

Teaching and Examination Regulations (OER) - Bart de Pau Language Courses BV

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OER (Onderwijs & Examen Reglement)

This document 'Teaching and Examination Regulation' (in Dutch: OER) regulates the additional guidelines, household rules, regulations that are not part of the NRTO terms and conditions. In the Netherlands, it is common that each educational institution has its own OER.

1. Application / Acceptance

1.1 The student guarantees to meet the student requirements:

- **the student has the required minimum entrance level** to do the course (more in clause 6 "level test policy")
- **doing the homework is a requirement** to do the course (at least 3-4 hours per lesson)
- the student has at least B1 level in English
- the student is at least 18 years old (younger participants may in some situations be accepted per separate agreement)
- the course pace is aimed at higher educated students; having a university degree is not a strict requirement, but slow learners and students who have never learned a foreign language need to count on more time for the self study / preparation
- to get a certificate: at least 80% of the lessons / homework should be completed

1.2 The organisation has the right to decline the application in the following situations:

- if the course has reached the maximum number of participants
- if the student doesn't meet the student requirements as specified in 1.1 or hasn't met the student requirements in a previous course
- if the student doesn't meet the payment requirements or hasn't met the payments requirements in a previous course at the organisation
- for offline courses: if the student has a nationality that requires a visa / residence permit to stay in the Netherlands, but the student is not able to provide this prior to application
- for online courses: if the student doesn't have a stable internet connection and a camera/ microphone
- in case of a conflict between the student and a staff member in a previous course
- in case the student didn't follow the behavioural guidelines identified in this document in a previous course
- in case the level assessment doesn't confirm that the student signed up for the right level
- in case the organisation and the student disagree on the results of the level assessment
- in case the student doesn't do the level assessment (unless not needed as specified in the level test policy, appendix to this document)
- in case of violations that are described in this document that occurred in a previous course
- in case the organisation has serious reasons to consider the offered programme is not a suitable programme for the student

1.3 The organisation has the right to exclude the student from an on-going programme without refund in the following situations:

- in case the student doesn't meet the student requirements as identified in 1.1
- in case of a single violation that is specifically described as 'severe' in this document
- in case of repeated violations / acting against the guidelines in this document after an official warning

2. Behavioural Guidelines in the Classroom

2.1 Format: The organisation offers group courses. In a group there will be a certain number of individuals, who have each their own needs. Even though people might have approximately the same level, there are individual differences between students. The idea of a group course is that the attention of the teacher is divided and that there is a common approach to fit the common need, in an environment where everybody respects each other. A group course is not a programme tailored to individual needs.

2.2 Guidelines:

- students and teachers respect each other, respect the right to make mistakes (we can have fun about language misunderstandings, but not laugh at someone to make him/her look stupid)
- students respect that every student has an equal right to attention from the teacher
- students accept that there are individual differences, even within the same level
- the teacher respects the students and their efforts put into the educational programme
- students respect the teacher, who makes choices to lead the group through the programme, who makes decisions about priorities within the educational programme, who is a professional with the goal to help someone further and who might give the student suggestions at the end of the course
- the teacher may decide to answer questions and correct students on topics that are relevant to that moment in the curriculum and decide not to answer/correct students on topics that are not relevant in that part of the course
- every nationality is welcome; (geo) political issues will not be solved within the borders of the classroom; the organisation asks teachers and students to avoid (geo) political debates; unless it's about Dutch culture and Dutch politics.
- use of alcohol in class and during class time is forbidden; unless there is a kind of a celebration (birthday / closing ceremony) or there is a drink that starts after class time.
- students who are under influence of alcohol and drugs may be denied to class; the teacher has the right to make a judgement based on visual aspects/behaviour.

3. Behavioural guidelines at the Language Campus in Drenthe

3.1 The format is living in shared holiday houses. People book this format to fully focus on their studies (leave the hassle of the daily life behind) and for the social interaction outside the lessons (live + study together). We encourage that people who share a house agree to cook and dine together. The kitchens are not designed for all individuals preparing their own meals at the same time. Bedrooms do not have a desk: students usually do homework together in the living room or other appointed homework areas. But no obligations: you can prepare your own meal and you can retreat in your room to do the homework.

3.2 Park rules: everybody should comply with the 'park reglement' (park rules) of 'Vakantiepark Het Timmerholt' (Holiday Park 'Het Timmerholt'), of which the items below are the most important:

- after 22 o'clock it should be silent outside
- use of audio/video devices outside is not allowed, audio/video devices inside should not be audible outside
- household waste should be dumped in waste containers at the park
- privacy and rest of other holiday park guests should be respected
- visitors who are not in the park's night register are not allowed to stay the night at the park territory
- violations of the park rules are considered 'severe' violations, as these endanger the continuation of the programme at the holiday park

3.3 House rules: inside the houses that students share with each other:

- it's important to leave shower / toilet / kitchen clean after use
- it's important to agree with each other on the use of the kitchen / fridge / other shared facilities
- between 23 o'clock and 7 o'clock it should be silent in the house to allow a good night sleep, no visitors without permission
- students should not enter each other's room without permission
- in case of a dispute between students: the organisation assumes that in the first place, adults are old enough to solve issues with each other; in case it appears impossible to resolve issues, students can contact the course management of the organisation

3.4 Instructions from the park management as well as the course management should be followed.

3.5 Parking: at every shared house maximum 1 car can be parked at the house's parking spot. This parking spot will be assigned to the student who checks in first of that shared house at reception. If more students in a shared house come by car, the other students can park the car at the central parking lot of the holiday park.

4. Timetables & timetable changes

4.1 Virtual classrooms: time and dates are communicated in the course confirmation. The organisation has the right to re-schedule a lesson: a so called 'buffer day' (uitwijkdag) is planned

in advance in the last week of the course. The last week has usually 1 lesson, but can have 2 lessons if the buffer day is used.

4.2 Offline courses: at the moment of application, the course confirmation contains a provisional planning with explanation: timetable A or timetable B. The organisation has the right to change the planning as some variables might change (number of groups / teachers). The organisation does everything to inform a change not later than 2 weeks prior to the start of the course.

5. Personal Relations

Personal relations can evolve (both in a positive as negative way). Personal relations between students, between teachers and between students and teachers. This is especially the matter at our language campus where people spend a lot of time together outside class. People may become friends, get into conflict with each other, fall in love with each other, or come to the programme as a couple or as friends. The organisation's point of view is that it cannot control/restrict the freedom of adults in their spare time. However, any personal relation should not have an influence on the educational programme.

- In the classroom, when making groups or couples for exercises, the teacher can't take into account specific relations between people.
- The organisation will not adjust timetables to favour students of different groups to have class at the same time. Please note: for the room planning it is possible to request same room / same house.
- The organisation may have teachers who have a foreign partner who would like to join the programme as a student. As all students should be equal to the teacher, in this specific situation we plan the teacher on a different group (not to teach his/her own partner).
- Personal relations should not influence any level assessment / examination. To avoid any doubt about judgements in assessment/examinations; the organisation will involve a different teacher in case of a specific personal relation between student and teacher.

6. Level test policy

6.1 It's the student's responsibility to apply for the right level, using the level assessment tools provided by the organisation.

6.2 The level test policy is in the appendix at the end of this document.

6.3. Important: by doing the level assessment and booking the level advised after assessment, you ensure that you meet the most important student requirement as specified in 1.1. Not meeting the student requirements might result in being excluded from the course without refund (1.3). If the teacher identifies that the student does not have the minimum entrance level at the start of the course, and the student has not done the level assessment OR has signed up for a different level than advised OR cannot reproduce the level test results (if the student made the test with help) then the consequence may be that the student is not allowed in class with no refund. This situation can be avoided by doing the level assessment not less than 4 weeks prior to the start of the course.

6.4 Completing a course is not the same as mastering the content. The intensity of the programme and the amount of content requires the student to spend time on reviewing. On the average, it is needed to spend some time on self-study AFTER a course, before starting the next level. The organisation does not recommend students to book multiple levels in a sequence (without having enough time to review the previous level and to prepare for the next level). The student may do so, but in this case the student risks not having the required minimum level at the start of the next course (which is a requirement).

7. Applicability

7.1 The version of this document (teaching and examination regulations) at the moment of reservation is applicable. If the organisation updates the document after booking, prior to the start of the course, students can still refer to the version at the moment of booking. Updates of this document cannot restrict student's rights.

7.2 Apart from the teaching and exam regulations described in this document, other rules and regulations are applicable (and might overrule this document in case contradicting)

- **Course confirmation pdf** (a document that confirms the course, the dates, the level, the required book, the amount of tuition hours, self study hours, maximum amount of students, cancellation terms etc.). The organisation sends this pdf by e-mail to the student to confirm the course.

- **NRTO terms and conditions** (these are the sector regulations and include the cancellation policy / cancellation terms)
- **NRTO terms of conduct** (quality requirements for the organisation and teachers)
- **Dutch law**

And last but not least: common sense; we can't catch every situation in a rule!

APPENDIX: LEVEL TEST POLICY - BART DE PAU LANGUAGE COURSES

This document answers questions like:

- When should I do a level test?
- Which level test should I do?
- Why should I do a level test?
- What if I want to study (a lot) before starting the course?
- When is it not necessary to do a level test?
- What if I signed up for the wrong level?

1. Introduction

For a description of our levels and related course programmes: [click here](#).

A **level test is mandatory before you book a course or right after** you book a course (within the 14 days cooling off period you can still change the levels).

There are **3 reasons** why level testing is important:

- our groups are usually fully booked long before the start of the course: switching levels at a later stage is not possible
- if you sign up with the STAP-budget: changing levels after approval is not allowed
- sometimes, we have multiple groups on the same level: with a level test, we group students based on common test results and background

It's strongly advised to do our best possible level assessment (as explained under 3). **If you do that, there is no real need to read the rest of this document.**

We get a lot of questions like:

- why is it necessary to do a test?
- is it really necessary?
- can i do the test at a later moment?
- i really know that I have b1 level, why should i do a test?
- i have done level 3 with you, should i do a test before booking level 4?
- if my certificate from a different school enough?

This document answers those questions.

2. Explanation: level prediction vs invested time

The more we test prior to signing up, the better chance that you sign up for the level that benefits you most. Signing up for the right level (not too high and not too low) is an important success factor for the results of the course. You will learn most in a course of your level and in a group with students who have approximately the same level.

We measured the accuracy of our level tests by asking the teachers afterwards: did the level test beforehand predict the right level; would it have been better if the student had booked a different level? A single test has an accuracy of 95%. A complete assessment (see below) has an accuracy of 99%.

Why do we not force a total 1-hour assessment?

We would lose half our clients by forcing a 1-hour complete level assessment. The time investment and the related stress is simply too much for some people. It's not something that all students like to do when booking a course. So we try to balance time investment versus accuracy. We offer the maximum assessment for the people who want the best possible indication. And we offer minimum testing for people who want to quickly pass the test.

3. **Best possible** level assessment

For the best possible indication of the right level to book:

STEP 1: Do this [multiple choice test](#) (receptive skills) - approximately 30-45 minutes

STEP 2: Do this short [fill-the-gap](#) (productive skills) - 12 minutes

STEP 3: Call us for an oral intake / level consultation (speaking and listening skills) - 5-10 minutes

This will give a complete indication of several aspects of Dutch proficiency. This 1-hour time investment will determine how effective the main time investment (lessons + self study = 60-80 hours) will be.

When doing an oral intake after a level test, you will also find out what kind of preparation will boost your course results.

4. **Minimum required** level assessment

If you don't have enough time for the full level assessment, you can just do the minimum required test (or no test as specified in 5).

- If you (plan to) book level 1, 2: do the [multiple choice test](#)
- If you (plan to) book level 3: do the [multiple choice test](#) OR the [fill-the-gap](#) test
- If you (plan to) book level 4, 5, 6: do the [fill-the-gap](#) test

Depending on the test result and if you want to book a different level than the test indicates: an oral intake/level consultation is in some cases mandatory.

Please note: if you choose the option to go for the minimum required testing: you automatically waive any complaints. So, please do not request at a later stage or even after the start of the course change levels nor complain afterwards that it was too easy or too difficult. As said: with minimum testing the accuracy is 95%, not 100%.

5. When is it **not necessary** to do a level test?

- if you book level 1 (from 0 to A1) and you have no prior knowledge at all
- if you repeat a level at our school, for example: if you have completed level 3 at Bart de Pau, you can book the same level again without new test
- if you book a next level after you have completed a course with us AND your teacher has explicitly confirmed in writing to the course management that you are ready for the next level
- if you have done level 5, 6 or R with us in the past
- if you have passed a state exam (explained below)

We repeat that in all situations it is advised to do the level assessment (explained in 3). The above mentioned situations only indicate when it is not mandatory.

Good to know: level test results are stored for 1 year. So if you had a level test one year ago that suggested to book 'level 4', there is no need to do the level test again, unless you want to book a higher level.

6. **How about a certificate?**

6.1 A language school certificate

A certificate from a language school does not exempt you from doing the level test. Even a certificate from Bart de Pau Language Courses.

Why?

- Most language schools (like us) offer a certificate of attendance without exam. You get the certificate if you attend 80% of the lessons. Completing a course is something different than mastering the content.
- Even if there is an exam: a commercial language school has a strong incentive to have a satisfied customer at the end of the course. A document confirming a certain level boosts satisfaction. That means that it leads to some inflation. Only very few schools have a neutral test at the end.
- A certificate is a document that confirms a level at a certain moment. It's not guaranteed that a student has the same level at the moment of booking the course. If it's 2 years ago and someone did not study afterwards, the level is not going to be the same.

6.2 A state exam certificate

Yes, we do take into account certificates after a state exam - in case **you send us a scan**.

Inburgering A2 (ALL components!): we notice that not everybody who passed Inburgering A2 is ready for our level 3:

- you can sign up for level 2 without test
- but you need to do our level test to sign up for level 3.

CNaVT A2:

- you can sign up for level 3 without test

Staatsexamen programma I (B1) or CNaVT B1 level:

- you can sign up for level 4 without test
- but you need to do our level test to sign up for level 5 or higher

Staatsexamen programma II (B2) or CNaVT B2 level:

- you can sign up for level 5

We repeat that in all situations it is advised to do the level assessment (explained in 3). The above mentioned situations only indicate when it is not mandatory.

7. If you completed a previous level with us

After completing a course, not everybody is ready for the next level. To be more precise: most students are not ready for the next level immediately, as it requires some time to digest the content of a course and review the course materials after the last lesson.

We strongly recommend to take a short break after to review the materials (that's also the reasons why STAP-funded courses, consisting of 2 levels have a pause between the levels). You really need to master the content, before you can move on with the next level. Ideally, you book the next level only when the level test (or your teacher) confirms that you are ready for it.

- if you plan to book more than 1 level: book a pause in-between levels to review the materials
- if you plan to book the levels in a sequence without pause: you take a serious risk - if you're not ready for the next level and our other levels are full: you can't participate and there is no refund.

8. If you plan to study a lot

Many students fear a bad test result. And they think, that they first should prepare well before doing the test. Also, some students have ambitious plans regarding their preparation.

This is exactly the reason why we offer an oral intake / level consultation by phone.

Based on your current level and the preparation that you plan, we can discuss what is realistic.

9. What if you realised that you booked the wrong level?

Prior to the start of the course: contact us as soon as possible. The earlier you contact us, the better chance there is a solution (and availability on a different level).

People who paid themselves (not with STAP) have the guaranteed option to switch levels **more than 4 weeks prior to the course**. It's not guaranteed that the same level will be available at the same date; in this case a switch of course dates is an option.

Please note that switching at a **later stage** (less than 4 weeks prior to the course) is never a guaranteed option. And our cancellation terms will apply.

If you haven't done the advised full level assessment (under 3) you waive all the complaints.

10. Level test with help

It is not allowed to do a level test with any help. For a teacher, it is pretty easy to spot a mismatch between the test result and the actual level. In case of such a mismatch we may require to do a similar level test under supervision. One should be able to reproduce approximately the same result. If we detect that a student made the test with help in order to be able to sign up for a higher level, this would be a severe violation. You risk being excluded from the course without refund.

11. A common **misconception**: I will learn more if I sign up for a higher level

Some people think that they will learn more if they sign up for a higher level. They fear to be in a group with weaker students. They think that if other people are better, that this will make them stronger.

This is not true for our courses. We have a high pace and our courses are very intensive. If you start with a gap, most likely you won't be able to close the gap. You will learn less, not more. And you will only get more confused. It makes no sense to learn exceptions to rules that you don't master. The teacher won't answer questions that belong on the previous level. And it might cause stress if you're clearly the weaker student in a group. You might feel pressure rather than encouragement.

In order to get the maximum out of our course on a certain level: you need to master the content of what we teach on the previous levels.

We understand that you don't want to be in a group with weaker students. But that also counts for the students at the higher level: they might not want to be in a group with you if you are weaker than them.

So once again: sign up for the **right level** (not higher, not lower).

If you doubt about your level: better to be on the conservative side, and most of all: do the full level assessment including oral intake (as mentioned in 3)!

12. Managing expectations

We have our level test policy to aim for the best possible groups. At the same time we understand that requiring a full level assessment from everybody is not realistic.

Additionally: every student has a unique range of skills and knowledge. Within a specific level, one student may be better in grammar, while the other student is better in speaking. It is good to realise that in group courses, there will be always differences between people. You won't be in a

group with just clones of yourself. If you want a programme tailored to your individual needs, then an individual course might be something to consider. We only offer group courses at this moment.