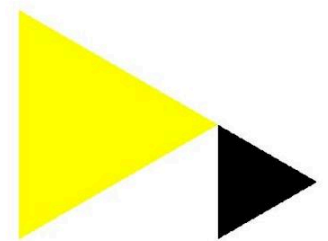


Teaching and Examination Regulations 2024-2025

Bachelor Sport Studies
34040



Agreement Degree Programme Committee: 30 mei 2024
Agreement Representative Advisory Council: 4 juni 2024
Adopted by the dean: 14 juni 2024

Table of contents

1 Introduction	4
1.1 Organisation of this document	4
1.2 Relevant sources of information in addition to the Teaching and Examination Regulations	4
1.3 Information on admission requirements	5
2 Teaching	6
2.1 Objectives of the degree programme	6
2.2 Exit qualifications/academic achievements of the degree programme	6
2.3 Curricula offered by the degree programme	7
2.3A Options	8
2.4 Structure of curricula	8
2.5 Education format	8
2.6 Evaluation of teaching	9
2.7 Student counselling	9
2.8 Track aimed at achieving a higher knowledge level	9
2.9 Minors	9
2.10 Special arrangements for students with a disability	10
2.11 Progression from propaedeutic phase to main phase	10
2.12 Progression to a master's degree programme	10
3 Tests and partial tests	11
3.1 Test format	11
3.2 Sequential order	11
3.3 Number of attempts	11
3.4 Arrangement and mandatory participation in practical components	12
3.5 Administering of tests	12
3.6 Standardisation of assessments	13
3.7 Recording and announcement of results	13
3.8 Allocation of credits	13
3.9 Inspection	13
3.10 Granting of exemptions for (parts of) modules	14
3.11 Validity	14
3.12 Disabilities	14
3.13 Language deficiency	14
4 Rules for sitting tests and partial tests	16
4.1 Registration for tests and partial tests	16
4.2 Sitting tests and partial tests	16
4.3 Own/individual work and the use of generative artificial intelligence (tools such as Chat-GPT)	16
4.4 Definition of plagiarism	16
4.5 Detection of plagiarism	17
4.6 Definition of (serious) fraud	17
4.7 Procedure in the event of fraud and/or plagiarism	18
5 Study advice	19
5.1 Advice on continuation of studies after the first year of registration	19
5.2 Suspension of study advice propaedeutic phase	19
5.3 Advice on continuation of studies after the second year of enrollment	19
5.4 Personal circumstances	19

5.5	Conditions governing study advice	20
5.6	Consequences of binding negative study advice	20
6	Examinations, first-year certificate and degree certificate	21
6.1	Examinations	21
6.2	First-year certificate and degree certificate	21
6.3	Degree	21
6.4	Calculation of average mark and 'cum laude' requirements	21
6.5	Calculation of average mark in relation to a statement	22
7	Examination Board and Appeals Board	23
7.1	Contacting the Examination Board	23
7.2	Lodging an appeal with the Examination Appeals Board (CBE)	23
8	Validity of Teaching and Examination Regulations	24
8.1	Scope	24
8.2	Adoption	24
8.3	Validity and start date	24
8.4	Transitional arrangements	24
9	Test overview	25
9.1	Propaedeutic phase	25
9.2	Main phase (including specialisations and minors)	25
9.3	Fast track programme	25
9.4	Three-year fast-track programme for school-leavers at pre-university level	25
9.5	Special tracks	25
9.6	Courses that are due to expire	25
10	Definitions of terms	26
Appendix 1	Appendix A Progression Requirements	29
Appendix 2	Appendix B Assessment Overview ISMB Major	31
Appendix 3	Appendix C Assessment Overview Minors SM&O-ISMB	33

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 degree programme, the associated exit qualifications/academic achievements and the way in which teaching is structured. It also provides an overview of the curricula offered by the degree 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 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 (CBE).

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 **Test overview** gives an overview of all the courses 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 **Definition of terms** 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 courses.
- **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.
- **Education and assessment 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.**

* These sources of information can be found via the 'Teaching and Examination Regulations (OER)' tile on the A-Z list.

1.3 Information on admission requirements

The general admission requirements for the Bachelor's degree programme are set out in the appendix of the Students' Charter. The specific admission requirements for the various curricula of the Bachelor's degree 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 International Sport 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/academic achievements:

Sport Manager Competencies and Mastery Criteria

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 researchdriven 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 participants 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 degree programme

1. The degree programme offers the following curricula:

Programme	Name programme	Number of credits	FT/PT/Dual education
Propedeutic Phase	Propedeuse	60	
Main Phase (150 major + 30 minor)	Main Phase	180	

[additional text]

2.3A Options

[Description]

2.4 Structure of curricula

1. The degree programme has a study load of 240credits.
2. The curriculum is offered on fulltime basis.
3. An academic year is subdivided into four blocks of ten weeks and an extra fifth block of eight weeks in the summer period or two semesters of twenty weeks and an extra period of eight weeks in the summer period.
4. All modules in the various curricula are listed in Chapter 9. The following details are specified for each course:
 - a. the name of the course;
 - 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 10 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 (Building block Personal Professional Development).

Building block Internship: 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, intercultural and advanced in due course.

Building block Sport

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.

Building block 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 with intercultural competencies and international network. 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

Once 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' quantitative and qualitative feedback and provides feedback to lecturers and management team.

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

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 and MT meetings, there are several study days per academic year during which education is evaluated. 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 degree programme manager is responsible for individual student counselling with regard to progress in terms of professional skills and professional development 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. Students may commence a minor if they have successfully completed their first year programme and have obtained 40 credits from the main phase.

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;
- d. the (transfer) minors offered by a higher education institution that is not affiliated to KOM;
- e. the offerings by higher education institutions abroad.

The minor that a student chooses should not resemble other components of the degree programme, including minor space already filled, with regard to content. The 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.

In addition to choosing from the abovementioned options a to e (in the first and third option 2), students can submit their own proposal for using the planned minor time. Students are requested to submit this proposal to the Examination Board for approval.

3. Exemption for the minor is possible for students who have acquired 30 credits of another hbo or wo degree

programme and whose content and scope should not resemble other components of the current degree programme (see 3.11).

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 it concerns core competencies that cannot be demonstrated in any other way than the one offered.
2. The degree 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 degree 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 3.12).

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.

2.12 Progression to a master's degree programme

The student can follow the minor Master Preparation

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 course concludes with a test. We use the following forms of assessment: portfolio assessment, behavioral assessment, professional product, assignment and knowledge assessment. These forms of assessment are explained in the definition of terms. The more specific interpretation of the test format is stated in the course catalogue for each course.
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. Chapter 9 contains the test overview: for each course it is stated which test format the test or partial test will take.
4. The established test overview (including planning) may be amended by the degree programme manager due to exceptional circumstances or for urgent reasons and with advice of the Degree Programme Committee and the assent of the Faculty Representative Advisory Council.
5. Based on the established test overview, the degree 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. This information is known before the start of the course.
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. It is not possible that only partial tests with a group assessment can lead to a final assessment because there must have been an individual assessment.

3.2 Sequential order

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

3.3 Number of attempts

1. The degree programme ensures that the test or partial test is offered at least twice each academic year and for each course. We call these the test opportunities. A student can take the test or partial test at least twice each academic year and for each course. We call these the test chances. It may happen that there are more than two test opportunities or more than two test chances. If this is the case, this is described in Chapter 9 Test overview of these Teaching and Education Regulations. However, one exception is possible, which is described in the next paragraph.
2. There is one exception to paragraph 1: in the case of courses in which testing and education are integrated (such as with the educational concept of Programmatic Testing), internships and long-term assignments where it is not possible to resit in the same academic year, the degree programme manager may determine that only one opportunity is offered in the same academic year.* Chapter 9 Test overview indicates to which study units this applies. A student can request an additional testing opportunity for these courses in accordance with 3.3 paragraph 4.
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 can decide that a student will be given an extra test opportunity. In the case of multiple

students (such as an entire class), the Examination Board may request advice from the lecturer and/or academic advisor involved before making a decision. In the case of an individual student, the Examination Board may request advice from the lecturer and/or academic advisor involved before making a decision. In the case of personal circumstances, the Examination Board will ask the student counsellor for advice. The student counsellor can ask a student for proof of the personal circumstance.

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

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

* This may be the case, for example, if it turns out that a student still needs to develop competencies. After all, that takes time. It is up to the examiners to assess this and to the degree programme manager to determine whether in that case the student will only be given one test opportunity in the same academic year. In the case of a portfolio assessment, it is sometimes possible to resit if substantive adjustments to the portfolio could possibly lead to a passing grade. In that case, there are two test opportunities per academic year. The assessment of whether such an adjustment is feasible is up to the assessor(s) involved. In the case of courses where testing and education are integrated and only one testing opportunity is offered, the degree programme manager is responsible for ensuring that the educational program remains sufficiently studyable, that it is signaled in a timely manner when a student may not meet the requirements and that a repair option is set up for when a student can make minor adjustments to complete the course.

3.4 Arrangement and mandatory participation in practical components

1. There are courses with practical components in this degree programme. This applies to:

Module /subject	Arrangement	Mandatory participation j/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
Subjects in project weeks	Required to develop personal and management skills.	Yes

2. Where courses 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 course.

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 (parts of) courses that are part of the graduation programme. 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 courses, including minors and courses 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 course.

3. A student's assessment result in a test 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 course if the weighted average of the partial tests is an unrounded mark of 5.5, or 'satisfactory', or higher.

5. Offsetting of marks between courses is not permitted.

6. Where requested by students, the results of any courses 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.

7. On completion of a course, the highest (rounded) grade achieved will determine whether students have passed the course.

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 partial test will be published in SIS no more than 15 working days after the examination date or submission date. When the resit (second opportunity) is planned soon after the first examination, the result will be published in SIS at least five working days before the resit.

3.8 Allocation of credits

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

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

3. The date of the test or partial test that resulted in successful completion of the course will be treated as the date on which the credits were obtained. For exemptions the date the exemption was granted will apply.

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 6.2.6.

3.9 Inspection

1. Students will be given the opportunity to 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. The examiner sets a date for inspection and communicates about this. 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 examiner to inspect the marked test or

partial test at another time. The examiner decides when the inspection is possible.

3. The right to inspection 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:

If the student has 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 course for which the student wishes to be exempted;

(Parts of) courses that are part of the graduation programme cannot be considered for exemption.

2. A student wishing to be considered for an exemption must submit a written request that includes a motivation and (if applicable) is substantiated with documents to that effect to the Examination Board before the teaching of the course 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 courses for which an exemption is being requested.

3. The validity period of an exemption granted for (parts) of the course of the main phase is unlimited in principle, unless the exemption has been granted in respect of one of the courses listed in Section 9.6.

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

5. The Examination Board will grant a request for exemption if, in its opinion, the student meets the requirements of the relevant course 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 examination 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 course of which this partial test forms part.

3.11 Validity

1. In principle exam results and exemptions granted 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. The student counsellor can ask a student for proof of the personal circumstance. See also: Studying with a disability (A-Z-list).

2. The Examination Board has mandated the allocation of a number of standard 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 and 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 enrollment. Students first

contact the student counsellor for consultation and then submit a substantiated request to this effect to the Examination Board. This request must be accompanied by a written recommendation from the student counsellor. The student counsellor can ask a student for proof of the language deficiency.

2. The Examination Board has mandated the allocation of a number of standard 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.

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 courses, 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. The degree programme manager is responsible for checking whether a student meets the admission requirements for a course.
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 degree 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 tests and partial tests

1. When sitting tests and partial tests, the provisions of the test protocols and guidelines and instructions of the degree programme/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 and the use of generative artificial intelligence (tools such as Chat-GPT)

1. Students will sit the test or partial test individually and may use the permitted study aids/tools when doing so. The test instructions indicate whether generative artificial intelligence is permitted as a tool and, if so, how. 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. If the use of generative artificial intelligence as a tool is permitted, a student must clearly indicate which parts of the submitted work were prepared with this tool and how generative artificial intelligence was used. The permitted method of use is included in the test instructions. By submitting the work, a student declares that it is his or her own work. If there is a suspicion that generative artificial intelligence has been used as a tool in a way that is not permitted according to the test instructions, this can be regarded as fraud, including plagiarism.
3. To determine whether a student has used generative artificial intelligence as a tool while this is not permitted according to the test instructions or in a manner other than indicated in the test instructions, the examiner may conduct an additional investigation. If there is a suspicion of the use of generative artificial intelligence as a tool while this is not permitted according to the test instructions, this must be reported to the Examination Board in accordance with Article 4.7.
4. If students carry out one or more of the provisions of articles 4.4 and 4.6, they will be deemed to have committed fraud, including plagiarism.

4.4 Definition of plagiarism

1. Plagiarism means:

- a. using or copying someone else's texts, data, ideas or images (including generative artificial intelligence) without a full and correct acknowledgement of sources;
 - b. presenting the work of others (including generative artificial intelligence) 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 (including generative artificial intelligence) 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 degree programme courses without acknowledging the source;
 - g. copying the work of your peers or work generated by generative artificial intelligence 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;
 - i. using generative artificial intelligence where this is not permitted according to the test instructions.
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 tools. By submitting a text to be assessed, students give their implicit permission for the text to be included in the database of the detection tools concerned.
2. As indicated in Article 4.3 paragraph 3, an additional investigation may take place to determine whether generative artificial intelligence has been used in a way that is not permitted according to the test instructions or has been wrongly used as a tool.

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. This also applies to generative artificial intelligence as a tool;
 - 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 the student is taking themselves, as well as allowing other students to act in a fraudulent manner.

3. Fraud as described under letters c. and d. and plagiarism as described under letter h. in article 4.5 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.

5. 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 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 and/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 that the student has not received a mark due to fraud or that the assessment has been withdrawn due to fraud, and the work and any assessment already issued have therefore been 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 enrollment 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 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 enrollment 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.

5.2 Suspension of study advice propaedeutic phase

1. If at the end of the first year of enrollment for the propaedeutic phase the Examination Board cannot form an opinion on the suitability for the degree programme due to the student's personal circumstances, it may decide not to issue a study recommendation at the end of 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 enrolment. This has a negative binding character if the student, with due observance of her 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 HvA-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. The student counsellor can ask a student for proof of the personal circumstance.

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.
2. The Examination Board will in addition only decide whether 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 5.2).
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 and remains in contact if necessary. In this context, notification is deemed to be timely when it is given as soon as the circumstances occur or very soon thereafter, and remains in contact if the circumstances continue to influence study progress.
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.

nvt

2. After a year, a student who has received a binding negative study advice may apply for enrollment 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 a reasonable 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 courses for the relevant phase or degree 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 first-year examination or have been granted an exemption for it.

6.2 First-year certificate and degree certificate

1. The Examination Board will issue a propaedeutic 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 propaedeutic phase will not receive a propaedeutic 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 the 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. 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. 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 Executive 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 propaedeutic 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 courses 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. Courses for which students have been granted an exemption, where conditions are met, honours and extracurricular courses 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 propaedeutic phase within a maximum of one year.
- b. The weighted average final mark of their test results for all the courses 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 courses 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 course with a mark of at least 8.0 (not rounded up to).
- d. Students have never been found guilty of plagiarism or fraud in a course belonging to the main phase.

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 courses 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 course with a mark of at least 9.0 (not rounded up to) and/or with the word mark 'excellent';
 - d. Students have never been found guilty of plagiarism or fraud in a course belonging to the main phase.
7. The Examination Board assesses whether to confer the designation 'cum laude' or 'summa cum laude'.

6.5 Calculation of average mark in relation to a 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 test that they have passed.

2. If a student asks for a statement stating an average (grade point average) resulting from the list of results of courses that have been achieved so far, this average must be calculated as follows: The average of the courses achieved is the weighted average of all results of the courses on the result list. Weighted means that the size of the courses 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. If only word grades are used, the grade equivalents for the word grades as determined are used to enable the calculation of a weighted average.

3. Courses for which a student has been granted an exemption, where conditions have been met, honours and extra-curricular courses do not count in the calculation of the weighted average grade.

4. If an exemption has been granted for more than one third of the credits of the propaedeutic year programme or the main phase, no weighted average will be provided.

5. A weighted average is calculated for courses belonging to the propaedeutic phase and a separate weighted average for courses belonging to the main phase.

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 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 3.10);
- b. to take an additional test or 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 3.11);
- d. to approve their choice of minor (see article 2.9);
- e. for special arrangements to be made with regard to tests on account of a disability (see article 3.12);
- f. for a longer test time and permission to use a dictionary in the case of a language deficiency (see article 3.13);
- g. for a revised test timetable if the student is involved in top-level sports or entrepreneurship (see article 3.3);
- h. if applicable, the approval for the composition of a curriculum.

7.2 Lodging an appeal with the Examination Appeals Board (CBE)

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

8 Validity of Teaching and Examination Regulations

8.1 Scope

1. The Teaching and Examination Regulations in the 2024-2025 academic year apply to students enrolled in the degree programme(s) referred to 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 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 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 Representative Advisory Council or the Degree Programme Committee will be consulted. For intermediate changes in the test overview, article 3.1, paragraph 4 also applies.
3. The start date of the Teaching and Examination Regulations is 1 September 2024.

8.4 Transitional arrangements

Not applicable.

9 Test overview

See Appendici A, B, and C

9.1 Propaedeutic phase

See Appendix B

9.2 Main phase (including specialisations and minors)

See Appendix B + C

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 Courses that are due to expire

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 enrollment 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. An oral presentation or interview may be part of the assessment;
- **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;
- **(core) 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 course): an educational unit as referred to in Section 7.3 of the WHW which, together with other courses, forms the 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 courses. 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 degree programme;
- **degree programme:** the interconnected whole of educational units administered by the degree programme;
- **Degree Programme Committee:** the Degree Programme Committee as referred to in Section 10.3c of the WHW;
- **degree programme manager:** the individual charged with day-to-day management of the degree programme;
- **electives:** courses that are part of the degree programme, whereby the student can choose from different courses;
- **enrollment 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 curriculum 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. The Executive Board provides general management and is responsible for the efficient management of the university;
- **faculty:** the organisational unit in which education is offered;
- **fast track programme:** a Bachelors 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 degree 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 degree programme;
- **inspection:** the moment at which an exam and the work done by students are discussed in the presence of an examiner;
- **institution:** the Amsterdam University of Applied Sciences/ Hogeschool van Amsterdam (hereinafter referred to as the 'AUAS/HvA');
- **integrated resit:** one test instead of two or more partial tests that constitutes the second examination opportunity;
- **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:** a first year in which several CROHO programs offer a common training program to propaedeutic students. If the programs for the propaedeutic phase have the same learning objectives/results, a BSA for one program also applies to the other programme(s);
- **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 and questions where the student should fill in the missing information. New forms are knowledge clip or presentation made by the student in which the student 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 degree programme that follows directly after the propaedeutic year (post propaedeutic year stage);
- **nominal study period:** the nominal study period of the main phase of a bachelor is 3 years.
- **oral test:** a 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 course has been completed with a satisfactory result. The (final) assessment of the course 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:** Test form in which the student submits a portfolio containing evidence of competencies in the form of (professional) products, substantiation, feedback, reflections, etc. An assessment interview takes place based on the portfolio, also known as a criterion-oriented interview (cgi). Here the student is asked about how the evidence was created (approach and behavior), what choices were made (thinking and decision processes), the results and how all this contributed to the learning and development process (reflection and transfer). Degree programmes that work according to the educational concept of programmatic testing often use an assessment/decision moment (so-called high-stakes), in which a portfolio is assessed by several examiners without a criterion-oriented interview taking place. This concerns a portfolio evaluation (in Dutch: portfolio-beoordeling). This form is permitted if the conditions described in the Test Administration Protocols are met;
- **practical component:** 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 course;
- **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 or interview can be part of the assessment.
- **propaedeutic phase:** the foundation year phase of the degree 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 courses belonging to the propaedeutic certificate or degree certificate.

- **SIS:** Student Information System;
- **specialisation:** a specialisation within the degree 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 degree 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 degree 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;
- **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 course to participate in a (partial) test;
- **test opportunity:** the number of opportunities that a study program offers per course 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 semester 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 Bachelors 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 degree programmes may indicate Saturdays as working days.

TER H9 '24-'25 Sport Studies

RULES REGARDING RESITTING ASSESSMENTS AND PARTICIPATION IN EDUCATIONAL UNITS

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, second year

- 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, third and fourth year

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

Rules regarding participation in operationele stage, Entrepreneurship, World of Sport Strategy, minor, strategic internship, graduation project

The student may start start a operational internship when:

- the student has gained official approval and handed in a first draft of internship proposal linked to the specific internship.

The student may start start the third year Entrepreneurship and World of Sport Strategy modules when:

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

The student may start a minor when:

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

The student may start a Strategic Internship when:

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

The student may start a graduation project abroad when:

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

The student may start a graduation project in the Netherlands when:

- there is a maximum of 8 credits backlog (excluding the graduation assignment) and all research course credits have been obtained: quantitative research plan, research & consultancy,

quantitative Research Report and consultancy presentation (main phase, second year),
qualitative research plan and qualitative research report (main phase, third year).

Examination Programme Course Year 2024 - 2025

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

Academic Plan: 52392

Exam Programme: <https://coursecatalogue.amsterdamuas.com>

Module	ECTS	Method of assessment for tests and partial tests	Number of opportunities	Quarter or semester of opportunities
Year 1 / Foundation Year	60			
Sports Practice	20			
Team Sports Playbook	1	Assignment	2	Quarter 1 / Quarter 2
Team Sports Practice	1	Behavioral assessment	2	Quarter 1 / Quarter 4
Fitness Report	2	Assignment	2	Quarter 1 / Quarter 2
Fitness Practice	1	Behavioral 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	Behavioral assessment	2	Quarter 2 / Quarter 4
Presentation Sports Festival	1	Assignment	2	Quarter 2 / Quarter 4
Presentation Sports Practice	1	Behavioral assessment	2	Quarter 2 / Quarter 4
Racket Sports Analysis	1	Assignment	2	Quarter 3 / Quarter 4
Racket Sports Practice	1	Behavioral assessment	2	Quarter 3 / Quarter 4
Technical Sports Analysis	2	Assignment	2	Quarter 3 / Quarter 4
Technical Sports Practice	1	Behavioral assessment	2	Quarter 3 / Quarter 4
Outdoor Sports Analysis	1	Assignment	2	Quarter 4
Outdoor Sports Practice	1	Behavioral assessment	2	Quarter 4
Endurance Sports Plan	2	Assignment	2	Quarter 4
Endurance Sports Practice	1	Behavioral assessment	2	Quarter 4
Sports Theory	5			
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
Personal Professional Development	8			
PPD 1	1	Assignment	2	Quarter 1 / Quarter 2
PPD 2	1	Assignment	2	Quarter 2 / Quarter 3
PPD 3	1	Assignment	2	Quarter 3 / Quarter 4
PPD 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
Management	15			
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
Corporate Social 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	Behavioral assessment	2	Quarter 4
Entrepreneurship	10			
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
Research	2			
Academic Writing	1	Portfolio assessment	2	Quarter 1 / Quarter 2
Research Skills	1	Knowledge test	2	Quarter 3 / Quarter 4

Module	ECTS	Method of assessment for tests and partial tests	Number of opportunities	Quarter or semester of opportunities
Main Phase	180			
Year 2	60			
Research & Advice	14			
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	Behavioral assessment	2	Quarter 1 / Quarter 4
Fitness	1	Behavioral 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
Project & Organisation	13			
Project Management	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	Behavioral assessment	2	Quarter 2 / Quarter 4
Gymnastics	1	Behavioral 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
Internship	16			
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
Management & Sport	14			
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	Behavioral assessment	2	Quarter 4
Sport & Health	1	Behavioral 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
Personal Professional Development	3			
Personal Profiling	3	Assignment	3	Quarter 1 / Quarter 2 / Quarter 4
Year 3/4	120			
Entrepreneurship	12			
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
Management & Sport	10			
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
Internship	60			
Strategic Internship	30	Professional product	2	Quarter 2 / Quarter 4
Graduation Project	30	Professional product	2	Quarter 4
Personal Professional Development	8			
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
Minor of Choice	30			

Onderwijsprogramma studiejaar 2024 - 2025

Opleiding: Sport Management & Ondernemen (Sportkunde) voltijd

Studieplan: 52391

Toetsprogramma Minoren

Onderwijseenheid	ECTS	Toetsvorm (deel)toets	Aantal gelegenheden	Blok of semester gelegenheden
Minoren				
Minor High Performance Sport	30			
HPS Management	2	Opdracht	2	Blok 1 / Blok 2
HPS Paper 1	2	Opdracht	2	Blok 1 / Blok 2
HPS Ethics	2	Opdracht	2	Blok 1 / Blok 2
HPS Policy	2	Opdracht	2	Blok 1 / Blok 2
HPS Talent Identification & Development	2	Opdracht	2	Blok 1 / Blok 2
HPS Informatics & Analytics	2	Opdracht	2	Blok 1 / Blok 2
HPS Fieldtrip	2	Opdracht	2	Blok 1 / Blok 2
HPS Support Teams 1	2	Kennistoets	2	Blok 1 / Blok 2
HPS Career	2	Opdracht	2	Blok 2
HPS Paper 2	2	Opdracht	2	Blok 2
HPS Event Management	2	Kennistoets	2	Blok 2
HPS Marketing & Communications	2	Kennistoets	2	Blok 2
HPS Performance Management	2	Opdracht	2	Blok 2
HPS Team Dynamics	2	Opdracht	2	Blok 2
HPS Support Teams 2	2	Kennistoets	2	Blok 2

Minor Sport, Business & Leadership	30			
World of Sport & Business	8	Kennistoets	2	Blok 3 / Blok 4
Trends & Issue Management	7	Kennistoets	2	Blok 3 / Blok 4
Business in Sports	8	Kennistoets	2	Blok 4
Sportbusiness & Leadership	7	Kennistoets	2	Blok 4

Minor Sport Commerce	30			
Sport Commerce Project Q1	11	Portfolio assessment	2	Blok 1 / Blok 2
Sport Commerce Exam Q1	5	Kennistoets	2	Blok 1 / Blok 2
Sport Commerce Project Q2	9	Portfolio assessment	2	Blok 2
Sport Commerce Exam Q2	5	Kennistoets	2	Blok 2

Minor Sport Development	30			
SD Introduction Week	1	Opdracht	2	Blok 1
SD Organisations & Stakeholders	2	Opdracht	2	Blok 1 / Blok 2
Building a SD Program	2	Opdracht	2	Blok 1 / Blok 2
SD Public Sport Policy	2	Opdracht	2	Blok 1 / Blok 2
SD Technology in Sport	2	Kennistoets	2	Blok 1 / Blok 2
SD Social Impact	2	Kennistoets	2	Blok 1 / Blok 2
Funding in SD	2	Kennistoets	2	Blok 1 / Blok 2
SD Field Trip	1	Opdracht	2	Blok 1 / Blok 2
SD Sport as Agent for Social Change	4	Opdracht	2	Blok 2 / Blok 3
SD Case	2	Opdracht	2	Blok 2
SD Grassroots & Community Sports	2	Opdracht	2	Blok 2 / Blok 3
SD Advanced Leadership	2	Opdracht	2	Blok 2 / Blok 3
SD Debate	2	Opdracht	2	Blok 2
Social Media in SD	2	Opdracht	2	Blok 2 / Blok 3
SD Coaching Portfolio	2	Portfolio assessment	2	Blok 2 / Blok 3

Minor Master Preparation*	30			
Bestuurs- en Organisationswetenschappen	30			
Bewegingswetenschappen	30			
Business Administration	30			
Communicatiewetenschappen	30			

*selection of one of the alternatives