be held during the same part of the same examination period, in which a different evaluation method may be used with the consent from the lecturer in charge and the student concerned. This is to be discussed in joint consultation and the *Examination Office* is to be duly notified thereof.

#### §3. Permanent evaluation

If, due to circumstances beyond his control, a student is unable to take part in a component to be appraised as part of *permanent evaluation* assessments, the date of which has been announced ahead of time and the method of which has been specified in the course specifications (as specified under article 41), he is to advise the lecturer in charge thereof without delay.

- If the lecturer in charge deems the absence to be on the grounds of good cause, he may impose a compensatory activity on the student enabling the latter to as yet redeem himself and pass the course unit concerned. The lecturer is also at liberty however to exempt the student from the evaluation concerned.
- If the lecturer in charge deems the absence to be unjustified, he may declare the student as having failed the course unit concerned, provided this is expressly stated in the course specifications (cf. article 41, 21°).

### ARTICLE 77: REPLACEMENT OF THE EXAMINER

§1. If an examiner is unable to attend and examine students during the preset examination period as laid down, he is to notify the chairman of the Board of Examiners per deliberation set forthwith and in writing. In said case, the chairman of the Board of Examiners shall move to appoint an active ZAP staff member and/or doctor-assistant or a visiting professor or a researcher who holds the doctor's title as a permanent or temporary member of staff in the employ of Ghent University or the *Research Foundation Flanders* as his replacement. In case the examiner concerned sits on a wide number of Boards of Examiners, the Vice-Chancellor may decide to assign one or several replacements.

§2. If for some reason an examiner is unable to examine students on the dates and times laid down under the examination schedule, the chairman of the Board of Examiners per deliberation set may move to replace him by an active ZAP staff member and/or a doctor-assistant or a visiting professor or a researcher who

holds the doctor's title as a permanent or temporary member of staff in the employ of Ghent University or the Research Foundation Flanders.

§3. The examiner is to request the chairman of the Board of Examiners per deliberation set to be duly replaced if he is related by blood or by marriage up to and including the fourth degree to the student he is to evaluate. The examiner is required to act likewise if, for reasons of personal involvement with the student, this might prejudice the objectivity of the evaluation.

§4. Examiners can also request to be replaced to hear or take an examination for personal reasons. In this case, the member of the Board of Examiners is to notify the chairman of the Board of Examiners per deliberation set who, if he agrees, shall move to assign a replacement.

#### **ARTICLE 78: ATTENDANCE OF OBSERVERS AT ORAL EXAMINATIONS**

Students who so wish may request for an observer to sit in on the oral examination. The observer shall not be allowed to be a student who is to be examined by the examiner concerned during the same academic year, nor shall the observer be allowed to be related by blood or by marriage in the third degree or be someone with whom the student has a personal involvement. The student is to notify the chairman of the Board of Examiners per deliberation set and the Faculty ombudsperson at least seven days prior to the examination. The Faculty ombudsperson and the chairman of the Board of Examiners shall move to notify the examiner concerned forthwith. Observers are strictly allowed to take paper notes.

Examiners may request for a member of the academic staff to sit in on the oral examination, insofar as no incompatibilities exist between the student and said member of the academic staff.

#### **ARTICLE 79: FRAUD OR IRREGULARITIES**

§1. If an examiner has reason to suspect a student is committing fraud or irregularities which may impact on the evaluation, he may terminate the ongoing evaluation for said student with immediate effect. The examiner is to promptly notify the chairman of the Board of Examiners per study programme of the events.

§2. Committing plagiarism is a form of fraud. The Board of Examiners per study programme shall lay down a full-proof definition for the concept of "plagiarism" for said study programme. This information is to be communicated to the students taking the study programme in question. The evaluator in charge is free to test the originality of the papers and assignments submitted – which in all cases need to be submitted in electronic format – by running anti-plagiarism software.

If a lecturer in charge has reason to suspect a student has committed plagiarism which is likely to affect the evaluation, he is to notify the chairman of the Board of Examiners per study programme thereof without delay.

§3. The Board of Examiners per study programme that is qualified for the study programme for which the student who is suspected of having committed fraud or irregularities has enrolled under a diploma contract or under an exam contract with a view to obtaining a diploma, or which the course unit pertains to for which the student who is suspected of having committed fraud or irregularities has enrolled under a credit contract or an exam contract with a view to obtaining a credit certificate, shall decide as to whether or not sanctions are to be imposed on said student by way of an examination-related disciplinary action.

If the student who is suspected of having committed fraud or irregularities, has enrolled for several study programmes, the Boards of Examiners per study programme for each of the study programmes concerned, shall jointly convene. Articles 64 and 73 shall continue to apply in full for each of the members of the Boards of Examiners involved.

§4. The student concerned shall be invited by the chairman of the Board of Examiners per study programme - or, in the event several Boards of Examiners per study programme jointly convene in application of §3 (second member) on the fraud or irregularity offence, by one of the chairmen of the Boards of Examiners involved -, no later than five days before the meeting where he is to be heard by the Board(s) of Examiners concerned. The invitation shall state the charges against the student and the nature of the disciplinary action that is being considered against the student. The student shall have access to the case file.

A Faculty ombudsperson shall be invited to attend the hearing. At the hearing, the student may have himself accompanied by a confidential advisor or a legal counsel.

§5. The Board(s) of Examiners per study programme that is/are to rule on the fraud or irregularity offence is/are to convene at its/their earliest convenience with a view to arriving at a decision regarding the fraud or the irregularity.

§6. The examination-related disciplinary sanction is pronounced by the Board of Examiners per study programme, or in the case as intended in the second member of §3, by the *Boards of Examiners per study programme* convening jointly.

If the offence is considered duly substantiated, the Examination Disciplinary body may impose the following *examination-related disciplinary sanctions*:

- The doctoral student's examination mark for the examination or the assignment under which the course unit concerned was evaluated is revised
- The doctoral student is given a 'fraud' designation for the course unit concerned.
- The doctoral student is given a 'fraud' designation for the course unit concerned and is prevented from obtaining a credit certificate during the examination period concerned for a part of the course units taken up by the student in the relevant academic year, to be determined in consideration of the severity of the offence, on the understanding that credits obtained in a previous (part of the) examination period cannot be revoked unless in the case intended under §8 of the present article. Said part may be equal to all of the course units taken up. The Examination Disciplinary Board may also decide to disallow the student from sitting the evaluations organised during the second examination period for the course units concerned or part thereof.
- The student is excluded.

Being given the 'fraud' designation implies that the student is not awarded an examination mark for the course unit concerned during that particular examination period.

Exclusion involves the immediate loss of student status and the prohibition to re-enroll at Ghent University for a time span of a number of academic years to be specified as part of the examination-related disciplinary decision. Said time span shall not be allowed to exceed a period of ten academic years.

§7. After the Examination Disciplinary Board has arrived at an examination-related disciplinary decision, the Board of Examiners per deliberation set shall pronounce itself – in due consideration of the examination-related disciplinary sanction imposed – as to whether or not the student has passed the deliberation set which the course unit where fraud or irregularities have been committed, pertains to. In the event, the Board of Examiners per study programme may subsequently go on to pronounce itself on whether or not the student concerned has passed the study programme.

§8. In the event the fraud only came to light after the student was awarded a credit for the course unit where fraud was committed, the Examination Disciplinary Board may as yet declare the credit obtained null and void and, if appropriate, also go on to declare the diploma or the certificate delivered for the study programme concerned null and void and reclaim said diploma or certificate. In said case, the student shall as yet be given the "fraud" designation for the course unit concerned.

Moreover, the Examination Disciplinary Board may decide that the student is not to be awarded a credit certificate during the subsequent examination period of the same academic year either for a part of the course units taken up by the student in the relevant academic year, to be determined in consideration of the severity of the offence. Said part may be equal to all of the course units taken up.

Finally, the Examination Disciplinary Board may also decide to exclude the student concerned for a time span not exceeding ten academic years.

§9. In its report, the Examination Disciplinary Board shall include a list of the persons present at the meeting. The report shall specify the offence(s) and the motivations that have led to the examination-related disciplinary decision.



§10. As long as no examination-related disciplinary decision has been found or the examination-related disciplinary decision that has been found is not yet final, students suspected of fraud or irregularities may continue to sit further evaluations at their own risk. An examination-related disciplinary decision becomes final if an internal appeal or a further external appeal that is subsequent thereto fails to be filed in timely fashion or if said external appeal is turned down by the Raad voor Betwistingen inzake Studievoortgangsbeslissingen (*Council for Disputes on Study Progress Decisions*).

§11. Students may file internal appeal against the examination-related disciplinary decision pronounced against them with the Internal Appeals Commission, as specified under article 95.

## SECTION VI – EXAMINATION REGULATIONS GOVERNING THE DOCTORATE, THE DOCTORAL TRAINING PROGRAMME AND THE PREDOCTORAL STUDY PROGRAMME

### ARTICLE 80: ADMISSION PROCEDURES

§1. Admission to the **Doctorate** is awarded in compliance with the following procedure:

Doctoral students are to present themselves in writing to the Faculty Board, with the approval of at least one *dissertation supervisor*. At least one of the *dissertation supervisors* is to be an active or associated ZAP staff member and/or a Phd. research fellow of the Research Foundation Flanders who is employed by Ghent University with a tenured appointment of indefinite duration.

If none of the *dissertation supervisors*/ZAP staff belong to the Faculty under whose the province the Doctorate resorts, the Faculty Board shall be required to expressly approve their *dissertation supervisorship*. The Faculty Board is to examine whether or not the doctoral student has the required diploma and/or documents on the basis of which the doctor's degree may be obtained and is to assess the admissibility of the proposed research topic of the dissertation.

On the grounds of the research topic, the Faculty Board shall decide which doctoral title the dissertation may result in.

§2. Admission to the Doctorate also gives doctoral students the right to take 60 credits as part of the **doctoral training programme**. In specific cases, the doctoral training programme, or a part thereof, may be imposed on a mandatory basis with the doctoral student required to demonstrate he has successfully passed this part of the doctoral training programme as a supplementary requirement in order to be admitted to the second part of the doctoral exam (public defence). Enrolment for the doctoral training programme and the prospective imposition of a mandatory part shall be made to occur in compliance with the terms and arrangements laid down under article 3 of the Resolution of the Executive Board pertaining to the organisation of the Ghent University Doctoral training programme and under article 12 §1 of the Doctoral Schools Regulations.

§3. Admission to a **predoctoral study programme** for prospective doctoral students who are required to pass a predoctoral study programme as an admission requirement to be admitted to the Doctorate, is granted in observance of the procedure specified under article 3 §1.b of the Resolution of the Executive Board pertaining to the organisation of postgraduate studies (with the inclusion of predoctoral study programmes) and of permanent training programmes.

### ARTICLE 81: GUIDANCE OF DOCTORAL STUDENTS: THE DISSERTATION SUPERVISOR, THE DOCTORAL GUIDANCE COMMITTEE AND THE DOCTORAL SCHOOL

§1. After the Faculty Board has passed a favourable decision on the elements detailed under article 80, it may move to assign a *Doctoral Guidance Committee* in compliance with the supplementary Faculty regulations. The Faculty Board is under obligation to do so if the doctoral student should request this. The Doctoral Guidance Committees consist of least three members, including the *dissertation supervisor(s)*. At least one member is required to be an expert from outside the department, and preferably an outside expert unrelated to Ghent University. If no Doctoral Guidance Committee is assigned, the *dissertation supervisor* shall take on all the duties and responsibilities of the Doctoral Guidance Committee.

§2. The Doctoral Guidance Committee is responsible for the support and appraisal of the doctoral student throughout the entire study and research period and for the approval, as specified under article 13 §2 of the Doctoral Schools Regulations, of the doctoral student's study programme as part of the doctoral training programme, with prejudice to any provisions held out by the supplementary Faculty examination regulations. The constitution of the Doctoral Guidance Committee may be changed by the Faculty Board over the course of research activities.

§3. One year at the latest following admission to the Doctorate by the Faculty Board, all doctoral students are required to submit a work plan to the Doctoral Guidance Committee. Doctoral students are required to report to the Doctoral Guidance Committee on a regular basis, at their own initiative or as and when invited to do so, on the progress of their research activities as well as being required to submit an annual progress report to the Doctoral Guidance Committee.

§4. At the invitation of the *dissertation supervisor(s)*, the Doctoral Guidance Committee shall convene at least once a year and report on the progress made by the doctoral student in his research efforts and, if necessary, in the doctoral training programme. This report is to expressly specify whether the research offers sufficient scope of resulting in a Doctorate within a reasonable time span.

§5. The *dissertation supervisor* and the doctoral student are to see to it that, in compliance with the General Research and Co-operation Regulations of Ghent University Association, *exploitable research results* in all cases are duly reported to the *Exploitation Cell* prior to publication in any which shape or form. The doctoral student shall inform the Doctoral Guidance Committee at every meeting of existing or potentially exploitable research results.

§6. For doctoral students who were already enrolled before the 2007-2008 academic year, the following transitional arrangement is in place: the appointment of a Doctoral Guidance Committee, the presentation of an annual progress report and the annual appraisal by the Doctoral Guidance Committee are not mandatory for these students.

§7. Upon granting admission to the Doctorate in compliance with article 80, the Faculty Board also confirms which of the Doctoral Schools the doctoral student is assigned to, as specified under article 9 §1 van the Doctoral Schools Regulations.

## **ARTICLE 82: EVALUATION REQUIREMENTS**

§1. (Prospective) doctoral students can pass parts of the predoctoral study programme and the doctoral training programme only if they are enrolled under a diploma contract.

§2. (Prospective) doctoral students can obtain the doctoral training programme certificate or the predoctoral study programme certificate provided they are enrolled for the study programme concerned under a diploma contract.

§3. Doctoral students can obtain the doctoral title only if they are enrolled for the Doctorate under a diploma contract and if, in addition thereto, they have enrolled for the doctoral exam in compliance with article 86.

## **ARTICLE 83: EVALUATION OF PARTS OF THE CURRICULUM OF THE PREDOCTORAL STUDY PROGRAMME AND THE DOCTORAL TRAINING PROGRAMME**

### **§1. Regular course units**

For all regular course units taken as part of the doctoral training programme or the predoctoral study programme which derive from Bachelor's and Master's programmes, preparatory and linking courses, postgraduate studies (with the exception of the predoctoral study programmes), specific teacher training programmes, second-cycle academic study programmes and academic initial teacher training programmes, the evaluation and examination methods as laid down and publicised under articles 50, 51 and 52 shall apply.

Per academic year, two exam opportunities are held for these course units except for specific permanent evaluations for which the second exam opportunity is offered by way of a compensatory activity between the first and the second examination period or for which no second exam opportunity is available, as specified under article 51 §2. Periodic evaluation of said course units is made to occur during the examination periods laid down for the academic year concerned. With regard to the due observance of the examination schedule for these course units, article 76 applies.

### **§2. Regular course units organised by the Doctoral Schools**

Regular course units organised by the Doctoral Schools as part of the doctoral training programme are evaluated using the examination methods and at the evaluation moments laid down by the lecturers concerned and sanctioned by the Doctoral School Boards at the time when the course units concerned and the pertaining course specifications are confirmed. The students concerned are informed of these terms and arrangements of evaluation at the start of the educational activities at the latest.

§3. Specialist courses and the Doctoral Seminars in transferable skills organised by the Doctoral Schools  
The specialist courses and the Doctoral Seminars in transferable skills organised by the Doctoral Schools as part of the doctoral training programme are evaluated using the examination methods and at the evaluation moments laid down by the lecturers concerned and sanctioned by the Doctoral School Directors at the time of approval. The students concerned are informed of these terms and arrangements of evaluation at the start of the educational activities at the latest.

#### §4. Research-related activities

With reference to research-related activities conducted as part of the doctoral training programme, active participation stands as a requirement to obtain credits. Doctoral students are to compile an inventory of the activities undertaken and submit these to the Doctoral Guidance Committee or the dissertation supervisor if no Doctoral Guidance Committee has been assigned, on an annual basis.

#### §5. Replacement of the examiner

If an examiner is unable to attend and examine students on the course units specified under §1 through §3, if he is to evaluate students to whom he is related by blood or by marriage up to and including the fourth degree or if it is deemed desirable for an examiner to be replaced to take an exam for personal reasons, article 77 shall apply.

#### §6. Audiovisual recording

The audiovisual recording of a doctoral exam or of an evaluation or an examination as part of the doctoral training programme or of the predoctoral study programme by students, observers or third parties is not allowed.

#### §7. Examination mark

The result of the evaluation of each course unit, specialist course or research-related activity is expressed in a single examination mark. This examination mark is to be a whole number, ranging from 0 up to and including 20, calculated in compliance with the method laid down in the course specifications.

For some course units from the doctoral training programme such as permanent training programme courses, specific specialist courses or Doctoral Seminars in transferable skills staged by the Doctoral Schools and for research-related activities, the pass is represented by a symbolic figure equal to or greater than 10, which is not shown on the diploma supplement.

Doctoral students taking educational activities and sitting exams at a domestic or foreign institution of higher education as part of the doctoral training programme, are awarded examination marks by Ghent University upon their return. Said examination marks are awarded in due consideration of the local degree awarded per course unit and, if applicable, the ECTS grade, in accordance with the rules in place per Faculty.

#### §8. Credit certificate

For all regular course units taken as part of the predoctoral study programme and as part of the doctoral training programme for which the student obtained at least 10 out of 20, the student obtains a credit certificate which complies with the provisions set out under members 2 and 3 of article 58.

The credit certificate is obtained following the closing (of the relevant part) of the examination period if it involves regular course units derived from Bachelor's and Master's programmes, preparatory and linking courses, postgraduate studies (with the exception of the predoctoral study programmes), specific teacher training programmes, second-cycle academic study programmes cycles and academic initial teacher training programmes.

For regular course units organised by the Doctoral Schools as part of the doctoral training programme, the credit certificates are obtained on the day following the day of the evaluation.

#### §9. Observers

(Prospective) doctoral students and examiners may request for an observer to sit in on oral examinations for the evaluation of regular course units in compliance with the provisions set out under article 78.

## ARTICLE 84: APPRAISAL OF THE PREDOCTORAL STUDY PROGRAMME

### §1. Board of Examiners of the predoctoral study programme

The Board of Examiners of a predoctoral study programme is constituted by the Faculty Board and in all cases shall include the ZAP staff member acting as the prospective doctoral student's supervisor in compliance with article 3 §1b of the Resolution pertaining to the organisation of postgraduate studies (with the inclusion of predoctoral study programmes) and of permanent training programmes. For each Board of Examiners of a predoctoral study programme, the Faculty Board shall assign a chairman and a secretary, who may or may not themselves be examiners, and who are active ZAP staff members.

The competences of this *Board of Examiners* are:

- to appraise the predoctoral study programme;
- to take examination-related disciplinary decisions in compliance with article 90.

Except in cases of material error, the Board of Examiners is not qualified to change examination marks during deliberations.

The deliberations of the Board of Examiners are made to take place behind closed doors.

The members of the Board of Examiners have a duty to attend deliberation meetings and to sign the attendance register. If a member of the Board of Examiners is unable to attend the deliberation meeting, he is to report this to the chairman of the Board of Examiners without delay. Any unjustified absences of members are reported to the Vice-Chancellor by the chairman. The Board of Examiners can deliberate to valid effect only if at least half of its members are in attendance.

Faculty ombudspersons are entitled to attend the deliberation meetings of the Boards of Examiners in an observer capacity.

### §2. Appraisal in two steps

The appraisal of the predoctoral study programme is made to occur in two steps: (1) the deliberation on the deliberation sets completed and (2) the deliberation on the study programme.

(1) deliberations on the deliberation sets are organised during the purpose-provided time periods as soon as the prospective doctoral student has sat exams on all course units pertaining to a deliberation set of the predoctoral study programme.

(2) the final deliberation on the predoctoral study programme is to occur immediately following the deliberation on the last remaining deliberation set to be taken if the student is declared to have successfully passed said deliberation set.

Deliberations on the predoctoral study programme may be made to take place during the examination periods laid down as part of the academic calendar or at a different time. The Faculty Board is duly qualified to decide during which time periods deliberations on the predoctoral study programme can be made to take place.

### §3. Decisions by the Board of Examiners

If the prospective doctoral student has obtained at least 10 out of 20 for all course units of a full deliberation set, he is declared as having successfully passed the relevant full deliberation set by the Board of Examiners. If a student has not successfully passed all course units pertaining to the deliberation set, the Board of Examiners may – further to a secret ballot or otherwise – decide that the prospective doctoral student is declared as having successfully passed said deliberation set regardless, subject to a motivated decision

Without prejudice to the deliberation competence of the Board of Examiners, prospective doctoral students shall be declared as having successfully passed the predoctoral study programme if they have obtained a credit certificate for all course units to be taken and/or if they have been declared as having successfully passed all deliberation sets pertaining to the predoctoral study programme.

Unless a member of a Board of Examiners or a Faculty ombudsperson requests for the decision to be brought to the vote, the chairman's proposal for the final appraisal is accepted as the general consensus.

The decisions by a Board of Examiners of a predoctoral study programme are carried by simple majority of the votes cast. Abstentions are not taken into consideration when voting. In the event of a tie, the decision is found in the prospective doctoral student's favour.

The predoctoral study programme is authenticated with a postgraduate certificate, as specified under article 8 §1.b of the Resolution pertaining to the organisation of postgraduate studies (with the inclusion of predoctoral study programmes) and of permanent training programmes. For predoctoral study programmes, no grades of merit are awarded.

The deliberation decisions of a Board of Examiners are to be duly motivated and recorded in a report together with the attendance register of the members of the Board of Examiners.

These reports are kept on file for a 30-year time span, after which they are transferred to the University's central archives to be archive-stored.

Prospective doctoral students have the right to access and inspect the sections of the report relating to them. To do so, students should contact the FSA.

Students are notified of the exam decision within 10 working days following the date of the meeting of the Board of Examiners. The results of students who have successfully passed the predoctoral study programme may be made public.

#### §4. Appeal

Students may file internal appeal against the exam decision by the Board of Examiners with the Internal Appeals Commission, as specified under article 95.

#### §5. Reconsideration of Board of Examiners' decisions

In the event material errors, fraud or irregularities are found after the exam decision has been made, article 66 shall apply, on the understanding that this cannot impact on the grade of merit.

### **ARTICLE 85: APPRAISAL OF THE DOCTORAL TRAINING PROGRAMME**

§1. The appraisal of the doctoral training programme is made to occur in two steps:

1° the appraisal of the full curriculum with the exception of the defence of the doctoral dissertation is made to occur by an appraisal committee consisting of the director of the Doctoral School (who shall also act as the chairman of the appraisal committee) where the doctoral student has enrolled and the members of the Doctoral Guidance Committee or, failing any such committee, the dissertation supervisor.

Said appraisal shall occur prior to the meeting of the Faculty Board, as specified under article 86. To this end, the doctoral student is to provide the chairman of the appraisal committee with proof that he has obtained the required credits at least 20 working days ahead of the meeting of the Faculty Board concerned.

The advice of the appraisal committee is transmitted to the Faculty.

The appraisal committee also has the power of authority to take examination-related disciplinary decisions in compliance with article 90.

2° The authentication by way of a certificate of the doctoral student's successful passing of the doctoral training programme further to the successful defence of the doctoral dissertation at the doctoral exam is made to occur after the doctoral exam. The Board of Examiners (cf. article 87) is to establish whether the doctoral student has obtained the required 60 credits needed to obtain the certificate.

§2. The decisions by the appraisal committee and the Board of Examiners are to be duly motivated and included in a report, together with the attendance register of the members of the appraisal committee and the Board of Examiners. These reports are kept on file for a 30-year time span, after which they are transferred to the University's central archives to be archive-stored.

Doctoral students have the right to access and inspect these reports. To do so, students should contact the FSA.

§3. Students are notified of the decisions by the appraisal committee and the Board of Examiners in writing within 15 working days following the date of the meetings of the respective committees. Obtaining the doctoral training programme certificate may be made public.

§4. Students may file internal appeal against the decision by the appraisal committee with the Internal Appeals Commission, as specified under article 95.

§5. Reconsideration of appraisal committee and Board of Examiners' decisions:

In the event material errors, fraud or irregularities are found after the exam decision has been made, article 66 shall apply, on the understanding that any rectifications shall be made to occur by the appraisal committee and the Board of Examiners and that this cannot impact on the grade of merit.

#### **ARTICLE 86: ENROLMENT FOR THE DOCTORAL EXAM AND SUBMISSION OF THE DOCTORAL DISSERTATION**

§1. Doctoral students are to submit their doctoral dissertation to the Faculty Board in the required number of copies, accompanied by the advice from the Doctoral Guidance Committee or, in the event, from the dissertation supervisor. Amongst other things, this advice is to contain a clause detailing the status of exploitable research results.

If the doctoral student has been required to take a mandatory part of the doctoral training programme by way of a supplementary requirement to be admitted to the defence of the doctoral dissertation, the dossier submitted is to also include the advice from the appraisal committee confirming that the doctoral student has complied with said requirement, as specified under article 85. If an element of the dossier is lacking, the Faculty Board shall request the dossier to be duly complemented with the treatment thereof deferred to a subsequent meeting.

§2. After the Faculty Board has duly established that the doctoral student complies with the requirements held out for sitting the doctoral exam (or after the Faculty Board has declared the doctoral dissertation to be admissible), the doctoral student is to enroll for the doctoral exam and pay the tuition fee owed for sitting said exam.

#### **ARTICLE 87: BOARD OF EXAMINERS FOR THE DOCTORAL EXAM**

§1. The Faculty Board shall move to assign a Board of Examiners for the doctoral exam. The following may act as members of said Board of Examiners: persons who are active ZAP staff members of Ghent University or a different university of the Flemish Community, retired ZAP staff members of Ghent University or a different university of the Flemish Community, doctor-assistants of Ghent University, visiting professors, researchers who hold the doctor's title as a permanent or temporary member of staff in the employ of Ghent University or a different domestic or foreign institution, other persons who are not affiliated with Ghent University and who do not hold a doctoral diploma, but who are intimately familiar with the subject of the Doctorate.

Said Board of Examiners shall consist of at least five members. At least three members of the Board of Examiners are to be active ZAP staff members of Ghent University or a different university, at least two of its members shall not previously have been members of the Doctoral Guidance Committee and at least one member shall be unaffiliated with Ghent University. The majority of the members of the Board of Examiners must be affiliated with Ghent University.

Said Board of Examiners shall be duly competent:

- to appraise the doctoral exam;
- to take examination-related disciplinary decisions in compliance with article 90;
- to establish, on the basis of the report by the appraisal committee and on the basis of the doctoral exam result, whether the doctoral student is to be awarded the doctoral training programme certificate.

§2. The chair of the Board of Examiners is held by the Dean or his representative who is to be a member of the ZAP staff. The chair of the Board of Examiners and the dissertation supervisorship over the doctoral dissertation are irreconcilable. The Board of Examiners shall appoint one of its members as the Board's secretary.

§3. Amongst its members, the Board of Examiners shall constitute a reading committee consisting of at least three and no more than five members. At least one member of the reading committee is to be affiliated with Ghent University and at least one member is to be unrelated to Ghent University.

§4. The members of the Board of Examiners have a duty to attend the deliberation meeting and to sign the attendance register.

If a member of the Board of Examiners is unable to attend the deliberation meeting, he is to report this to the chairman of the Board of Examiners without delay. Any unjustified absences of members are reported to the Vice-Chancellor by the chairman. In order to deliberate to valid effect, at least three fifths of the members must be in attendance.

A Faculty ombudsperson is entitled to attend the deliberation meetings of the Boards of Examiners in an observer capacity.

§5. In the event that, at the time the Board of Examiners is constituted, a patent application for the legal protection of *exploitable research results* is still being prepared, the necessary measures are to be taken – at the written request to this end from the *Exploitation Cell* addressed to the Dean – to ensure the members of the Board of Examiners treat the doctoral dissertation with due confidentiality. At a minimum, the following measures are to be duly observed:

- In the event the members of the Board of Examiners are employees of Ghent University, the chairman of the Board of Examiners – upon dispatching the doctoral dissertation – is to advise the members in writing of the confidential nature of specific parts of the doctoral dissertation.
- In the event the members of the Board of Examiners are not employees of Ghent University, the chairman of the Board of Examiners is to ensure that, before the doctoral dissertation is dispatched to the outside member of the Board, a confidentially agreement has been concluded with said member or affiliate organisation.

The Exploitation Cell aspires to have duly ensured the legal protection of the exploitable research results prior to the public defence of the doctoral dissertation.

## **ARTICLE 88: COURSE OF PROCEEDINGS OF THE DOCTORAL EXAM**

§1. The doctoral exam consists of:

- the submission and appraisal of the doctoral dissertation
- the public defence of said doctoral dissertation

§2. The doctoral examination can be made to take place at any time during the academic year, with the exception of the recess periods, the mid-term breaks or collective closing days. Subject to the express consent of the Dean, the dissertation supervisor, the members of the Board of Examiners and the doctoral student, this ban may be deviated from.

§3. In the first part of the examination, the Board of Examiners, at least 30 calendar days and no more than 90 calendar days following its appointment, is to appraise the doctoral dissertation of the candidate concerned and the merit of the research performed. The aforesaid maximum time periods are suspended by the recess periods (consequently not by the mid-term breaks or by the week from 20/09/2010 through 25/09/2010).

The appraisal shall be made to occur behind closed doors. Each member of the reading committee is to compile a written review and a motivated appraisal of the doctoral dissertation, expressly putting forward an advice regarding the student's admission to the second part of the exam.

The Board of Examiners convenes to deliberate on the appraisals by the members of the reading committee. The final outcome of this deliberation round is to be duly motivated and included in a report, together with the attendance register of the members of the Board of Examiners. In the event, the report is also to include the motivation why the decision is different from the advice of the members of the reading committee.

These reports are kept on file for a 30-year time span, after which they are transferred to the University's central archives to be archive-stored.

Doctoral students have the right to access and inspect these reports. To do so, students should contact the FSA.

Students are notified in writing of the deliberation decision. At the request of the Board of Examiners or at his own request, the candidate may be heard prior to the deliberation.



In its supplementary Faculty provisions to the specific examination regulations for obtaining the *degree* of doctor, the Faculty may also decide that the doctoral student is to be involved in the first part of the examination. In said event, the manner in which such is to occur is to be duly established.

The Board of Examiners shall decide by simple majority of the votes cast, abstentions not taken into consideration. In the event of a tie after the first voting round, a second ballot is to be held. If this second round again results in a tie, the decision is found against the student.

The deliberation is to result in either one of the appraisals below:

- admission to the second part of the examination (public defence of the doctoral dissertation);
- admission to the second part, provided corrections can be made by the doctoral student to his doctoral dissertation within the time span imposed by the Board of Examiners. In joint consultation, the chairman and the dissertation supervisor are to ensure that the corrections requested are duly made;
- no admission to the second part of the examination.

Students may file internal appeal against the *exam decision* pronounced with the Internal Appeals Commission, as specified under article 95.

§4. In order to be admitted to the second part of the examination, it is not required for the doctoral dissertation to have been published previously.

In the event the *exploitable research results* are not duly identified until after the appointment of the Board of Examiners and prior to the public defence of the doctoral dissertation, the Exploitation Cell is to address a duly motivated letter to the chairman of the Board of Examiners, with a copy sent to the Dean. In joint consultation with the Exploitation Cell, the applicable emergency procedures are to be instigated for the conditional publication of exploitable research results in order to prevent the loss of patent rights. In the above situation, the Exploitation Cell is to endeavour to restrict the confidential information, giving priority to the legal protection of the exploitable research results in order to enable unconditional publication.

§5. In the second part of the doctoral examination, the doctoral student is to put forward an oral and public defence of his doctoral dissertation before the Board of Examiners

Said public defence is to occur 30 days at the latest following the doctoral student's admission to the second part of the examination, unless the doctoral student were to request deferment.

The time and location of the public defence meeting shall be announced on the public notice board and/or in electronic format. By e-mail (using the purpose-provided template<sup>62</sup>), the Faculty is to provide the Office for Student Administration and Study Programmes of the Department of Educational Affairs with all necessary details in order for the public defence of the doctoral dissertation to be duly registered in the university's central administration records and for this to be publicised on the university's website. The public defence is to last no less than one hour and no more than two hours.

## **ARTICLE 89: DELIBERATION AND PROCLAMATION OF THE DOCTORAL EXAM**

§1. The Board of Examiners is to deliberate in camera on the examination as a whole immediately following the public defence session.

§2. The Board of Examiners shall decide by simple majority of the votes cast, abstentions not taken into consideration, on whether or not the academic degree of doctor is to be awarded.

§3. In the event of a tie after a first voting round, a second ballot is to be held. If this second round again results in a tie, the decision is found against the student.

§4. The decision van the Board of Examiners is to be duly motivated and included in a report, together with the attendance register of the members of the Board of Examiners.

These reports are kept on file for a 30-year time span, after which they are transferred to the University's central archives to be archive-stored.

Doctoral students have the right to access and inspect these reports. To do so, students should contact the FSA.

§5. The examination decision shall be announced in public by the chairman immediately following deliberation. Students may file internal appeal against the examination decision with the Internal Appeals Commission, as specified under article 95.

§6. Following the successful public defence of their Doctorate, doctoral students are to provide the university library with a digital copy of their doctoral dissertation. Without detracting from the rights of the author, Ghent University or third parties, the university library shall make the doctoral dissertation accessible by way of an open access system.

#### **ARTICLE 90: FRAUD OR IRREGULARITIES IN THE PREDOCTORAL STUDY PROGRAMME, THE DOCTORAL TRAINING PROGRAMME AND THE DOCTORATE**

§1. If an evaluator has reason to suspect that a student is committing fraud or irregularities as part of an evaluation of a regular course unit, a specialist course, a Doctoral Seminar in transferrable skills or a research-related activity as part of the predoctoral study programme or the doctoral training programme, which may impact on the evaluation, the ongoing evaluation for said student for the course unit or activity concerned may be terminated with immediate effect. The examiner is to promptly notify the chairman of the Board of Examiners respectively the appraisal committee of the events.

§2. Committing plagiarism is a form of fraud. In its supplementary Faculty examination regulations governing the Doctorate, each Faculty is to lay down a full-proof definition for the concept of "plagiarism" for the Doctorate, where appropriate differentiated according to the aspired qualification.

This information is to be communicated to the Faculty's doctoral students. The members of the reading committees and the Boards of Examiners of the Doctorate may test the originality of the doctoral dissertations submitted by running anti-plagiarism software. If one of the evaluators has reason to suspect a doctoral student has committed plagiarism which is likely to affect the evaluation of the doctoral dissertation, he is to notify the chairman of the Doctoral Board of Examiners per study programme thereof without delay.

§3. The Board of Examiners of the predoctoral study programme respectively the Doctorate, respectively the appraisal committee for the doctoral training programme, qualified for the evaluation of the doctoral student who is suspected of fraud or irregularities, shall decide on whether or not to impose an examination-related disciplinary sanction by way of an examination-related disciplinary decision.

§4. The doctoral student concerned shall be invited by the chairman of the Board of Examiners respectively appraisal committee, no later than five days before the meeting where he is to be heard by the Board of Examiners respectively appraisal committee concerned. The invitation shall state the charges against the student and the nature of the disciplinary action that is being considered against the student. The doctoral student concerned shall have access to the case file.

A Faculty ombudsperson shall be invited to attend the hearing. At the hearing, the doctoral student may have himself accompanied by a confidential advisor or a legal counsel.

§5. The Board of Examiners respectively appraisal committee that is to rule on the fraud or irregularity offence is to convene at its earliest convenience with a view to taking a decision.

§6. The examination-related disciplinary sanction is pronounced by the Board of Examiners respectively appraisal committee.

In the event the fraud or irregularities relate to a regular course unit, a seminar or a research-related activity, Examination Disciplinary Board may, if the offences are deemed substantiated, impose the following examination-related disciplinary sanctions:

- The doctoral student's examination mark for the examination or the assignment under which the course unit, seminar or predoctoral study programme activity or doctoral training programme activity concerned was evaluated, is revised.
- The doctoral student is given a 'fraud' designation for the course unit, seminar, or predoctoral study programme or doctoral training programme activity concerned.
- The doctoral student is given a 'fraud' designation for the regular course unit concerned and is prevented from obtaining a credit certificate for a part of the course units taken during the relevant examination period with said part to be determined in consideration of the severity of the offence, on the understanding that credits obtained in a previous (part of the) examination period cannot be withdrawn unless in the event intended under §8 of the present article. Said part may be equal to all of the course units taken up. The Examination Disciplinary body may also decide to bar the student from sitting the evaluations organised during the second examination period for the course units concerned or part thereof.
- The doctoral student is given a 'fraud' designation for the seminar or the activity concerned and is

barred from taking part in or being evaluated on or is allowed to take part in or be evaluated on other seminars or obtain credits for research-related activities during the current academic year only to a limited degree, to be determined by the Board of Examiners.

In the event the fraud or the irregularities relate to the doctoral dissertation or the doctoral exam, the Examination Disciplinary Board may, if the offences are deemed substantiated, impose the following examination-related disciplinary sanctions:

- The doctoral student whose doctoral dissertation was found to contain instances of plagiarism, is required to rework his doctoral dissertation in such a way that the doctoral dissertation no longer contains any plagiarism before being required to resubmit the doctoral dissertation to the Board of Examiners which shall appraise whether or not there is still question of plagiarism.
- The doctoral dissertation is refused and the doctoral student is not allowed to submit or to defend a doctoral dissertation on the same subject or a subject that is closely related with the original topic.
- The doctoral dissertation is refused and the doctoral student is excluded.

The 'fraud' designation for a course unit, a specialist course, a Doctoral Seminar in transferrable skills or research-related activities from the predoctoral study programme or doctoral training programme implies that the doctoral student cannot be awarded examination marks or obtain credits for any of the above during the examination period concerned.

Exclusion involves the immediate loss of doctoral student status and the prohibition to re-enroll at Ghent University for a time span of a number of academic years to be specified as part of the examination-related disciplinary decision. Said time span shall not be allowed to exceed a period of ten academic years.

§7. After the Examination Disciplinary Board has arrived at a an examination-related disciplinary decision, the Board of Examiners shall pronounce itself – in due consideration of the examination-related disciplinary sanction imposed – as to whether or not the student has passed the doctoral training programme or the Doctorate. In the event of a predoctoral study programme, the Board of Examiners shall defer its decision as to whether or not the doctoral student concerned has successfully passed the deliberation set that features the course unit where the fraud or irregularities are alleged to have been committed, until it has taken an examination-related disciplinary decision or has found that no grounds exist to take an examination-related disciplinary decision.

§8. In the event the fraud only came to light after the doctoral student was awarded a credit for a course unit, or was declared to have successfully passed or obtained credits for a seminar, or a research-related activity from the predoctoral study programme or doctoral training programme, or passed the doctoral exam, the Examination Disciplinary Board may as yet declare the credit obtained or the result of the evaluation as performed to be null and void and, if appropriate, also go on to declare the diploma or the certificate delivered for the study programme or the Doctorate concerned to be null and void and reclaim said diploma or certificate.

Over and above the previous sanctions, the Examination Disciplinary Board may also decide to impose examination-related disciplinary sanctions as intended under §6.

§9. In its report, the Examination Disciplinary Board shall include a list of the persons present at the meeting. The report shall specify the offence(s) and the motivations that have led to the examination-related disciplinary decision.

§10. As long as no examination-related disciplinary decision has been found or the examination-related disciplinary decision that has been found is not yet final, students suspected of fraud or irregularities may continue to sit further evaluations as part of the predoctoral study programme of doctoral training programme at their own risk. An examination-related disciplinary decision becomes final if an internal appeal or a further external appeal that is subsequent thereto fails to be filed in timely fashion or if said external appeal is turned down by the Raad voor Betwistingen inzake Studievoortgangsbepalingen (*Council for Disputes on Study Progress Decisions*).

§11. Students may file internal appeal against the examination-related disciplinary decision pronounced against them with the Internal Appeals Commission, as specified under article 95.

**SECTION VII – SPECIFIC EXAMINATION REGULATIONS FOR STUDY PROGRAMMES ORGANISED IN CONJUNCTION WITH DIFFERENT INSTITUTIONS FOR HIGHER EDUCATION**

**ARTICLE 91: SPECIFIC EXAMINATION REGULATIONS FOR STUDY PROGRAMMES ORGANISED IN CONJUNCTION WITH DIFFERENT INSTITUTIONS FOR HIGHER EDUCATION**

For study programmes that are jointly organised with other institutions for Higher Education, specific examination regulations may apply that are agreed between the institutions and that are approved by separate decision by Ghent University's Board of Governors.

## **PART IV – DEPARTURES FROM THE EDUCATION AND EXAMINATION CODE**

### **ARTICLE 92: DEPARTURES FROM THE EDUCATION AND EXAMINATION CODE**

The Board of Governors may agree to departures from the present Education and Examination Code to serve student mobility within bilateral and multilateral agreements with other institutions for Higher Education, as part of framework programmes financed by a public authority and as part of study programmes staged in conjunction with other Higher Education institutions.

## **PART V – OMBUDSPERSONS**

### **ARTICLE 93: FACULTY OMBUDSPERSONS**

§1. Before 1 November of each academic year, on the recommendation of the student representative delegation, at least one permanent and one replacement Faculty ombudsperson is to be appointed by the Faculty Board from the Faculty academic staff. In the absence of any nominations, the Dean shall move to nominate the candidates himself. The replacement Faculty ombudsperson is to act in case a permanent Faculty ombudsperson is unexpectedly prevented from assuming these duties or is himself an involved party.

§2. The Faculty ombudsperson deals with complaints from students and staff members relating to the implementation of the present Education and Examination Code and/or the provisions governing the legal position of students and/or situations which are perceived to be unfair within the wider framework of educational or examination events

Complaints are to include a description of the events they decry.

In the event, the Faculty ombudsperson shall:

- endeavour to get the parties to resolve their dispute themselves by way of mediation (i.e. a process of voluntary mutual concertation between conflicting parties, supervised by the Faculty ombudsperson, which serves to facilitate communications);
- inform the complainant as to the option open to him to file a complaint with the University ombudsperson;
- inform the complainant as to the option open to him to file appeal with the Internal Appeals Commission pursuant to article 95.

The Faculty ombudsperson is not under obligation to review a complaint:

- if the complainant's identity or contact details are unknown;
- if it pertains to events for which a complaint has been previously filed, which was treated according to the provisions held out under the present article;
- if it pertains to events that occurred over one year prior to the complaint being filed;
- the complaint is clearly unfounded;
- the complainant is unable to demonstrate any interest.

The investigation into the complaint shall be suspended if and for as long as an administrative appeal or legal proceedings have been instigated with respect to the events.

In the event the complaint is not taken up to be dealt with or the treatment thereof is suspended pending the outcome of an administrative appeal or legal proceedings, the Faculty ombudsperson shall advise the complainant thereof without delay, by letter or by e-mail.

The refusal to treat a complaint or the reason for the suspension of the further treatment of a complaint is to be motivated.

§3. During examination periods, the Faculty ombudsperson is to be readily accessible to students. Even before the deliberations by the Boards of Examiners, the Faculty ombudsperson is entitled to be provided with the relevant information regarding each evaluation for which a complaint has been put forward or over which a dispute exists. The Faculty ombudsperson shall attend the deliberations by the Boards of Examiners and at all times is to be given access to the report of said deliberations.

§4. The Faculty ombudsperson may call on the University ombudsperson for logistic support.

§5. With regard to the competences assigned to him under the present article, the Faculty ombudsperson is entitled to have an item added to the Faculty Board's agenda.

§6. The Faculty ombudsperson is bound to observe every discretion.

§7. Before 1 November of each year, the Faculty ombudspersons are to report on their activities to the Faculty Board. The Faculty Board is to transmit said report to the Vice-Chancellor.

## **ARTICLE 94: THE UNIVERSITY OMBUDSPERSON**

§1. The University ombudsperson reviews the complaints of students and members of staff relating to the implementation of the present Education and Examination Code and/or the provisions governing the legal position of students and/or situations which are perceived to be unfair within the wider framework of educational and examination events, if applicable after said complaint was first treated by the Faculty ombudsperson without a solution being reached.

Complaints are to include a description of the events they decry.

In the event, the University ombudsperson shall:

- endeavour to get the parties to resolve their dispute themselves by way of mediation (i.e. a process of voluntary mutual concertation between conflicting parties, supervised by the University ombudsperson, which serves to facilitate communications);
- inform the complainant as to the option open to him to file appeal with the Internal Appeals Commission pursuant to article 95.

The University ombudsperson is not under obligation to review a complaint:

- if the complainant's identity or contact details are unknown;
- if it pertains to events for which a complaint has been previously filed, which was treated according to the provisions held out under the present article;
- if it pertains to events that occurred over one year prior to the complaint being filed;
- the complaint is clearly unfounded;
- the complainant is unable to demonstrate any interest.

The investigation into the complaint shall be suspended if and for as long as an administrative appeal or legal proceedings have been instigated with respect to the offences.

In the event the complaint is not taken up to be dealt with or the treatment thereof is suspended pending the outcome of an administrative appeal or legal proceedings, the University ombudsperson shall advise the complainant thereof without delay, by letter or by e-mail.

The refusal to treat a complaint or the reason for the suspension of the further treatment of a complaint is to be motivated.

§2. The University ombudsperson holds the same competences, rights and responsibilities as the Faculty ombudspersons.

§3. Before 1 December of each year, the University ombudsperson is to report to the Vice-Chancellor. A copy of said report is to be transmitted by the Vice-Chancellor to the Government Commissioner.

## PART VI – INTERNAL APPEALS PROCEDURE

### ARTICLE 95: INTERNAL APPEALS COMMISSION

§1. Students who deem that

- *an examination decision*, pursuant to articles 57, 68, 72, 74, 84, 85, 88 and 89 of the present examination regulations;
- *an examination-related disciplinary decision*, pursuant to article 79 of the present regulations;
- a decision pertaining to an application for dispensation, pursuant to article 28 of the present regulations;
- a decision relating to taking a *preparatory and/or linking course* pursuant to article 6 §1 of the present regulations;
- a decision relating to the imposition of binding conditions or a refusal of enrolment pursuant to article 22 of the present regulations

that is detrimental to their interests and involving a violation of the law and/or their rights as students, may file internal appeal with the Internal Appeals Commission.

In doing so, students may seek assistance from a legal counsel. Except if the latter is registered with the Bar or the list of trainee lawyers, the legal counsel is to hold a written power of attorney on penalty of non-admissibility of the appeal.

§2. The notice of appeal is to be filed with the Vice-Chancellor within a peremptory time limit of five working days. At a minimum, this document is to detail the student's identity, the disputed decision and a factual description of the objections invoked and is to be duly dated and signed by the student or a legal counsel. The appeal is to be filed by letter sent by recorded delivery with an electronic version thereof simultaneously being sent to [ombuds@UGent.be](mailto:ombuds@UGent.be) by way of information. The postmark of the recorded delivery shall serve as the date for the appeal.

With regard to examination decisions, the peremptory time limit takes effect on the calendar day after the day of proclamation. If no public announcement of exam decisions results is scheduled to take place during the part in question of the examination period, the peremptory time limit shall take effect on respectively 22 February, 5 July and 20 September 2010 for the first examination period of the first term, the first examination period of the second term and the second examination period respectively.

With regard to the other decisions as detailed under §1, the peremptory time limit takes effect on the calendar day after the day on which the student took cognisance of the decision concerned.

In the event the last day of the peremptory time limit falls on a Saturday, a Sunday or an official holiday, said time limit shall be extended to include the next working day on which the postal services are open.

§3. The internal appeal is considered by the Internal Appeals Commission which is constituted on an ad hoc basis by the Vice-Chancellor and which is made up of:

- the Vice-Chancellor or the Deputy Vice-Chancellor;
- four ZAP staff members with the rank of *hoogleraar (professor)* or *gewoon hoogleraar (full professor)/buitengewoon hoogleraar (extraordinary professor)*, belonging to at least two different Faculties, selected from the ZAP staff members assigned for this purpose by the Faculty; before 1 November of each year, each Faculty is to assign two of its ZAP staff members of the aforementioned rank to sit on the Internal Appeals Commission if required;
- the Chief Academic Administrator or the Director of Educational Affairs.

Meetings are chaired by the Vice-Chancellor or the Deputy Vice-Chancellor. In the event the latter is unable to attend the meeting or needs to abstain from treating any given case for reasons of personal involvement, the following shall serve as acting chair in observance of the following hierarchical ranking order: the Chief Academic Administrator or the Director of Educational Affairs, or the most senior in years of the other members of the Internal Appeals Commission who are in attendance.

The University ombudsperson is free to attend the sessions of the Internal Appeals Commission without however having the right to vote.



The Internal Appeals Commission may deliberate to valid effect only if at least two thirds of its members are in attendance. Each member has one vote. In the event of a tie, the chairman shall have the deciding vote.

§4. The Internal Appeals Commission treats internal appeals on the basis of exhibits. However, the Commission may invite each person or party whose attendance it deems useful for the purpose of the treatment of the case, in order to be heard.

The Internal Appeals Commission is free to call up and any information, records and documents it deems useful to treat the appeal. The members of the university community are under obligation to provide the Internal Appeals Commission with the information, records and documents requested on first request.

The Internal Appeals Commission is free to seek and gather all the advice it deems useful to treat the appeal. Amongst other parties, it may seek the assistance from a lawyer, who shall be allowed to attend the meetings without however having the right to vote.

§5. At the chairman's proposal and provided each of the commission members agrees thereto, the Internal Appeals Commission shall be free to meet by way of videoconference in the following cases:

- in the event the appeal is clearly inadmissible or clearly baseless;
- in the event a final decision is taken in a case in which an interim decision has already been taken at a previous meeting;
- in the event the appeal involves a limited degree of difficulty and the decision is so matter-of-course that a physical meeting of the members of the commission constitutes no added value for the treatment of the appeal.

In the event the chairman proposes to stage a videoconference, all exhibits of the case are to be made available to the members of the commission, preferably in electronic format.

§6. The Internal Appeals Commission either decides:

- to reject the appeal, stating reasons, on the grounds of the appeal's inadmissibility or on the grounds of the fact that the commission considers it has no jurisdiction to treat the appeal;
- or to confirm and uphold the decision on internal appeal;
- or to review the decision on internal appeal. To do so, the Internal Appeals Commission has the same powers of authority as the body that took the disputed decision. In the event an appeal has been instigated against an examination decision entailing a final appraisal regarding a course unit, and the Internal Appeals Commission is of the opinion it has insufficient information to effectively reappraise the examination sat, it may decide to award the student concerned a new exam opportunity. In doing so, the commission shall determine the terms and conditions of any such examination.

The decision is to state reasons.

The decision of the Internal Appeals Commission is served on the student and, in the event, also on the legal counsel within a fifteen calendar day period effective as of the day after the day on which the appeal was instigated. Notification is made to occur by e-mail and by letter sent by recorded delivery.

Unless the Internal Appeals Commission decides otherwise, its decision takes effect on the day it was taken. Decisions whereby a student is declared to have successfully passed a study programme take effect on the date of proclamation of the study programme during the examination period in which the disputed decision was taken.

§7. The decisions of the Internal Appeals Commission are to specify the further appeals open to students against any decisions by the Internal Appeals Commission and the terms and conditions of any such appeals that may be instigated against any decisions by the Internal Appeals Commission.

§8. The Internal Appeals Commission is to regulate its own methods of operation in a set of domestic rules and regulations.

## **PART VII – EVALUATION OF EDUCATION BY THE STUDENTS**

### **ARTICLE 96: EDUCATIONAL EVALUATION**

§1. Structured evaluation by students of the education enjoyed is one of the elements of internal quality care and quality assurance of the education provided at Ghent University. As part of this evaluation, students are asked to appraise certain aspects of the educational organisation and the educational processes in place, in terms of efficiency and effectiveness, with a view to functional remedial action.

The educational evaluation aspires to optimise educational conditions at Ghent University. This evaluation process is intended to allow students to provide feedback in a very concrete sense to the organisers and executors of the education on offer, in order to enable them to make purposive adjustments. Needless to add that the inherent objectives of an academic education in general and of the study programme in particular continue to take precedence.

§2. In joint consultation with the Education Board's secretariat, the KCOs handle the concrete organisation of evaluation proceedings. Evaluation results are assessed and commented for each Faculty by the KCO concerned, which is equally assigned with the task of translating results into educational practice.

§3. The coordination of this educational evaluation is assumed by the secretariat of the Education Board, which - in joint consultation with the Faculties – handles the execution thereof.

The Board of Governors compiles the fixed section of the questionnaire and determines the terms and arrangements of the execution of the educational evaluations.

### **ARTICLE 97: ORGANISATION OF EDUCATIONAL SURVEY**

§1. As a tool for the evaluation of education, the questionnaire as laid down by the Board of Governors is used. This questionnaire may be complemented, at the suggestion of the KCO in joint consultation with the students, with items to be queried, subject to Faculty Board approval.

§2. The KCO ensures the frequent evaluation of all course units of any given study programme, as well as of all course units given by each lecturer. Each lecturer is to be evaluated at least once every three years.

§3. The questionnaires are handed out to all students who have taken the course unit concerned, once all stages of the education-learning process have been completed. In principle, this extends to include examinations.

§4. Results per course unit are processed before being passed on to the Director of Studies of the Faculty concerned as well as the lecturer in charge of the course unit.

§5. The KCO analyses the students' answers to the questionnaires, maintains evaluation records and compiles a summary report for each course unit. The KCO brings in at least two students to assist them with these activities. In addition to the global results of the educational survey, the summary report also contains recommendations for remedial action and corrective adjustment in the educational organisation and practice, dilating in the next stage on how evaluation results have developed and what adjustments have been made.

All parties involved in conducting analyses and compiling the summary report are bound to observe every discretion.

§6. The KCO notifies individual lecturer(s) of its findings and comments. Per course unit, the responsibility for the results which are processed in various non-central locations (answers to the open questions) rests with the Director of Studies, at whose cabinet said results may be consulted by the lecturers concerned.

The summary report is passed on by the Director of Studies to the chairman of the Study Programme Commission concerned and the chairman of the department concerned for follow-up purposes. The members of the academic staff may be requested to take part in the discussion and review of the educational evaluation of course units taught by them, in which they collaborate or for which they are responsible.

§7. The summary report may be requested by the Dean and the Faculty committees, tasked with preparing ZAP faculty staff tenures or promotions for the purpose of compiling candidates' dossiers.

## **PART VIII – FINAL PROVISIONS**

### **ARTICLE 98: THE EDUCATION AND EXAMINATION CODE**

The provisions of the present Education and Examination Code may be amended only by the Board of Governors, further to the advice from the Education Board.

In cases which have not been provided for under the present Education and Examination Code, in the event of disputes relating to the interpretation of the present code or in case of material errors, the Vice-Chancellor shall decide. Any such decisions shall be announced publicly.

Each year, in the month of October following the closing of the previous academic year, the Faculties report to the University Board through the Education Board on the application of the Code of Conduct for teaching languages other than Dutch at Ghent University. The Education Board evaluates the due application of said code of conduct for the benefit of the Executive Board.

The Faculty Board is at liberty to delegate the powers of authority it is vested with under the present regulations to the Dean or to Faculty members on an individual or joint basis.

### **ARTICLE 99: EFFECTIVE DATE OF THE EDUCATION AND EXAMINATION CODE**

The present Education and Examination Code is set to take effect as of the 2009-2010 academic year.

## PART IX – STUDENT ASSISTANCE AND STUDENT SERVICES

### SECTION I – CENTRAL LEVEL

#### STUDENT ADMINISTRATION

<http://www.UGent.be/nl/onderwijs/administratie>  
 Office for Student Administration and Study Programmes of the Department of Educational Affairs  
 Rectoraat  
 Sint-Pietersnieuwstraat 25 (as of November 2009: Sint-Pietersnieuwstraat 33), 9000 Gent  
 Tel. 09 264 30 21  
[studentenadministratie@UGent.be](mailto:studentenadministratie@UGent.be)  
 (Helpdesk for International Degree Students: [studentadministration@UGent.be](mailto:studentadministration@UGent.be))

Opening hours: <http://www.UGent.be/nl/onderwijs/administratie/csa>

The Office for Student Administration and Study Programmes is the principal port of call for all matters relating to the present Education and Examination Code, the course catalogue, student enrolments, certifications, etc. The Student Administration Office for International Degree Students also has its office at the same address.

#### UNIVERSITY OMBUDSPERSON

<http://www.ugent.be/nl/onderwijs/kwaliteitszorg/ombudsperson.htm>  
 Luc Van de Poele (Head of Department of the Educational Quality Care Department, Department of Educational Affairs) is the University ombudsperson.  
 Sint-Pietersplein 7 (as of November 2009: Sint-Pietersnieuwstraat 33), 9000 Gent  
 Tel. 09 264 70 27  
[ombuds@UGent.be](mailto:ombuds@UGent.be)

#### STUDENT ADVICE CENTRE

Office for Student Administration and Study Programmes – Study Career Advice Dept.  
 Sint-Pietersplein 7 (as of November 2009: Sint-Pietersnieuwstraat 33), 9000 Ghent  
 Tel. 09 264 70 00  
 Fax 09 264 35 79  
[acs@UGent.be](mailto:acs@UGent.be)  
 Opening hours and further information:  
<http://www.ugent.be/nl/onderwijs/studieondersteuning/begeleiding/adviescentrum.htm>

#### BROCHURES

Study programme documentation?

Brochures are available on every field of study taught at Ghent University, providing clear answers to frequently asked questions (study programme curriculums, prerequisites and admission requirements, future career prospects, ...). These brochures are constantly updated to include new developments and answer queries from users. Brochures are freely available from the information desk. Alternatively, you can also consult or download the relevant PDF versions from the website ([www.opleidingen.ugent.be](http://www.opleidingen.ugent.be)) for each of the study programmes selected.

#### INFORMATION DESK

Got a question? A problem? The shortest way to the right answer to all of your questions is the information desk. Desk staff will be happy to give you every assistance, either providing you with the information required

themselves or making an appointment with a study counsellor, career advisor, university doctor or any other specialist university body. The information desk can also be reached by phone, fax or e-mail.

#### **INFORMATION LIBRARY ON BASIC STUDY PROGRAMMES**

Want to explore available study programmes at your leisure? Here is where you will find every relevant documentation, helping you to make your choice for a basic training programme in higher education:

- all first-year courses for all Bachelor's programmes taught at Ghent University
- course catalogues of all Flemish and Walloon universities
- brochures on study programmes in higher education

The information library is freely accessible each working day, mornings as well as afternoons.

#### **INFORMATION SESSIONS**

Each year, a series of information sessions are staged that focus on going on to higher education. These include a major information salon geared towards the wide raft of opportunities available to continue your studies and taking a Doctorate at Ghent University. Other sessions are geared towards higher education studies abroad. In addition, sessions are held that focus on joining the labour market. For each sector of industry, several sessions are staged, dealing with employment in the civil service and in education for example, as well as a number of sessions on job application techniques, etc.

#### **INFORMATION LIBRARY ON CONTINUING YOUR STUDIES AND FINDING A JOB**

What is your next step after graduation? This information library offers documentation about:

- continuing your studies in Flanders and Wallonia
- continuing your studies abroad
- scholarships when studying abroad
- proceeding to a doctor's degree
- finding a job and job application techniques
- information on the various sectors on the labour market
- employer repertories
- finding a job abroad
- holiday and language courses abroad

The information library is freely accessible every working day, afternoons only.

#### **CAREERS ADVICE**

Joining the labour market? Careers advice is on hand to help you make that step from being a student to finding a job and getting into work. Careers advice is open to all Ghent University students and graduates. Here, you will find helpful answers to questions relating to:

- finding the right job
- orientation on the labour market
- the social and legal aspects surrounding the transition from studies to work

[Careers advice](#) is constantly networking and getting in touch with potential employers.

Further information: <http://www.ugent.be/nl/onderwijs/studieondersteuning/werk>.

#### **STUDY METHOD ADVICE**

Do you find you have trouble revising sometimes? A specialist study counsellor is available to help you with questions on:

- revising skills and study methods
- organising your study time
- exam difficulties

For further information on Ghent University schemes in the area of study methods advice: Study and learning path counselling: <http://www.ugent.be/nl/voorzieningen/begeleiding>.htm. A specialist counsellor is available to speak to on all and any issues that may have an impact on your studies: stress, fear of failure, personal or relational problems. By mutual agreement, a specific guidance scheme is put in place or you will be referred under guidance.

## **UNIVERSITY DOCTORS**

Keep fit and healthy! The university doctors are general practitioners who are well familiar with the medical needs and requirements of students. Consultations are held every working day: by appointment only during the day and free consultation in the evening. Appointments cost no more than regular consultations, nor are they reserved for special check-ups or special problems. Appointments are intended to cut down on waits. Appointments are made at the reception desk of the Advice centre, either in person or by phone and can also be made on the day.

Further information at:

[http://www.ugent.be/nl/onderwijs/advies/loc\\_index/nl/voorzieningen/studentenartsen.htm](http://www.ugent.be/nl/onderwijs/advies/loc_index/nl/voorzieningen/studentenartsen.htm).

## **STUDY ADVICE**

Unable to make up your mind? All year round, a team of study advisors are available to students and prospective students as well as parents, teachers and anyone involved in a professional capacity in helping young people make the right choice for higher education studies. The study advisors are there to offer professional help with:

- choosing a field of study
- assessing exam results with a view to possible re-orientation
- the key junctures during the study programme where students are required to make further choices
- continuing your studies at home or abroad

## **SECTION II – FACULTY LEVEL**

### **FACULTY STUDENT ADMINISTRATION SERVICES**

#### **FACULTY OF ARTS AND PHILOSOPHY**

Registrar-FSA: Arlet Renneboog  
Blandijnberg 2 (office room 0.59), 9000 Ghent  
<http://www.flwi.ugent.be/>

#### **FACULTY OF LAW**

Registrar-FSA: Luc Van Wiemeersch  
Voldersstraat 3 (Braun school, groundfloor, office room 100.013), 9000 Ghent  
<http://www.law.ugent.be/>

#### **FACULTY OF SCIENCE**

Registrar-FSA: Joeri Delamane  
K.L. Ledeganckstraat 35 (first floor, third phase), 9000 Ghent  
<http://www.ugent.be/we/nl/Faculty/fsa>

#### **FACULTY OF MEDICINE AND HEALTH SCIENCES**

Registrar-FSA: Greetje Martens  
De Pintelaan 185 (UZ, 3K3), 9000 Ghent  
<http://www.ugent.be/ge/nl/onderwijs/fsa>

#### **FACULTY OF ENGINEERING**

Registrar-FSA: Claudine Meuleman  
J.Plateaustraart 22 (office room C.0.11), 9000 Ghent  
<http://www.firw.ugent.be/fd/fsa/>

#### **FACULTY OF ECONOMICS AND BUSINESS ADMINISTRATION**

Registrar-FSA: Brigitte Bonne  
 Tweekerkenstraat 2 (third floor, room 130.012), 9000 Ghent  
<http://www.feb.ugent.be/nl/Ondw/FSA/contact.asp>

#### **FACULTY OF VETERINARY MEDICINE**

Registrar-FSA: N.N.  
 Salisburylaan 133, 9820 Merelbeke  
<http://www.ugent.be/di/nl/onderwijs/fsa>

#### **FACULTY OF PSYCHOLOGY AND EDUCATIONAL SCIENCES**

Registrar-FSA: Bart Vandecasteele  
 Henri Dunantlaan 2, 9000 Ghent  
<http://www.fsappw.ugent.be/>

#### **FACULTY OF BIOSCIENCE ENGINEERING**

Registrar-FSA: Nicole Goedertier  
 Coupure Links 653 (office room 101), 9000 Ghent  
<http://www.fbw.ugent.be/Diensten/fsa.php>

#### **FACULTY OF PHARMACEUTICAL SCIENCES**

Registrar-FSA: Tamara Nachtegael  
 Harelbekestraat 72, 9000 Ghent  
<http://www.ugent.be/fw/nl/onderwijs/FSA>

#### **FACULTY OF POLITICAL AND SOCIAL SCIENCES**

Registrar-FSA: Irene Creyf  
 Universiteitstraat 8 (blue gate entrance, groundfloor, immediately on the right), 9000 Ghent  
<http://www.psw.ugent.be/FSA/Index.aspx>

### **MONITORING SERVICE**

#### **STUDENT COUNSELLORS**

- are the people to speak to for all questions you may have relating to study attitude, study organisation and study methods;
- are there to offer study guidance on a number of first Bachelor year course units: feel free to speak to them on any queries you may have about the subject matter;
- are there to help you find the right solutions for impediments that stand in the way of adopting the right study mindset (concentration problems, fear of failure, procrastination, ...).

#### **LEARNING PATH COUNSELLORS**

- are on hand to offer individual advice on your individualised learning path and study progress;
- provide every information and guidance on the key junctures where you are required to make further choices throughout your career as a student (elective course units, minor/major, ...), opportunities for GIT (individualised learning path), credit contract applications, dispensation applications, spreading your studies, ...
- are available to help you with a view to possible re-orientation (switching to a different study programme)

At every Faculty: <http://www.ugent.be/monitoraat>



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## PART XII – URLs

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- 1 <http://www.opleidingen.ugent.be/studiegids>
- 2 <http://helpdesk.ugent.be/account/regels.php>
- 3 <https://www.ugent.be/nl/univgent/reglementen/onderwijs/reglementen/lesgevers.htm>
- 4 <https://www.ugent.be/nl/univgent/reglementen/onderzoek/reglementen/valorisatiereglement.htm>
- 5 [http://www.opleidingen.ugent.be/course catalogue/2009/NL/GENERAL/OVEALG.PDF](http://www.opleidingen.ugent.be/course%20catalogue/2009/NL/GENERAL/OVEALG.PDF)
- 6 [http://www.opleidingen.ugent.be/course catalogue/2009/NL/GENERAL/OVESPE.PDF](http://www.opleidingen.ugent.be/course%20catalogue/2009/NL/GENERAL/OVESPE.PDF)
- 7 <https://www.ugent.be/nl/univgent/bestuur/rvb/verslagen/ovrvb2005/ovrvb20050415.htm>
- 8 <http://evc.ugent.be>
- 9 <http://www.ugent.be/nl/univgent/reglementen/onderwijs/uitvoering/besluiten/doctoraat.pdf>
- 10 <https://www.ugent.be/nl/univgent/reglementen/onderwijs/reglementen/oerhuisarts>
- 11 <https://www.ugent.be/nl/univgent/reglementen/onderwijs/reglementen/tucht.pdf>
- 12 <http://www.augent.be/Startpagina/Onderwijs/Studeren/Toelatingsonderzoek/page.aspx/1165>
- 13 <https://www.ugent.be/nl/univgent/reglementen/onderwijs/reglementen/postgrad.pdf>
- 14 <https://www.ugent.be/nl/univgent/reglementen/onderwijs/reglementen/doct.pdf>
- 15 <https://www.ugent.be/nl/univgent/reglementen/onderwijs/reglementen/doctoralschools.pdf>
- 16 [http://www.opleidingen.ugent.be/course catalogue/2009/NL/GENERAL/SLO.PDF](http://www.opleidingen.ugent.be/course%20catalogue/2009/NL/GENERAL/SLO.PDF)
- 17 <http://www.ond.Flanders.be/edulex/database/document/document.asp?docid=12831>
- 18 <http://www.ond.Flanders.be/edulex/database/document/document.asp?docid=12847>
- 19 <http://www.ond.Flanders.be/edulex/database/document/document.asp?docid=13425>
- 20 <http://www.ond.Flanders.be/edulex/database/document/document.asp?docid=13520>
- 21 <http://www.ond.Flanders.be/edulex/database/document/document.asp?docid=13487>
- 22 <http://www.ond.Flanders.be/edulex/database/document/document.asp?docid=13528>
- 23 <http://www.ond.Flanders.be/edulex/database/document/document.asp?docid=13526>
- 24 <http://www.ond.Flanders.be/edulex/database/document/document.asp?docid=13528>
- 25 <http://www.ond.Flanders.be/edulex/bundel/pdf/decreetlerarenopleidingFlanders.pdf>
- 26 <http://www.ond.Flanders.be/edulex/database/document/document.asp?docid=13988>
- 27 <http://www.ond.Flanders.be/edulex/database/document/document.asp?docid=13526>
- 28 [http://www.ugent.be/nl/onderzoek/doctoreren/loc\\_index/en/research/doctoralschools](http://www.ugent.be/nl/onderzoek/doctoreren/loc_index/en/research/doctoralschools)
- 29 <http://www.ond.vlaanderen.be/hogeronderwijs/studeren/leerkrediet/md20081216-leerkrediet-Eng.pdf>
- 30 <https://www.ugent.be/nl/univgent/bestuur/vademecum/onderzoek/reglementen/valorisatiereglement.htm>
- 31 <http://www.ugent.be/nl/onderwijs/studieondersteuning/leerkrediet>
- 32 <http://www.ugent.be/en/teaching/admission/degreestudent/requirement/diploma/equivalence.pdf>
- 33 <http://www.augent.be/Startpagina/Onderwijs/Studeren/Toelatingsonderzoek/page.aspx/1165>
- 34 <http://www.vliruos.be>
- 35 <http://www.ugent.be/en/teaching/studying/erasmusmundus>
- 36 <http://www.ugent.be/nl/onderwijs/administratie/inschrijven/internationalestudent>
- 37 <http://www.vliruos.be>
- 38 <http://www.ugent.be/en/teaching/studying/erasmusmundus>
- 39 <http://www.ugent.be/nl/onderwijs/administratie/inschrijven/internationalestudent>
- 40 <http://www.ugent.be/nl/onderwijs/administratie/inschrijven/internationalestudent>
- 41 <http://www.ugent.be/nl/onderwijs/administratie/inschrijven/internationalestudent>
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- 43 <http://www.ugent.be/nl/onderwijs/administratie/inschrijven/internationalestudent>
- 44 <http://www.ugent.be/nl/onderwijs/administratie/inschrijven/inschrijvingsperiode.htm>
- 45 <http://www.ugent.be/nl/onderwijs/administratie/inschrijven>
- 46 Photo's only via Office for Student Administration and Study Programmes (eID/photo shoot) or self-service via eID: <https://webapps.ugent.be/mifare-aanvraag/startpagina.jsf>
- 47 <https://www.ugent.be/nl/onderwijs/administratie/studiegeld>

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<http://www.ugent.be/nl/onderwijs/intern/administratie/inschrijven/formulieren.htm/formulierenmap/formeerstedoc docopl20072008.pdf>

<sup>49</sup> <https://www.ugent.be/nl/univgent/reglementen/onderwijs/reglementen/gezdoctoraat.pdf>

<sup>50</sup> <http://www.vaph.be/vlafo/view/nl/>

<sup>51</sup> <http://www.ugent.be/nl/onderwijs/administratie/inschrijven/registratiefunctiebeperving.htm>

<sup>52</sup> <http://www.ugent.be/nl/voorzieningen/sport/topsport/overzicht.htm>

<sup>53</sup> <http://www.ond.Flanders.be/edulex/database/document/document.asp?docid=12410>

<sup>54</sup> <http://www.ugent.be/nl/onderwijs/administratie/inschrijven/BS.htm>

<sup>55</sup> [http://www.ugent.be/nl/onderwijs/administratie/formulierenmap/formworking\\_student.pdf](http://www.ugent.be/nl/onderwijs/administratie/formulierenmap/formworking_student.pdf)

<sup>56</sup> <http://www.ugent.be/nl/onderwijs/studieondersteuning/leerkrediet>

<sup>57</sup> <https://www.ugent.be/nl/univgent/reglementen/onderwijs/reglementen/lesgevers.htm>

<sup>58</sup> <https://www.ugent.be/nl/univgent/reglementen/onderwijs/reglementen/lesgevers.htm>

<sup>59</sup> <https://www.ugent.be/nl/univgent/reglementen/onderwijs/reglementen/postgrad.pdf>

<sup>60</sup> <https://www.ugent.be/nl/univgent/reglementen/onderwijs/reglementen/vao.pdf>

<sup>61</sup> For a 60-credit SLP, the weighted total stands at 1200 with a maximum deficit of 12. For instance: under this provision, compensation may be offered for a 6-credit course unit for which the student scored 8 out of 20.

<sup>62</sup> <http://www.ugent.be/nl/onderwijs/intern/aankondiging.htm>