

# Teaching and Examination Regulations

2023-2024

## Bachelor Sport Studies (English) 2023-2024

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## 1 Introduction

Every degree programme is required by law to have Teaching and Examination Regulations. These Regulations contain provisions relating to the teaching of the degree programme and the associated examinations and (partial) tests. You can find the latest Teaching and Examination Regulations for your degree programme in the course catalogue for your degree programme under '*Programme details*'.

### 1.1 Organisation of this document

Chapter 2 **Teaching** outlines the objectives of the programme, the associated exit qualifications and the way in which teaching is structured. It also provides an overview of the curricula offered by the programme, including any specialisations, and information on the student counselling. It also contains provisions relating to minors and progression to the main phase.

Chapter 3 **Tests and partial tests** describes all aspects of assessment: format, order, number of attempts, marking, inspection, etc. This chapter also describes how credits are obtained, the period of validity of results and exemptions, and special arrangements for students with a disability or language deficiency.

Chapter 4 **Rules governing conduct during tests** describes the rules students must comply with when sitting tests and partial tests, what we understand by fraud and plagiarism and what the procedure is if fraud or plagiarism is suspected.

Chapter 5 **Study advice** contains provisions relating to the binding study advice and the consequences if you fail to reach the level you are required to reach by the end of the first year of your studies.

Chapter 6 **Examinations, first-year certificate and degree certificate** contains provisions relating to the certificates obtained at the end of the first year and the main phase and explains how you qualify for the classification 'cum laude' (with distinction).

Chapter 7 **Examination Board and Appeals Board** lists situations where you should contact the Examination Board and specifies when you may lodge an appeal with the Examination Appeals Board (COBEX).

Chapter 8 **Validity of Teaching and Examination Regulations** indicates who and what the Teaching and Examination Regulations apply to, how long they are valid for and how they are adopted.

Chapter 9 **Testing programmes** gives an overview of all the modules in the curricula offered by the degree programme, indicating the number of credits, the methods of assessment and when the tests take place.

Chapter 10 **Definitions** explains the key terms used in the document.

### 1.2 Relevant sources of information in addition to the Teaching and Examination Regulations

- **Students' Charter:** sets out all the rights and obligations of students and prospective students. The Teaching and Examination Regulations form part of the Students' Charter.
- **Course catalogue:** the digital information source containing all relevant information on the degree programme and the modules.
- **Test protocols:** detailed rules governing how tests and partial tests are administered.

- **Code of Conduct for Student Counsellors:** guidelines for the professional conduct of student counsellors.
- **Studying with a disability:** details of the special arrangements available for students with a disability.
- **Top-level Sports Regulations:** contains details of the special arrangements available for students who are top-level athletes.
- **Entrepreneurships Regulations:** contains details of special arrangements available for students who are entrepreneurs.
- **AUAS Testing Policy:** AUAS agreements on quality and quality control of assessment.
- **Examination Board Regulations:** these govern the composition, tasks and procedures of the Examination Board (only available in Dutch).
- **Selection list of the Netherlands Association of Universities of Applied Sciences:** contains rules governing retention times for tests and certificates (only available in Dutch).
- **Privacy Policy:** contains the measures of the AUAS with regard to the General Data Protection Regulation (AVG) and the Data Protection Act (Wbp), (only available in Dutch).
- **Undesirable behavior regulation AUAS.**

### 1.3 Information on admission requirements

The general admission requirements for the Bachelor's programme are set out in the Students' Charter. The specific admission requirements for the various curricula of the Bachelor's programme can be found in the course catalogue.

## 2 Teaching

### 2.1 Objectives of the degree programme

1. During the course of the degree programme, students will acquire knowledge, opinions and skills in the field of Sport Studies - track International Sports, Management and Business.

On completion of the degree programme, students can start working as junior professionals in the professional field of the degree programme. They will be independent, critical thinkers who are capable of operating in an urban, creative and innovative context.

### 2.2 Exit qualifications/academic achievements of the degree programme

1. On completion of the degree programme, students will have the following exit qualifications:

#### **Sport Manager Competencies**

1. The sport manager demonstrates a passion for sport in word and deed.

The sport manager:

- analyses how various sports are played, their significance and how they are organised;
- talks about the essence of sports with knowledge and enthusiasm;
- actively participates in various sports;
- draws on their own sport-related experiences in their role as a sport manager.

2. The sport manager leads and inspires in a culturally sensitive manner.

The sport manager:

- stimulates engagement with the organisation's long-term goal;
- takes specific national and/or international cultural elements into account;
- safeguards the organisational culture;
- fosters teambuilding.

3. The sport manager actively responds to developments in the world of sport.

The sport manager:

- analyses national and/or international developments in the world of sport;
- makes use of various media in order to monitor and influence developments;
- generates resources in various ways;
- evaluates the execution of their own marketing plans.

4. The sport manager takes a research-driven and entrepreneurial approach in the world of sport.

The sport manager:

- analyses the national and/or international sport market;
- develops a business idea;
- positions a product or service on the national and/or international sport market;
- conducts practice-oriented research.

5. The sport manager creates a sustainable sport, work and business environment.

The sport manager:

- ensures a positive working atmosphere within the organisation;
- increases the efficiency and effectiveness within the organisation;
- creates a safe climate for sport and work;
- safeguards the norms and values of the world of sport.

6. The sport manager develops and implements strategies and policies.

The sport manager:

- analyses policy issues in a national and/or international sport context;
- makes use of various models to develop strategies and policies;
- translates strategies and policies into an implementation plan;
- evaluates the execution of the policy.

7. The sport manager applies business skills and thinking.

The sport manager:

- formulates short-term and long-term organisational goals;
- develops HR policies;
- defines workflows aimed at achieving the goals;
- draws up a financial plan.

8. The sport manager safeguards the quality of sport and exercise programmes.

The sport manager:

- analyses the success factors of a sport and exercise programme;
- formulates objectives for a sport and exercise programme;
- develops an innovative sport and exercise programme;
- aligns the sport and exercise programme with athletes and circumstances.

9. The sport manager utilises personal skills to make a difference.

The sport manager:

- reflects on their own actions as a sport manager;
- plans their own personal and professional development;
- takes a structured approach to improving their personal skills;
- deploys their personal skills to achieve goals.

10. The sport manager acts based on their own vision of sport.

The sport manager:

- gathers information about various visions of sport;
- formulates their own vision on the significance of sport;
- justifies their actions based on their own vision of sport;
- convincingly conveys their own vision of sport.

### 2.3 Curricula offered by the programme

1. The programme offers the following curricula:

Programme	Name programme	Number of credits	FT/PT/Dual education
Propaedeutic phase	Sport Studies	60	FT
Main phase	Sport Studies	180	FT

[additional text]

#### Options - Article 2.3A

not applicable.

### 2.4 Structure of curricula

1. An academic year is sub-divided into four blocks of ten weeks and an extra fifth block of eight weeks in the summer period or into two semesters of twenty weeks and an extra period of eight weeks in the summer period.

2. All modules in the various curricula are listed in Chapter 9. The following details are specified for each module:

- a. the name of the module;
- b. the number of credits;
- c. the method of assessment for all (partial) tests;
- d. the period of time in which the (partial) tests are offered.



## 2.5 Education format

### Programme built on competences

Upon graduation, ISMB students have not only acquired theoretical and applied subject knowledge, they are also capable of investigating problems and developing their knowledge independently. They have gained the social and communication skills which are essential for being successful in their professional careers. They are self-reflective and able to initiate and achieve innovations.

### Programme built on relevant work field situations

The ISMB educational programme focuses on real-life professional situations. These situations are always viewed in terms of sport itself and from a perspective that combines the market, finance, economics, HR, marketing, policy and organisation. These real-life professional situations become increasingly complex and advanced in due course.

### Practicing sports in the programme

Working in the sports sector calls for an affinity with sports, which is why actively participating in sports as well as learning about them in theory, is an essential part of the programme. Practicing sports is also used as a metaphor for educating inspiring leadership. Actively participating in sports is part of the programme because it teaches a number of management skills, such as teamwork, personal presentation, leadership, and conflict resolution, in both theory and practice.

### Management, research and entrepreneurship

The young professional sports managers -entrepreneurs need to have the necessary competences within the framework of sports institutes. They must be an excellent general manager and have an entrepreneurial attitude. Keywords within these competences are business administration, public administration, organizational theories, marketing and business plans, concept and product development, future strategies and financial accounting.

Although students are trained to become proficient in translating theory into practice, ISMB believes that academic knowledge is essential for highly qualified sports managers. The programme of ISMB provides a broad perspective by using various theoretical techniques and approaches. Research is an essential part of the curriculum. Students are required to develop an independent, well-founded vision. ISMB educates managers and entrepreneurs that can develop the course and direction of sports in the future.

2. The degree programme is delivered in English. There may be exceptions to this rule.

## 2.6 Evaluation of teaching

Twice per quarter, feedback is given on the educational programme provided by students and teachers, under the direction of the Programme Committee (PC). The PC supervises the organisation of students' qualitative feedback and provides feedback to lecturers and management team.

In addition, a dashboard has been set up that shows the results of the courses. This makes it easy to see how students are performing within the various years. This dashboard is only available to teachers.

There are also regular building block meetings. Each of the six building blocks has its own MT lead, who is a member of the management team of ISMB and SM&O. The purpose of these meetings is to exchange knowledge, discuss the assessments and the development and improvement of the learning stream. Teachers are also represented in these meetings and are usually part of several building blocks. This ensures constructive coordination of curriculum expectations and the intended level of attainment for each building block.

In addition to curriculum meetings, there are several study days per academic year during which education is evaluated across

the board. To guarantee the graduation level, regular calibration sessions take place with all the graduation lecturers. The examination committee carries out its own evaluation of graduation projects by means of random samples every year in the context of quality assurance.

## 2.7 Student counselling

1. The programme manager will ensure that individual student support with regard to progress in terms of professional skills and professional development is provided for all students.
2. Students should contact their student counsellor if they have problems of a personal nature, whether or not these are directly connected with their studies. Student counsellors are bound by the provisions of the Code of Conduct for Student Counsellors.

## 2.8 Track aimed at achieving a higher knowledge level

1. The degree programme does not offer a track aimed at achieving a higher knowledge level.

## 2.9 Minors

1. The minor structure consists of 30 credits and forms part of the main phase. Students may commence a minor if they have successfully completed their first year programme and have obtained a certain number of credits from the main phase. (This does not apply to students who are on a three-year fast-track programme for school-leavers at pre-university level).

The set number of ECTS for the main phase 1 is 40.

The examination committee has compiled a list of pre-approved minors, which can be consulted on the examination committee website. On this list the student can find which minors are freely accessible. If a student chooses a minor that is not on the list, the students must submit their choice of minor to the examination committee for approval. The examination committee checks no later than one week prior to the start of the minor whether the student meets the established entry requirements (amount of credits) for completed propaedeutic phase and 40 credits main phase 1 and checks whether the content does not overlap with the major.

2. Students can select a minor from:

- a. the minor range offered by the AUAS;
- b. all other programmes which AUAS offers;
- c. the range offered by higher education institutions affiliated to Kies Op Maat (KOM), as listed on the website [www.kiesopmaat.nl](http://www.kiesopmaat.nl);
- d. the (transfer) minors offered by a higher education institution that is not affiliated to KOM;
- e. the minors offered by a higher education institution abroad.

The minor which a student chooses should not resemble other components of the degree programme with regard to content and level. Students must submit their choice of minor regarding this matter to the Examination Board of their degree programme for approval.

Institutions that offer minors may have specific entry requirements for one or more of their minors.

If a minor is designated as a track aimed at achieving a higher level of knowledge, article 2.8 will also apply.

The minors offered by the AUAS will be posted on the minors website by 1 March preceding the academic year concerned at the latest.

3. Exemption for the minor is possible for students who have acquired 30 credits of a main phase of another hbo or wo degree programme and whose content, scope and level should not resemble other components of the current degree programme (see article 3.11). Exceptions to this rule are possible, to be decided by the Examination Board.

### **2.10 Special arrangements for students with a disability**

1. Students who have special needs are entitled to tailored, suitable or necessary adjustments, except where such adjustments would place a disproportionate burden on the AUAS or where core competencies are concerned that cannot be demonstrated in any other way than the one offered.

2. The programme manager will endeavour to offer students with a disability a learning environment that is equal, wherever possible, to that available to students without a disability and that offers equal opportunities for academic success. In the event of a request for a special arrangement, the programme manager will take the advice of the student counsellor. See also: Studying with a disability (A-Z list).

3. The adjustments must eliminate or reduce impediments and foster the student's independence and full participation as far as possible. Such adjustments may relate to:

- a. the accessibility of buildings;
- b. the curriculum, including work placements;
- c. course timetables;
- d. teaching methods, including supervision;
- e. teaching materials; and
- f. assessment (see also article 3.13).

### **2.11 Progression from propaedeutic phase to main phase**

1. Students will be admitted to the main phase of the degree programme if they have passed the propaedeutic examination (see Chapter 6).

In addition to this, the Examination Board automatically grants permission to students who are enrolled in the propaedeutic year to follow courses and take tests of the main phase in case:

1. they have not yet passed the first-year examination but have obtained at least 50 credits (see Chapter 5);
2. their study advice has been suspended due to personal circumstances (see Chapter 5).

In addition, the Examination Board can grant permission to propaedeutic students in a fast-track program to follow courses in the main phase.

3. The programme manager will give students an opportunity to make their views known before taking a decision. When taking a decision, the programme manager will take the students' personal circumstances into account (see article 5.4).



## **2.12 Progression to a master's degree programme**

Via traject Minor Master Preparation (onderdeel van minorenportfolio SM&O en ISMB)

### 3 Tests and partial tests

N.B.: When we use the word 'test' within the AUAS, we mean 'examination', as referred to in the Dutch Higher Education and Research Act (WHW).

#### 3.1 Test format

1. Each module ends with a test. We use the following forms of assessment: portfolio assessment, behavioral assessment, professional product, assignment and knowledge assessment. The more specific interpretation of the test format is stated in the course catalogue for each module.
2. Tests can either be a test taken at a certain time or a test with a deadline for handing in the assignment. The course catalogue indicates which is applicable.
3. A test can consist of several partial tests. In chapter 8 the testing programmes are listed: for each module the testing method is indicated for tests and for partial tests.
4. The adopted testing programme (including planning) may be amended by the programme manager due to exceptional circumstances or for urgent reasons and with advise of the Degree Programme Committee and the assent of the Faculty Representative Advisory Council.
5. Based on the agreed testing programmes, the programme manager will ensure that the course catalogue specifies the learning objectives and study materials for each individual test or partial test, so students can prepare themselves as well as possible. The course catalogue will also specify whether tests can be offset and/or weighed.
6. Students obtain an individual mark in a test that is conducted jointly by a group of students. Students can receive a group mark during a partial test.

#### 3.2 Sequential order

1. Chapter 9 Testing programmes specifies in which period (block or semester) students can take the tests or partial tests for each module.
2. Where applicable, the testing programmes will also indicate whether:
  - a. a particular number of credits is required for participation in educational programmes, tests and/or partial tests for specific modules;
  - b. certain modules must be passed before students can participate in specific modules.

#### 3.3 Number of attempts

1. The programme offers a (partial) test (test opportunity) at least twice each academic year per course. A student can participate in a (partial) test (test chance) at least twice per academic year per course. If there are more than two test opportunities and/or test chances, this is included in Chapter 9. One exception is possible, mentioned in paragraph 2 of this article.

2. There is one exception to paragraph 1: in the case of internships and long-term assignments where it is not possible to resit in the same academic year, the program manager may determine that only one opportunity is offered in the same academic year.

3. Students who fulfil the criteria of AUAS' Top-level Sports Regulations or Entrepreneurship Regulations may be eligible for a special examination timetable.

4. The Examination Board may decide to allow an extra opportunity for a student. The Examination Board can seek the advice from the relevant lecturer and/or academic advisor and, in case of personal circumstances, from the student counsellor before taking a decision.

5. If a module is no longer offered, the degree programme will offer students at least two opportunities to take a test or partial test for this module in the following year.

6. If students fail a module in the academic year in which they took the module and wish to retake a test or partial test for that module the following academic year, the requirements imposed will be those that apply to the current academic year.

### 3.4 Arrangement and mandatory participation in practical components

The following modules contain practical components:

Module	Arrangement (details in appendix B)	Mandatory participation Y/N
Sports subject year 1	Required to train management skills.	Yes
Sports subjects year 2	Required to train management skills.	Yes
PPD/ICC/Management Skills	Required to develop personal skills and intercultural skills and competencies.	Yes
Events	Required to train and develop organizing skills.	Yes
Field trips	Required to develop personal skills.	Yes
Project weeks	Required to develop personal and management skills.	Yes

2. Where modules involve mandatory participation, the course catalogue will specify the rules governing as a requirement for participation in the test and/or partial test.

### 3.5 Administering of tests

1. A (partial) test with a specific test moment can be taken digitally, orally or with pen and paper. The course catalogue indicates which is applicable for each module.

2. An oral test or partial test is always administered by two examiners. If this is difficult to organize, it is possible to deviate from this rule, except in the case of testing graduation components. The oral (partial) test must then be recorded. An oral (partial) test is not public, unless the Examination Board determines otherwise.

### 3.6 Standardisation of assessments

1. Tests for all the degree programme's modules, including minors and modules from tracks for achieving a higher level of knowledge, will be awarded a mark between 1 and 10, with a maximum of one decimal place.

or with a mark in words: unsatisfactory, satisfactory, good or excellent.

2. Partial tests will be awarded a mark between 1 and 10, with a maximum of one decimal place, or will be marked as 'pass' or 'fail'. The course catalogue indicates how such qualitative assessments are weighted when calculating the mark for the module.

3. A student's assessment result in an interim examination is deemed to be satisfactory if the mark allocated is - not rounded off - 5.5 or higher.

or the mark in words 'satisfactory' or higher.

A student's assessment result in a partial test is deemed to be satisfactory if the mark allocated is - not rounded off - 5.5 or higher or if the student obtains a 'pass'. No rights can be derived from partial tests, which means that no credits can be awarded.

4. If the test consists of two or more partial tests which are compensated, students will pass the module if the weighted average of the partial tests is an unrounded mark of 5.5 or higher.

5. Offsetting of marks between modules is not permitted.

6. Where requested by students, the results of any modules that students have taken at an institution abroad that form part of the student's degree programme may be converted into marks on a scale of 1 to 10 by the Examination Board, based on the available grading table of the foreign institution and that of the AUAS, or converted to a mark in words; 'unsatisfactory', 'satisfactory', 'good' or 'excellent'.

7. On completion of a module, the highest (rounded) grade achieved will determine whether or not students have passed the module.

### 3.7 Recording and announcement of results

1. Tests are assessed individually for each student (see article 4.3). The mark is determined by the examiner or examiners.

2. The result of a test or a partial test will be published in SIS no more than 15 working days after the examination date or submission date. For the reviewing period will be taken in account the date of the resit.

### 3.8 Allocation of credits

1. Students will be deemed to have passed the module and the relevant credits will be allocated if the students have obtained a passing mark for the test. Credits will not be awarded for passing partial tests.

2. Where students are granted an exemption for a particular module, they will be deemed to have passed that particular module and the corresponding credits will be allocated.

3. The date of the test or partial test that resulted in successful completion of the module will be treated as the date on which

the credits were obtained. For exemptions applies the date the exemption was granted.

4. If students want to retake the last (partial) test of the examination programme, for example to obtain a higher mark, then students must submit a request to the Examination Board before the date of participating in the (partial) test. See article 6.2 paragraph 6.

### **3.9 Inspection**

1. Students may inspect a marked test paper or partial test paper and the mark scheme used up to at least 15 working days after publication in SIS. When the resit (second opportunity) is planned soon after the first test, the inspection session is planned at least 5 working days before the resit.
2. If students are not able to participate at that time, they may request the Examination Board for approval for them to inspect the marked test or partial test at another moment. The Examination Board decides when the inspection is possible.
3. The right to inspect the exam expires with the expiration of the storage period.

### **3.10 Granting of exemptions for (parts of) modules**

1. The Examination Board is authorised to grant exemptions to students:

a. if they have passed examinations at other higher education institutions whose content, scope and level are deemed by the Examination Board to correspond in sufficient measure to (parts of) the module for which the student wishes to be exempted;

Final project(s) can not be considered for exemption.

(explanation of final project)

2. Students wishing to be considered for an exemption must submit a motivated and substantiated request to that effect in writing to the Examination Board before the teaching of the module for which exemption is being requested begins. The request must be accompanied by documentary evidence indicating that the student has already satisfied the requirements for the modules for which an exemption is being requested.

3. The validity period of an exemption granted for (parts) of the module of the main phase is unlimited in principle, unless the exemption has been granted in respect of one of the modules listed in Section 9.7.

4. The Examination Board will determine, on the basis of the evidence submitted, whether the student has met the requirements of the relevant module.

5. The Examination Board will grant a request for exemption if, in its opinion, the student meets the requirements of the relevant module or parts thereof. The Examination Board will inform the student of its decision by digital means within four weeks of the date on which the request was received.

6. Exemptions will be listed with the description 'VR' in the test results summary in SIS. A partial test for which the student has been granted an exemption will not count towards the average final grade for the module which this partial test is part of.



### **3.11 Validity**

1. In principle exam results and exemptions granted in the main phase have an unlimited period of validity.

### **3.12 Disabilities**

1. The Examination Board may grant students disability modifications regarding assessment procedures. A student with a disability who would like to seek modifications to the assessment procedure, first contacts the student counsellor for consultation and then submits a substantiated request to this effect to the Examination Board. This request must be accompanied by a recommendation from the student counsellor. See also: Studying with a disability (A-Z-list).

2. The Examination Board is authorised to mandate the allocation of testing facilities to the student counsellor.

3. If the student counsellor intends to reject the request for standard testing facilities, the student counsellor will advise the student to submit a request to the Examination Board itself.

### **3.13 Language deficiency**

1. Students with a language deficiency due to growing up abroad who follow a degree programme that is delivered in Dutch may ask the Examination Board for an extension to the length of the test and/or to be allowed to use a non-digital dictionary when taking tests or partial tests in the first and second year of enrolment. Students first contact the student counsellor for consultation and then submit a substantiated request to the Examination Board. This request must be accompanied by a written recommendation from the student counsellor.

2. The Examination Board is authorised to mandate the allocation of testing facilities to the student counsellor.

3. If the student counsellor intends to reject the request for standard testing facilities, the student counsellor will advise the student to submit a request to the Examination Board itself.

This article is not applicable to degree programmes that are fully delivered in English.

## 4 Rules for sitting tests and partial tests

N.B.: When we use the word 'test' within the AUAS, we mean 'examination', as referred to in the Dutch Higher Education and Research Act (WHW).

### 4.1 Registration for tests and partial tests

1. The faculty determines whether and how students must register for modules, tests and partial tests, on the first and second opportunity (resit). The rules for registration, including the registration period, the order in which students are placed in a limited number of places and the rights and obligations of students who register or do not register in time, are stated in the course catalogue.

2. The test moment immediately following the course taken is considered the first opportunity. A second opportunity (resit) may take place if the student does not take part in the first opportunity or if the first opportunity resulted in a failing mark. If these opportunities are not used this does not oblige the programme to offer more than two test moments.

If the student retakes a course from a previous academic year in a subsequent academic year, the first and second opportunity will count as a resit.

### 4.2 Sitting interim tests and partial tests

1. When sitting tests and partial tests, the provisions of the test protocols and guidelines and instructions of the study program/faculty apply. These guidelines and instructions must clearly state that, and in what way, the privacy of the testing student is guaranteed.

2. For digital tests, the test takes place in accordance with the requirements of security and privacy rules as laid down in the General Data Protection Regulation (GDPR).

### 4.3 Own/individual work

1. Students will sit the test or partial test individually and may use the permitted study aids when doing so. Group assignments are an exception to the rule of individual tests and partial tests.

2. Students must always submit their own work in tests and partial tests. When citing the work of others, students must apply the agreed rules for source acknowledgement.

3. If students carry out one or more of the provisions of articles 4.4 and 4.6, they will be deemed to have committed plagiarism and/or fraud.

### 4.4 Definition of plagiarism

1. Plagiarism means:

a. using or copying someone else's texts, data, ideas or images without a full and correct acknowledgement of sources;

b. presenting the work of others as own work;

c. not indicating clearly in the text, for example through the use of quotation marks or a specific layout, that the text contains literal or near-literal quotes, even if sources have been acknowledged correctly;

- d. paraphrasing the content of someone else's work without adequately acknowledging sources;
  - e. copying (parts of) media files or other sources, software source codes, models and other diagrams of third parties without acknowledgement, thereby passing them off as your own work;
  - f. submitting a text that has been submitted previously, or a similar text, for assignments of other programme modules without acknowledging the source;
  - g. copying the work of your peers and passing it off as your own work;
  - h. submitting documents that have been acquired from a commercial institution or that have been written by someone else, either in exchange for payment or otherwise.
2. Depending on the actual circumstances of the particular case, other conduct may also be treated as plagiarism.
3. Students will be deemed to be complicit if fellow students copy their work with the student's consent and/or cooperation.
4. All authors are responsible for the entire jointly written paper. If one of the authors of a jointly written paper commits plagiarism, the other authors will be deemed to be accessories to plagiarism if they could have known that plagiarism had been committed.
5. No intention is required for determining plagiarism as referred to in the chapter.
6. In case of plagiarism in a concept work, the Examination Board can apply article 4.7, paragraph 3.

#### **4.5 Detection of plagiarism**

1. The examiners and the Examination Board are authorised to check submitted work for plagiarism and, to that end, may use plagiarism detection programs. By submitting a text to be assessed, students give their implicit permission for the text to be included in the database of the detection programme concerned.

#### **4.6 Definition of (serious) fraud**

1. Fraud means any act, omission or attempt at or admission of behaviour that fully or partially prevents a correct and fair assessment of a person's knowledge, insights and skills or (professional) attitude from being made. Fraud includes:
- a. using aids other than those allowed during a test or partial test;
  - b. copying during the test or partial test or exchanging information;
  - c. pretending to be someone else during the test or partial test;
  - d. being represented by someone else during the test or partial test;
  - e. taking possession of the assignment or assignments of the test before the date or time the examination concerned is due to take place;
  - f. inventing and/or falsifying survey results, interview responses or research data.
- 2 Fraud can involve a test or partial test that students are taking themselves, as well as allowing other students to act in a fraudulent manner.
- 3 Fraud as described under letters c. and d. in this article and plagiarism as described under letter h. in article 4.4 will in any

case constitute serious fraud. Repeated fraud will be marked as serious fraud.

4 Depending on the actual circumstances of the particular case, other conduct may also be treated as fraud. No design is required for determining fraud as referred to in the chapter. Suspected fraud may be established before, during or after a test or partial test. An example of suspected fraud being established after the examination is if, during the marking process, two or more students appear to have given identical or virtually identical answers, including incorrect answers, to a large proportion of the questions.

In case of plagiarism in a concept work the Examination Board can apply article 4.7, paragraph 3.

#### **4.7 Procedure in the event of fraud and/or plagiarism**

1. If there are serious grounds for suspecting that a student is guilty of fraud or plagiarism, the examiner or invigilator will notify the Examination Board.
2. The Examination Board will decide whether the student is actually guilty of fraud, including serious fraud, or plagiarism. If that is the case, the Examination Board will notify the student in writing, specifying the associated sanctions. Before reaching a decision, the Examination Board will give the student the opportunity to be heard, within a period of ten working days from notification. The student will be informed on the written notification of the examiner or invigilator before the hearing takes place.
3. If the student is found guilty of fraud or plagiarism, the Examination Board may prevent the student from taking certain tests or partial tests for a period of a maximum of one year. In the case of serious fraud the Examination Board may recommend to the dean for the student's enrollment to be terminated definitely.
4. If the student is found guilty of fraud, the Examination Board may decide to check work submitted previously by the student concerned for fraud and, if fraud is detected, to impose sanctions.
5. If the fraud has been established as an indisputable fact, it will be recorded in SIS by 'FR' that the student has taken the test or partial test, but has not been awarded a mark due to fraud. The submitted work is declared invalid. Work that has been declared invalid may only be resubmitted if the Examination Board gives permission for this.

## 5 Study advice

### 5.1 Advice on continuation of studies after the first year of registration

1. At the end of each student's first year of enrolment in the propaedeutic phase of the degree programme, the Examination Board, on behalf of the Executive Board, will provide the student with study advice regarding their continuation within the degree programme.
2. This study advice will be emailed to the student no later than 24 August. For students who were admitted in February, the ultimate date is 24 February instead (in both cases of the calendar year in which the advice is provided).
3. The study advice has a binding negative character for students who, taking into account their personal circumstances (see article 5.4), have earned fewer than 50 credits for modules in their first year. Results obtained through exemptions count towards the credit minimum.
4. Students who have terminated their enrolment in the degree programme during the first year of their studies will receive a study advice for their first year at the end of that year.

This may be a negative binding study advice unless, based on the student's personal circumstances, the Examination Board believes that a negative binding study advice should not be issued. Article 5.5 applies in this situation.

5. Students who are enrolled conditionally as of 1 September in the academic year 2023-2024, and who will be suspended on January 1st 2024 due to not obtaining the mbo-certificate in time, the following is valid for the BSA-regulation: The academic year in which they enroll for the same programme for the second time, will be considered as the first year of enrollment and the year thereafter as the second year. The rules and regulations in this chapter are applicable.

### 5.2 Suspension of study advice propaedeutic phase

1. If at the end of the first year of enrollment for the propaedeutic phase the Examination Board can not form an opinion on the suitability for the programme due to the student's personal circumstances, it may decide not to issue a study recommendation in the first year of enrollment.
2. In this case the study advice is suspended to the end of the second year of enrollment. The student will receive a notification from the Examination Board by e-mail.

### 5.3 Advice on continuation of studies after the second year of enrollment

1. In case of suspension, the study advice will be issued no later than the end of the second year of enrollment.  
This has a negative binding character if the student, with due observance of personal circumstances, did not pass the propaedeutic phase at the end of her second year of enrollment.
2. Study advice issued in the second year will follow the same procedure as the one followed for the issuing of standard study advice.

### 5.4 Personal circumstances

1. Personal circumstances include:

- a. illness;
- b. disability;
- c. pregnancy;
- d. exceptional family circumstances;
- e. top-level sport;
- f. membership of the Central or Faculty Representative Advisory Council or Degree Programme Committee;
- g. membership of the board of a AUAS-acknowledged student organisation.

2. The student must communicate such personal circumstances in good time with the student counsellor. The student counsellor provides advice to the Examination Board.

### **5.5 Conditions governing study advice**

1. Binding negative study advice cannot be issued if the student has not received at least one email from the degree programme in good time during the academic year, warning the student of the fact that they may receive a binding negative study advice and of what the associated consequences will be.

Above mentioned negative study advice is binding.

2. The Examination Board will in addition only decide whether or not to issue binding negative study advice to a student after the student counsellor has been consulted about the personal circumstances that the student has discussed with the student counsellor (see 5.4).

Above mentioned negative study advice is binding.

3. The student counsellor will only issue a written recommendation if the student has notified the student counsellor about these personal circumstances in a timely manner. In this context, notification is deemed to be timely when it is given as soon as the circumstances occur or very soon thereafter.

4. Before issuing binding negative study advice, the Examination Board will allow the student to be heard.

### **5.6 Consequences of binding negative study advice**

1. A student who has received binding negative study advice can no longer be enrolled as a student in the same degree programme at the AUAS.

2. After a year, a student who has received a binding negative study advice may apply for enrolment in the same degree programme or in another degree programme to which the binding negative study advice applies. The Examination Board will only approve such an application if the student concerned can make a reasonable case that the student will be able to successfully complete the degree programme within an acceptable period of time.

## 6 Examinations, first-year certificate and degree certificate

### 6.1 Examinations

1. The propaedeutic phase and the main phase both end with an examination. Students are deemed to have passed the examination if they have successfully completed all the modules for the relevant phase or programme, or an exemption has been granted for them.
2. Students can only pass the examination in the main phase if they have passed the propaedeutic examination or have been granted an exemption for it.

### 6.2 First-year certificate and degree certificate

1. The Examination Board will issue a first-year certificate and list of results to students who have passed the first-year examination and a degree certificate and list of results to students who have passed the examination in the main phase. Students who have been granted exemption for the entire first-year phase will not receive a first-year certificate.
2. If students have successfully completed an honours track (intracurricular or extracurricular or honours minor), this will be specified on the degree certificate. The name of the track will be specified on the list of marks.
3. The marks on the list of marks will be of one decimal place.
4. In addition to the list of marks, students will also receive a diploma supplement in English with their degree certificate.
5. The graduation date recorded on the first-year certificate or degree certificate will be the month in which students sat their last test.
6. In addition to paragraph 5: students can request the Examination Board not to issue the degree certificate yet, for example because students may want to retake a (partial) test for a higher mark. A certificate is established on the date on which the last test of the examination programme was passed. To prevent this, students must submit a request to the Examination Board no later than the day before the last (partial) test of the examination programme. A motivation and study plan must be added to this request. The Examination Board can then give permission, with a related deadline. If permission is granted, the date of the degree certificate will be the date on which the last (partial) test of the study plan was passed.
7. Students may ask the Examination Board to delay the issuing of their degree certificate.
8. In case of a name change students can receive a new certificate - on request - after handing in the original certificate.

### 6.3 Degree

1. The Examination Board will award a Bachelor of Arts degree to students who have passed the examination in the main phase.

### 6.4 Calculation of average mark and 'cum laude' requirements

1. The average final mark for the first-year phase or the main phase is the weighted average of all the marks obtained in the tests in the first-year or main phase on the results list. Weighted means that the size of modules is taken into account. If the

degree programme mentions decimals on the results list, then the calculation of the average grade is based on marks with decimals. If the degree programme mentions whole marks on the results list, then the calculation of the average mark is based on whole marks (see: A-Z list).

2. Modules for which students have been granted an exemption and extracurricular modules will not be included when calculating the weighted average final mark.
3. If an exemption has been granted for more than a third of the credit points of the curriculum in the first-year or main phase, students will not receive an average mark and cannot be awarded a 'cum laude' degree (a degree with distinction).
4. Students will be eligible to have the words 'cum laude' recorded on their first-year certificate if they meet the following requirements:
  - a. They have successfully completed their first-year phase within a maximum of one year.
  - b. The weighted average final mark of their test results for all the modules on the list of marks for the first-year examination is at least an 8.0 (not rounded up to) and the weighted average of the marks in words is at least 'good'.
5. Students will be eligible to have the words 'cum laude' recorded on their degree certificate if they meet the following requirements:
  - a. They have successfully completed the degree programme within the nominal study period plus one year.
  - b. The weighted average final mark of their test results for all the modules on the list of marks for the first year phase is at least an 8.0 (not rounded up to) and the weighted average of the marks in words is at least 'good'.
  - c. Students have passed the Graduation Project with a mark of at least 8.0 (not rounded up to).
  - d. Students have never been found guilty of plagiarism or fraud.
6. Students will be eligible to have the words 'summa cum laude' recorded on their degree certificate if they meet the following requirements:
  - a. Students have successfully completed the degree programme within the nominal study period.
  - b. The weighted average final mark of the test results for all the modules on the list of marks for the main phase is at least an 9.0 and excellent (not rounded up to);
  - c. Students have passed Graduation Project with a mark of at least 9.0 (not rounded up to);
  - d. Students have never been found guilty of plagiarism or fraud.
7. The Examination Board assesses whether to confer the designation 'cum laude' or 'summa cum laude'.

## 6.5 Statement

1. Upon request, students who have passed more than one test, but who cannot be awarded a first-year certificate or degree certificate, may be issued with a statement from the Examination Board that specifies the tests that they have passed.
2. a student asks for a statement stating an average (grade point average) resulting from the list of results of modules that have been achieved so far, this average must be calculated as follows: The average of the modules achieved is the weighted average of all results of the modules on the result list. Weighted means that the size of the modules is taken into account. If the program mentions decimals on the result list, the calculation of the average grade is about grades with decimals. If the program is stated in the result list with whole marks, the calculation of the average mark is based on whole marks. If a





combination of grade and word grades exists, the grade equivalents for the word grades will be used as determined to allow calculation of a weighted average.

## 7 Examination Board and Appeals Board

### 7.1 Contacting the Examination Board

1. Every degree programme has an Examination Board. The Examination Board determines, in an objective and expert manner, whether or not students meet the requirements of the Teaching and Examination Regulations and the exit qualifications for the degree programme.

2. Amongst others, students may contact the Examination Board with regard to the following requests:

- a. to be exempted from one or more tests and/or partial tests (see article 3.11);
- b. to take an additional test or additional partial test (see article 3.3);
- c. to extend the period of validity of a test or partial test that they have passed (see article 3.12);
- d. to approve their choice of minor (see article 2.8);
- e. for special arrangements to be made with regard to tests on account of a disability or chronic illness (see article 3.13);
- f. for a longer test time and permission to use a dictionary in the case of a language deficiency (see article 3.14);
- g. for a revised test timetable if the student is involved in top-level sports or entrepreneurship (see article 3.4).
- h. if applicable, the approval for the composition of a study program.

### 7.2 Lodging an appeal with the Examination Appeals Board (EAB)

1. Students may lodge an appeal with the Examination Appeals Board (EAB) within six weeks if they do not agree with a decision taken by the Examination Board or by an examiner or examiners. Further information on COBEX and on how students can lodge an appeal can be found in the *Legal protection of students* of the Students' Charter.

## 8 Validity of Teaching and Examination Regulations

### 8.1 Scope

1. The Teaching and Examination Regulations in academic year 2023-2024 apply to all students enrolled in the degree programme(s) mentioned in this document.
2. With the exception of the provisions relating to teaching and student counselling, the Teaching and Examination Regulations also apply to external students (i.e. students who are not being taught at the university but who are sitting tests and/or partial tests). Where appropriate, the word 'student' may therefore also be deemed to refer to external students.
3. Circumstances not provided for by the Teaching and Examination Regulations will be dealt with by the Dean.

### 8.2 Adoption

1. The Teaching and Examination Regulations will be adopted on an annual basis by the dean of the faculty to which the degree programme belongs, on the recommendation and/or consent of the Degree Programme Committee and the Faculty Representative Advisory Council.

### 8.3 Validity and start date

1. The Teaching and Examination regulations will be valid for one academic year. In other words, Teaching and Examination Regulations from a previous academic year will not apply to a subsequent academic year. If necessary, transitional arrangements will be made for current students where rules or provisions are amended. Where transitional arrangements apply, this will be specified in article 8.4.
2. During the course of the academic year, the Teaching and Examination Regulations may only be amended in the event of force majeure and provided that the result is not unreasonably disadvantageous for students. Interim changes will be decided by the dean. If this concerns a part on which approval is based, the Faculty Representative Advisory Council or the Degree Programme Committee will be consulted. For intermediate changes in the testing programme, article 3.1, paragraph 2 also applies.
3. The Teaching and Examination Regulations are effective from 1 September 2023.

### 8.4 Transitional arrangements

*not applicable.*

## **9 Test overview**

See the full overview of the test overview of 23-24 in appendix B: propaedeutic phase and main phase

### **9.1 Propedeutic phase**

See the full overview of the test overview of 23-24 in appendix B: propaedeutic phase

### **9.2 Main phase (including specialisations and minors)**

See the full overview of the test overview of 23-24 in appendix B: main phase

### **9.3 Fast track programme**

Not applicable.

### **9.4 Three-year fast-track programme for school-leavers at pre-university level**

Not applicable.

### **9.5 Special tracks**

Not applicable.

### **9.6 Modules with limited validity**

Not applicable.

## 10 Definitions 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;
- **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;
- **assignment:** A shorter or longer argument based on a concrete question, in which the student deals with a problem or situation (describes, summarizes, analyses, synthesizes), provides his own analysis and/or argumentation, draws conclusions and possibly defines follow-up questions. Other form can also be determined in consultation with student(s). Students can also be given a choice from a number of test formats.
- **Associate degree programme:** a programme as referred to in Section 7.8a of the WHW with a study load of at least 120 credits;
- **behavioral assessment:** A test in which students demonstrate professional actions in an authentic or simulated professional situation and/or context. Examiners/assessors observe their behaviour. If applicable: students write a report on their actions afterwards, for example during internships, or they conduct an assessment interview with the assessors to substantiate their actions and explain the choices made. Other form can also be determined in consultation with student(s). Students can also be given a choice from a number of test formats.
- **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 (or module):** 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 tests or a test.
- **course catalogue:** the digital information source containing all relevant information on the degree programme and the modules. In case of conflicting information between the Teaching and Examination Regulations and the course catalogue, the information of the Teaching and Examination Regulations applies.
- **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;
- **electives:** courses that are part of the study program, whereby the student can choose from different courses;
- **enrolment quota:** a fixed number of places allocated to a degree programme for which the number of applications exceeds the number of available places;
- **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;
- **examiner:** the person as referred to in Section 7.12c of the WHW, not being a student or external student;
- **Executive Board:** the institutional administration as referred to in Sections 1.1 and 10.8 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 article 4.6 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;
- **inspection:** the moment at which an exam and the work done by students are discussed in the presence of an examiner.
- **integrated resit:** one test instead of two or more partial tests that constitutes the second examination opportunity.
- **institution:** the Amsterdam University of Applied Sciences/ Hogeschool van Amsterdam (hereinafter referred to as the 'AUAS/HvA');
- **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;
- **knowledge test:** A test with questions about professional, theoretical and subject-oriented knowledge aimed at understanding and application. This test can have different forms that can also be combined in one test. Traditional forms are: open questions, semi-open questions, multiple choice questions, questions where the student has to fill in the missing information. New forms are knowledge clip or presentation made by the student in which he/she demonstrates knowledge. Students can also be given a choice from a number of test formats. Administration: digital, oral or pen-and-paper.
- **main phase:** the phase of the study programme that follows directly after the propaedeutic year (post propaedeutic year stage);
- **module (or 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 tests or a test;
- **nominal study period:** the nominal study period of the main phase of a bachelor is 3 years.
- **oral test:** test in which the student must deliver an oral performance, in interaction with the examiner or as a monologue (examples: presentation, oral assessment);
- **partial test:** a partial test is part of a test to which a partial assessment (partial mark) is attached. No credits (EC) can be awarded on the basis of a partial test. No rights can be derived from the partial mark. The credits are awarded if the entire module has been completed with a satisfactory result. The (final) assessment of the module is a decision with legal effect against which an appeal is possible;
- **plagiarism:** an act as referred to in article 4.4 of these Regulations;
- **portfolio assessment:** The sum of performances, collected in a portfolio, with which the student demonstrates mastery of learning results, with (if applicable) a criterion-oriented interview (assessment interview) based on the portfolio. Students can be given a choice in the composition of the portfolio;
- **practical assignment:** exercises that can only take place under supervision during scheduled meetings, and which are aimed at acquiring a practical professional skill, and which are examined within the relevant module;
- **professional product:** A performance, with great resemblance to performance in professional practice, which is

performed by a group or by one student in a methodical and systematic manner, in which knowledge from theory and practical(-oriented) research is combined and which results in a design, (physical , digital) end product, research or advice, including associated justification/reflection. Other form can also be determined in consultation with student(s). Students can also be given a choice from a number of test formats. This can lead to multiple professional products. An oral presentation can be part of the assessment.

- **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 phase**: the foundation year phase of the study programme as referred to in Section 7.8 of the WHW;
- **Representative Council**: the council as referred to in Section 10.25 of the WHW;
- **results list**: a list signed by the Examination Board containing all marks based on completed modules belonging to the propaedeutic certificate or degree certificate.
- **SIS**: Student Information System;
- **specialisation**: a specialisation within the study programme as referred to in Section 7.13 of the WHW, other than 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;
- **Students' Charter**: the charter as referred to in Section 7.59 of the WHW;
- **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;
- **test**: 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. Where the word 'test' is mentioned in these regulations, the WHW term 'examination' is meant. A test may be divided into two or more separate partial tests;
- **test chance**: the maximum number of opportunities a student has per module to participate in a (partial) test;
- **test opportunity**: the number of opportunities that a study program offers per module to participate in a (partial) test;
- **test overview**: overview of all tests and partial tests for all courses in the propaedeutic phase and main phase, specifying (at minimum) the following details, testing format for the first and second test or partial test, the number of credits, the block or week during which the test or partial test was administered;
- **testing committee**: a committee as defined in Section 10 of the Examination Board Regulations; the committee advises the Examination Board on the quality of testing;
- **three-year fast-track programme for school-leavers at pre-university level**: 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);
- **working days**: workings days are based on the yearly schedule of the AUAS/HvA. Saturdays, Sundays, holidays and



mandatory days off are non-working days. Part-time programmes may indicate Saturdays as working days.



## TER H9 '23-'24 Sport Studies – track ISMB

### Rules regarding resitting assessments

Resit Propaedeutic assessments:

- Second-year students who retake Propaedeutic assessments may only take the resit during P-X and the resit of the regular first-year students.
- Third-year students and higher who retake Propaedeutic assessments can choose which of the three opportunities offered (including the P-X) they take, with a maximum of two occasions per year.

Resit assessments from Main Phase 1 (yr2):

- Second year and higher year students may only participate in the first and resit assessment immediately following the quarter in which the education was given.

Resit assessments from Main Phase 2 (yr3):

- Third year and higher year students participate in the first and resit assessment immediately following the quarter in which the education was given.

### Rules relating to participation in educational units:

The operational internship may only be started when:

- The student has passed the assessment internship proposal linked to the specific internship.

You may participate in a minor when:

- The student has obtained at least all credits from the Propaedeutic year + 40 credits from main phase 1.

Entrepreneurship and World of Sport Strategy modules (yr3) may be participated in when:

- The student has obtained at least all credits from the Propaedeutic year + 40 credits from main phase 1.

The Strategic Internship may only be started when:

- The student has obtained at least all credits from the propaedeutic year and 40 credits from main phase 1 and has completed the operational internship.

A graduation project abroad may only be started when:

- All credits have been obtained, except for the points of the graduation project.

A graduation project in the Netherlands may only be started when:

- There is a maximum of 8 credits backlog (excluding the graduation assignment) and all research course credits (research design, research report (main phase 1), research proposal and research report (main phase 2) have been obtained.

**Examination Programme Course Year 2023 - 2024**

Programme: International Sportmanagement &amp; Business (sport Studies) full-time

Academic Plan: 52392

Exam Programme: <https://coursecatalogue.amsterdamuas.com>**Year 1 - 60 ECTS**

Course catalogue	ECTS	Course component	Number of exam sessions	Exam date and resit(s)
<b>Sports Practice</b>				
Team Sports Playbook	1	Assignment	2	Quarter 1;Quarter 2
Team Sports Practice	1	Behavioural Assessment	2	Quarter 1;Quarter 4
Fitness Report	2	Assignment	2	Quarter 1;Quarter 2
Fitness Practice	1	Behavioural Assessment	2	Quarter 1;Quarter 2
Martial Arts Poem	1	Assignment	2	Quarter 2;Quarter 3
Martial Arts Performance	1	Assignment	2	Quarter 2;Quarter 4
Martial Arts Practice	1	Behavioural Assessment	2	Quarter 2;Quarter 4
Presentation Sports Festival	1	Assignment	2	Quarter 2;Quarter 4
Presentation Sports Practice	1	Behavioural Assessment	2	Quarter 2;Quarter 4
Racket Sports Analysis	1	Assignment	2	Quarter 3;Quarter 4
Racket Sports Practice	1	Behavioural Assessment	2	Quarter 3;Quarter 4
Technical Sports Analysis	2	Assignment	2	Quarter 3;Quarter 4
Technical Sports Practice	1	Behavioural Assessment	2	Quarter 3;Quarter 4
Outdoor Sports Analysis	1	Assignment	2	Quarter 4
Outdoor Sports Practice	1	Behavioural Assessment	2	Quarter 4
Endurance Sports Plan	2	Assignment	2	Quarter 4
Endurance Sports Practice	1	Behavioural Assessment	2	Quarter 4
<b>Sports Theory</b>				
Sports Psychology 1	2	Knowledge Test	2	Quarter 2;Quarter 3
Sports Psychology 2	2	Knowledge Test	2	Quarter 3;Quarter 4
Sport & Culture	1	Knowledge Test	2	Quarter 4
<b>Personal Professional Development</b>				
Reflection Paper 1	1	Assignment	2	Quarter 1;Quarter 2
Reflection Paper 2	1	Assignment	2	Quarter 2;Quarter 3
Reflection Paper 3	1	Assignment	2	Quarter 3;Quarter 4
Reflection Paper 4	1	Assignment	2	Quarter 4
Fieldtrip 1	1	Assignment	2	Quarter 1;Quarter 4
Fieldtrip 2	1	Assignment	2	Quarter 3;Quarter 4
Inter Cultural Communication 1	1	Assignment	2	Quarter 1;Quarter 2
Inter Cultural Communication 2	1	Assignment	2	Quarter 3;Quarter 4
<b>Management</b>				
International Sport Management	2	Knowledge Test	2	Quarter 1;Quarter 2
Management & Organisation 1	2	Knowledge Test	2	Quarter 1;Quarter 2
Management & Organisation 2	2	Assignment	2	Quarter 2;Quarter 3
International Sport Structures	1	Assignment	2	Quarter 2;Quarter 4
CorporateSocial Responsibility	2	Assignment	2	Quarter 4
Event - Offer	1	Assignment	2	Quarter 3;Quarter 4
Event - Management Tasks	1	Assignment	2	Quarter 3;Quarter 4
Event - Plan	1	Assignment	2	Quarter 4
Event - Practice	1	Assignment	2	Quarter 4
Event - Evaluation	1	Assignment	2	Quarter 4
Events - Participation	1	Behavioural Assessment	2	Quarter 4
<b>Entrepreneurship</b>				
Marketing 1	2	Knowledge Test	2	Quarter 1;Quarter 2
Marketing 2	2	Knowledge Test	2	Quarter 2;Quarter 3
Economics	2	Knowledge Test	2	Quarter 3;Quarter 4
Finance 1	2	Knowledge Test	2	Quarter 2;Quarter 3
Finance 2	2	Knowledge Test	2	Quarter 4
<b>Research</b>				
Academic Writing	1	Portfolio Assessment	2	Quarter 1;Quarter 2
Research Skills	1	Knowledge Test	2	Quarter 3;Quarter 4



## Year 2 - 60 ECTS

Course catalogue	ECTS Course component	Number of exam sessions	Exam date and resit(s)
<b>Research &amp; Advice</b>			
Quantitative Research Plan	1 Assignment	2	Quarter 1
Trendwatching	1 Knowledge Test	2	Quarter 1;Quarter 2
Research & Consultancy	2 Knowledge Test	2	Quarter 1;Quarter 2
Quantitative Research Report	3 Assignment	2	Quarter 1;Quarter 2
Consultancy Presentation	2 Assignment	2	Quarter 1;Quarter 2
Team Sports	1 Behavioural Assessment	2	Quarter 1;Quarter 4
Fitness	1 Behavioural Assessment	2	Quarter 1;Quarter 4
Theory Teaching in Sport	2 Assignment	2	Quarter 1;Quarter 3
ICC 3	1 Assignment	2	Quarter 1;Quarter 2
<b>Project &amp; Organisation</b>			
Projectmanagement	2 Knowledge Test	2	Quarter 2
Project Report	2 Assignment	2	Quarter 2;Quarter 3
Marketing & Communication	2 Assignment	2	Quarter 2
Sales	2 Assignment	2	Quarter 2
Racket Sports	1 Behavioural Assessment	2	Quarter 2;Quarter 4
Gymnastics	1 Behavioural Assessment	2	Quarter 2;Quarter 4
Teaching in Sport	1 Assignment	2	Quarter 2;Quarter 4
Sport Injuries & First Aid	1 Assignment	2	Quarter 2
Management Skills	1 Assignment	2	Quarter 2
<b>Internship</b>			
Internship Proposal	1 Assignment	2	Quarter 2
Operational Internship	14 Professional Product	2	Quarter 3;Quarter 4
Reflection Internship	1 Assignment	2	Quarter 3;Quarter 4
<b>Management &amp; Sport</b>			
World of Sport 1 Theory	2 Knowledge Test	2	Quarter 4
World of Sport 1 Case	2 Assignment	2	Quarter 4
World of Sport 2 Theory	2 Assignment	2	Quarter 4
World of Sport 2 Case	2 Assignment	2	Quarter 4
Sport & Life Skills	1 Behavioural Assessment	2	Quarter 4
Sport & Health	1 Behavioural Assessment	2	Quarter 4
Sport & Society	2 Assignment	2	Quarter 4
PPD Reflection Paper	1 Assignment	2	Quarter 4
ICC 4	1 Assignment	2	Quarter 4
<b>Personal Professional Development</b>			
Personal Profiling	3 Assignment	3	Quarter 1;Quarter 2;Quarter 4



## Year 3/4 - 120 ECTS

Course catalogue	ECTS	Course component	Number of exam sessions	Exam date and resit(s)
<b>Entrepreneurship</b>				
Entrepreneurship Portfolio	9	Portfolio Assessment	2	Quarter 3;Quarter 4
Qualitative Research Plan	1	Assignment	2	Quarter 3
Qualitative Research Report	2	Assignment	2	Quarter 3;Quarter 4
<b>Management &amp; Sport</b>				
Strategy Core Organisation	3	Knowledge Test	2	Quarter 4
Strategy Functional Domains	3	Knowledge Test	2	Quarter 4
Strategy Government	3	Knowledge Test	2	Quarter 4
Strategy Project	1	Assignment	2	Quarter 4
<b>Internship</b>				
Strategic Internship	30	Professional Product	2	Quarter 2;Quarter 4
Graduation Project	30	Professional Product	2	Quarter 4
<b>Personal Professional Development</b>				
PPD Plan	1	Assignment	2	Quarter 3;Quarter 4
Professional Specialisation	5	Assignment	2	Quarter 4
Personal Profiling	2	Assignment	2	Quarter 3;Quarter 4
<b>Minor</b>	<b>30</b>			

**Minoren - 30 ECTS**

Course catalogue	ECTS	Course component	Number of exam sessions	Exam date and resit(s)
<b>Minor High Performance Sports</b>	<b>30</b>			
HPS Management	4	Assignment	2	Quarter 1;Quarter 2
HPS Ethics	2	Assignment	2	Quarter 1;Quarter 2
HPS Policy	2	Knowledge Test	2	Quarter 1;Quarter 2
Talent Identification & Development	2	Knowledge Test	2	Quarter 1;Quarter 2
Informatics & Analytics	2	Assignment	2	Quarter 1;Quarter 2
HPS Fieldtrip	2	Assignment	2	Quarter 1;Quarter 2
HPS Career	4	Assignment	2	Quarter 2;Quarter 3
Event Management and M&C	4	Knowledge Test	2	Quarter 2
Performance Management	2	Assignment	2	Quarter 2;Quarter 3
Team Dynamics	2	Assignment	2	Quarter 2;Quarter 3
Support Teams	4	Knowledge Test	2	Quarter 2
<b>Minor Sport &amp; Business</b>	<b>30</b>			
World of Sport & Business	8	Knowledge Test	2	Quarter 3;Quarter 4
Trends & Issue Management	7	Knowledge Test	2	Quarter 3;Quarter 4
Business in Sports	8	Knowledge Test	2	Quarter 4
Sportbusiness & Leadership	7	Knowledge Test	2	Quarter 4
<b>Minor Sport Commerce</b>	<b>30</b>			
Sport Commerce Project Q1	11	Portfolio Assessment	2	Quarter 1;Quarter 2
Sport Commerce Exam Q1	5	Knowledge Test	2	Quarter 1;Quarter 2
Sport Commerce Project Q2	9	Portfolio Assessment	2	Quarter 2
Sport Commerce Exam Q2	5	Knowledge Test	2	Quarter 2
<b>Minor Sport Development</b>	<b>30</b>			
SD Organisations & Stakeholders	4	Assignment	2	Quarter 1;Quarter 2
Sport as an Agent for Social Change	4	Knowledge Test	2	Quarter 1;Quarter 2
Building a SD Programme	4	Assignment	2	Quarter 1;Quarter 2
SD Case	2	Assignment	2	Quarter 1;Quarter 2
Public Sport Policy	4	Assignment	2	Quarter 2;Quarter 3
Making Social Impact	4	Knowledge Test	2	Quarter 2
Grassroots & Community Sport	4	Assignment	2	Quarter 2;Quarter 3
SD Debate	2	Assignment	2	Quarter 2;Quarter 3
SD Portfolio	2	Portfolio Assessment	2	Quarter 2;Quarter 3
<b>Minor Master Preparation*</b>	<b>30</b>			
Bestuurs- en Organisationswetenschappen	30			
Bewegingswetenschappen	30			
Business Administration	30			
Communicatiewetenschappen	30			

\*selection of one of the alternatives