



Teaching and Examination Regulations 2016 - 2017

Bachelor Teacher Education in English
International Degree in English and Education (IDEE)

CROHO number 35195

These Teaching and Examination Regulations form part of the Student Charter of the Amsterdam University of Applied Sciences/Hogeschool van Amsterdam and are based on the Dutch Higher Education and Research Act (hereafter referred to as WHW).

The section of these Regulations that applies to all Bachelor's programmes was approved by the Executive Board and was assessed by the Representative Advisory Council on December 2, 2015.

The programme-specific section of these Regulations was laid down on June 2, 2016 by the Dean of the School of Education and was approved by the Representative Council on May 31, 2016. The Programme Committee for the relevant study programme or programmes issued a recommendation on April 21, 2016.

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Erratum OER 2016-2017

Bachelor en master

Ingangsdatum: 20 juni 2017

Artikel 1.1 Begripsbepalingen

De omschrijving van het begrip deeltentamen vervalt en wordt vervangen door de onderstaande begripsomschrijving:

Nederlands

Deeltentamen : een deeltentamen is een onderdeel van een tentamen waaraan een deelbeoordeling (deelcijfer) is verbonden. Op basis van een deeltentamen kunnen geen studiepunten (EC) worden toegekend. Aan het deelcijfer kunnen geen rechten worden ontleend. EC worden toegekend als de volledige onderwijseenheid met een voldoende resultaat is afgesloten. De (eind)beoordeling van de onderwijseenheid is een besluit met rechtsgevolg waartegen beroep mogelijk is.

Engels

partial examination: a partial examination is part of an interim examination, which leads to a partial mark. No credits (EC) can be awarded on the basis of a partial examination. No rights can be derived from the partial mark. EC will be awarded if the complete module has been completed with a sufficient result. The (final) assessment of the module is a legal decision against which appeal is possible.

Chapter 1 General

Article 1.1 Definition of terms

For the purpose of these Regulations the terms below are defined as follows:

- **academic year:** the period starting on 1 September and terminating on 31 August of the following calendar year, or in the case of enrolment on 1 February, the period starting on 1 February and terminating on 31 January of the following calendar year;
- **appeals, objections and complaints office** (www.juridisch.hva.nl/loketbbk.htm): facility (digital service point) as referred to in Section 7.59a of the WHW;
- **aptitude test:** test conducted as part of the retraining process for professionals from other sectors seeking to become a teacher or lecturer as referred to in Chapter 7a of the WHW;
- **assessment:** the assessment by an examiner of the extent to which a student or external student has met the requirements set for a particular course or part thereof;
- **Associate degree programme:** a programme as referred to in Section 7.8a of the WHW with a study load of at least 120 credits;
- **Code of Conduct for International Students in Dutch Higher Education:** the Code of Conduct for International Students in Higher Education, as applicable on 1 January 2013;
- **Code of Conduct for Student Counsellors:** the Amsterdam University of Applied Sciences/ Hogeschool van Amsterdam Code of Conduct for Student Counsellors, approved by the Executive Board on 8 May 2008;
- **competency:** an integral whole of professional knowledge, attitude and skills that a person needs to be able to function well within the relevant professional frameworks;
- **course:** an educational unit as referred to in Section 7.3 of the WHW which, together with other courses, forms the study programme curriculum, to which an examination is linked. Every course concludes with partial examinations or an interim examination;
- **credit:** the unit in which the study load is expressed as referred to in Section 7.4 of the WHW, whereby 60 credits are the equivalent of 1,680 study hours; One credit is the equivalent of 28 study load hours. Within a broader European context, credits are expressed in EC (European credits). Credits will only be awarded upon the successful completion of a course or if an exemption has been granted by the Examination Board;
- **Dean:** head of the faculty offering the study programme;
- **decentralised selection:** the selection of students by the AUAS on the basis of predefined criteria for degree programmes subject to an enrolment quota. Decentralised selection forms part of and takes place before the centralised draw by the Education Executive Agency (DUO) council: 'council' as defined in Section 10.25 of the WHW;
- **enrolment quota:** a fixed number of places allocated to a degree programme for which the number of applications exceeds the number of available places;
- **EP-Nuffic:** Netherlands Organisation for International Cooperation in Higher Education;
- **examination:** final element of a study programme as referred to in Section 7.3 of the WHW or the propaedeutic year as referred to in Section 7.8 of the WHW;
- **Examination Appeals Board:** board as referred to in Section 7.60 of the WHW;
- **Examination Board:** the board as referred to in Section 7.12 of the WHW;
- **examination programme:** overview of all interim and partial examinations for all courses in the propaedeutic year phase and main phase, specifying (at minimum) the following details, testing format for the first and second interim or partial examination, the number of credits, the block or week during which the interim or partial examination was administered;
- **examiner:** the person as referred to in Section 7.12c of the WHW, not being a student or external student;
- **excellence programme:** special track aimed at achieving a higher knowledge level, as defined in Section 7.9b of the WHW;

- **exchange student:** a student of non-Dutch nationality who, under an exchange programme established for the purpose, will pursue, is currently pursuing or has pursued a programme of study at an education institution established in the Netherlands during a period of at least three months and at most twelve months and who that education institution does not enrol as a regular student or award a diploma;
- **Executive Board:** the institutional administration as referred to in Sections 1.1 and 10.8 of the WHW;
- **external student:** a student who is enrolled in a full-time or part-time study programme as an external student as referred to in Sections 7.32 and 7.36 of the WHW;
- **faculty:** the organisational unit in which education is offered;
- **fast track programme:** a Bachelor's programme in which the full number of credits is offered and assessed within a shorter space of time, for instance 240 credits within three years;
- **final assignment:** the final product of a unit of study on the basis of which one or more of the exit qualifications of the degree programme are assessed;
- **final qualifications:** description of the study programme's final attainment level;
- **fraud:** an act as referred to in Section 6.1, paragraphs 1 and 3 of these Regulations;
- **graduation track:** the combined units of study on the basis of which the exit qualifications of the degree programme are assessed, such as a final assignment and/or an internship;
- **honours programme:** excellence programme in the form of a special track for students in the 3rd and 4th years of the main phase of a study programme;
- **integrated resit:** one interim examination instead of two or more partial examinations that constitutes the second examination opportunity.
- **institution:** the Amsterdam University of Applied Sciences/ Hogeschool van Amsterdam (hereinafter referred to as the 'AUAS/HvA');
- **interim examination:** a test of knowledge, insight and skills as referred to in Sections 7.3 and 7.10 of the WHW, of which the result is expressed in an assessment concluding a course; An interim examination may be divided into two or more separate partial examinations;
- **international student:** a student of non-Dutch nationality who – to the extent the student concerned is subject to residency permit requirements and has been issued with such a residency permit – will pursue, is currently pursuing or has pursued a programme of study at an education institution established in the Netherlands;
- **joint propaedeutic year:** the first year of a degree programme approved by the Executive Board in which several CROHO degree programmes offer students a joint programme during the propaedeutic year;
- **main phase:** the phase of the study programme that follows directly after the propaedeutic year (post propaedeutic year stage);
- **minor programme:** a linked optional programme of 30 credits taken in the main phase, other than a specialisation;
- **partial examination:** a test of knowledge, insight and/or skills as referred to in Sections 7.3 and 7.10 of the WHW that is part of an interim examination and which is assessed by an examiner;
- **plagiarism:** an act as referred to in Article 6.1, paragraph 2 of these Regulations;
- **practical assignment:** a course as referred to in Section 7.3 paragraph 2 of the WHW in which the emphasis is placed on practical preparation for professional practice and for professional practice within the context of education as part of a dual study programme, insofar as these activities take place under the supervision of the institution. A practical assignment can be designed as part of a project;
- **preparatory year:** preparatory education – including preparatory language education – of a duration of no more than one year provided by or under the responsibility of the institution to the international student with the aim of admitting the student in question to a Bachelor's programme;
- **programme:** the interconnected whole of educational units administered by the study programme;
- **Programme Committee:** the Programme Committee as referred to in Section 10.3c of the WHW;
- **programme manager:** the individual charged with day-to-day management of the study programme;
- **propaedeutic year:** the foundation year phase of the study programme as referred to in Section 7.8 of the WHW;

- **Representative Advisory Council:** the council as referred to in Section 10.17 of the WHW;
- **Representative Council:** the council as referred to in Section 10.25 of the WHW;
- **RPL procedure:** procedure followed by an organisation recognised as such by the institution – not being a study programme or an Examination Board – for the purpose of recognising, based on sound investigation, the acquired competencies and evaluating knowledge and skills acquired outside the education system by a person who is not enrolled in the study programme as a student or external student
- **SIS:** Student Information System;
- **specialisation:** a specialisation within the study programme as referred to in Section 7.13 of the WHW, other than an Associate degree programme or a minor;
- **special track:** track, other than the three-year vwo track - as referred to in Section 7.9b of the WHW;
- **student:** a person who is enrolled at the institution as a student as referred to in Section 7.32 of the WHW;
- **Student Charter:** the charter as referred to in Section 7.59 of the WHW;
- **Study Check:** the activities that the AUAS offers to prospective Bachelor's students with a view to providing advice on their choice of degree programme;
- **student counsellor:** a person appointed by the institution to inform and advise prospective and current students, the Dean, the study programme management and the Examination Board on student affairs and to counsel students in problems of a personal nature on request;
- **study adviser:** a person designated by the study programme to supervise students in academic, decision-making and planning processes, with the aim of facilitating effective academic progress;
- **study load hour:** one 1,680th part of the nominal study load of one full academic year;
- **study programme:** a Bachelor's programme as referred to in Section 7.3a, paragraph 2a of the WHW;
- **student subject to residency permit requirements:** an international student who does not come from Switzerland or an EU/EEA member state;
- **testing committee:** a committee as defined in Article 10 of the Examination Board Regulations; the committee advises the Examination Board on the quality of testing;
- **three-year vwo track:** a fast-track programme as referred to in Section 7.9a of the WHW with a study load of at least 180 credits;
- **track:** a degree programme approved by the Executive Board which differs from the registered CROHO Bachelor's programme offering the track, commencing from the propaedeutic year. The same diploma and the same final qualifications apply to the Bachelor's programme and track;
- **weighted average:** a calculation of the average final mark that also factors in the number of credits associated with the relevant units of study;
- **WHW:** The Dutch Higher Education and Research Act (*Wet op het Hoger Onderwijs en wetenschappelijk Onderzoek*, WHW).
- **year:** as referred to in Section 7.2: the first year of enrolment;

Article 1.2 Scope of the Regulations

1. These Regulations apply to education and examinations, partial and interim examinations in the Bachelor's programme with honours Teacher Education for the Grade 2 Teaching Qualification in English International Degree in English and Education (IDEE), hereinafter referred to as: the study programme. The excellence programme does not fall within the scope of these Regulations, unless specified otherwise in these Regulations or unless the programme is part of the courses as referred to in Article 3.2.
2. These Regulations apply to students and external students who are enrolled on the study programme, and to those who request admission to the study programme.
3. If the study programme includes an Associate degree programme, these Regulations will apply in full, insofar as this programme is offered by the study programme. The provisions of Article 3.2 (paragraph 4), 4.7 and 7.7 do not apply.

4. These Regulations also apply – where relevant – to the exchange students and those in the preparatory year, except for the possibility of lodging an appeal with the Appeals Tribunal for Higher Education as referred to in Section 7.66 of WHW.
5. These Regulations – or any part thereof – may be declared equally applicable to any person who takes part in elements of the study programme other than in the capacity of a student, exchange student or external student, or any person taking part in an excellence programme not described in Article 3.2, except for the possibility of lodging an appeal with the Appeals Tribunal for Higher Education as referred to in Section 7.66 of the WHW.

Article 1.3 Establishment and duration of the Regulations

1. These Regulations contain provisions that apply specifically to the institution and provisions that apply specifically to the study programme.
2. The provisions that apply specifically to the institution are laid down by the Executive Board, following approval or a recommendation by the Representative Advisory Council where required.
3. The provisions that specifically apply to the study programme are prepared each year prior to the start of the academic year and published by the programme manager and adopted by the Dean, following approval or a recommendation by the Representative Council, where required.
4. The Programme Committee is given the opportunity, in due time, to assess these Regulations each year and to issue a recommendation to the Dean. The Programme Committee sends a copy of this recommendation to the Representative Council.
5. The Examination Board is authorised to issue advice to the management of the programme on the contents of the Teaching and Examination Regulations.
6. In these Regulations a minor as defined in Article 3.6 is deemed to belong to the degree programme offering the minor; in the event a minor is offered by two or more degree programmes or faculties, the dean(s) will determine to which programme the minor belongs.
7. These Regulations apply for a period of one academic year. The Regulations may not be amended during the academic year, except where impelled by force majeure and on the condition that students are not disproportionately disadvantaged. Any interim amendment requires prior approval from the Dean, in which case the provisions of this article continue to apply.

Article 1.4 Decisions sent by email

Decisions relating to these Regulations may be sent by email.

Chapter 2 Admission to the study programme

Article 2.1 Admission requirements

1. The following senior secondary vocational education (mbo), senior general secondary education (havo) and pre-university education (vwo) diplomas provide direct admission to the study programme:

- a. mbo, level 4;
- b. havo, subject cluster Natural Sciences and Technology;
- c. havo, subject cluster Natural Sciences and Health Studies;
- d. havo, subject cluster Economics and Social Studies;
- e. havo, subject cluster Culture and Social Studies;
- f. vwo, subject cluster Natural Sciences and Technology;
- g. vwo, subject cluster Natural Sciences and Health Studies;
- h. vwo, subject cluster Economics and Social Studies;
- i. vwo, subject cluster Culture and Social Studies.

The diplomas referred to under b to i inclusive relate to havo/vwo subject clusters that were introduced on August 2007¹.

2. Not applicable.
3. Not applicable.
4. In supplement to the aforementioned paragraphs in this Article, admission to the study programme is subject to the rules for timely enrolment and the regulations regarding the mandatory Study Check², the enrolment quota and decentralised selection.
5. Holders of a diploma issued in the Netherlands or another country that is classed pursuant to a ministerial regulation as being at least equivalent to a diploma as referred to in paragraph 1 are eligible for admission provided that, where applicable, the subject requirements and the provisions of paragraph 3 have been met and, in the case of a diploma that was not issued in the Netherlands, the person concerned additionally demonstrates to the Examination Board's satisfaction that he or she has a sufficient command of the Dutch language to successfully take part in the study programme. The provisions of the previous sentence regarding the Dutch language do not apply if the person concerned wishes to enrol in a study programme taught in English and is able to provide a statement from EP-Nuffic that he or she has completed preparatory education in English. If the subject requirements have not been met, the provisions of paragraph 2 apply equally.
6. Holders of a Bachelor's or Master's degree or of a propaedeutic year certificate from a higher education institution are exempt from the preparatory education requirements referred to in paragraph 1, provided the person concerned – where applicable – can demonstrate to the Examination Board's satisfaction by means of an additional evaluation that he or she has the knowledge and skills inherent in the subject requirements referred to in paragraph 1 and/or the requirement referred to in paragraph 3. The study programme must keep a record of the additional evaluation referred to in this paragraph and the corresponding results.

Article 2.1a Admission to the three-year vwo track

Not applicable.

Article 2.1b Admission to special track aimed at achieving a higher knowledge level

1. The study programme has a special track aimed at achieving a higher knowledge level as referred to in Section 7.9b of the WHW. The Examination Board decides whether to admit students to this track.
2. The track IDEE Master Route Linguistics (9EC):

¹ Havo diplomas dated 2009 or later; vwo diplomas dated 2010 or later.

² See Student Charter.

- a. Is open to students who have obtained 60 credits from the IDEE foundation year in one year. The Master Route Linguistics gives students direct access to the Master Informatie- en Communicatiewetenschappen at the VU). To be accepted on the Master's route programme, students will have to demonstrate their ability and motivation to follow the programme successfully. The Exam Committee will ultimately decide whether students are accepted on the programme on the basis of an interview and a portfolio.

To be accepted on the Masters Route Linguistics programme in Year 4 (Year 3 of the main phase) the following requirements must be fulfilled:

- the student has successfully completed the first year;
- the student has an average of at least 7,0 over all subjects;
- the student submits his/her dissertation for assessment to a VU staff member. The assessment criteria applicable are those used by the VU in the assessment of the Bachelor's dissertation, specialisation Language and Education.

Once students have received a pass grade for their dissertation and have been awarded their HvA Teaching degree, they will be allowed to join the Master Informatie- en Communicatiewetenschappen at the VU.

- b. There is no maximum number of participants.

Artikel 2.1c Admission to fast track programme

Not applicable.

Article 2.2 Preparatory education abroad

1. In cases where a person who has undergone preparatory education abroad – other than a non-Dutch diploma as referred to in Article 2.1, paragraph 5 – applies for admission to the study programme, the Diploma Assessment Office of the AUAS/HvA Students Affairs Department will establish the equivalent level of Dutch preparatory education based on information provided by EP-Nuffic and consequently advise the Examination Board. Based on this advice, the Examination Board determines if the candidate can be admitted to the study programme.
2. Preparatory education abroad is considered equivalent to that referred to in Article 2.1, paragraphs 1 and 3 if the preparatory education in question grants admission to academic higher education or higher education in a country that has ratified the Convention on the Recognition of Qualifications concerning Higher Education in the European Region³. The provisions of the previous sentence do not apply if the Examination Board demonstrates that there is a significant difference between the general requirements in respect of admission in the territory of the country in question and the requirements imposed in Article 2.1 paragraphs 1 and 3.
3. Holders of a diploma that was not issued in the Netherlands and that is classed pursuant to paragraphs 1 and 2 as being at least equivalent to a diploma as referred to in Article 2.1, paragraph 1, are eligible for admission provided that, where applicable, the subject requirements and the provisions of Article 2.1, paragraph 3, have been met and the person concerned additionally demonstrates to the Examination Board's satisfaction that he or she has a sufficient command of the Dutch language to successfully take part in the study programme. The provisions of the previous sentence regarding the Dutch language do not apply if the person concerned wishes to enrol in a study programme taught in English and is able to provide a statement from EP-Nuffic that he or she has completed preparatory education in English. If the subject requirements have not been met, the provisions of Article 2.1, paragraph 2 apply equally.

Article 2.3 Requirements concerning employment of part-time students

1. Not applicable.
2. Not applicable.

³ Tractatenblad 2002, 137.

3. If during the course of the study programme a student no longer meets the requirements specified in paragraph 2, the student will remain eligible to follow the study programme on a part-time basis if he or she performs similar work within six months of the termination of the required activities, or the student has successfully completed 75% or more of the study programme. In the latter case, the Examination Board may require the student to perform work that is necessary to be able to successfully complete the study programme. The Examination Board is authorised to ask the student to submit documentary evidence of compliance with the provisions of paragraph 2 each year. The student is obliged to provide the information requested.
4. Any student who does not or no longer meets the provisions of paragraph 3, is not or is no longer eligible to take part in the part-time study programme. Consequently, the Examination Board may decide to refuse the student access to this programme. The student will receive written notification of any decision as referred to in the previous sentence.

Article 2.4 Admission to dual study programmes

Not applicable.

Article 2.5 Entrance Examination

1. Persons aged 21 or over who do not satisfy the preparatory education requirements referred to in Article 2.1 may, in accordance with Section 7.29 of the WHW, be exempted from the preparatory education requirements subsequent to completing an entrance examination administered by the Examination Board. This exemption does not apply to the requirements for a three-year vwo track, a special track or a fast track programme.
2. Entrance examinations can only be administered to persons who will have reached the age of 21 at the time of their first year of enrolment on the study programme.
3. The purpose of the entrance examination is to ascertain whether the candidate is able to participate in the study programme and has a sufficient command of the language in which it is taught to complete the programme successfully.
4. The candidate must achieve a pass mark in the entrance examination for the following components at havo 5 or comparable level:
 - a. General test of Dutch;
 - b. Subject-specific test of English.

The language tests in Dutch and English languages are administered by the AUAS/HvA Student Affairs Department.

Candidates who hold a certificate for a subject at havo or vwo level are exempt from taking the subject in question as part of the entrance examination.

5. A candidate passes the entrance examination if he or she satisfies all the requirements listed in the previous paragraph. The Examination Board issues candidates who successfully complete the entrance examination with a written declaration of admission. This declaration is valid for 24 months from the date of signature.

Article 2.6 Admission on the grounds of an Recognition of Prior Learning assessment

1. Those who do not meet the preparatory education requirements referred to in Article 2.1 and 2.2 may nevertheless be admitted to the study programme by the Examination Board if an RPL procedure as referred to in these Regulations reveals that the person in question is eligible. The Examination Board is entitled to deviate from the recommendation issued on the basis of an RPL procedure.
2. The RPL procedure must be conducted by the AUAS/HvA RPL Centre and must meet the following quality requirements:
 - a. Examination will take place on the basis of a valid and measurable assessment standard based on the predetermined study programme profile;
 - b. The assessment standard has been approved by the Examination Board of the relevant study programme;
 - c. The assessment methods and instruments reflect the scope of the relevant standard;

- d. The procedure will yield a report substantiating the outcomes of the assessment;
 - e. The assessment must be conducted by at least two demonstrably expert and independent assessors;
 - f. The procedure has been communicated to the Examination Board and will be conducted in a uniform manner.
3. Before reaching a decision regarding the admission of a person who wishes to be admitted to the study programme on the basis of an RPL procedure, (a member of) the Examination Board may conduct an interview with the person in question to determine his or her eligibility for the study programme.
 4. Members of the Examination Board who were in any way involved in the RPL procedure or interview of the person who wishes to be admitted on the basis of this procedure as referred to in paragraph 3 will not take part in the Examination Board's deliberations regarding his or her admission.
 5. The entrance examination referred to in Article 2.5 cannot serve as a full or partial substitute for the RPL procedure referred to in paragraph 1.

Article 2.7 Dutch language proficiency test

1. Those who are required to prove under this chapter that they have a sufficient command of the Dutch language should do so by submitting evidence as referred to in paragraph 2.
2. The evidence referred to in paragraph 1 is understood to refer to:
 - a. the Dutch as a second language (NT2) programme 2 state examination, whereby the prospective student must have successfully completed all 4 NT2 components;
 - b. a certificate issued by the AUAS/HvA Students Affairs Department, specifying that the candidate has successfully completed all components of the NT2 examination;
 - c. the Dutch as a foreign language CNaVT⁴.

Article 2.8 English language proficiency test⁵

1. Those who are required to prove under this chapter that they have a sufficient command of the English language should do so by submitting evidence of an overall band score of at least 7.0 for the IELTS⁶-test. If no IELTS test score can be provided, a score in a comparable test as referred to in paragraph 2 may be submitted.
2. The term 'test' – comparable with an IELTS test score of 7.0 – referred to in paragraph 1 is understood to refer to:
 - a. TOEFL⁷ Paper: 550;
 - b. TOEFL Computer: 213;
 - c. TOEFL Internet: 80;
 - d. TOEIC⁸: 670;
 - e. Cambridge ESOL⁹: CAE – B2.

Article 2.9 Admission and other enrolment requirements

The Examination Board's decision to admit a person to a study programme based on these Regulations will only

⁴ Certificate Dutch as foreign language (Certificaat Nederlands als Vreemde Taal, Educatief startbekwaam of Profiel Educatief Professional, Taalunie).

⁵ This article does not apply to exchange students enrolled in an English-taught study programme, provided written agreements have been made between the study programme and the original institution regarding the language level of students.

⁶ International English Language Testing System.

⁷ Test of English as a Foreign Language.

⁸ Provided the candidate has passed both the 'Speaking and Writing' and 'Listening and Reading' components.

⁹ English for Speakers of Other Languages.

lead to his or her enrolment as a student or external student if all other conditions of enrolment have been met.

Article 2.10 Admission of international students

In supplement to the provisions of Article 2.2, the admission of an international student is not subject to the requirement of having successfully completed the preparatory year.

Article 2.11 Associate degree programme and Bachelor's programme

Students who have successfully passed the examination for an Associate degree programme may continue their Bachelor's education at HBO (higher education with an applied emphasis) level. The study programme will determine which Bachelor's programme modules are to be completed.

Chapter 3 Curriculum

Article 3.1 Curriculair objectives

1. The curriculum is designed to provide students who have completed the study programme with the knowledge, attitude and skills needed to work as professionals in the field of the bachelor's with honours Study programme teacher Education for the grade 2 teaching Qualification in English and the International Degree in English and Education (IDEE), or, where applicable, to pursue advanced studies. On completion of the study programme, students should possess the independence and critical mindset that will enable them to work in an urban, creative and innovative context. The student must possess final qualifications at HBO (higher education with an applied emphasis) or Associate degree level, as described in Appendix A.
2. Appendices B through G feature the examination programmes. These examination programmes feature the interim and partial examinations for all courses, specifying: testing format for the first and second interim or partial examination, the number of credits, the block or week during which the interim or partial examination, including resits, was administered.
3. The course catalogue describes at least the following aspects for each course:
 - a. the course objectives;
 - b. a description of the study programme content and relevant literature;
 - c. the teaching method(s);
 - d. the study load;
 - e. the testing format;
 - f. the assessment criteria;
 - g. the number of contact hours;
 - h. in the case of partial examinations, the rules for compensation and the weighting factor.

Article 3.2 Composition of the Bachelor's programme and study load

1. Each academic year comprises four blocks of at least 10 weeks or 2 semesters of at least 20 weeks.
2. The study programme is provided by the faculty of Education and offers:

	Course	EC	FT/PT	Appendix
Main phase	International Degree in English and Education intra-curricular honours programme	180	FT	C
Special track	Master Route Linguistics intra-curricular honours programme	9	FT	G

3. Not applicable.
4. Not applicable.

Article 3.3 Working language and language of instruction

1. The study programme is taught in English, unless:
 - a. the teaching relates to another language;
 - b. the teaching is carried out in the context of a guest lecture by a visiting lecturer who speaks a different language;
 - c. the specific nature, structure or quality of the programme, or the students' origin, necessitate the use of another language.
2. Not applicable.
3. Not applicable.

Article 3.4 Facilities for physically disabled students

1. Students who have special needs due to a physical disability or chronic illness are entitled to tailored or suitable and necessary modifications, except where such modifications would have a disproportionately adverse effect on the AUAS. The programme manager endeavours to offer students with disabilities a learning environment that is equal in all possible respects to that available to students with no disabilities, and with equal scope for study success. The programme manager consults with the student counsellor before taking decisions. Also see: Policy framework for physically disabled students¹⁰.
2. The modifications must eliminate or reduce impediments and foster the student's independence and full participation as far as possible. These modifications may relate to:
 - a. the accessibility of buildings;
 - b. the curriculum, including internships;
 - c. course timetables;
 - d. teaching methods, including supervision;
 - e. teaching materials; and
 - f. assessment (see Articles 5.1(5) and 5.5(11)).
3. Students with special needs who would like to seek modifications to the assessment procedure must submit a substantiated request to the Examination Board. This request must be accompanied by a recommendation from the student counsellor.

Article 3.5 Provisions with respect to language policy

1. A student with a language deficiency pursuing a study programme taught in Dutch may request the Examination Board – with respect to interim or partial examinations during the first and second year of enrolment – to extend the time the student is permitted to sit examinations and/or to allow the student to use a non-digital dictionary.
2. The request as referred to in the first paragraph must be accompanied by the written recommendation of the student counsellor.
3. A student is considered to have a language deficiency if the student concerned does not hold Dutch nationality but the nationality of a country where Dutch is not the language of communication or the language of instruction.

Article 3.6 Minor

1. A minor comprises 30 credits and is part of the main phase. Students may commence a minor if at the propaedeutic year examination they have been awarded 40 credits from the main phase¹¹.
2. Students can choose a minor from:
 - a. the range of programmes offered by the AUAS/HvA ;
 - b. the range of minors offered by a KiesOpMaat (KOM)-affiliated higher education institution featured on www.kiesopmaat.nl;
 - c. a minor or follow-on minor offered by a Dutch university;
 - d. a minor with the extension (international) exchange at a higher education institution abroad.
3. If a minor programme has been recognised as an excellence programme, Article 2.1b will also apply.
4. The student's selected minor must be related to his/her ambitions and may not overlap with other components of his/her current study programme or results of prior learning. The student must submit his/her selected minor to his study programme Examination Board.

¹⁰ See: <https://beleid.mijnhva.nl/nl/Beleidsdocumenten/beleidskader-functiebeperking.pdf>

¹¹ This rule does not apply to students of the 3 year vwo track.

5. Under exceptional circumstances¹², and subject to permission from the Executive Board, a study programme may apply substantive requirements to their student's minor of choice.
6. The Dean is responsible for the range of minors offered within the faculty. The programme manager of the study programme responsible for developing the minor is responsible for its content and will ensure that the minor meets the minimum criteria¹³. The minor cannot be changed during the academic year.
7. The minors offered by the AUAS/HvA are posted at the latest on March 1 before the start of the following academic year on the following website that can be accessed by all students:
www.amsterdamuas.com/minors.

¹² See: 'Toelichting OER 206-2017' for further information on exceptional circumstances,
https://beleid.mijnhva.nl/nl/Beleidsdocumenten/Toelichting_OER_2016-2017.pdf.

¹³ See: https://beleid.mijnhva.nl/nl/Beleidsdocumenten/Verduurzaming_bijzondere_programma_in_de_HvA_inclusief_bijlage.pdf, page 21-22.

Chapter 4 Examinations and certificates

Article 4.1 Study programme examinations

1. The propaedeutic year phase and main phase of the study programme are concluded with an examination. If the programme has a corresponding Associate degree programme, this programme is also concluded with an examination.
2. Students are deemed to have passed the examination referred to in paragraph 1 if they have successfully completed all courses for the relevant phase or programme, or have been granted an exemption.
3. Students cannot pass the final examination in the main phase until they have passed the propaedeutic year examination, or have been granted an exemption from this examination.
4. In order to establish a student's examination result, the Examination Board must first determine whether that student has met all the requirements applicable to the examination in question.
5. The Examination Board awards a certificate to students who have passed the examination and also meet the statutory requirements. One certificate is issued for each study programme. A propaedeutic year diploma will not be awarded to those who have been granted an exemption from following this phase of the study programme by the Examination Board.

Article 4.2 Awarding of degrees

The Executive Board awards the degree of Bachelor of Education to students who have successfully passed the examination in the main phase.

Article 4.3 Certificates

1. The Executive Board determines the design of the certificates and the appendices referred to below after consultation with the Dean and with due observance of Section 7.11 of the WHW. At minimum, each certificate must state:
 - a. the name of the study programme and the institution providing the programme, as stated in the Central Register of Higher Education Study Programmes (*Centraal register opleidingen hoger onderwijs*, CROHO);
 - b. the date upon which the Examination Board has determined the results of the examination;
 - c. where applicable: statement of the successfully completed excellence track (honours programme¹⁴ or excellence minor, including the English translation);
 - d. where appropriate, the professional competence associated with the certificate;
 - e. the degree issued by the Executive Board and, where applicable, the distinction *cum laude*.
 - f. the date on which the study programme was last accredited or the date on which the new study programme assessment (*toets nieuwe opleiding*) was successfully concluded;
2. The courses covered by the examination and minor obtained by the student and, where applicable, the special track aimed at achieving a higher knowledge level are specified in an appendix, which also lists the number of credits and results per course. The results referred to in the previous sentence are expressed in whole grades as referred to in Article 5.8 .
3. The Examination Board attaches a supplement to certificates issued to students who have passed the examination for the main phase, in accordance with the European standard format (Section 7.11 of the WHW). The purpose of the supplement is to provide an insight into the nature and content of the completed study programme, as well as to improve the international recognisability of study programmes.

Article 4.3a Aptitude test certificate

The study programme is authorised to conduct an aptitude test as a part of the retraining process for professionals from other sectors seeking to become a teacher or lecturer, and issue a certificate on the basis of the results

¹⁴ This applies to both intra and extracurricular honours programmes.

Article 4.4 Presentation of certificates

1. Students who wish to receive a certificate must submit a request to the Examination Board to this effect no later than four weeks prior to the next presentation date. In determining a student's final result the Examination Board may only take into account those results obtained not more than one week prior to the date on which the final result is announced by the Examination Board.
2. As a rule, the pass date recorded on the certificate is the date on which the Examination Board established that the student passed the examination.

Article 4.5 Signature of certificates

1. The certificate is signed:
 - a. by the chair of the Examination Board or his/her deputy, and by the Dean or his/her deputy on behalf of the Executive Board;
 - b. by the student.
2. The appendices accompanying the certificate referred to in Article 4.3 are signed by the chair of the Examination Board or by his/her deputy, on behalf of the Examination Board.

Article 4.6 Dates of results and degree certificate presentation

1. At the start of each academic year the Examination Board will determine the dates on which the results referred to in Article 4.1 will be announced, taking into account the provisions of paragraphs 3 and 4.
2. At the start of each academic year the programme manager will determine the dates on which the certificates referred to in Article 4.3 will be presented at a public ceremony.
3. Propaedeutic year examination results are established once annually at the end of the academic year, after the results from the last resits have been processed. Students can also request that their intermediate results be determined in the course of the academic year.
4. As a rule, final examination results for the main phase are determined once a month.
5. The certificate and appendices referred to in Article 4.3 are made available to students within four weeks of their results having been established.

Article 4.7 Calculation of average final mark *cum laude* regulations

1. The average final mark for the propaedeutic phase or the main phase is the weighted average of all the marks obtained on the interim examinations for the units of study that constitute the curriculum of that phase.
2. For an average final mark to be calculated for the propaedeutic phase or the main phase, no more than one-third of the total compulsory units of study may be incomplete. Units of study for which an exemption has been granted and extracurricular course components are not included when calculating the weighted average final mark.
3. The examination results for the propaedeutic year phase are conferred with the designation *cum laude* if all of the following conditions have been met:
 - a. The student passed the propaedeutic year examination within a maximum of one academic year;
 - b. The average final grade resulting from the assessment of all the relevant courses as listed in the propaedeutic year interim examination results summary must be at least an 8.0 (not rounded off);
4. The examination results for the main phase are conferred with the designation *cum laude* if all of the following conditions have been met:
 - a. the student completed the study programme within a maximum of four years and the main phase within a maximum of three years;
 - b. the average final grade resulting from the assessment of all the relevant courses as listed in the main phase interim examination results summary must be at least an 8.0 (not rounded off);
 - c. the components of the graduation track must be awarded an average unrounded mark of 8.0 or higher.

5. The examination results for the main phase are conferred with the designation *cum laude* if all of the following conditions have been met:
 - a. the student completed the study programme within a maximum of four years and the main phase within a maximum of three years;
 - b. the average final grade resulting from the assessment of all the relevant courses as listed in the main phase interim examination results summary must be at least an 8.0 (not rounded off);
 - c. the components of the graduation track must be awarded an average unrounded mark of 8.0 or higher.
6. The Examination Board will decide whether to confer the designation *cum laude*.

Article 4.8 Statements

The department issues documentary evidence that a student has passed an interim examinations. Students who have passed more than one interim examination and to whom no certificate as referred to in Article 4.4 can be presented may request a statement from the Examination Board indicating which interim examinations they have successfully completed.

Chapter 5 Examinations and assessments

Article 5.1 Format

1. Curricular courses for the propaedeutic year phase and main phase are tested in the manner specified in the examination programmes featured in appendices B through G, in accordance with Article 3.1, paragraph 2. These examination programmes feature the interim and partial examinations for all courses, specifying: testing format for the first and second interim or partial examination, the number of credits, the block or week during which the interim or partial examination, including resits, was administered.
2. The specified examination programme may only be changed for substantial reasons, subject to approval by the Examination Board.
3. The programme manager will ensure that the course catalogue specifies the requirements for taking the relevant interim or partial examination (based on the specified examination programme) in order to allow the student to prepare as effectively as possible. The course catalogue will also specify the permitted aids and applicable assessment criteria.
4. Any test that must be taken jointly by a group of students will be organised in such a way that each student receives an individual assessment for an individually distinguishable performance based on the course objectives. The rules given for the assignment will indicate precisely how the assessment will be conducted.
5. As regards the administering of interim and partial examinations for students with disabilities, adjustments reflecting the relevant disability will be applied in a fair and reasonable manner. Such adjustments will be made subject to approval of the Examination Board, on the basis of a written request from the student and a recommendation by the student counsellor.
6. Students who meet the criteria of the AUAS/HvA's Top Athletes Regulations (*Topsportregeling*) as laid down by the Executive Board can ask the Examination Board for a test schedule adapted, insofar as possible, to their individual needs, provided the Examination Board considers this possible - after having sought advice from the student counsellor - and deems that such an exception will not inconvenience the study programme.

Article 5.2 Sequential order

1. The interim and partial examinations administered for the courses of the propaedeutic year examination and main phase examination may be taken at random within the phase concerned.
2. Contrary to the provisions of the first paragraph, students cannot participate in the interim and partial examinations of the courses listed below:
 - a. Year 3 modules until they have passed the propaedeutic year (60 EC) and 7 out of 8 Y2 modules (54 EC) including placements;
 - b. Year 4 Language Learning and Teaching 5 module and Final Research project 1 and 2 until they have passed all education modules taken at a British or European university;
 - c. Year 4 language and literature modules until they have passed all language and literature modules taken at a British or European university.
3. Not applicable.
4. Notwithstanding the provisions of the previous paragraphs, students may not commence a minor as referred to in Article 3.6 until they have passed the propaedeutic year examination and obtained 40 credits during the main phase¹⁵.

Justification:

A:

Students who have not completed their propaedeutic year are not allowed to continue the programme; Students who fail more than 1 module compromise their ability to successfully complete modules in Year 3 at a British or European university. In Year 3 all IDEE students follow modules at a British or European university. Retaking a module whilst studying abroad requires students to participate in lessons, liaise with members of staff, obtain information about deadlines and independent work and to submit work from a

¹⁵ This rule does not apply to students of the 3 year vwo track.

distance. To prevent study delay and in order to give students the best chance of successfully completing the programme in the time available, it is essential that students have only a limited backlog.

Students who fail their placement(s) need to be present in the Netherlands in order to develop their teaching skills and practice. It is not possible to study abroad and complete a placement in the Netherlands at the same time. Allowing students to do their placement after their year abroad risks students' realising that they cannot meet the professional requirements of the placement at a very late stage of their studies. This is not desirable for financial reasons or for choosing another course of study.

B:

In order to be successful in the education modules in Year 4, students need to have developed and built their understanding of educational issues. Language Learning and Teaching 4 and 5 and Action Research Project 1 and 2 require students to have broadened and deepened their understanding of educational issues.

C:

In order to be successful in the language and literature modules in Year 4, students need to have developed and built their understanding of language and literature. The language and literature modules in Year 4 assume and build on students having broadened and deepened their understanding of educational issues.

Article 5.3 Dates and frequency

1. Two opportunities will be offered during each academic year on which to complete a course of the propaedeutic year or the main phase.
2. The times at which testing opportunities are provided are to be drafted annually by the programme manager and are recorded in the examination programme (see appendices B through G). In determining test dates in any academic year, the requisite academic feasibility of the overall curriculum for students must be taken into account.
3. The test schedule shall be determined and announced to students at least 14 days before the beginning of the relevant semester.
4. Contrary to paragraph 1, in exceptional cases where the specific nature of a unit of study would make it impossible to offer resits during the same academic year, the programme manager may determine in consultation with the Examination Board that only a single testing opportunity will be offered within an academic year.
5. In special cases the Examination Board may decide to deviate from paragraphs 1 and 2 in a manner favourable to the student. The Examination Board may seek advice from the study adviser before taking such a decision. In case of personal circumstances the Examination Board seeks advice from the student counsellor.
6. If a course is no longer taught, the relevant interim and partial examination will be offered on two additional occasions in the following academic year.

If a student fails a course in the academic year in which he/she pursued the course and wishes to resit the interim or partial examination for that course in the following academic year, the requirements imposed will be the same as those for the academic year in which the student has pursued the course.

Article 5.4 Enrolment procedure written and digital interim and partial examinations

1. Students who have enrolled in a course must register for the first interim or partial examination opportunity for that course during the same academic year by the degree programme.
2. Students who fail the interim or partial examination must register for the second examination opportunity in the same academic year, in accordance with the procedures stipulated by the programme.
3. If a student fails a course in the academic year in which they took the course and wishes to resit the interim or partial examination for the course in the following academic year, they must register on a timely basis in accordance with the procedures stipulated by the programme.
4. The conditions laid down in Articles 5.2 and 5.3 paragraphs 1 and 6 remain fully applicable to registration as described in this Article.

Article 5.5 Practical procedures

Students must meet the requirements set out in the following paragraphs when taking interim and partial examinations.

1. Students must be able to present proof of identity in the form of their student identity card, a valid passport, valid ID or driving licence.
2. The responsible examiner will be present during the interim or partial examination.
3. Students must follow all instructions given by the examiner or invigilator.
4. The use of aids other than writing materials and the materials distributed during the interim or partial examination is allowed only where expressly indicated.
5. Information and communication tools are to be switched off and put away before the start of the examination. The use of such aids is not permitted, except where permission has been granted in the manner described in the previous paragraph.
6. Students are not permitted to communicate with persons inside or outside the room where the interim or partial examination is being taken, except with the examiner or invigilator's permission.
7. The examiner or invigilator is authorised to take appropriate measures in the event of any disruptions.
8. When work is handed in, the student should ensure that this is noted on the attendance list.
9. Students who arrive more than 20 minutes late will be refused admission.
10. Students are not permitted to leave the room during the first 30 minutes.
11. The Examination Board may grant students with disabilities an extension of the standard testing time and/or allow the use of aids, in addition to its authority as described in Article 5.1 to further adapt the testing format for students with a disability based on their individual needs.
12. In the event of digital testing, the study programme will provide written versions of the interim or partial examination as a contingency measure for the event that the digital systems should fail. If it is not possible to supply a written version, the programme will be responsible for scheduling a new date as soon as possible.
13. Further regulations on the administering of examinations are featured in the Testing Protocols (written tests, digital tests, guidelines for other test formats)¹⁶.

Article 5.6 Oral interim or partial examinations

1. Unless the Examination Board determines otherwise, not more than one student at a time may be administered an oral interim or partial examination. The assessment of an oral interim or partial examination is to be carried out in the presence of at least two examiners. In the event that the oral interim or partial examination is conducted by one examiner, recording equipment must be used to record the test.
2. Oral interim or partial examinations are not open to the public. The Examination Board is authorised to determine otherwise.
3. A report will be made of the assessment of an oral interim or partial examination that will be signed by the examiners present. If the manner in which the oral interim or partial examination so warrants - without prejudice to the provisions in the previous full sentence of the first paragraph – the oral interim or partial examination will be registered on an audiovisual medium using recording equipment.

Article 5.7 Assessment

1. Interim and partial examination assessments are performed individually for each student.
2. The examiner assesses the interim or partial examination. The assessment is to be completed at such a time that the period referred to in Article 5.11 can be observed.

¹⁶ See: https://score.hva.nl/Bronnen/Toetsafname-protocol-Schriftelijke-toetsen-HvA_mrt-2013.pdf,
<https://score.hva.nl/Bronnen/Toetsafname-%20protocol-Digitale-toetsen-juni-2013.pdf>,
<https://score.hva.nl/Bronnen/Richtlijnen-overige-toetsen-HvA.pdf>.

3. The examiners will assess oral interim and partial examinations immediately after the exam or interim examination has been completed and will provide the student with a written statement of the result. Where there is only one examiner, Article 5.11(2) applies.

Article 5.8 Standardisation of assessments

1. The assessment of an interim examination for all courses in the study programme, including minors and courses of special tracks, will be expressed in a grade on a scale from 1 through 10, with no more than one decimal point, whereby the grade 1 or 1.0 stands for 'very poor', grade 2 for 'poor', grade 3 for 'highly unsatisfactory/very unsatisfactory', grade 4 for 'unsatisfactory', grade 5 for 'slightly unsatisfactory/fair/weak', grade 6 for 'satisfactory', grade 7 for 'quite satisfactory', grade 8 for 'good', grade 9 for 'very good' and grade 10 for 'outstanding/excellent'.
2. The assessment of a partial examination will be expressed in a grade on a scale from 1 through 10, as stated in paragraph 1, or as pass or fail. The prospectus provides an explanation of how qualitative assessments are weighted in the calculation of marks for the unit of study.
3. A student's assessment result of an interim examination is deemed satisfactory where the grade allocated is 5.5 or higher. A student's assessment of a partial examination is deemed satisfactory when the grade allocated is 5.5 or higher or the partial examination is assessed as pass.
4. Rounding off to arrive at a whole number or a number with one decimal point must be performed in accordance with the following rules: decimals higher than 0.5 are rounded upward and decimals lower than 0.5 are rounded downward.
5. The results of any courses taken at an institution abroad that are not part of the relevant degree programme will be converted into marks on a scale of 1 to 10 by the Examination Board based on the agreed conversion tables.¹⁷
6. As regards the completion of a course, the highest awarded (rounded) grade will serve to determine whether or not the student has met his/her obligations.

Article 5.9 Exemptions

1. The Examination Board is authorised to grant exemptions:
 - a. on the grounds of interim examinations and examinations passed at other higher education institutions, the content, scope and level of which are deemed by the Examination Board to correspond in sufficient measure to the unit of study to be exempted;
 - b. on the grounds of an RPL report.
2. Students wishing to be considered for an exemption must submit a substantiated request to that effect in writing to the Examination Board before the teaching of the course for which exemption is being requested begins. The request is to be accompanied by documentary evidence indicating that the student has already satisfied the requirements for the courses for which an exemption is being requested.
3. The validity period of an exemption granted for the main phase is in principle unlimited, unless the exemption has been granted on the basis of one of the programme components listed in Appendix H.
4. Students who believe they are eligible for one or more exemptions based on an RPL procedure must submit a substantiated request to that effect to the Examination Board, accompanied by an RPL report that meets the requirements referred to in Article 2.6, paragraph 2.
5. The Examination Board ascertains partly on the basis of the evidence submitted whether the student has met the requirements set for the relevant course or components thereof.
6. The Examination Board will grant an exemption request if the student has demonstrably met the requirements specified for the relevant course as part of the study programme or for – sufficiently completed – components thereof. The Examination Board informs the student of its decision digitally via SIS within four weeks of the date on which the request was received.
7. Exemptions are listed with the description 'exemption' in the examination results summary. A partial examination for which an exemption has been granted will not count towards the average final grade for that course.

¹⁷ See 'Toelichting Format OER 2016-2017' for more information on conversion tables.

Article 5.10 Allocation of credits

1. The course will be deemed completed and the relevant credits will be allocated if the student has obtained a passing grade for the interim examination.
2. If the interim examination consists of two or more partial examinations that are compensated, the course will be deemed to have been passed and the corresponding credits will be allocated if the weighted and rounded average of the partial examinations is satisfactory, in accordance with the provisions of Article 5.8, paragraph 2.
3. Where a student is granted an exemption for a course, that course is deemed to have been passed and the corresponding credits are allocated.
4. A minor is deemed to have been passed and the corresponding 30 credits are allocated if the student has passed all the courses comprising the minor.
5. The date of the interim examination or the latest partial examination that resulted in successful completion of the course or minor is treated as the date on which the credits were obtained.

Article 5.11 Recording and announcement of assessment results

1. Student assessment results of interim and partial examinations are recorded in the SIS system. The AUAS/HvA's Personal Data Protection Regulations (*Regeling Bescherming Persoonsgegevens*) apply to the use of this system.
2. Student test assessment results shall be made available with fifteen working days¹⁸, after the student has taken the interim or partial examination, and will be shown in SIS, except in exceptional circumstances. The provision of test assessment results will take account of resit opportunities.
3. Students do not receive a written statement of their assessment results - with the exception of an oral interim or partial examination - but can view them in SIS.

Article 5.12 Period of validity of academic results

1. Generally, exemptions granted for the main phase and results obtained on interim examinations have an unlimited period of validity. Units of study for which the interim examinations results have a limited validity period are listed in Appendix H. The validity period in such cases is five years.
2. The degree programme applies clear criteria in determining the period of validity. These criteria are set out in Explanatory notes to Teaching and Examination Regulations format (*Toelichting Format OER 2016-2017*)¹⁹.
3. Contrary to the provision of paragraph 1, the Examination Board is authorised to extend this validity period.
4. Once the validity period of a course has expired, the student will be granted the opportunity to retake the course and take part in the interim and partial examinations. If the course is no longer being taught, the Examination Board will designate a replacement study programme component.
5. The results of partial examinations in case of integrated resits lapse at the end of the relevant academic year.

Article 5.13 Right of inspection

1. Students are free to enquire about the questions and assignments in the interim or partial examination concerned, and about the standards used to assess the work and the corresponding standardisation. The student will be given the opportunity to inspect the interim or partial examination along with his/her answers.
2. The programme manager may decide to fix the time and place at which such inspection takes place and feedback is given.
3. Interim or partial examinations may be inspected by students until 25 working days after having taken the relevant examination.

¹⁸ Working days will be determined on the basis of the AUAS/HvA schedule for the academic year. Non-working days are limited to Saturdays, Sundays, public holidays and statutory holidays.

¹⁹ See: https://beleid.mijnhva.nl/nl/Beleidsdocumenten/Toelichting_OER_2016-2017.pdf.

Article 5.14 Retention

The programme manager is responsible for ensuring that all completed assignments and assessment criteria are retained in accordance with the relevant agreements with the Netherlands Association of Universities of Applied Sciences²⁰.

²⁰ See 'Toelichting Format OER 2016-2017': https://beleid.mijnhva.nl/nl/Beleidsdocumenten/Toelichting_OER_2016-2017.pdf.

Hoofdstuk 5A Bindingsbesluit Vereniging Hogescholen

Onderwijs- en examenregeling Landelijke kennistoetsen lerarenopleidingen

Studiejaar 2016 - 2017

Onderdeel 1 (Algemeen: geldt voor tweedegraads lerarenopleidingen en pabo)

Inleiding landelijke kennisbases en kennistoets lerarenopleidingen

In 2008 hebben de hogescholen met lerarenopleidingen met de staatssecretaris van OCW de Meerjarenaafpraak Krachtig Meesterschap afgesloten. In die overeenkomst staat het verhogen van de kwaliteit van de lerarenopleidingen centraal. Zoals afgesproken in de Meerjarenaafpraak heeft elke lerarenopleiding een kennisbasis opgesteld die in een 'landelijk examen' wordt getoetst.

Aan iedere landelijke kennistoets is één studiepunt verbonden. Elke student van een lerarenopleiding, tweedegraads of pabo, moet geslaagd zijn voor de landelijke kennistoets (tweedegraads) of landelijke kennistoetsen (pabo) voordat hij of zij gediplomeerd de opleiding kan verlaten.

De hogescholen hebben de kennisbases en kennistoetsen gezamenlijk in eigen beheer ontwikkeld. Er is per lerarenopleiding een landelijke kennisbasis samengesteld. De vragen van de kennistoets gaan over die kennisbasis. Tijdens de opleiding wordt deze kennisbasis behandeld. De opleiding bereidt de student voor op de kennistoets(en).

Meer informatie over de landelijke kennisbasis en de landelijke kennistoets lerarenopleidingen is te vinden op www.10voordeleraar.nl. Daar zijn ook de landelijke kennisbasis en een oefentoets te vinden, evenals een toetsgids per vak dat een landelijke toets kent.

De organisatie 10voordeleraar

De organisatie 10voordeleraar is door de lerarenopleidingen belast met de organisatie van de ontwikkeling van kennisbases, toetsvragen, de digitale toets en de totstandkoming van de uitslag. De digitale toetsen worden op de hogescholen afgenomen. De organisatie 10voordeleraar en de hogescholen met lerarenopleidingen zorgen er samen voor dat de landelijke kennistoetsen objectief en betrouwbaar zijn.

Om te zorgen dat studenten, bij welke hogeschool zij hun opleiding ook volgen, dezelfde kansen hebben, hanteren alle hogescholen dezelfde regels: de landelijke kennistoetsen lerarenopleidingen-OER. Hierin staan de relevante regels voor studenten. Voor de landelijke kennistoetsen lerarenopleidingen gaan de bepalingen van deze landelijke kennistoetsen lerarenopleidingen OER boven de regels die gelden voor de overige toetsen van de opleiding.

Om het landelijke, uniforme karakter van de landelijke kennistoets te waarborgen, volgen hogescholen de landelijke afspraken met betrekking tot deelname, de aanmelding voor de toets, de toetsafname en bekendmaking van de resultaten. Dat houdt onder andere in dat hogescholen verplicht zijn om de toetsen te plannen in de overeengekomen tijdsloten. Toetsafnames buiten de overeengekomen tijdsloten zijn niet mogelijk.

Vanwege het landelijke karakter van de landelijke kennistoetsen lerarenopleidingen kunnen er specifieke maatregelen getroffen worden. Het gaat hierbij om de volgende maatregelen (niet limitatief):

1. Er kan, op initiatief van 10voordeleraar of de betrokken hogeschool, besloten worden dat de betrokken hogeschool niet kan deelnemen aan een toetsafname. Een dergelijke maatregel kan bijvoorbeeld genomen worden als de betrokken hogeschool niet een veilige toetsafname kan garanderen. Hierover worden de studenten door de betrokken hogeschool voorafgaand aan de toetsafname geïnformeerd. Deze hogeschool kan deelnemen aan de eerstvolgende toetsafname. Studenten dienen zich hiervoor opnieuw in te schrijven;
2. Als de toetsafname op het overeengekomen tijdstip is verstoord, zal door 10voordeleraar een nieuwe datum voor deze toetsafname worden bepaald. Deze nieuwe toetsafname vindt vervolgens idealiter plaats binnen de toetsweek of toetsweken van de eerder geplande toetsafname datum doch uiterlijk binnen 4 werkweken na de eerder geplande toetsafname datum. De betrokken hogeschool informeert de studenten hierover;

3. In het geval van fraude²¹ met de landelijke kennistoetsen kunnen er maatregelen op landelijk niveau genomen worden. Zo kan bijvoorbeeld de toetsafname uitgesteld worden. Er wordt in dat geval een nieuw toetsmoment gepland, uiterlijk binnen 4 werkweken na de eerder geplande toetsafname datum. De betrokken hogeschool informeert de studenten hierover;
4. Er kan besloten worden dat, bijvoorbeeld bij identiteitsfraude (een student heeft deelgenomen onder een andere naam dan die van de student zelf) de uitslag van de landelijke kennistoets niet wordt verstrekt. Het besluit daartoe wordt uiterlijk 5 werkweken na de datum van de toetsafname genomen. De betrokken hogeschool informeert de student(en) hierover;
5. Indien er bij studenten fraude wordt geconstateerd, is de examencommissie van de lerarenopleiding in kwestie bevoegd maatregelen te nemen jegens de betrokken student.

Regels voor aanmelding, deelname en uitslag

1. Een student meldt zich bij de eigen opleiding digitaal aan voor deelname aan de kennistoets en ontvangt daarvan een bevestiging.
2. In het geval een aangemelde student niet deelneemt aan de toets dan geldt de aanmelding als een toetsdeelname en kan de hogeschool administratiekosten in rekening brengen.
3. De landelijke kennistoetsen worden op de hogeschool en alleen in digitale vorm afgenomen. Voor studenten met een handicap of chronische ziekte waardoor het afleggen van de toets onder de standaardafnamecondities duidelijk negatief wordt beïnvloed, kan de examencommissie verzoeken de tijdsduur van de toetsafname te verlengen. De lettergrootte en het contrast van het beeldscherm kunnen vergroot worden. Het verzoek tot tijdsduurverlenging moet door de examencommissie gelijktijdig met de aanmelding ingediend worden.
4. De geldigheidsduur van de uitslag van de digitale landelijke kennistoetsen is bepaald op vijf jaar nadat de uitslag is opgenomen in de studentenadministratie van de hogeschool. Binnen deze periode gelden behaalde resultaten bij overstap ook op een andere hogeschool.
5. De opleiding ontvangt van 10voordeleraar 21 werkdagen na afloop van de toetsperiode een overzicht van de resultaten (inclusief een cijferlijst) van de studenten die hebben deelgenomen aan de toets. De opleiding deelt de student het behaalde cijfer mee uiterlijk drie werkdagen nadat de hogeschool het overzicht van de resultaten van 10voordeleraar heeft ontvangen. 10voordeleraar hanteert voor het bepalen van wat werkdagen en vakantieweken zijn het schoolvakantieoverzicht, zoals dat jaarlijks wordt gepubliceerd op de website van de rijksoverheid: www.rijksoverheid.nl/onderwerpen/schoolvakanties/.
6. Nadat de uitslag van een landelijke kennistoets bekend is gemaakt, kunnen studenten die hun toets willen inzien zich aanmelden op de website www.10voordeleraar.nl. De inzage vindt plaats op een locatie die door 10voordeleraar wordt vastgesteld. Bij de inzage is er geen inhoudelijke toelichting. De reiskosten voor de inzage komen voor rekening van de student.
7. Beroep: Studenten kunnen tegen de uitslag van de toets beroep aantekenen. Dat moet binnen twee weken nadat de landelijke inzage periode is afgelopen, bij de 'toegankelijke faciliteit' (ook wel 'Loket' of 'Klachtenloket' genoemd) van de eigen hogeschool conform de procedures en reglementen van de eigen opleiding.

Regels voor de toetsafname

Bij de afname van de landelijke kennistoets gelden de volgende regels:

1. Studenten moeten zich legitimeren door middel van een rijbewijs, paspoort of identiteitskaart. Jassen, tassen, horloges, telefoons en andere middelen waarmee elektronische informatieoverdracht mogelijk is, moeten buiten het toetslokaal blijven, of vóór in de toetsruimte.

²¹ In het kader van de landelijke kennistoetsen lerarenopleidingen wordt onder fraude in ieder geval verstaan:

- a. wanneer tijdens of na een toetsafname geconstateerd wordt dat de student gebruik maakt, of gebruik heeft gemaakt van hulpmiddelen waarvan de raadpleging niet uitdrukkelijk is toegestaan;
- b. wanneer tijdens of na een toetsafname geconstateerd wordt dat de student kijkt of gekeken heeft naar/op/in het werk van (een) andere student(en);
- c. wanneer tijdens of na een toetsafname geconstateerd wordt dat de student aanleiding/mogelijkheden heeft gegeven aan andere studenten zijn of haar werk in te zien;
- d. wanneer tijdens of na een toetsafname geconstateerd wordt dat de student tijdens de toetsafname informatie geeft of heeft gegeven aan andere studenten over de inhoud en uitwerking van de landelijke kennistoets;
- e. wanneer tijdens of na een toetsafname geconstateerd wordt dat de student tijdens de toetsafname onjuiste of valse informatie geeft of heeft gegeven over zijn of haar identiteit;
- f. wanneer tijdens of na een toetsafname geconstateerd wordt dat de student zich door iemand anders heeft laten vertegenwoordigen;
- g. het zich voor de datum of het tijdstip waarop de toetsafname zal plaatsvinden, in het bezit stellen van de vragen of opgaven van de desbetreffende kennistoets.

2. De surveillanten delen nadat de student achter de pc is gaan zitten aan elke student zijn/haar inlogbrief uit. Deze inlogbrief bevat een unieke inlognaam (deelnemer ID), een uniek wachtwoord en de URL voor de toets. Deelnemen onder een andere identiteit / inlognaam is niet toegestaan.
3. Studenten moeten minimaal 30 minuten blijven zitten alvorens ze de toetsruimte mogen verlaten. De toets moet in alle gevallen afgerond worden vóór het voor de toets vastgestelde eindtijdstip.
4. Studenten mogen geen andere dan de toegestane hulpmiddelen gebruiken. De toegestane hulpmiddelen staan vermeld in de toetsgids van de landelijke kennistoets.
5. Bij het afsluiten van de toets moet de student de toets daadwerkelijk afsluiten (knop 'toets beëindigen') en uitloggen. De inlogcode, het kladpapier en eventueel andere uitgereikte hulpmiddelen moeten weer ingeleverd worden.
6. Studenten mogen niets meenemen waarop informatie over de vragen staat.
7. Alle gangbare regels van het tentamenreglement van de hogeschool zijn van toepassing voor zover ze niet in strijd zijn met deze regels voor de landelijke kennistoetsen.

Onderwijs- en examenregeling Landelijke kennistoetsen lerarenopleidingen

Studiejaar 2016 - 2017

Onderdeel 1a (Specifiek: geldt voor tweedegraads lerarenopleidingen)

Vooraf:

1. Voor de tweedegraads lerarenopleidingen **Nederlands, Engels, Duits, Frans, geschiedenis, aardrijkskunde, algemene economie, bedrijfseconomie, maatschappijleer, gezondheidszorg en welzijn, omgangskunde, wiskunde, natuurkunde, scheikunde en biologie** geldt het volgende: de vakdidactische en vakinhoudelijke kennis waarover de startbekwame docent moet beschikken, is vastgelegd in de kennisbases die landelijk zijn overeengekomen.
2. Per studiejaar zijn er twee toetsrondes. Hogescholen die de desbetreffende lerarenopleiding aanbieden, zijn verplicht deze twee toetsrondes in een studiejaar te faciliteren. Toetsdata worden voor aanvang van het studiejaar gepubliceerd.

Artikel 1

Voor de vakken **Nederlands, Engels, geschiedenis, aardrijkskunde, algemene economie, bedrijfseconomie, wiskunde en natuurkunde** geldt dat een digitale kennistoets onderdeel uitmaakt van de opleiding. Aan deze kennistoets is één studiepunt verbonden.²²

- a. Aan deze toets moeten alle studenten en cursisten meedoen die vanaf het studiejaar 2011-2012 ingestroomd zijn. Alleen studenten vermeld in artikel 1 sub b zijn uitgesloten van deelname.
- b. Studenten van een kopopleiding met een vooropleiding die vermeld staat in de verwantschapstabel (zie artikel 6a.1 van de Regeling Studiefinanciering 2000) zijn uitgesloten van deelname aan de landelijke kennistoets.

Artikel 2

Voor de vakken **Duits, Frans, maatschappijleer, gezondheidszorg en welzijn, omgangskunde, biologie en scheikunde** geldt dat een digitale kennistoets onderdeel uitmaakt van de opleiding.

Aan deze kennistoets is één studiepunt verbonden.²³

- a. Aan deze toets moeten alle studenten en cursisten meedoen die vanaf het studiejaar 2012-2013 ingestroomd zijn. Alleen studenten vermeld in artikel 2 sub b zijn uitgesloten van deelname.
- b. Studenten van een kopopleiding met een vooropleiding die vermeld staat in de verwantschapstabel (zie artikel 6a.1 van de Regeling Studiefinanciering 2000) zijn uitgesloten van deelname aan de landelijke kennistoets.

Artikel 3

Er kan pas deelgenomen worden aan de digitale landelijke kennistoets als de student:

- a. de propedeuse heeft behaald en;
- b. tenminste 65% van de studiepunten heeft behaald behorende bij de onderwijseenheden van de kennisbasis en deze onderwijseenheden geheel heeft doorlopen en;

²² Een aantal hogescholen heeft gekozen de kennistoets deel uit te laten maken van een grotere onderwijseenheid. In deze gevallen is de kennistoets voorwaardelijk voor het behalen van die onderwijseenheid.

²³ Een aantal hogescholen heeft gekozen de kennistoets deel uit te laten maken van een grotere onderwijseenheid. In deze gevallen is de kennistoets voorwaardelijk voor het behalen van die onderwijseenheid.

- c. deze studiepunten in het cijferregistratiesysteem van de studentenadministratie zijn verwerkt.
- d. Wanneer de opleiding geen propedeutisch examen kent, geldt lid a van dit artikel niet.

Artikel 4

Een student mag, mits voldaan is aan de voorwaarden voor deelname, elk studiejaar maximaal twee keer deelnemen aan een digitale landelijke kennistoets.

Artikel 5

Sinds het studiejaar 2013-2014 geldt voor het vak **Engels** dat het behalen van het Certificate of Proficiency in English (CPE) onderdeel is van de toetsing in het kader van *10voordeleraar*. Vanaf het studiejaar 2015-2016 geldt voor de vakken **Duits, Frans en Spaans** dat een landelijk overeengekomen internationale toets onderdeel is van de toetsing in het kader van *10voordeleraar*. Het betreft achtereenvolgens het Goethe-Zertifikat, de Test de Connaissance du Français (TCF) en het Diploma de Español como Lengua Extranjera (DELE).²⁴

Artikel 6

De geldigheidsduur van het Certificate of Proficiency in English (CPE) is bepaald op vijf jaar. Hetzelfde geldt voor het Goethe-Zertifikat (Duits), het TCF (Frans) en het DELE (Spaans). Binnen deze periode gelden behaalde resultaten bij een eventuele overstap naar een andere hogeschool ook op deze andere hogeschool.

²⁴ Een aantal hogescholen heeft gekozen de internationale taaltoets deel uit te laten maken van een grotere onderwijseenheid. In deze gevallen is de internationale taaltoets voorwaardelijk voor het behalen van die onderwijseenheid.

Chapter 6 Fraud

Article 6.1 Definition of fraud, plagiarism, serious fraud

1. Fraud is defined as follows:

- a. the use of aids other than those allowed during the examination;
- b. copying during the examination or exchanging information either inside or outside the examination room;
- c. pretending to be someone else during the examination;
- d. being represented by someone else during the examination;
- e. take possession of the examination assignments before the date and time the examination concerned is due to take place;
- f. inventing and/or falsifying survey or interview responses or research data.

Depending on the actual circumstances of the particular case, other conduct may also be treated as fraud. Suspected fraud may be established before, during or after an examination. An example of suspected fraud being established after the examination is if, during correction, two or more students appear to have provided - virtually - identical answers, including incorrect answers, to a large portion of the questions.

2. Plagiarism is defined as follows:

- a. using or copying someone else's texts, data or ideas without a full and correct acknowledgement of sources;
- b. presenting the structure or central ideas developed by someone else as your own work or ideas, even when a reference to other authors has been included;
- c. not clearly indicating in the text, for example by the use of quotation marks or a specific layout, that the text contains literal or near-literal quotes, even if there is a correct acknowledgement of sources;
- d. paraphrasing the content of someone else's text without sufficient acknowledgement of sources;
- e. copying (parts of) media files or other sources, software source codes, models and other diagrams of other people without acknowledgement and allowing it to be held as your own work;
- f. submitting a text that was submitted previously or a similar text for assignments of other study programme components without acknowledgement of sources;
- g. copying the work of fellow-students and allowing it to be held as your own work;
- h. submitting papers that have been acquired from a commercial institution or that have been written by someone else, either in exchange for payment or otherwise.

Depending on the actual circumstances of the particular case, other conduct may also be treated as plagiarism.

3. Serious fraud as referred to in Section 7.12b of the WHW is in any event understood to mean fraud as referred to in Article 6.1, letters c and d, and plagiarism as referred to in Article 6.2 letter h.

Article 6.2 Complicity

1. In the event of fraud, plagiarism or serious fraud as referred to in Article 6, paragraphs 1, 2 and 3, in addition to the perpetrator, accomplices may also be sanctioned as stated in Article 6.4.
2. Complicity as referred to in the first paragraph will in any case refer to the copying of work of a fellow student with the approval and/or cooperation of the fellow student.
3. If one of the authors of a jointly written paper commits plagiarism, the other authors will be deemed accessories to plagiarism if they could or should have known that plagiarism had been committed.

Article 6.3 Detection of plagiarism

The examiners and Examination Board are authorised to check submitted papers for plagiarism and, to that end, may use plagiarism detection programs. By submitting a text to be assessed, the student gives his or her implicit permission for the text to be included in the database of the detection program concerned. If plagiarism is established, the Examination Board may decide to check work submitted previously by the student concerned for plagiarism and – if plagiarism is discovered – to impose sanctions.

Article 6.4 Authority of the Examination Board

1. In the event that fraud or plagiarism has been committed, the Examination Board is authorised to declare the relevant student's partial/interim examination invalid.
2. In the event of fraud or plagiarism, the Examination Board is authorised to impose sanctions as referred to in Section 7.12b of the WHW, or - in the case of serious fraud – to advise the Dean to terminate or to arrange for termination of the relevant student's registration.
3. The sanction to be imposed by the Examination Board in the event of fraud or plagiarism as referred to in Article 6.1 is the removal of the right of the student concerned to take one or more partial examinations, interim examinations or examinations to be determined by the Examination Board during a period to be determined by the Examination Board of a maximum of one year.

Article 6.5 Procedure

1. If fraud and/or plagiarism are discovered or there is a strong suspicion of fraud and/or plagiarism, the examiner or invigilator will inform the Examination Board of the occurrence in writing.
2. Within a period of two weeks, the Examination Board will grant the student an opportunity to be heard.
3. The Examination Board will determine whether fraud - including serious fraud - or plagiarism has been committed. If that is the case, the Examination Board will write to the student informing him or her of its findings and the associated sanction. The Examination Board will inform the student of the possibility of appeal.
4. If any student or external student commits fraud, the Examination Board may deprive the student concerned of their right to take one or more partial, interim or other examinations for a maximum period of ten years as determined by the Examination Board. In the event of serious fraud, the Dean may permanently terminate the relevant student's enrolment in the degree programme on the recommendation of the Examination Board.
5. If the fraud referred to in paragraph 1, article 6.4, has been established as an indisputable fact, this will be recorded in SIS stating that the student or external student has taken the interim or partial examination but has not received an assessment due to fraud.

Article 6.6 Unforeseen circumstances

In cases not provided for in the above Articles, the Examination Board will decide. Any such decision may not be in contravention of the WHW, the Executive Board and administrative regulations, the Student Charter and the Teaching and Examination Regulations applicable to the study programme.

Chapter 7 Student counselling and study advice

Article 7.1 Student counselling

1. The study programme offers its students the perspective of the professional practice and the working environment for which they are being trained. The programme manager is charged with individual academic student counselling. This student counselling serves to supervise the student's development in terms of the relevant subject matter and professional skills, based on the final qualifications applied by the study programme.
2. Student counselling also serves to help the student orient him or herself on potential avenues of study inside and outside of the study programme.
3. Students should turn to their student counsellor if they encounter any problems of a personal nature, whether or not directly connected with their studies. The Code of Conduct for Student Counsellors (*Gedragscode Studentendecanen*) serves as a guideline for the student counsellor's behaviour towards students.

Article 7.2 Study advice at the end of the first year of enrolment

1. At the end of each student's first year of enrolment in the propaedeutic year of the study programme, the Examination Board shall advise him/her regarding his/her continuation within that programme on behalf of the Dean.
2. The study advice will be sent to the student by email, and must be sent not later than 24 August, unless the exception listed in article 7.2, paragraph 5 is applicable. If that case, the study advice must be sent no later than 24 February.
3. The study advice has a binding negative character for students who have earned fewer than 50 credits for courses in their propaedeutic year phase, with due observance of personal circumstances. Results obtained for exemptions count towards the 50-credit minimum.
4. Students who have terminated their enrolment in the study programme during the course of the academic year will be issued with a propaedeutic year study advice at the end of the academic year, which may also be a binding negative study advice unless the Examination Board decides there are grounds not to issue a binding negative study advice given the student's personal circumstances.
5. Students who enrolled in the study programme as from 1 February and to whom a modified form of the curriculum applies are equally subject to the provisions of paragraphs 1, 2, 3 and 4, in which case the word 'year' in paragraph 1 shall be read as '12 months'. Contrary to the previous sentence, the word 'year' can also be read as '13 months'. This (dual) exception to regular enrolment shall be applied on the basis of organisational factors ensuing from a modified arrangement of the academic year for February enrolment.

Article 7.3 Suspended study advice first year

1. Contrary to Article 7.2 paragraph 1, the examination board may refrain from issuing a study advice to students in relation to whom personal circumstances have occurred which have led to a delay in their studies in the first year of enrolment. In these cases, the study advice will be suspended until the end of the second year of enrolment.
2. In the event that the study advice is suspended, students will be informed of this by the examination board by e-mail.
3. The suspended study advice will have a negative binding nature in the event that the student, with the observance of his or her personal circumstances, has not completed his or her first-year programme by the end of his or her second year of enrolment.
4. The issue of a suspended study advice is subject to the same procedure as that for a regular study advice.

Article 7.4 Further conditions for binding study advice

1. A binding negative study advice will not be issued if the student has not received at least one timely warning from the study programme per e-mail via SIS and within a reasonable period during the academic year informing him/her that he/she will receive binding negative study advice and stating the associated consequences.

2. The Examination Board shall not take any decision regarding the issue of binding negative study advice until it has requested the counsellor for a written advice regarding the existence of any personal circumstances.
3. The student counsellor shall only provide an advice as referred to in paragraph 2 if the student has notified the student counsellor about these personal circumstances ²⁵ in a timely manner. In this connection, such notification is deemed to be timely when it is given as soon as the circumstances occur or very soon thereafter.
4. Notwithstanding the provisions of the previous paragraphs, the Examination Board shall not issue binding negative study advice until it has given the student an opportunity to be heard by or on behalf of the Examination Board.

Article 7.5 Consequences of a binding negative study advice

1. Any student who has received binding negative study advice can no longer be enrolled as a student or external student at the same AUAS/HvA study programme.
2. *Not applicable.*
3. Contrary to paragraph 1: Any student who has received binding negative study advice and wishes to enrol in the same study programme or another study programme to which the binding negative study advice applies at a later date must submit a request to this effect to the Examination Board. The Examination Board shall approve such requests only if the person concerned can make a reasonable case that he/she can successfully complete the study programme within a reasonable term.

Article 7.6 Progression from propaedeutic year phase to main phase

1. At the end of the first academic year, the Examination Board determines which students can progress from the propaedeutic year phase to the main phase. The following categories of students are admissible:
 - a. students who have passed the propaedeutic year examination
 - b. students who have obtained at least 50 credits in the propaedeutic year phase.
1. When implementing the previous paragraph it is necessary to take into account that students are not permitted to participate in a main phase course that is a direct continuation of a propaedeutic year course that they have not yet passed. The provisions of Article 5.2 regarding the sequence in which interim and partial examinations can be taken must also be taken into account.
2. As regards timetables, students can derive no rights in respect of their participation in education in either the propaedeutic year phase or the main phase. It is therefore possible that relevant educational components and interim or partial examinations will overlap.

Article 7.7 Referral in the main phase

1. Students enrolled in the study programme have access to all specialisations described in Article 3.2.
2. *Not applicable.*
3. *Not applicable.*

²⁵ For a further explanation of the terms personal circumstances: See 'Toelichting format OER 2016-2017', https://beleid.mijnhva.nl/nl/Beleidsdocumenten/Toelichting_OER_2016-2017.pdf.

Chapter 8 Examination Board

Article 8.1 Establishment, duties and composition of the Examination Board

1. Each study programme or group of study programmes has an Examination board. The Examination Board is the independent body responsible for determining, in an objective and professional manner, whether a student meets the conditions set out in these Regulations in respect of the knowledge, insight and skills required to obtain a degree as referred to in Article 4.2.
2. The Examination Board's duties and powers include the following:
 - a. assuring the quality of the examinations, interim and partial examinations, as referred to in Section 7.12c of the WHW;
 - b. establishing guidelines and directions within the scope of the Teaching and Examination Regulations for the purpose of assessing and determining examination results;
 - c. granting exemption from sitting one or more examinations;
 - d. in the event of fraud as referred to in Articles 3 and 4 of the Fraud Regulations, depriving students of their right to sit examinations for a maximum period of one year;
 - e. in the event of serious fraud as referred to in Article 5 of the Fraud Regulations, advising the Dean to terminate the enrolment of the person in question;
 - f. handling complaints regarding testing and assessment;
 - g. drawing up an annual report as referred to in Section 7.12c WHW;
 - h. awarding degree certificates to those who have passed the Associate degree examination or the final examination of a Bachelor's or Master's programme, on whom a degree has been conferred by the AUAS/HvA Executive Board;
 - i. issuing study advice as referred to in Section 7.8b WHW on the instruction of the AUAS/HvA Executive Board, with due observance of the Teaching and Examination Regulations;
 - j. appointing examiners and revoking the appointment;
 - k. advising the Dean – after careful consideration – to terminate or refuse the enrolment of a student on a study programme, if due to the relevant student's conduct or remarks he or she proves to be unsuitable for practising one or more of the professions for which he or she is pursuing the programme, or for the practical preparation for professional practice.
3. The Examination Board's activities always relate to the full-time, part-time and/or dual variant of the study programme as well as to all corresponding specialisations.
4. Examination Board decisions are based on the regulations and policies governing the study programme, including, in particular, the Teaching and Examination Regulations of the current year.
5. The members of an Examination Board are appointed on behalf of the Executive Board by the Dean for a period of three years and are eligible for reappointment for a further three-year period.
6. The Dean is responsible for the composition of the Examination Board and will ensure that its members have the requisite knowledge and expertise in terms of the structure and coherence of the curriculum, the quality of testing, regulations and the professional field.
7. At least one member of the Examination Board is a lecturer attached to the study programme.
8. One member of the Examination Board is an external expert. This individual – whether he or she is employed by the Stichting or not – has no involvement in the education provided by the study programme or group of study programmes but does hold the requisite expertise in the field of the study programme or group of study programmes.
9. The Examination Board works in a functionally independent role from the Executive Board, the Dean and the programme manager.
10. The Examination Board's duties include assuring the quality of examinations and interim and partial examinations. In performing the above task the Examination Board receives advice from an Assessment Committee.
11. The programme manager is responsible for establishing the assessment policy for each programme.

12. Each year, the Examination Board will report on its activities using the reporting format adopted by the Executive Board.
13. The composition, working method, tasks and powers of the Examination Board are detailed in the AUAS/HvA Examination Board Regulations²⁶.

²⁶ See: <https://beleid.mijnhva.nl/nl/Beleidsdocumenten/Reglement-examencommissie.pdf>

Chapter 9 Appeals

Article 9.1 Lodging an appeal with the Examination Appeals Board

1. Students may lodge an appeal with the Examination Appeals Board against any decision as referred to in Section 7.61 of the WHW, including a decision:
 - a. to issue binding negative study advice as referred to in Articles 7.2 and 7.3 of these Regulations;
 - b. to refuse to admit a student to the study programme following the issue of binding negative study advice;
 - c. to issue a referral during the main phase as described in Article 7.7 of these Regulations;
 - d. made by the Examination Board or examiners;
 - e. regarding the entrance examination as referred to in Article 2.5;
 - f. regarding admission to interim and partial examinations, where not general in scope;
 - g. regarding admission to a special track as referred to in Article 2.1b or a fast track programme as referred to in Article 2.1c;
 - h. regarding notification of the successful completion of the final examination as referred to in Section 7.9d of the WHW;
 - i. regarding admission to the study programme as referred to in Article 2.1 paragraph 6 of these Regulations and Section 7.28 paragraph 4 of the WHW
 - j. regarding the rejection to be admitted to the three-year vwo track, as referred to in Section 7.9a of the WHW.
2. The procedure to be followed when lodging an appeal as referred to above is described in the chapter on Legal Protection in the Student Charter.

Chapter 10 Final provisions and implementation

Article 10.1 Unforeseen circumstances

In cases not provided for in these Regulations the decision falls to the Dean.

Article 10.2 Publication of the Regulations

The Dean is charged with proper and timely publication of these Regulations as well as any additional rules drawn up by the Examination Board and amendments to these documents.

Article 10.3 Official title, effective date

These Regulations replace the previous Teaching and Examination Regulations, and may be cited as 'Teaching and Examination Regulations for the study programme in the Bachelor's with honours Study Programme Teacher for the grade 2 in the International Degree of English and Education (IDEE) and will take effect on 01 September 2016.

Appendix A Final qualifications of the study programme

On completion of the study programme, students should possess the independence and critical mindset that will enable them to work as professional practitioners. They will furthermore possess the following Bachelor's-level final qualifications:

- a. Interpersonal competence
- b. Pedagogic competence
- c. Subject-specific and methodological competence
- d. Organisational competence
- e. Working in a team/organization
- f. Working in the broader context of the school
- g. Working on professional identity

a. Interpersonal competence

The teacher in secondary and vocational education must create a pleasant living- and working climate in his/her groups. That is the teacher's responsibility, and in order to take this responsibility the teacher in secondary and vocational education must be interpersonally competent.

An interpersonally competent teacher gives proof of good leadership. He/she creates a friendly and cooperative atmosphere and stimulates and achieves open communication. He/she encourages the students' autonomy, and in his/her interaction seeks the right balance between:

- guidance and counseling
- steering and following
- confrontation and reconciliation
- corrective measures and stimulation

In order to fulfill this requirement the teacher in secondary and vocational education must act as follows:

- He/she contacts the students, encourages them to contact him/her and makes them feel at ease.
- He/she offers a framework, in which students can work on their own learning process, and he/she assists the students.
- He/she creates a good atmosphere for collaboration with and among the students.

In order to fulfill this requirement the teacher in secondary and vocational education must have the following knowledge:

- He/she is well informed about communication processes, manners and conventions in the students' social environment and in the practice of the professions they are preparing for.
- At a practical level he/she is informed about communication theories, group dynamics and intercultural communication. In particular he/she knows about the implications of these on his/her own conduct.

b. Pedagogic competence

The teacher in secondary and vocational education must help the students become independent and responsible persons, who have a pretty good idea of their ambitions and possibilities. That is the teacher's responsibility. In order to be able to fully take this responsibility the teacher must be pedagogically competent. A pedagogically competent teacher offers his/her students, on the basis of a safe learning- and working environment, a structure to hold on to when they must make choices, and he/she stimulates their further personal development. Such a teacher makes sure that the students

- know that they belong, that they are welcome and appreciated
- treat each other with respect, and are challenged to take responsibility for each other
- are able to take initiatives and to work autonomously
- learn to discover what their affinities and ambitions are and, on the basis of those, make choices for their further study and career.

In order to fulfill this requirement the teacher in secondary and vocational education must act as follows:

- He/she forms a picture of the social atmosphere in a group, of the students' individual well being, and of their progress with respect to independence and responsibility.

- On the basis of these observations he/she works out a plan or an approach to guide the students towards a safe and harmonious living- and working climate, as well as to stimulate their socio-emotional and moral development into independent and responsible persons.
- He/she carries out this plan or approach.
- He/she evaluates this plan or approach and, if necessary, adjusts it for the whole group and for individual students.
- He/she spots problems and impediments in the students' socioemotional and moral development and works out, if necessary together with colleagues, a suitable plan or approach.

In order to fulfill this requirement the teacher in secondary and vocational education must have the following knowledge:

- He/she is familiar with the social environment of the students, their primary needs, their expectations, and knows that those are culturally determined. He/she also knows how to handle them.
- He/she is familiar with the corporate culture the students will have to participate in their future career.
- He/she is familiar with the socio-emotional and moral development of teenagers, adolescents and adults, as well as with the problems and impediments that can occur. He/she knows how to point out these problems and how to handle them.
- He/she is familiar with developmental and educational theories, as well as with different educational practices, and he/she knows that those are culturally determined; he/she is aware of their consequences for educational practice and for his/her own behavior and ways of acting as a teacher.
- He/she knows how teenagers, adolescents and adults develop identity and values, and how they give meaning to their lives. He/she knows that those processes are culturally determined, and which consequences they should have for his/her own way of acting.

c. Subject-specific and methodological competence

The teacher in secondary and vocational education must help students acquire the subject content of a certain subject or profession and get familiar with the ways in which they can be used in everyday life and in working situations. Furthermore he/she must help them get insight into society and into what they can expect in the practice of their professions. That is the teacher's responsibility. In order to be able to fully take this responsibility the teacher must have sufficient knowledge of subject matter and teaching methods. A teacher who is competent with respect to subject knowledge and teaching methods creates a powerful learning environment, among others by establishing the link with realistic and relevant applications of knowledge in a profession, in their professions and in society. Such a teacher:

- gears his/her behaviour and way of acting to the students and takes individual differences into account
- determines, together with the student, an (individual) educational track with for instance possibilities of extracurricular learning and learning in the context of professional practice
- motivates the students to engage in their learning- and working tasks, challenges them to do their best, and helps them accomplish the tasks successfully
- teaches the students to learn from and with each other, also in order to enhance their independence.

In order to fulfill this requirement, the teacher in secondary and vocational education must act as follows:

- He/she tries to get the right impression of the students' level of command of the subject matter and their working methods.
- On the basis of these observations he/she devises a variety of learning activities, which are performable for the students, which give them the opportunity to make choices, and which encourage autonomous learning.
- He/she carries out these activities together with the students.
- He/she evaluates these activities and their effect and, if necessary, adjusts them for the whole group or for individual students.
- He/she spots learning problems and –impediments and works out a suitable plan or approach together with his/her colleagues, if necessary.

In order to fulfill this requirement, the teacher in secondary and vocational education must have the following knowledge:

- He/she has a thorough practical and theoretical knowledge and command of the contents he/she is responsible for and, on the basis of his/her own study or working experience is familiar with their theoretical and (job-oriented) practical backgrounds.
- He/she is informed about the importance of the subject matter for the students' future profession and their everyday lives.

- He/she knows the basic idea of the learning contents of other subjects or professions he/she collaborates with within the school or training college.
- He/she knows the outlines of what and how his/her students learned in their previous school, and how he/she can build up on this prior knowledge. He/she has knowledge about (research-based) educational design, teaching methods and the educational materials to match, among which ICT.
- He/she is familiar with various educational and learning theories and arrangements for secondary and vocational education (for instance other contemporary job oriented teaching methods), and he/she knows how to put them into practice.
- He/she is familiar with ways in which students learn, their learning needs, their personal development and the problems you can encounter, and he/she knows how to manage those.
- He/she knows about the influence linguistic competence and language acquisition have on the learning process, and he/she knows how to take this into consideration in educational practice.
- He/she has practical knowledge of frequently occurring learning disabilities and teaching impediments, and knows how to handle those.
- He/she knows how teenagers, adolescents and adults develop identity and values, and how they give meaning to their lives.
- He/she also knows that those processes Competence requirements are culturally determined, and what consequences they have for his/her own way of acting.

d. Organisational competence

The teacher in secondary and vocational education takes care of all organizational tasks pertaining to his/her educational practice and to the students' learning process within the school and at the work place. That is the teacher's responsibility, and in order to take this responsibility the teacher must have organizational competence. A teacher with organizational competence creates a well-organized and task-oriented learning environment for his/her students. Whenever the learning process takes place in different places (for instance in different places within the school, in a work placement, a training employment or in extra-curricular projects) the teacher (possibly in collaboration with other tutors) brings the activities in the different places in accordance with each other. He/she makes sure that the students:

- know where they stand and how much scope they have for initiatives of their own
- know what they must (or can) do, and how and with what aim in mind they must (or can) do it.

In order to fulfill this requirement the teacher in secondary and vocational education must act as follows:

- He/she is consistent in applying concrete and functional procedures and agreements accepted by the students.
- He/she uses forms of organization, teaching aids and educational materials that support the learning objectives and learning activities.
- He/she keeps to the planning known to the students, so that they can gear their own planning to it, and he/she uses the time in an adequate manner.

In order to fulfill this requirement the teacher in secondary and vocational education must have knowledge of

- aspects of (group- or) class management, which are relevant to his/her educational activities
- organizational aspects of different kinds of learning environments in school and other learning environments such as business companies, open learning centres, work places, on-the-job-training and practical trainings.

e. Working in a team/organization

The teacher in secondary and vocational education must make sure that his/her work tunes in with that of his/her colleagues. He/she must also contribute to a well functioning school organization. That is the teacher's responsibility. In order to take this responsibility the teacher must be competent in collaborating with his/her colleagues (within the school). A teacher who is competent in collaborating with his/her colleagues makes a contribution to a good pedagogical learning climate in the school, to a good mutual cooperation and to a good school organization, which means that he/she:

- communicates and cooperates effectively with his/her colleagues
- makes constructive contributions to meetings and other types of consultations within the school, as well as to activities that have to be performed to run the school well
- makes a contribution to the development and improvement of his/her school

In order to fulfill this requirement, the teacher in secondary and vocational education must act as follows:

- He/she shares information relevant to the progress of the work with his/her colleagues, and makes use of the information he/she gets from colleagues.
- He/she makes a constructive contribution to different meetings and other forms of collaboration in school.
- He/she gives advice to and receives advice from colleagues.
- He/she makes a (research-based) contribution to the development and improvement of the school.

In order to fulfill this requirement the teacher in secondary and vocational education must have the following knowledge:

- At a practical level he/she knows methods for collaboration and for giving advice to colleagues.
- At a practical level he/she is familiar with pupil monitoring systems and with manners to keep accounts of his/her own work, so that it is accessible.
- He/she has some knowledge of forms of organization and management of schools in secondary and vocational education.
- He/she is familiar with models of quality assurance and methods of educational improvement and school development.

f. Working in the broader context of the school

The teacher in secondary and vocational education must keep in touch with the students' parents or guardians, and with colleagues of work placements and institutions his/her school collaborates with. He/she must make sure that his/her professional actions are in line with those of others outside the school. Furthermore he/she must contribute to a good development of collaboration between his/her school and the institutions concerned. That is the responsibility of the teacher in secondary and vocational education, and to take this responsibility the teacher must be competent to collaborate with the school's working environment. A teacher with competence for collaboration with his/her working environment makes his/her contribution to a good collaboration with the students' parents or guardians. In consultation with the student he sees to a good communication and tuning between the school, the student and the companies or institutions the student (in the course of his/her education) is involved in. He/she makes effective use of the school's professional network, where the student's education or welfare is concerned. He/she handles these contacts with the school's environment, which he/she maintains on behalf of the school with care and responsibility.

In order to fulfill this requirement the teacher in secondary and vocational education must act as follows:

- He/she gives parents and other parties involved professional information about the students, and uses the information he/she gets from them.
- Together with the student and other parties involved he/she sees to it that learning within and outside school are geared to each other, and that everybody's responsibilities and contributions are clear.
- He/she makes constructive contributions to different forms of consultations with people and institutions outside the school.
- He/she renders account of his/her professional views and working methods with the students to parents and other parties involved, and adapts his/her work with the students by mutual agreement

In order to fulfill this requirement the teacher in secondary and vocational education must have the following knowledge:

- He/she is familiar with the parents' or guardians' social environment and with the students' cultural background. He/she also knows how to consider these factors in his/her doings as a teacher.
- He/she is familiar with the professional infrastructure his/her school is part of.
- He/she is familiar with the culture and the proceedings in the business community his/her students participate in, and knows how to handle this situation as a teacher.
- He/she is acquainted with the regulations and collaboration procedures between his/her school and the companies and institutions his/her school collaborates with.
- He/she knows how to gear the students' learning and tutoring to one another within and outside the school.

g. Working on professional identity

The teacher in secondary and vocational education must permanently work on his personal and professional development. That is his/her responsibility, and in order to take this responsibility the teacher must possess competence for reflection and development. A teacher who is competent in terms of reflection and development gives regular thought to his/her professional views and competence. He/she keeps his/her professional practice up to date and improves it. He/she:

- knows what is important in his/her professional practice and what the underlying standards, values and educational views are
- has a pretty good idea of his/her own competences, strengths and weaknesses

- works on his/her professional development in a systematic way
- gears his/her personal development to the school policy and uses the opportunities the school offers for his/her personal development.

In order to fulfill this requirement the teacher in secondary and vocational education must act as follows:

- He/she works on the development of his/her competence in a systematic way on the basis of a good analysis of his/her competences.
- He/she gears his/her competence to the school policy and to the developments and the agreements within the team.
- In his/her personal development he/she uses information obtained from the students and from colleagues (within school and in companies), as well as his/her colleagues' assistance in the form of advice or supervision.

In order to fulfill this requirement the teacher in secondary and vocational education must have the following knowledge:

- ❖ He/she is informed about the latest developments in the business community and in society relevant to his/her educational practice.
- ❖ He/she is informed about educational practice in other schools for secondary and vocational education, as well as about developments in the fields of content, working methods and forms of organization in secondary and vocational education.
- ❖ He/she is informed about recent developments in the fields of pedagogy and teaching methodology relevant to his/her educational practice.
- ❖ He/she has sufficient knowledge of behavioural psychology to understand and analyze his/her own behaviour and that of others.

Appendix B Propaedeutic year examination programme for 2016-2017

Not applicable.

Appendix C Main phase examination programme IDEE for 2016-2017

Year 1 main phase of 2016-2017 academic year

Course	EC	Testing format for first and second interim and partial examination opportunities	Block	Resit
Structure of English	6	Written exam	1	2
		Assignment	2	3
Theories of Language Learning	6	Essay	2	3
Introduction to Literature	6	Essay	2	3
Lang. Learning/Teaching 2	12	Practical	2	3
		Spoken evaluation	2	3
		Written exam	2	3
Literary history	6	Essay	4	4
Introduction to Linguistics	6	Written exam	3	4
		Written exam	4	4
Lang. Learning/Teaching 3	12	Practical	4	4
		Practical	4	4
		Essay	4	4
		Spoken evaluation	4	4
Educational Research	6	Assignment	3	4
		Assignment	4	4

Year 2 main phase of 2016-2017 academic year

Course	EC	Testing format for first and second interim and partial examination opportunities	Block	Resit
Language and Society	6	Essay	2	Blok 3
Language Learning & Teaching 4	6	Assignment	2	Blok 3
		Assignment	2	Blok 3
Writing for Young People	6	Essay	2	Blok 3
Placement	12	Practical	2	Blok 3

NOTE: The second semester of year 2 includes a stay abroad. Students are required to select modules from a wide range of options from one of our Erasmus partners (UK and Europe) that they may follow. Fifty percent (50%) of the modules selected must focus on English modules (i.e. English Literature/History/Culture and Linguistics) and fifty percent (50%) must focus on Education modules (i.e. Education studies, Management in Education, Pedagogy).

OPTION 1 Year 2 main phase of 2016-2017 academic year Erasmus programme **University of Wolverhampton**

Course	EC	Testing format for first and second interim and partial examination opportunities	Block	Resit
Module 1 Wolverhampton	10		4	4
Module 2 Wolverhampton	10		4	4
Module 3 Wolverhampton	10		4	4

OPTION 2 Year 2 main phase of 2016-2017 academic year Erasmus programme **Manchester Metropolitan University**

Course	EC	Testing format for first and second interim and partial examination opportunities	Block	Resit
Module 1 Manchester	15		4	4
Module 2 Manchester	15		4	4

OPTION 3 Year 2 main phase of 2016-2017 academic year Erasmus programme University of Derby

Course	EC	Testing format for first and second interim and partial examination opportunities	Block	Resit
Module 1 Derby	10		4	4
Module 2 Derby	10		4	4
Module 3 Derby	10		4	4

OPTION 4 Year 2 main phase of 2016-2017 academic year only open to UK students

Course	EC	Testing format for first and second interim and partial examination opportunities	Block	Resit
Minor HvA	30		4	4

Year 3 main phase of 2016-2017 academic year

Course	EC	Testing format for first and second interim and partial examination opportunities	Block	Resit
Language and Society	6	Essay	2	3
Contemporary Fiction in English	6	Essay	2	3
Language Learning & Teaching 4	6	Assignment	2	3
		Assignment	2	3
Applied Linguistics	6	Assignment	4	4
Teaching Literature	6	Assignment	4	3
Language Learning & Teaching 5	5	Assignment	4	4
		Assignment	4	4
		Assignment	4	4
Landelijke kennistoets (LKT)	1	Digital exam	4	4
Final research	9	Thesis	4	4
Placement	15	Practical	4	4

- a. Not applicable.
- b. In accordance with article 5.2 **Sequential Order** students must have passed all Propedeuse (60 EC) and 7 out of 8 Y2 modules (54 EC) including placements in order to take part in Year 3 modules.

Students must pass all education modules taken at a British or European university in order to take part in Year 4 Language Learning and Teaching 5 module and the Final Research project.

Students must pass all language and literature modules taken at a British or European university in order to take part in Year 4 language and literature modules.

Students are expected to have taken part in all practical exercises (compulsory attendance) for all modules in order to take part in an examination or partial examination.

Appendix D Fast track examination programme for 2016-2017

Not applicable.

Appendix E Associate degree examination programme for 2016-2017

Not applicable.

Appendix F Three-year vwo track examination programme for 2016-2017

Not applicable.

Appendix G Special track examination programme for 2016-2017

Master Route Linguistics

For the Master route Linguistics there is no specific examination programme; this comprises a more extensive and academically oriented thesis of 9 EC in year 4.

Appendix H Expiring courses

In this programme there are no expiring courses.