

BASIC DOCUMENT PROSPECTUS

Grafisch Lyceum Rotterdam

**Starting year 2010
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FOREWORD

Dear student,

Welcome to the Grafisch Lyceum Rotterdam. It is pleasant that you have chosen our school.

Our courses are permanently adapted to the changing requirements of society and the business sector. This means that we change the content of the various courses. In order to do this, we have chosen for an educational structure that makes this possible.

We also follow developments in the educational field and there is permanently a changing range of work forms. In what we call “blended learning” you will find all kinds of work forms with which we aim at the ideal work method. Sometimes a lecture with several classes simultaneously, then a project with a small group or an individual practical assignment.

All employees of the Grafisch Lyceum Rotterdam are committed to realise the above-mentioned matters. The cooperation of you as a student is hereby also obviously necessary. This is why we have to make a number of appointments with each other. You will find these arrangements and other important information about the course in this document. Please read the document well. If you have any questions, ask your mentor.

Attention: In this document the rules of the game are described with regard to assessing, which apply to most day courses of the GLR. For the specific rules we refer the reader to the prospectus that belongs to your course. You will receive it at the start of your course.

In order to make the course into a success, it is important that employees as well as students act according to the made arrangements. It is therefore no problem to address each other when this turns out to be necessary.

I wish you a pleasant and successful study time!

Mr. F.J. van Vliet,

Chairman Executive Board

1. SET-UP OF THE COURSE

1.1 Branch

The Grafisch Lyceum Rotterdam is a prominent media institute. The school offers more than forty courses and disciplines for the field of media, design and technology. From lower secondary professional education (VMBO) up to and including intermediate vocational education (MBO) level 4.

Designers, web designer, animation and game designers, advertisement artists, printers, desktop publishers, IT workers, media managers, media intermediaries, (print) media technologists, light, video engineers and sound technicians, video editors, photographers, camera staff and sign makers: you can find them all the Grafisch Lyceum Rotterdam.

1.2 Certification differentiations and disciplines

A certain number belongs to your course. This so-called crebo number indicates that it is an official course of intermediate vocational education.

In your course you will work on three fields of development:

- Professional Development, see section 1.3;
- Arithmetic and Language Development, see section 1.4;
- Personal development, see section 1.5.

1.3 Professional development

In order to learn your profession, you will work on core tasks and work processes in your course. Core tasks are the most important tasks that are characteristic of your profession. Work processes are described more precisely, it are actions that you have to carry out in ever changing situations. So there are several work processes under one core task.

In your prospectus you see which core tasks and work processes belong to your course. They are different for each course. Below you see an example of core tasks and work processes. Examples of core tasks and work processes:

Core task:	Work processes:
1 Building up and breaking down production	1.1 consults with his client 1.2 loads and unloads equipment and material 1.3 moves material with internal means of transport 1.4 builds up and breaks down production or event location 1.5 moves and uses stage property during performance 1.6 solves technical building-up and breaking-down problems
2 Installing and operating equipment	2.1 consults with his client 2.2 places cablework 2.3 places light, sound and video equipment (hanging and connecting) 2.4 operates light, sound and video equipment 2.5 take care of special effects 2.6 solves technical installation and operating problems

1.4 Arithmetic and Language Development

As a job practitioner you must understand, speak and write Dutch and English correctly and according to the right level.

For all intermediate vocational education courses established levels apply for Listening, Reading, Conducting Talks, Speaking and Writing and the arithmetic skills.

1.5 Personal Development: Learning, Career and Citizenship

You are more than a job practitioner; you also have to function in society. Hereby it is important that you continue to educate yourself. For all intermediate vocational education courses it therefore applies that they also focus on learning, career and citizenship (LCC).

Core tasks LLB	Work processes LLB
Core task 1: Describes his own development and uses tools and ways to realise appropriate learning objectives	1.1 Describes learning objectives for own development. 1.2 Assesses suitable ways to learn. 1.3 Chooses ways of learning that fit the situation and him/her. 1.4 Plans his/her own learning process and carries it out. 1.5 Evaluates the chosen way of life.
Core task 2: Controls the own career	2.1 Reflects about own qualities and motives. 2.2 Investigates what kind of work is available and what fits him. 2.3 Sends the own career and undertakes actions that are necessary in this respect.
Core task 3: Participates in the political domain, in decision-making and policy influencing	3.1 Focuses on subjects about which political decisions can be taken. 3.2 Forms an own opinion. 3.3 Undertakes actions following the decisions that have been taken.
Core task 4: Functions as an employee in a labour organisation	4.1 Behaves like an employee when carrying out the work. 4.2 Makes use of employer's rights. 4.3 Behaves like a good colleague.
Core task 5: Functions as a critical consumer	5.1 Focuses on the consumer market and considers own wishes and possibilities. 5.2 Undertakes actions to buy products and services.
Core task 6: Participates in all kinds of social ties and respectful use of public domain	6.1 Participates in various social ties and lives in the public domain. 6.2 Carries out activities for the quality of life in his/her social environment.
Core task 7: Takes care of own health (vital citizenship)	7.1 Seeks information about a healthy way of life. 7.2 Decides on the basis of information and acts accordingly. 7.3 Undertakes activities to promote health.

2. EDUCATION AT THE GLR

In the last chapter you read in which fields you will develop yourself. In this chapter we will explain how the structure of the GLR educational concept. This is a summary; in the following chapters the educational concept will be elaborated.

We have 5 periods per school year at school.

During your course you will get 4 types of modules

1.	Theme modules	Modules in which you learn to carry out your future job.	See chapter 3
2.	Ribbon and flex modules	Supporting modules	See chapter 4
3.	Traineeship		See chapter 5
4.	Exam		See chapter 6

In the example below of a course you see that theme modules are usually placed at the beginning of the course, as a preparation for the traineeship. During this level 4-course there are go/no go-moments after school year 1 and 2, on the basis of which it is decided whether you can carry with the course or that you should have extra supervision with regard to certain fields. Just before the start of the traineeship period in the third year, you draw up a development plan with which you can continue to work on your development plan in your traineeship. At the end of the course you do exam. This exam can take place at the place of the traineeship, at school, with a client, or in a combination of these three places.

It also applies to level 2 and 3 courses that there are go/no go-moments during the course in order to monitor your development and decide in which fields you require extra supervision. Each course is concluded at the end with an exam period.

	Period 1	Period 2	Period 3	Period 4	Period 5
Learning year 1	Theme Module Lint Flex	Theme Module Lint Flex	Theme Module Lint Flex	Theme Module Lint Flex	Theme Module Lint Flex
Learning year 2	Theme Module Lint Flex	Theme Module Lint Flex	Theme Module Lint Flex	Theme Module Lint Flex	Theme Module Lint Flex
Learning year 3	Theme Module Lint Flex	Theme Module Lint Flex	Traineeship	Traineeship	Traineeship
Learning year 4	Traineeship	Traineeship	Exam		

How are the core tasks and work processes reflected in your course? From the first day you are developing core tasks and work processes that are part of your course. The curriculum is focused on this. In order to assess your development and determine in which fields you perhaps need extra supervision, you will be tested.

In theme modules and the traineeship teachers assess your development at regarding work processes.

In the exam that you will do at the end of your course it concerns your total functioning. There you will be assessed per core task. When you have passed this exam, you will also have passed all your core tasks. The requirements for Dutch, English, Arithmetic and LLB also apply to the diploma.

Ribbon and flex modules are also offered in addition to the theme modules. In these modules you are taught the know-how and/or skills that you need in the job for which you are studying. At the end of the ribbon and flex modules you have to do an assignment or test as a conclusion.

You will get at least 850 hours a year supervision from the GLR. This supervision consists of offering lessons, but also for example excursions, study trips, traineeship, etc.

3. ASSESSMENT THEME MODULES

3.1 What is a theme module?

A theme module is a project in which the professional situation is imitated. On the basis of a theme you will work with a group of fellow students on one or more professional products. There are several subjects in one module and you will also be working on your work processes.

3.2 How is the theme assessed?

Your work processes will be assessed in theme modules. In every theme manual it is indicated which work processes are offered. At the end of a period the teacher will ask you to assess yourself. In addition, the teacher will also assess your functioning and formulate feedback. It hereby does not only concern the products that you make, but also the way in which the product is realised. We call this the "process". The aim of the assessment is that you understand your development.

At the end of each school year you will be assessed according to the work processes that have been offered on the basis of all themes.

4. ASSESSMENT RIBBON AND FLEX MODULES

4.1 What is a ribbon module? And what is a flex module?

In ribbon and flex modules you learn all kinds of knowledge and skills that you need to carry out your core tasks and work processes adequately. A ribbon module has a clear relation with a theme module. You will, for example, learn Photoshop, because you have to apply this package in a theme module. A flex module is unrelated to other modules. Examples of flex modules are art education or mathematics.

4.2 How are modules assessed?

You will get a mark between 1 and 10 for tests that you make after ribbon and flex modules. Your report will also include different codes. They have the following meaning:

-	module has not been offered yet
d	has actively participated in all lessons of the module, result 7
vno	sufficient mark after assignment, module concluded satisfactorily after adapted task /assignment, result 5.5
gg	no details, result 1
co	mark unknown (you can ask your teacher about the cause)

In the module description it is indicated how the module is assessed. You will have concluded a module with a sufficient mark when the mark is 5.5 or higher.

5. ASSESSMENT TRAINEESHIP

5.1 What is traineeship?

During the traineeship period you carry out work in the professional practice under supervision. External projects can also be seen as traineeship. The traineeship is part of your course, so it is a period in which you can further develop yourself.

Before you start with the traineeship, you draw up a development plan. In it you describe how you will work on your development at the work processes during the traineeship. In the plan you state your aims and formulate how you will realise these targets.

5.2 How is your traineeship assessed?

In the traineeship you work with a traineeship book. It includes assignments and a check list with work processes. During the traineeship the practical trainer will evaluate work processes in the company. From the school a traineeship coordinator will visit you a number of times to see how things are going. In addition, there is regularly a return day on which you discuss your experiences with a teacher and fellow students and visit the traineeship coordinator.

At the end of your traineeship it is the intention that you can carry out all work processes that belong to your discipline independently. Independent means that you prepare, carry out and complete the tasks yourself.

At the end of your traineeship/projects you must hand in an evidence file. This includes:

- The original check list that was completed by your practical trainer;
- At least one item of evidence per work process, for example a reflection report, screen dump, project plan or product made by you.

This evidence file will be checked by a teacher. It will also be discussed with you whether you have been able to realise the targets of your development plan. On the basis of your traineeship you will get feedback about matters that you still have to work on before taking your exam.

5.3 When do you pass the traineeship?

1. Your practical trainer has given your traineeship a sufficient mark
2. Je traineeship coordinator assesses whether you have met all conditions concerning the traineeship
3. Your specialist teacher has given your traineeship book a sufficient mark

6. GO-NOGO ASSESSMENTS AND THE EXAM

6.1 What is a go/no go-moment?

In the Prospectus of your course you can find when there are go/no-go moments in your course. A go/no go-moment is an assessment moment. It is assessed whether you can go through to the next phase in your course. Teachers will then assess your work process assessments and you percentages for your ribbon and flex modules. When you did not receive sufficient information to continue, it is determined for which areas you should receive extra supervision in order to continue with the course. You can hereby consider extra lessons or exercise material. You can also get the advice to leave the course. You can also find in je prospectus how the assessment looks like with a go/no go-moment in your course.

6.2 Participation in the exam

An important phase in the course is the exam. In order to participate in the exam, you must meet 2 conditions:

1. the assessments of your work processes must meet the standard.
2. the assessments of the ribbon and flex modules must meet the standard.

If you cannot meet these requirements, you cannot be permitted to the exam.

6.3 Exam

At the end of your course you do exam. This exam can be done in different ways, for example: an Aptitude Test, several projects or a final traineeship. During the exam you show that you can function on the level of a starting job practitioner. You are assessed on core task level. Each core task consist of a collection of work processes, and you must therefore show in the exam that you can carry out the various work processes simultaneously. The exam is concluded with an exam (assessment) in which you are assessed by an independent examiner (assessor). This may be someone from the vocational practice or an assessor of school.

When do you get your diploma?

1. When you have concluded your exam and accompanying final interview with a sufficient mark.
2. When you meet the requirements in the field of Dutch, English and Arithmetic.
3. When you have proved your education in the field of Learning, Career and Citizenship.
4. When you meet the specific requirements per course.

In the prospectus you can find more information about the specific requirements per course.

7. PROCEDURES AND RULES WHEN ASSESSING

7.1 The examining committee

The examining committee consists of the managing directors of intermediate vocational education, and is controlled by a chairman. The most important task of this committee is to see to it that the rules about the assessment are observed.

Chairman: Mr A. van de Vijver
Secretary: Mrs L. den Haan
Members: Mr R. van As, Mr E. Fok, Mrs P. Lagarde, Mr P. Rehm, Mr R. Hendriks,
Mrs O. Menten, Mr A. Kruijsse

7.2 Educational route and module descriptions

Your prospectus includes your educational route. These are all thematic modules, ribbon and flex modules and traineeship periods that belong to your discipline.

All these modules have been worked in module descriptions. In these you can read what the content and objectives of the modules are. However, these descriptions also provide information about classrooms, study hours, educational tools etc. Therefore always read the module descriptions! See it as a preparation for your study. In this way misunderstandings and disappointments are avoided.

The module descriptions are stated under reservation. Changes in the descriptions are made known through a new module description.

You can find your educational route and module descriptions through the information portal (<http://portal.glr.nl>) under "educational route". An example:

MediaTechnology Flex modules basis	
BLGO9 (22)	supervision
BLG10 (22)	supervision
BPVO1 (nx)	preparation on the traineeship
BPV31 (nx)	Report traineeship
BPV32 (nx)	Assessment work and professional attitude
Etc	

7.3 Presence

You are obliged to participate in all activities that are part of the test and conclusion. With the theme modules and exams your presence is essential, because the teachers otherwise cannot assess your work processes/ core tasks. Moreover, it is very unpleasant for the cooperation with fellow students when you are not there. When you are prevented during a theoretical test, 'gg' (no data) will be recorded.

7.4 Exemption

You can apply for certain modules with the examining committee. This is, for example, possible when you have already obtained a certificate from a different educational institute, or if you have already partly completely a different course, or on account of (work) experience.

If you think that you are entitled to an exemption, you must apply for an exemption with the examining committee. You add copies of diplomas and certificates and the accompanying list of marks that prove that you are entitled to an exemption. The authenticity of the copies will be checked and assessed with regard to their content by the examining committee.

The application can be submitted with the department manager of the department in question at the latest until two weeks after the start of the new school year.

7.5 Fraud

The examining committee can take measures when you do something that is not allowed during a test and conclusion. Before a measure is imposed, you will have the opportunity to tell your side of the story. You can be assisted by an adult; when you are a minor, ask a parent/ carer/ guardian to accompany you.

Not allowed during test and conclusion is:

- copying from someone
- not following instructions from the supervisors
- the use of forbidden appliances
- plagiarism, so copying work from others and handing it in under your own name.

Furthermore, the examining committee will decide whether certain behaviour, actions etc. are to be considered as unlawful (illegal).

Possible measures that the examining committee may take:

- invalidation of the result of the activity in question of the module
- exclusion from (further) participation in the module
- exclusion from the course

Parents, the Inspectorate and any employers will be notified about this in writing.

7.6 Restriction possibility of prior test and conclusion

For a ribbon or flex module you may participate at most three times in a test and conclusion. Repeating is only allowed when you obtained an insufficient mark. The highest result after the third chance regarding a prior test and conclusion, unless the examining committee decides to conclude the module with a replacement assignment. Different rules apply to theme modules. They are mentioned in the prospectus of your course.

The right of participation in the test and conclusion will terminate if you do not observe the arrangements as described in the prospectus.

7.7 List of results, report

The list of results mentions all results of modules obtained until then. You can continuously view your report and print it through Intranet. Every day the results are updated and corrected. At the end of the school year an end-of-year report is presented, stating "pass/not pass", signed by the mentor.

7.8 Result and right of inspection

You can view the result of each module within 10 lesson days after the test has been taken through Intranet. After the results are announced you can inspect your work within 10 lesson days. You will have the right to discuss the material and motivation of the mark. You must make an appointment for this with your teacher.

7.9 Changing to a different course

It is in principle possible to change to a different course on the same level. This change is only possible at the start of a new school year. The entrance conditions will always remain valid. The results you obtained and your study attitude will be decisive in the change. The department manager decides. Moreover, a change also always means a delay in the study. If the level of your course is too high, you can change to a course on a lower level. You will also have to meet the entrance conditions and the results you obtained and your study attitude are decisive for the change.

You can take results of similar modules to your new educational route. The examining committee will discuss the scores you already obtained in the competence meter, and then, when it is justified, transfer them to the work processes of your new course.

7.10 Too late

When are frequently too late at theme modules or test moments, this will have an effect on the mark. You will be admitted to the test room in the cellar if you are less than 10 minutes too late. The supervisor will note the time of your arrival on the candidate list.

When the 10 minutes have expired, you cannot participate anymore in the test. Then you will have to report to the telephonist/receptionist within the period of the missed test. The result is stated as 'gg'.

7.11 Rules in the test room in the cellar

In the test room the following rules apply:

- You may not leave the exam location during the first 15 minutes;
- You give the test material and assignments you made to a supervisor;
- After handing in our test material, you place your signature on the list if candidates.

7.12 Notes of the passed through process

Notes are made during the course of the theme modules and traineeship. When irregularities occur during test moments they are also noted.

In this way it is possible to read how the procedures proceeded. All these notes are discussed in the examining committee and kept during 12 months.

7.13 Adapted test

For specific target groups and disabled persons it is possible to adapt the test and conclusion. This adapted test and conclusion have the same level and meet the same targets as the original test.

Persons with learning problems such as dyslexia and dyscalculia will be given 20% extra time per test hour for a written test and conclusion.

Visually handicapped participants will receive the written test on an A3 format. Participants who are deaf or hard of hearing can be assisted by an interpreter for the deaf with an oral test.

With stuttering participants individual arrangements about an oral test can be made at the start of the course, for example extra time, limited audience, etc. Participants who cannot write because of a physical disorder can make use of a computer.

The test room in the cellar is accessible by wheelchair.

If there a different handicap that also requires support, an individual action plan will be drawn up with the Pedagogic Consultancy.

7.14 Unforeseen circumstances

In cases and circumstances in which the examination regulations do not provide, the chairman of the examining committee shall decide.

8. OBJECTION AND APPEAL

8.1 Quality care

The GLR does its very best to develop good tests and see to it that all procedures with regard to the test are carried out correctly. This is why we also have an examining committee who supervises this (see chapter 8). In addition, the tests and procedures are also checked once a year by the Inspectorate. Despite this it may happen that do not agree with matters related to test.

8.2 What are your rights?

When you have a difference of opinion about the test, you must first discuss it with your teacher(s). If you cannot agree with your teacher(s), it is possible to discuss your point with the examining committee. This is done through a 'notice of objection'. If you also do not agree with the decision of the examining committee, you can always appeal against this. This can be done through a notice of appeal'. You can read below about these procedures.

8.3 Objection

If you do not agree with a certain decision or measure with regard to the test, you can state this in writing to the examining committee through a notice of objection.

The notice of objection states the:

- Name and address of the participant
- class
- date of submission
- description of the reason of the objection/ what is the matter?
- date exams/test to which the objection refers
- code module(s) to which the objection applies
- teacher(s) who are responsible for module(s)

The term for submitting a notice of objection is 15 lesson days. The term starts after the day on which the measure or decision is announced.

If possible, the examining committee will decide within two weeks after submitting the notice of objection. You will receive this decision in writing. The committee can extend the period once by a maximum of two weeks.

8.4 Appeal

If you then do not agree with the decision of the examining committee, you can lodge an appeal with the Appeals Committee for exams'. So you must first have lodged an objection with the examining committee before an appeal is possible.

The notice of appeal states the:

- name and address of the participant
- class
- date of submission
- description of the reason of the appeal / what is the matter, and why do you not agree with the decision of the examining committee?
- date exams/test to which the appeal refers
- code module(s) to which the appeal applies
- teacher(s) who are responsible for module(s)

You send the notice of appeal to the Board of Governors. A member of the board will place a date stamp on the notice of appeal and send it directly to the Appeals Committee. The Regulations of the Appeals Committee are available for inspection in the multimedia centre and the examination agency. A copy will be sent upon request.

Address Board of Governors: Postbus 1680, 3000 BR, Rotterdam
Appeals Committee: attn. Mr A. v.d. Vijver, official secretary

The term for lodging a notice of appeal is 15 lesson days. The term starts after the day on which the decision of the examining committee is announced.

The examining committee is informed by the Appeals Committee about the lodged appeal.

If possible, the Appeals Committee will decide within two weeks after submitting the notice of objection. You will receive this decision in writing. The committee can extend the period once by a maximum of two weeks.

8.5 Storage time

All products that are part of the test and conclusion, including the assessment criteria are kept, providing there is enough space and/or this is possible with the electronic facilities. The storage time is six months. The final period will start immediately after the term of the module. During this period those interested are entitled to inspect them. A request to inspect the test products can be made to the examining committee.

After the end of this period the material will belong to the school. It is only possible to depart from this rule when the mark has been established and the participant has been informed about the mark in writing and if the participant will not appeal against the given mark.