



# Teaching and Examination Regulations 2022-2023

Bachelor's degree programme in [Name(s) of degree programme]  
[CROHO code]

Agreement Programme committee: [insert date]

Agreement of School Representative Advisory Council: [insert date]

Adopted by the dean: [insert date]

## Instructions for composer:

*Fill in the green marked texts.*

*Delete the yellow marked texts after completion.*

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## Chapter 1 Introduction

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

### 1.1 Organisation of this document

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

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

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

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

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

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

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

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

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

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

- Students' Charter: sets out all the rights and obligations of students and prospective students. The Teaching and Examination Regulations form part of the Students' Charter.

- Course catalogue: the digital information source containing all relevant information on the degree programme and the modules.
- Test protocols: detailed rules governing how tests and partial tests are administered.
- Code of Conduct for Student Counsellors: guidelines for the professional conduct of student counsellors.
- Studying with a disability: details of the special arrangements available for students with a disability.
- Top-level Sports Regulations: contains details of the special arrangements available for students who are top-level athletes.
- Entrepreneurships Regulations: contains details of special arrangements available for students who are entrepreneurs.
- AUAS Testing Policy: AUAS agreements on quality and quality control of assessment.
- Examination Board Regulations: these govern the composition, tasks and procedures of the Examination Board (only available in Dutch).
- Selection list of the Netherlands Association of Universities of Applied Sciences: contains rules governing retention times for tests and certificates (only available in Dutch).
- Privacy Policy: contains the measures of the AUAS with regard to the General Data Protection Regulation (AVG) and the Data Protection Act (Wbp), (only available in Dutch).

[supplement with faculty or degree programme sources where appropriate]

### 1.3 Information on admission requirements

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

## Chapter 2 Teaching

### Article 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 [name of degree programme]. 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.

### Article 2.2 Exit qualifications of the degree programme

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

[include the exit qualifications]

[Exit qualifications]

### Article 2.3 Curricula offered by the degree programme

1. The degree programme offers the following curricula:

	Name	Number of credits	FT/PT/Dual education
	Propaedeutic year		
	Joint first year		
	Main phase		
	Specialisation(s)		
	Track		
	Track aimed at achieving a higher knowledge level		
	Three-year fast-track programme for school-leavers at pre-university level		
	Fast-track programme		

[Delete any inapplicable components from the table. If the degree programme does not offer any *Specialisations*, you should include the *Main phase* in the table. If the degree programme offers several specialisations, tracks, tracks aimed at achieving a higher knowledge level or fast-track programmes, each of these should be specified individually. If these regulations relate to more than one degree programme, each of the degree programmes, together with the corresponding specialisation(s), must be shown separately in the table].

### Article 2.3A Options

[Describe in this article which elective space within the educational programmes exists, besides minors (2.9) and tracks aimed at achieving a higher knowledge level (2.8), students have and describe, if necessary, which rules apply or choose the following option]

[Option, delete text if not applicable].

In the case of electives, the degree programme can set further rules regarding registration and participation. This is stated in the course catalogue.

#### Article 2.4 Structure of curricula

1. An academic year is sub-divided into 4 blocks of 10 weeks and an extra fifth block of 8 weeks in the summer period or 2 semesters of 20 weeks and an extra period of 8 weeks in the summer period.
2. All the modules in the various curricula are listed in Chapter 9. The following details are specified for each module:
  - a. the name of the module;
  - b. the number of credits;
  - c. the method of assessment for all (partial) tests;
  - d. the period of time in which the (partial) tests are offered.

#### Article 2.5 Education format

[Brief description of the education format: concept and teaching methods used].

##### 1. [Education format]

The degree programme is delivered in [choose between: Dutch or English]. There may be exceptions to this rule.

#### Article 2.6 Evaluation of teaching

[Indicate on a point-by-point basis how the teaching is evaluated].

##### 1. [Evaluation]

#### Article 2.7 Student counselling

1. The programme manager will ensure that 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.

#### Article 2.8 Track aimed at achieving a higher knowledge level

1. [This article only applies if such a track forms part of the degree programme. Otherwise, the following should be stated: The degree programme does not offer a track aimed at achieving a higher knowledge level. If the degree programme has one or more tracks, the selection procedure for each of these tracks will be outlined in the articles below].
2. The degree programme has a track aimed at achieving a higher level of knowledge: [name of track]. The admission requirements are specified in [add link]. Admissions to the track will be decided by the programme manager.
3. The selection process is as follows: [insert selection procedure]

4. At the end of the first and second years of a track aimed at achieving a higher level of knowledge, the programme manager may decide that the student cannot continue the track. This will be the case if, during the main phase of the programme, the student fails to meet the requirements relating to the continuation of studies applicable to the track aimed at achieving a higher level of knowledge.
5. If a student is not permitted to continue the track aimed at achieving a higher level of knowledge, she may continue the standard four-year Bachelor's degree programme. Students who have not yet successfully completed their first year will continue to be governed by the rules on study advice contained in Chapter 5.

## Article 2.9 Minors

1. The minor structure consists of 30 credits and forms part of the main phase. Students may commence a minor if they have successfully completed their first year programme and have obtained [number or credits] [insert number of credits, chose between a minimum of 30 and a maximum of 50 ECTS] credits from the main phase<sup>1</sup>.

[Option 1: this option is applicable for all degree programmes, unless the Executive Board has granted permission for option 2. Permission is possible in case the profession or professional field concerned may impose requirements on its students with regard to the content of the minor to be studied]

### [Option 1]

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

[Option, delete text if not applicable]

In addition to choosing from the above mentioned options a to e, 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.

### [Option 2]

2. Students can select a minor from the range offered by the programme.

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<sup>1</sup> This does not apply to students who are on a three-year fast-track programme for school-leavers at pre-university level.

[Standard wording continues]

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

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

1. Students who have special needs due to a disability or chronic illness are entitled to tailored, suitable or necessary adjustments, except where such adjustments would place a disproportionate burden on the AUAS.
2. The programme manager will endeavour to offer students with a disability a learning environment that is equal, wherever possible, to that available to students without a disability and that offers equal opportunities for academic success. In the event of a request for a special arrangement, the programme manager will take the advice of the student counsellor. See also: Studying with a disability (A-Z list).
3. The adjustments must eliminate or reduce impediments and foster the student's independence and full participation as far as possible. Such adjustments may relate to:
  - a. the accessibility of buildings;
  - b. the curriculum, including work placements;
  - c. course timetables;
  - d. teaching methods, including supervision;
  - e. teaching materials; and
  - f. assessment (see also 3.13).

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

[choose between the following two options]

[Option 1]

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 Board of Examiners automatically grants permission to students who are enrolled in the propedeutic year to follow courses and take tests of the main phase in case:

  - a. they have not yet passed the first-year examination but have obtained at least 50 credits (see Chapter 5);
  - b. 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 programme to follow courses in the main phase.

[Option 2, when choosing this option, always enter the same number at x number of credits]

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

[If the degree programme does not offer any specialisations, delete the wording below. If the degree programme does have specialisations, choose between Option 1 or Option 2. If you select Option 1, delete the wording of Option 2 and vice versa].

[Option 1]

2. Students have access to all the specialisations listed in article 2.3.

[Option 2]

2. The programme manager may decide that students in the main phase can only be admitted to one or to a limited number of the specialisations listed in article 2.3.

The programme manager will base this decision on:

- a. the student's academic results; [insert specific requirements].

and/or

- b. the extent to which the student's degree programme provides a good basis for the student's desired specialisation. [insert specific requirements].

3. The programme manager will give students an opportunity to make their views known before taking a decision. When taking a decision, the programme manager will take the students' personal circumstances into account (see article 5.3).

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

1. [If the degree programme offers assistance with progression to a related Master's degree programme, specify here what this assistance entails. Otherwise, this article should be deleted]

## Chapter 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 and Research Act (WHW).

### Article 3.1 Format

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

### Article 3.2 Sequential order

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

### Article 3.3 Number of attempts

1. Each academic year, the programme offers at least two opportunities to complete a module of the propaedeutic phase or main phase. Chapter 9 indicates for each module how many opportunities there are to complete the module. One exception is possible, mentioned in paragraph 2 of this article.
2. There is one exception to paragraph 1: in the case of internships and long-term assignments where it is not possible to resit in the same year, the program manager may determine that only one opportunity is offered in the same academic year.
3. Students who fulfil the criteria of AUAS' Top-level Sports Regulations or Entrepreneurship Regulations may be eligible for a special examination timetable.
4. The Examination Board may decide to allow an extra opportunity for a student. The Examination Board can seek the advice from the relevant lecturer and/or student counsellor and, in case of personal circumstances, from the student counsellor before taking a decision.

3. If a module is no longer offered, the degree programme will offer students at least two opportunities to take an test or partial test for this module in the following year.
4. If students fail a module in the academic year in which they took the module and wish to retake a test or partial test for that module the following academic year, the requirements imposed will be [option 1] those that apply to the current academic year [or option 2] those that applied in the academic year in which the students took the module in question.

### Article 3.4 Arrangement and mandatory participation in practical components

1. The following modules contain practical components:

[Enlist in the table below which modules contain practical components, give a brief description of the arrangement and list whether mandatory participation is applicable]

Module	Arrangement	Mandatory participation
[Name module]	[brief description of the arrangement]	[Yes or No]
[Name module]	[brief description of the arrangement]	[Yes or No]
[.....]	[.....]	[.....]

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

### Article 3.5 Test formats

1. A (partial) test with a specific test moment can be taken digitally, orally or with pen and paper. The course catalogue indicates which is applicable for each module.
2. An oral test or partial test is always administered by two examiners. If this is difficult to organize, it is possible to deviate from this rule, except in the case of testing graduation components. The oral (partial) test must then be recorded. An oral (partial) test is not public, unless the Examination Board determines otherwise.

### Article 3.6 Standardisation of assessments

1. Tests for all the degree programme's modules, including minors and modules from tracks for achieving a higher level of knowledge, will be awarded a mark between 1 and 10, with a maximum of one decimal place. [Option: or with a mark in words: unsatisfactory, satisfactory, good or excellent.]
2. Partial tests will be awarded a mark between 1 and 10, with a maximum of one decimal place, or will be marked as 'pass' or 'fail'. The course catalogue indicates how such qualitative assessments are weighted when calculating the mark for the module.
3. A student's assessment result in a test is deemed to be satisfactory if the mark allocated is - not rounded off - 5.5 or higher. [Option: of 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.

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

4a. [Option, delete text if not applicable].

Where marks are offset, students may be required to achieve a minimum - not rounded off - to mark of [insert mark between 4 and 5] for the partial tests. If this is the case, it will be indicated in the course catalogue for the relevant module.

4b. [Option, delete text if not applicable]

The results of partial tests taken during integrated resits (second opportunity) will lapse at the end of the relevant academic year.

*[Standard wording continues]*

5. Offsetting of marks between modules is not permitted.
6. Where requested by students, the results of any modules that students have taken at an institution abroad that form part of the student's degree programme may be converted into marks on a scale of 1 to 10 by the Examination Board, based on the available grading table of the foreign institution and that of the AUAS. [Option: or with a mark in words: unsatisfactory, satisfactory, good or excellent.]
7. On completion of a module, the highest (rounded) grade achieved will determine whether or not students have passed the module.

### Article 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 5 working days before the resit.

### Article 3.8 Allocation of credits

1. Students will be deemed to have passed the module and the relevant credits will be allocated if the students have obtained a passing mark for the tests. Credits will not be awarded for passing partial tests.
2. Where students are granted an exemption for a particular module, they will be deemed to have passed that particular module and the corresponding credits will be allocated.
3. The date of the test or partial test that resulted in successful completion of the module will be treated as the date on which the credits were obtained. For exemptions applies the date the exemption was granted.
4. If students want to retake the last (partial) test of the examination programme, for example to obtain a higher mark, then students must submit a request to the Examination Board before the date of participating in the (partial) test. See article 6.2 paragraph 6.

### Article 3.9 Inspection

1. Students may inspect a marked test paper or partial test paper and the mark scheme used up to at least 15 working days after publication in SIS. When the resit (second opportunity) is planned soon after the first test, the inspection session is planned at least 5 working days before the resit.

2. If students are not able to participate at that time, they may request the Examination Board to inspect the marked test or partial test at another moment. The Examination Board decides when the inspection is possible.
3. The right to inspection expires with the expiration of the storage period.

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

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 module for which the student wishes to be exempted;

[optional, include if applicable]

Final project(s) cannot be considered for exemption.

If the student has passed examinations from the following related senior secondary vocational education (MBO) programme [specify MBO programme] whose content, scope and level is deemed by the Examination Board to correspond in sufficient measure to the module for which the student wishes to be exempted.

[Standard wording continues]

2. A student wishing to be considered for an exemption must submit a motivated and substantiated request to that effect in writing to the Examination Board before the teaching of the module for which exemption is being requested begins. The request must be accompanied by documentary evidence indicating that the student has already satisfied the requirements for the modules for which an exemption is being requested.
3. The validity period of an exemption granted for (parts) of the module of the main phase is unlimited in principle, unless the exemption has been granted in respect of one of the modules listed in Section 9.6.
4. The Examination Board will determine, on the basis of the evidence submitted, whether the student has met the requirements of the relevant module.
5. The Examination Board will grant a request for exemption if, in its opinion, the student meets the requirements of the relevant module or parts thereof. The Examination Board will inform the student of its decision by digital means within four weeks of the date on which the request was received.
6. Exemptions will be listed with the description 'VR' in the 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 module of which this partial test forms part.

### Article 3.11 Validity

[Choose between the following two options. If you choose option 1, delete the wording of option 2 and vice versa]

[Option 1]

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

[Option 2]

1. For (a part of) the modules in the main phase the period of validity of exam results is limited. This is applicable if knowledge, insight and skills are demonstrably outdated. The names of these modules with a limited period of validity, the validity period and the reason for outdatedness are listed 9.6.
2. The Examination Board may extend the period of validity of examination results with limited validity.

3. Once the period of validity of a test has expired, the student will be given the opportunity to take the module again and to take tests and partial tests again. If the module is no longer being offered, the Examination Board will designate a replacement module.

#### Article 3.12 Disabilities

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

#### Article 3.13 Language deficiency

1. Students with a language deficiency because they have grown 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 enrolment. Students first contact the student counsellor for consultation and then submit a substantiated request to this effect the Examination Board. This request must be accompanied by a written recommendation from the student counsellor.

## Chapter 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 and Research Act (WHW).

### Article 4.1 Registration tests and partial tests

1. The faculty determines whether and how students must register for tests and partial tests, on the first and second opportunity (resit).

[If relevant, then include the paragraph below]

2. The test moment immediately following the course taken is considered the first opportunity. A second opportunity (resit) may take place if the student does not take part in the first opportunity or if the first opportunity resulted in a failing mark. If these opportunities are not used this does not oblige the programme to offer more than two test moments.
3. 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.

### Article 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 GDPR.

### Article 4.3 Own/individual work

1. Students will sit the test or partial test individually and may use the permitted study aids when doing so. Group assignments are an exception to the rule of individual tests and partial tests.
2. Students must always submit their own work in tests and partial tests. When citing the work of others, students must apply the agreed rules for source acknowledgement.
3. If students contravene one or more of the provisions of articles 4.4 and 4.6, they will be deemed to have committed plagiarism and/or fraud.

### Article 4.4 Definition of plagiarism

1. Plagiarism means:
  - a. using or copying someone else's texts, data, ideas or images without a full and correct acknowledgement of sources;
  - b. presenting the work of others as own work;

- c. not indicating clearly in the text, for example through the use of quotation marks or a specific layout, that the text contains literal or near-literal quotes, even if sources have been acknowledged correctly;
  - d. paraphrasing the content of someone else's work without adequately acknowledging sources;
  - e. copying (parts of) media files or other sources, software source codes, models and other diagrams of third parties without acknowledgement, thereby passing them off as your own work;
  - f. submitting a text that has been submitted previously, or a similar text, for assignments of other programme modules without acknowledging the source;
  - g. copying the work of your peers and passing it off as your own work;
  - h. submitting documents that have been acquired from a commercial institution or that have been written by someone else, either in exchange for payment or otherwise.
2. Depending on the actual circumstances of the particular case, other conduct may also be treated as plagiarism.
  3. Students will be deemed to be complicit if fellow students copy their work with the student's consent and/or cooperation.
  4. All authors are responsible for the entire jointly written paper. If one of the authors of a jointly written paper commits plagiarism, the other authors will be deemed to be accessories to plagiarism if they could have known that plagiarism had been committed.
  5. No intention is required for determining plagiarism as referred to in the chapter.
  6. In case of plagiarism in a concept work the Examination Board can apply article 4.7, paragraph 3.

#### Article 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.

#### Article 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 an test or partial test;
  - b. copying during the test or partial test or exchanging information;
  - c. pretending to be someone else during the test or partial test;
  - d. being represented by someone else during the test or partial test;
  - e. taking possession of the assignment or assignments of the test before the date or time the examination concerned is due to take place;
  - f. inventing and/or falsifying survey results, interview responses or research data.
2. Fraud can involve a test or partial test that 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.

#### Article 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 that the student's enrolment be terminated definitely.
4. If the student is found guilty of fraud, the Examination Board may decide to check work submitted previously by the student concerned for fraud and, if fraud is detected, to impose sanctions.
5. If the fraud has been established as an indisputable fact, it will be recorded in SIS by 'FR' that the student has taken the test or partial test, but has not been awarded a mark due to fraud. The submitted work is declared invalid. Work that has been declared invalid may only be resubmitted if the Examination Board gives permission for this.

## Chapter 5 Study advice

### Article 5.1 Advice on continuation of studies after the first year of enrollment

1. At the end of each student's first year of enrolment in the propaedeutic phase of the degree programme, the Examination Board, on behalf of the Executive Board, will provide the student with study advice regarding their continuation within the degree programme.
2. This study advice will be emailed to the student no later than 24 August. For students who were admitted in February, the ultimate date is 24 February instead (in both cases of the calendar year in which the advice is provided).
3. The study advice has a binding negative character for students who, taking into account their personal circumstances (see 5.3), have earned fewer than [number of credits] [insert the credit-minimum of the programma, ranging 40-50 credits] credits for modules in their first year. Results obtained through exemptions count towards the credit minimum.
4. Students who have terminated their enrolment in the degree programme during the course of 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.

[Only include the following section if the degree programme has a February intake. If there is no February intake, delete the section]

5. Students who enrolled in the degree programme on 1 February and to whom a modified form of the curriculum applies will also be subject to the provisions of the above four sections, in which case the word 'year' in Section 1 must be replaced by the words '12 months'. Contrary to the previous sentence, the word 'year' may also be replaced by the words '13 months'. This (dual) exception to regular enrolment will be applied on the basis of organisational factors ensuing from a modified arrangement of the academic year for February enrolment.

### Article 5.2 Suspension of study advice propaedeutic phase

1. If at the end of the first year of enrollment for the propaedeutic phase the Examination Board can not form an opinion on the suitability for the 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.

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

1. In case of suspension, the study advice will be issued no later than the end of the second year of enrollment. This has a negative binding character if the student, with due observance of 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.

#### Article 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.

#### Article 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 via email during the course of the academic year, warning him/her of the fact that she 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 or not to issue binding negative study advice to a student after the student counsellor has been consulted about the personal circumstances that the student has discussed with the student counsellor (see 5.2).
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. In this context, notification is deemed to be timely when it is given as soon as the circumstances occur or very soon thereafter.
4. Before issuing binding negative study advice, the Examination Board will allow the student to be heard.

#### Article 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.

[If the degree programme offers specialisations, include the following provision]

- 1a. The above provision applies to all specialisations listed in 2.3.

[If the degree programme has a joint propaedeutic phase, if applicable, include the option below]

- 1b. The above provision also applies to the following degree programme(s) that share a common propaedeutic phase with the degree programme in which the student was enrolled: [Insert name of degree programme].
2. After a year, a student who has received a binding negative study advice may apply for enrolment in the same degree programme or in another degree programme to which the binding negative study advice applies. The Examination Board will only approve such an application if the student concerned can make a reasonable case that the student will be able to successfully complete the degree programme within a reasonable period of time.

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

### Article 6.1 Examinations

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

### Article 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.  
[choose between option 1 or 2]
3. [option 1] The marks on the list of marks will be rounded up to whole numbers. [option 2] 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. Students may ask the Examination Board to delay the issuing of their degree certificate.
8. In case of a name change students can receive a new certificate – on request – after handing in the original certificate.

### Article 6.3 Degree

1. The Executive Board will award a Bachelor of [insert agreed extension] degree to students who have passed the examination in the main phase.

### Article 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 modules is taken into account. If the degree programme mentions decimals on the results list, then the calculation of the average grade is based on marks with decimals. If the degree programme mentions whole marks on the results list, then the calculation of the average mark is based on whole marks (See: A-Z list).

2. Modules for which students have been granted an exemption and extracurricular modules will not be included when calculating the weighted average final mark.
3. If an exemption has been granted for more than a third of the credit points of the curriculum in the first-year or main phase, students will not receive an average mark and cannot be awarded a 'cum laude' degree (a degree with distinction).
4. Students will be eligible to have the words 'cum laude' recorded on their first-year certificate if they meet the following requirements:
  - a. They have successfully completed their propaedeutic phase within a maximum of one year.  
[choose between the following options]
  - b.
    - (1) The weighted average final mark of their test results for all the modules on the list of marks for the first-year examination is at least an 8.0 (not rounded up to).
    - (2) The weighted average final mark of their test results for all the modules on the list of marks for the first-year examination is at least an 8.0 (not rounded up to) and the weighted average of the marks in words is at least 'good'.
    - (3) 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;  
[choose between the following options]
  - b.
    - (1) The weighted average final mark of the test results for all the modules on the list of marks for the main phase is at least an 8.0 (not rounded up to);
    - (2) The weighted average final mark of their test results for all the modules on the list of marks for the first-year examination is at least an 8.0 (not rounded up to) and the weighted average of the marks in words is at least 'good'.
    - (3) The weighted average of the marks in words is at least 'good'.

[Choose between the following two options. If you the degree programme consists of one course, choose option 1, if the degree programme consists of two or more course, choose option 2]

[Option 1]

  - c. Students have passed the [insert name of module] module with a mark of at least 8.0 (not rounded up to); [when a mark in words is being used to grade the module, the grade '8.0' must be replaced with 'at least 'good'']

[Option 2]

  - c. the students' weighted average final mark for each of the following modules: [insert names of modules] is a minimum of 8.0 (not rounded up to); [when marks in words are being used to grade the modules, the grade '8.0' must be replaced with 'at least 'good'']

- d. Students have never been found guilty of plagiarism or fraud.
6. Students will be eligible to have the words 'summa cum laude' recorded on their degree certificate if they meet the following requirements:
- a. Students have successfully completed the degree programme within the nominal study period;
  - b. (1) The weighted average final mark of the test results for all the modules on the list of marks for the main phase is at least an 9.0 (not rounded up to);  
(2) The weighted average final mark of the test results for all the modules on the list of marks for the main phase is at least an 9.0 and excellent (not rounded up to);  
(3) The weighted average of the marks in words is excellent.  
[Choose between the following two options. If you the degree programme consists of one course, choose option 1, if the degree programme consists of two or more course, choose option 2]  
[Option 1]
  - c. Students have passed the [insert name of module] module with a mark of at least 9.0 (not rounded up to); [when a mark in words is being used to grade the module, the grade '9.0' must be replaced with 'excellent']  
[Option 2]
  - c. the students' weighted average final mark for each of the following modules: [insert names of modules] is a minimum of 9.0 (not rounded up to); [when marks in words are being used to grade the modules, the grade '9.0' must be replaced with 'excellent']
  - d. Students have never been found guilty of plagiarism or fraud.
7. The Examination Board assesses whether to confer the designation 'cum laude' or 'summa cum laude'.

## Article 6.5 Statement

1. Upon request students who have passed more than one test, but who cannot be awarded a first-year certificate or degree certificate, may be issued with a statement from the Examination Board that specifies the test that they have passed.

## Chapter 7 Examination Board and Appeals Board

### Article 7.1 Contacting the Examination Board

1. Every degree programme has an Examination Board. The Examination Board determines, in an objective and expert manner, whether or not students meet the requirements of the Teaching and Examination Regulations and the exit qualifications for the degree programme.
2. Amongst others, students may contact the Examination Board with regard to the following requests:
  - a. to be exempted from one or more tests and/or partial tests (see article 3.11);
  - b. to take an additional test or partial test (see article 3.3);
  - c. to extend the period of validity of a test or partial test that they have passed (see article 3.12);
  - d. to approve their choice of minor (see article 2.9);
  - e. for special arrangements to be made with regard to tests on account of a disability or chronic illness (see article 3.13);
  - f. for a longer test time and permission to use a dictionary in the case of a language deficiency (see article 3.14);
  - g. for a revised test timetable if the student is involved in top-level sports or entrepreneurship (see article 3.4);
  - h. if applicable, the approval for the composition of a study programme.

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

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

## Chapter 8 Validity of Teaching and Examination Regulations

### Article 8.1 Scope

1. The Teaching and Examination Regulations in the 2022-2023 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.

### Article 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 programme committee and the School Representative Advisory Council.

### Article 8.3 Validity and start date

1. The Teaching and Examination regulations will be valid for one academic year. In other words, Teaching and Examination Regulations from a previous academic year will not apply to a subsequent academic year. If necessary, transitional arrangements will be made for current students where rules or provisions are amended. Where transitional arrangements apply, this will be specified in article 8.4.
2. During the course of the academic year, the Teaching and Examination Regulations may only be amended in the event of force majeure and provided that the result is not unreasonably disadvantageous for students. Interim changes will be decided by the dean. If this concerns a part on which approval is based, the Faculty Representative Advisory Council or the Degree Programme Committee will be consulted. For intermediate changes in the testing programme, article 3.1, paragraph 2 also applies.
3. The start date of the Teaching and Examination Regulations is 1 September 2022.

### Article 8.4 Transitional arrangements

1. [if applicable, include details of transitional arrangements here. Otherwise, include the words: *not applicable*. There is a transitional arrangement available if a rule changes in the TER compared to the previous academic year, and students are severely disadvantaged as a result].

## Chapter 9 Testing programmes

[Optional: add weighting and/or offsetting arrangements]

### 9.1 Propaedeutic phase

Module	ECTS	Method of assessment for tests and partial tests	Number of opportunities	Block or semester of opportunities

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

[In the case of order or number of ECs as an entry requirement for modules, see 3.2, then list in this chapter]

Module	ECTS	Method of assessment for tests and partial tests	Number of opportunities	Block or semester of opportunities

### 9.3 Fast track programme

[In the case of order or number of ECs as an entry requirement for modules, see 3.2, then list in this chapter]

Module	ECTS	Method of assessment for tests and partial tests	Number of opportunities	Block or semester of opportunities

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

[In the case of order or number of ECs as an entry requirement for modules, see 3.2, then list in this chapter]

Module	ECTS	Method of assessment for tests and partial tests	Number of opportunities	Block or semester of opportunities

## 9.5 Special tracks

[In the case of order or number of ECs as an entry requirement for modules, see 3.2, then list in this chapter]

Module	ECTS	Method of assessment for tests and partial tests	Number of opportunities	Block or semester of opportunities

## 9.6 Modules that are due to expire

[List below in case in paragraph 3.12 option 2 was chosen, otherwise remove this paragraph]

[The substantiation must clearly state why knowledge, insight and skills are outdated. It concerns the validity of the above mentioned courses.]

Module	Validity period	Substantiation limited validity

## Chapter 10 Definition of terms

[The definitions below are to be adopted without alteration. The addition of personal definitions is not permitted].

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

- **academic year:** the period starting on 1 September and terminating on 31 August of the following calendar year, or in the case of enrolment on 1 February, the period starting on 1 February and terminating on 31 January of the following calendar year;
- **assessment:** the assessment by an examiner of the extent to which a student or external student has met the requirements set for a particular course or part thereof;
- **assignment:** A shorter or longer argument based on a concrete question, in which the student deals with a problem or situation (describes, summarizes, analyses, synthesizes), provides his own analysis and/or argumentation, draws conclusions and possibly defines follow-up questions. Other form can also be determined in consultation with student(s). Students can also be given a choice from a number of test formats.
- **Associate degree programme:** a programme as referred to in Section 7.8a of the WHW with a study load of at least 120 credits;
- **behavioral assessment:** A test in which students demonstrate professional actions in an authentic or simulated professional situation and/or context. Examiners/assessors observe their behaviour. If applicable: students write a report on their actions afterwards, for example during internships, or they conduct an assessment interview with the assessors to substantiate their actions and explain the choices made. Other form can also be determined in consultation with student(s). Students can also be given a choice from a number of test formats.
- **Code of Conduct for Student Counsellors:** the Amsterdam University of Applied Sciences/ Hogeschool van Amsterdam Code of Conduct for Student Counsellors, approved by the Executive Board on 8 May 2008;
- **competency:** an integral whole of professional knowledge, attitude and skills that a person needs to be able to function well within the relevant professional frameworks;
- **course (or module):** an educational unit as referred to in Section 7.3 of the WHW which, together with other courses, forms the study programme curriculum, to which an examination is linked. Every course concludes with partial tests or a test;
- **course catalogue:** the digital information source containing all relevant information on the degree programme and the modules. In case of conflicting information the between the Teaching and Examination Regulations and the course catalogue, the information of the Teaching and Examination Regulations applies.
- **credit:** the unit in which the study load is expressed as referred to in Section 7.4 of the WHW, whereby 60 credits are the equivalent of 1,680 study hours; One credit is the equivalent of 28 study load hours. Within a broader European context, credits are expressed in EC (European credits). Credits will only be awarded upon the successful completion of a course or if an exemption has been granted by the Examination Board;
- **Dean:** head of the faculty offering the study programme;
- **electives:** courses that are part of the study programme, whereby the student can choose from different courses;
- **enrolment quota:** a fixed number of places allocated to a degree programme for which the number of applications exceeds the number of available places;
- **examination:** final element of a study programme as referred to in Section 7.3 of the WHW or the propaedeutic year as referred to in Section 7.8 of the WHW;
- **Examination Appeals Board:** board as referred to in Section 7.60 of the WHW;

- **Examination Board:** the board as referred to in Section 7.12 of the WHW;
- **examination programme:** overview of all tests and partial tests for all courses in the propaedeutic phase and main phase, specifying (at minimum) the following details, testing format for the first and second test or partial test, the number of credits, the block or week during which the test or partial test was administered;
- **examiner:** the person as referred to in Section 7.12c of the WHW, not being a student or external student;
- **Executive Board:** the institutional administration as referred to in Sections 1.1 and 10.8 of the WHW;
- **faculty:** the organisational unit in which education is offered;
- **fast track programme:** a Bachelor's programme in which the full number of credits is offered and assessed within a shorter space of time, for instance 240 credits within three years;
- **final assignment:** the final product of a unit of study on the basis of which one or more of the exit qualifications of the degree programme are assessed;
- **final qualifications:** description of the study programme's final attainment level;
- **fraud:** an act as referred to in article 4.6 of these Regulations;
- **graduation track:** the combined units of study on the basis of which the exit qualifications of the degree programme are assessed, such as a final assignment and/or an internship;
- **honours programme:** excellence programme in the form of a special track for students in the 3rd and 4th years of the main phase of a study programme;
- **inspection:** the moment at which an exam and the work done by students are discussed in the presence of an examiner;
- **integrated resit:** one test instead of two or more partial tests that constitutes the second examination opportunity;
- **institution:** the Amsterdam University of Applied Sciences/ Hogeschool van Amsterdam (hereinafter referred to as the 'AUAS/HvA');
- **international student:** a student of non-Dutch nationality who – to the extent the student concerned is subject to residency permit requirements and has been issued with such a residency permit – will pursue, is currently pursuing or has pursued a programme of study at an education institution established in the Netherlands;
- **joint propaedeutic year:** the first year of a degree programme approved by the Executive Board in which several CROHO degree programmes offer students a joint programme during the propaedeutic year;
- **knowledge test:** A test with questions about professional, theoretical and subject-oriented knowledge aimed at understanding and application. This test can have different forms that can also be combined in one test. Traditional forms are: open questions, semi-open questions, multiple choice questions, questions where the student has to fill in the missing information. New forms are knowledge clip or presentation made by the student in which he/she demonstrates knowledge. Students can also be given a choice from a number of test formats. Administration: digital, oral or pen-and-paper.
- **main phase:** the phase of the study programme that follows directly after the propaedeutic year (post propaedeutic year stage);
- **module** (or course): an educational unit as referred to in Section 7.3 of the WHW which, together with other courses, forms the study programme curriculum, to which an examination is linked. Every course concludes with partial tests or a test;
- **nominal study period:** the nominal study period of the main phase of a bachelor is 3 years.

- **partial test:** a partial test is part of a test to which a partial assessment (partial mark) is attached. No credits (EC) can be awarded on the basis of a partial test. No rights can be derived from the partial mark. The credits are awarded if the entire module has been completed with a satisfactory result. The (final) assessment of the module is a decision with legal effect against which an appeal is possible;
- **plagiarism:** an act as referred to in article 4.4 of these Regulations;
- **portfolio assessment:** The sum of performances, collected in a portfolio, with which the student demonstrates mastery of learning results, with (if applicable) a criterion-oriented interview (assessment interview) based on the portfolio. Students can be given a choice in the composition of the portfolio.
- **practical assignment:** exercises that can only take place under supervision during scheduled meetings, and which are aimed at acquiring a practical professional skill, and which are examined within the relevant module;
- **professional product:** A performance, with great resemblance to performance in professional practice, which is performed by a group or by one student in a methodical and systematic manner, in which knowledge from theory and practical(-oriented) research is combined and which results in a design, (physical , digital) end product, research or advice, including associated justification/reflection. Other form can also be determined in consultation with student(s). Students can also be given a choice from a number of test formats. This can lead to multiple professional products. An oral presentation can be part of the assessment.
- **programme:** the interconnected whole of educational units administered by the study programme;
- **Programme Committee:** the Programme Committee as referred to in Section 10.3c of the WHW;
- **programme manager:** the individual charged with day-to-day management of the study programme;
- **propaedeutic phase:** the foundation year phase of the study programme as referred to in Section 7.8 of the WHW;
- **Representative Council:** the council as referred to in Section 10.25 of the WHW;
- **results list:** a list signed by the Examination Board containing all marks based on completed modules belonging to the propaedeutic certificate or degree certificate.
- **SIS:** Student Information System;
- **specialisation:** a specialisation within the study programme as referred to in Section 7.13 of the WHW, other than a minor;
- **special track:** track, other than the three-year vwo track - as referred to in Section 7.9b of the WHW;
- **student:** a person who is enrolled at the institution as a student as referred to in Section 7.32 of the WHW;
- **Students' Charter:** the charter as referred to in Section 7.59 of the WHW;
- **student counsellor:** a person appointed by the institution to inform and advise prospective and current students, the Dean, the study programme management and the Examination Board on student affairs and to counsel students in problems of a personal nature on request;
- **study adviser:** a person designated by the study programme to supervise students in academic, decision-making and planning processes, with the aim of facilitating effective academic progress;
- **study load hour:** one 1,680th part of the nominal study load of one full academic year;
- **study programme:** a Bachelor's programme as referred to in Section 7.3a, paragraph 2a of the WHW;
- **test:** a test of knowledge, insight and skills as referred to in Sections 7.3 and 7.10 of the WHW, of which the result is expressed in an assessment concluding a course. Where the word 'test' is mentioned in these regulations, the WHW term 'examination' is meant. A test may be divided into two or more separate partial tests;

- **testing committee:** a committee as defined in Section 10 of the Examination Board Regulations; the committee advises the Examination Board on the quality of testing;
- **three-year fast-track programme for school-leavers at pre-university level:** a fast-track programme as referred to in Section 7.9a of the WHW with a study load of at least 180 credits;
- **track:** a degree programme approved by the Executive Board which differs from the registered CROHO Bachelor's programme offering the track, commencing from the propaedeutic year. The same diploma and the same final qualifications apply to the Bachelor's programme and track;
- **weighted average:** a calculation of the average final mark that also factors in the number of credits associated with the relevant units of study;
- **WHW:** The Dutch Higher Education and Research Act (*Wet op het Hoger Onderwijs en wetenschappelijk Onderzoek*, WHW);
- **working days:** 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 programmes may indicate Saturdays as working days.