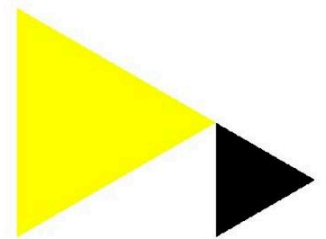


Teaching and Examinations Regulations 2024-2025

Master Sport Business & Leadership
49160



Agreement Degree Programme Committee: 14 juni 2024
Agreement Representative Advisory Council: 4 juni 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 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 programme, including any specialisations, and information on the student counselling.

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.

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

Chapter 6 **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 7 **Validity of Teaching and Examination Regulations** indicates who and what the Teaching and Examination Regulations apply to, for how long they are valid for and how they are adopted.

Chapter 8 **Test overview** gives an overview of all the courses in the curriculum offered by the degree programme, indicating the number of credits, the methods of assessment and when the tests take place.

Chapter 9 **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 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 contain 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 Master's degree programme are set out in the appendix of the Students' Charter. The specific admission requirements for the Master'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 Sport Business & Leadership . On completion of the degree programme, students can start working as 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 of the degree programme

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

1. You develop a vision for the sustainable positioning of the sports organization
2. You communicate the vision and strategy inside and outside the sports organization
3. You create the conditions for value creation to occur in a sports organization
4. You innovate business models into sustainable value in sport
5. You connect stakeholders with each other and with yourself
6. You are able to influence key decision makers in sport
7. You manage parts of business operations in a sports organization
8. You structure the business operations of a sports organization
9. You demonstrate leadership behaviour in relation to the people in a sports organization
10. You professionalize a group of people in a sports organization
11. You research complex issues for a sport organization or the sports industry
12. You provide a solution to a complex real-world challenge in a sports organization
13. You take responsibility for your own actions and those of others
14. You direct your personal and your own professional development

2.3 Structure of curricula

1. The degree programme has a study load of 60 credits.
2. The study programme is offered on fulltime basis.
3. 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 two semesters of twenty weeks and an extra period of eight weeks in the summer period.
4. All the courses in the various curricula are listed in Chapter 8. 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.

2.3A Options

2.4 Education format

The education of the MSBL is designed based on the HvA-wide principles that the student has direction over his or her own learning path, that education is activating and that it takes place within a learning community. Within the education, the practice of the sports sector must be leading at all times. Furthermore, the emphasis on personal formation and development of professional identity has also been emphatically taken to heart in educational development.

Students have control over their own learning path. This begins when they make the choice within which (category

of) organization they will develop their professional products. And when students gradually discover that, as part of their personal and professional development, they will develop part of the professional deliverables in another (category) organization, that too is among the possibilities.

The education is activating in that challenges and issues within the sports sector form the starting point for both the content of the lessons and the professional deliverables that students work on during and outside the lessons. The students are challenged to actually contribute to a better and more sustainable sports world, in terms of people, planet and prosperity.

Education takes place in a learning community of students, teachers and experts from the field. As in professional sports industry itself, it is about tackling issues together and thereby becoming better together.

Education has the practice of the sports industry as its starting point. The learning outcomes, professional products and associated Body of Knowledge and Skills (BOKS) are derived from the core tasks and professional attitude of the MSBL professional profile. The professional deliverables that the students produce are answers to issues from sports sector practice.

Education focuses on personal development of professional identity. Based on the belief that for good leadership, it is crucial not only to have leadership skills, but that the way leaders use them must match their personal characteristics and personal leadership style.

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

2.5 Evaluation of teaching

The MSBL module leads (7) will, together with the MSBL coordinator, evaluate the content of the curriculum and the progress of students throughout the study year.

The program committee (PC) of MSBL, consisting of four members: two students and two lecturers will support the evaluation of teaching. The PC is authorized to invite the programme manager and the MSBL coordinator at least four times a year to evaluate the quality of the programme.

2.6 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 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.

2.7 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 the learning environment 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.

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 3.12).

2.8 Performing work during the study programme

Not applicable.

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 8 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 8 Test overview specifies in which period (block or semester) the tests or partial tests will be held for each course.
2. Where applicable, the test overview will also indicate whether:
 - a. a particular number of credits is required for participation in 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 8 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 academic 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

There are no courses with practical components in this degree programme.

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 and/or oral 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 will be awarded a mark between 1 and 10, with a maximum of one decimal place.

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

A student's assessment result in a partial test is deemed to be satisfactory if the mark allocated is - not rounded up to - 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 students' 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.

3.7 Recording and announcement of results

1. Tests and partial 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 students have obtained a passing mark for the test. 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 the last 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 5.2.5.

3.9 Inspection

1. Students will be given the opportunity to inspect their test paper or partial test paper up to a maximum of 15 working days after publication in SIS 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

1. The Examination Board is authorised to grant exemptions to a student 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. Students 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 is unlimited in principle, unless the exemption has been granted in respect of one of the courses listed in chapter 8 under courses that are due to expire.
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 counselor 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.

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 courses, 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 study guide. 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 examination takes place in accordance with the requirements of security and privacy rules as laid down in the 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 interim examinations and partial examinations. 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. For determining plagiarism as referred to in the chapter, deliberate intention by the student is not required.
 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 tool 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 enrolment 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 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 Examinations and degree certificate

5.1 Examination

1. The Master's degree programme ends with an examination. Students are deemed to have passed the examination if they have successfully completed all the courses of the degree programme, or an exemption has been granted for them.

5.2 Degree certificate

1. The Examination Board will issue a degree certificate and list of results to students who have passed the examination of the Master's programme.

2. The marks on the list of marks will be of one decimal place.

3. In addition to the list of marks, students will also receive a diploma supplement in English with their degree certificate.

4. The graduation date recorded on the degree certificate will be the month in which the student sat his/her last test.

5. Students may ask the Examination Board to delay the issuing of their degree certificate.

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.

5.3 Degree

1. The Executive Board of de AUAS will award a Master of Science degree to students who have passed the examination.

5.4 Calculation of average mark and 'cum laude' requirements

1. The average final mark is the weighted mathematical average of all the marks obtained in the tests of the Master's degree programme 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).

5.5 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 degree certificate, may be issued with a statement from the Examination Board that specifies the tests that they have passed.

6 Examination Board and Appeals Board

6.1 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. for special arrangements to be made with regard to tests on account of a disability (see article 3.12);
- e. for a revised test timetable if the student is involved in top-level sports or entrepreneurship (see article 3.3).
- f. if applicable, the approval for the composition of a curriculum.

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

1. Students may lodge an appeal with the Examination Appeals Board (CBE) 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 CBE and on how students can lodge an appeal can be found in the *Legal protection of students* section of the Students' Charter.

7 Validity of Teaching and Examination Regulations

7.1 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 AUAS 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.

7.2 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.

7.3 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 7.4.
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 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.

7.4 Transitional arrangements

Not applicable.

8 Test overview

8.1 Year 1

60 credits

8.2 Year 2

[Testing programme year 2]

8.3 Courses that are due to expire

Not applicable.

9 Definition of terms

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

- **academic year:** the period starting on 1 September and terminating on 31 August of the following calendar year, or in the case of 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;
- **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:** 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;
- **examination:** final element of a degree 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. 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;
- **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 Section 6.1, paragraphs 1 and 3 of these Regulations;
- **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;
- **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.
- **nominal study period:** the nominal study period of a master is 1 – 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 Section 6.1, paragraph 2 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.
- **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 degree certificate.
- **SIS:** Student Information System;
- **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 interim and partial examinations for all courses, specifying (at minimum) the following details, testing format for the first and second interim or partial examination, the number of credits,

the block or semester during which the interim or partial examination 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;
- **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:** working 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.

REQUIREMENT FINAL PRESENTATION OF MODULE 6 AND 7

The Master Sport Business & Leadership is concluded and finalized with a presentation of module 6 Master Thesis in Sport Business & Leadership and module 7 Personal & Professional Profiling.

Rule regarding the graduation presentation

MSLB students may hold the final presentation of the module 6 and 7 - Master Thesis MSBL and Personal Professional Profiling - when all credits of the five modules have been obtained and are put in sis (35 credits).

Examination Programme Course Year 2024 - 2025

Programme: Master of Science Sport Business & Leadership (full-time)

Academic Plan: to be defined

Exam Programme Master of Science Sport Business & Leadership

Module	ECTS	Method of assessment for tests and partial	Number of opportunities	Quarter or semester of opportunities
Vision & Strategy in Sport	15	Assignment	2	Quarter 3 / Quarter 4
Value Creation & Business Models in Sport	5	Assignment	2	Quarter 1 / Quarter 2
Stakeholders & Politics in Sport	5	Assignment	2	Quarter 3 / Quarter 4
Operations Management in Sport	5	Assignment	2	Quarter 4
Human Resources in Sport	5	Assignment	2	Quarter 3 / Quarter 4
Master Thesis in Sport Business & Leadership	15	Assignment	2	Quarter 4
Personal Professional Profiling	10	Assignment	2	Quarter 4

Onderwijsprogramma studiejaar 2024 - 2025

Opleiding: Master of Science Sport Business and Leadership (voltijd)

Studieplan: nog niet vastgesteld

Toetsprogramma Master of Science Sport Business and Leadership

Voltijd

Groep	ECTS	Toetsvorm (deel)toets	Aantal	Blok of semester	Q1	Q2	Q3	Q4
Onderwijseenheid	15							
Vision & Strategy in Sport								
Vision & Strategy in Sport 1	5	Assignment	2	Quarter 1 / Quarter 2	5			
Vision & Strategy in Sport 2	5	Assignment	2	Quarter 2 / Quarter 3		5		
Vision & Strategy in Sport 3	5	Assignment	2	Quarter 3 / Quarter 4			5	
Value Creation & Business Models in Sport	5							
Value Creation & Business Models in Sport	5	Assignment	2	Quarter 1 / Quarter 2	5			
Stakeholders & Politics in Sport	5							
Stakeholders & Politics in Sport 1	3	Assignment	2	Quarter 2 / Quarter 3		3		
Stakeholders & Politics in Sport 2	2	Assignment	2				2	
Operations Management in Sport	5							
Operations Management in Sport 1	2	Assignment	2	Quarter 2 / Quarter 3		2		
Operations Management in Sport 2	1		2				1	
Operations Management in Sport 3	2		2					2
Human Resources in Sport	5							
Human Resources in Sport 1	1	Assignment	2	Quarter 2 / Quarter 3	1			
Human Resources in Sport 2	2	Assignment	2			2		
Human Resources in Sport 3	2	Assignment	2				2	
Master Thesis in Sport Business & Leadership	15							
Master Thesis in Sport Business & Leadership 1	2	Assignment	2	Quarter 1 / Quarter 2	2			
Master Thesis in Sport Business & Leadership 2	3	Assignment	2	Quarter 3 / Quarter 4			3	
Master Thesis in Sport Business & Leadership 3	10	Assignment	2	Quarter 4				10
Personal Professional Profiling	10							
Personal Professional Profiling 1	2	Assignment	2	Quarter 1 / Quarter 2	2			
Personal Professional Profiling 2	3	Assignment	2	Quarter 2 / Quarter 3		3		
Personal Professional Profiling 3	2	Assignment	2	Quarter 3 / Quarter 4			2	
Personal Professional Profiling 4	3	Assignment	2	Quarter 4				3
	120				15	15	15	15