

# AMSIB

Amsterdam School of  
International Business

## Test protocols 2025-2026

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- AUAS Teaching and Assessment Policy
- AMSIB Teaching and Examination Regulations (IB & GSBM)
- IB Programme Plan

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## 1. Introduction

The AUAS-wide test protocols serve the following purposes:

- guarantee the equal treatment of all students;
- ensuring good quality and ruling out potential risks during the preparation, administration and processing.

Tests take place on location. In unforeseen circumstances where it is not possible for the degree program to use locations, testing takes place online. Chapter 4 provides rules for online testing.

The AUAS-wide test protocols mainly concern tests that are scheduled at a **specific time** within a degree programme or course and that are taken at that time (so-called tests with an administration moment). This document is used for all tests that are scheduled at a specific time, in which the Education Office can play a role. See chapter 3 for this purpose.

Rules for tests with a **submission** date (so-called tests with a submission moment), such as reports and projects, are also included in this AMSIB dedicated version of the AUAS-wide protocols. The rules for these tests are elaborated upon in the study manuals, which are available via study guides and/or Brightspace. See chapters 4 to 8 for more information.

In addition to the rules in these AUAS-wide protocols, all tests are subject to the rules stated in the Teaching and Examination Regulations (TER), including procedures in the event of fraud. Any mention of the term test in these protocols also includes partial tests.

The faculty protocols contain all components that are necessary to guarantee the quality of the tests and the quality of the exam administration. Please note: the protocols for online administration in this document contain all parts that must be addressed in the faculty protocols. The faculty can further supplement these protocols. For tests that are taken at an (AUAS-) location, this document contains the compulsory components that apply to all faculties. The faculty can also supplement this.

The AMSIB Test Protocols are applicable to the following programmes: International Business (IB: full-time, fast-track & part-time) and Global Sustainable Business Management (GSBM).



## 2. Use and final responsibility

The board of the institution is legally responsible for the practical organization of tests. At the AUAS this is entrusted to the programme manager. The programme manager is responsible that the tests are planned in time, the rooms are in order and available, the exam assignments and the examiners involved are present, if applicable - well-instructed invigilators and the (test) facilities permitted by the Examination Board for students with a disability are arranged.

The faculty protocols are available at the start of the academic year. The programme manager is responsible for informing students and instructing examiners and the Head of the Education Office about the test protocols.

The programme manager (or head of the Education Office) will appoint one person within the degree programme/faculty Education Office who is responsible for the organisation of tests. This staff member will also arrange for any student facilities allowed by the Examination Board. The name of this individual is known to all the parties concerned. At AMSIB, this staff member can be contacted via the coordination team ([ct.amsib@hva.nl](mailto:ct.amsib@hva.nl)).

The programme manager will ensure the proper implementation of the various processes described in these protocols. In the event of any implementation problems, the programme manager must immediately inform the Dean and the Examination Board. The Examination Board is legally responsible for ensuring the organisational and procedural quality of tests, and can – if necessary – draw up additional guidelines. The examiners are appointed by the Examination Board to prepare, assess and, if applicable, administer tests.

The test protocols are reviewed annually. The current version is available via A-Z list.



### 3. Administration at (AUAS-) location

Within the AUAS, we use five assessment forms: portfolio assessment, behavioural assessment, professional product, assignment and knowledge test. The overview below contains the tests with a fixed examination time at a physical (AUAS) location. A protocol is available for each form of administration.

Test form	Administration	Protocol
Portfolio assessment Behavioural assessment	Oral (with observation)	3.1 On location: assessments
Presentation (as part of assignment/professional product)	Oral	3.2 On location: oral test
Knowledge test (case, open questions, semi-open questions, multiple choice questions)	Digital	3.3 On location: digital test
Knowledge test (case, open questions, semi-open questions, multiple choice questions)	Written	3.4 On location: written test

#### 3.1 On location: assessment

##### Introduction

An assessment is a testing form in which the student shows to what extent he can act competently in various practical situations. Assessments are conducted by examiners who are also trained assessors. Two types of assessments that can be used are:

1. Portfolio assessment: the student provides a portfolio containing proof of his/her actions in the form of products and reflections. Based on this, an assessment interview takes place.
2. Behavioural assessment (also called performance assessment): the student performs a professional task or action, in which assessors observe him/her. They discuss with the student about the observed behaviour and the justification thereof.

Assessments can have a learning (development-oriented) function as well as an assessment function.

##### Conditions

In this protocol we use two trained assessors per student to promote an intersubjective judgment. If a program chooses to work with one assessor per student, it is important to have assessors coordinate and calibrate regularly to promote equal opportunities for all students. For courses of the graduation programme it is mandatory to work with two assessors.

### Protocol

The following components must be included in the faculty protocol in a mandatory and unaltered manner. The faculty can further supplement its own protocol. Consider students with a disability. All courses must be Brightspace compliant. The programme management has issued Brightspace Guidelines for this purpose. The Brightspace course sites should include information about when tests are offered for (1) students who follow the course for the first time, and (2) resitters.

### Preparation

- The student submits a portfolio prior to the assessment interview in accordance with the instructions in the study manual.
- Students will have received information on the following subjects prior to the test:
  - the learning objectives and assessment criteria underlying the test.
  - the assessment criteria.
  - the registration (where applicable) and registration confirmation procedures.
  - the location of the assessment.
  - the duration of the assessment.
  - the procedure of the assessment.
  - whether there are one or two examiners; for one examiner: information about recording in the case of an online assessment, the method of storage and retention periods.
  - procedures for communicating the results.
  - Identification with valid and physical identification (valid ID) in the case of an online assessment. See the link: [Examinations and exam resits AMSIB | HvA - Hogeschool van Amsterdam \(amsterdamuas.com\)](https://www.amsterdamuas.com).
- The examiner will act, in the case of an online assessment, in accordance with the protocol for the safe handling of computer data, passwords, email and saving and printing instructions for interim examinations, as agreed upon within the faculty.
- In case of a portfolio assessment:
  - (Two) trained assessor(s) independently evaluate the student's portfolio and formulate questions about the information they still need from the interview.
  - The assessors discuss with each other which questions they will ask in the assessment and who will take care of which subjects.

### Administration

- Students must identify themselves by means of a valid ID to the assessor(s). If a door check shows that a student does not have proof of identity with him or her, then the student will be given the opportunity to authorize their identity (for example, pick it up themselves or have it delivered) up to twenty minutes after the start of the test. This must be a physical ID; a digital copy is not allowed. If a student fails to show a physical proof of identity within twenty minutes, access will be denied and the student will not be allowed to take the test. If the check takes place after the test has started and a student does not have proof of identity with him, this will be reported to the Board of Examiners. The Examination Board decides afterwards how to proceed.
  - In case of a behavioural assessment: the assessor(s) observe the student's behaviour when performing the assignment (in a simulation or in practice).
  - The assessor(s) conduct the assessment according to the agreed procedure (in the study manual).
  - The assessor(s) use the same question, conversation and assessment techniques.
  - With two assessors: one of the assessors records questions and the student's answers on a protocol.
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- In case of one assessor: the recording is saved in a previously agreed manner, in case of an online assessment.
- There are clear instructions and decision rules on how the score is made and (in the case of two assessors) what to do in case of disagreement about the score.
- The assessor(s) record the score on the appropriate form and substantiate this with their findings from the portfolio and/or the observation and assessment interview. In the case of two assessors, they first determine the score independently, based on substantiation. They then discuss this with each other to arrive at a substantiated final score.
- The assessors communicate the score to the student after the assessment, including the substantiation in the form of feedback.
- The assessor informs the student how he can object to the score, if applicable.

## Processing

- The assessor will enter the definitive results in SIS within the agreed deadline (see the Teaching and Examination Regulations) after administration of the test.

### *3.2 On location: oral test*

The following components must be included in the faculty protocol in a mandatory and unaltered manner. The faculty can further supplement its own protocol. Take students with disabilities into account. All courses must be Brightspace compliant. The programme management has issued Brightspace Guidelines for this purpose. The Brightspace course sites should include information about when tests are offered for (1) students who follow the course for the first time, and (2) resitters.

## Preparation

- Students will have received information on the following subjects prior to the test:
  - the learning objectives underlying the test.
  - the assessment criteria.
  - the registration (where applicable) and registration confirmation procedures.
  - the test location.
  - the duration of the test.
  - procedures for communicating the results.
  - identify themselves by means of a valid ID. See the link: [Examinations and exam resits AMSIB | HvA - Hogeschool van Amsterdam \(amsterdamuas.com\)](https://www.amsterdamuas.com).
- A fellow examiner checks a set of starting questions (4-eyes principle) in connection with the various topics that are discussed in the test and on which the examiner continues to ask questions.
- The examiner will act in accordance with the protocol for the safe handling of computer data, passwords, email and saving and printing instructions for tests, as agreed upon within the faculty.

## Administration

- Students must identify themselves by means of a valid ID to the examiner or examiners. If a door check shows that a student does not have proof of identity with him or her, then the student will be given the opportunity to authorize their identity (for example, pick it up themselves or have it delivered) up to twenty minutes after the start of the test. This must be a physical ID; a digital copy is not allowed. If a student fails to show a physical proof of identity within twenty minutes, access will be denied and the student will not be allowed to take the test. If the check takes place after the test has started and a

student does not have proof of identity with him, this will be reported to the Board of Examiners. The Examination Board decides afterwards how to proceed.

- In the case of two examiners: clear instructions must be provided as to the assessment and procedures in the event of a major disagreement.
- In the case of a single examiner: the recording will be stored according to a pre-agreed method.
- The examiner(s) or will notify the student of the results after the end of the oral test.

### Processing

- The examiner will enter the definitive results in SIS within the agreed deadline (see the Teaching and Examination Regulations) after administration of the test.

### *3.3 On location: digital test*

The following components must be included in the faculty protocol in a mandatory and unaltered manner. The faculty can further supplement its own protocol. Take students with disabilities into account. All courses must be Brightspace compliant. The programme management has issued Brightspace Guidelines for this purpose. The Brightspace course sites should include information about when tests are offered for (1) students who follow the course for the first time, and (2) resitters.

### Preparation

- Timely preparation of a test timetable. The test timetable must be available and familiar to lecturers and students no later than 2 weeks before the start of the block or semester.
- Students will have received information on the following subjects prior to the test:
  - the learning objectives underlying the test.
  - the assessment criteria.
  - the testing system.
  - the registration (where applicable) and registration confirmation procedures.
  - the test location.
  - the duration of the test.
  - procedures for communicating the results.
  - approved tools and resources (including whether AI tools such as ChatGPT may be used).
  - prohibition of use of mobile phones and watches.
  - the procedure and sanctions in case of fraud (see: chapter 4 of the Teaching & Examination Regulations).
  - information about the possibilities for giving feedback on the test.
  - Storage options for jackets and bags.
- Permitted food and drink products. The infrastructure needed for secure digital testing is in place, and the technical facilities ensure that the test can be administered safely (a secure environment, in which the requisite equipment is made available for testing purposes by the technical testing applications administrator at a fixed time).
- The test will be checked by a fellow examiner prior to administration (4-eyes principle).
- The examiner will act in accordance with the protocol for the safe handling of computer data, passwords, email and saving and printing instructions for tests, as agreed upon within the faculty.

### Administration

- The responsible employee will check all exam halls at the start of the test to make sure everything is clear and running smoothly.
- An examiner, who is responsible for the content of the test, is available for questions and emergencies during the taking (at least by telephone).



- Students must identify themselves by means of a valid ID to one of the invigilators. If a door check shows that a student does not have proof of identity with him or her, then the student will be given the opportunity to authorize their identity (for example, pick it up themselves or have it delivered) up to twenty minutes after the start of the test. This must be a physical ID; a digital copy is not allowed. If a student fails to show a physical proof of identity within twenty minutes, access will be denied and the student will not be allowed to take the test. If the check takes place after the test has started and a student does not have proof of identity with him, this will be reported to the Board of Examiners. The Examination Board decides afterwards how to proceed.
- It is mandatory to place a valid ID on the corner of the table.
- Students that have arrived late will wait in the hallway: all late arrivals will be allowed to enter at the same time, 20 minutes after the start of the test. No students will be allowed to take part in the test after this point.
- The invigilator now explains the procedures and refers to the administration protocol:
  - Explains how students should log in to the relevant programme. Students must log in with their own account.
  - Students may not leave the hall until at least 30 minutes after the start of the test.
  - Once they have left, they may not return to the hall (also applies to toilet visits).
  - The invigilator refers to the home screen for further instructions on the test.
- The invigilator will confiscate any items involved in the fraud and file a report of the incident using the relevant form. The student will be allowed to finish the test.
- In the event of a system malfunction, the examiner will wait for a maximum of one hour to see if the malfunction can be remedied. If this is not the case, the test will be cancelled. The examiner decides how long to wait.

## Processing

- The examiner will inform students as to when and where the feedback will be available.
- The examiner will check the test results based on the pass rate and a reliability and validity analysis, and determine the definitive results. The 4-eyes principle is used here.
- The examiner will ensure that all students can inspect their completed and assessed work in accordance with the Teaching and Examination Regulations.
- The examiner will enter the definitive results in SIS within the agreed deadline (see the Teaching and Examination Regulations) after administration of the test.

### *3.4 On location: written test*

The following components must be included in the faculty protocol in a mandatory and unaltered manner. The faculty can further supplement its own protocol. Take students with disabilities into account. All courses must be Brightspace compliant. The programme management has issued Brightspace Guidelines for this purpose. The Brightspace course sites should include information about when tests are offered for (1) students who follow the course for the first time, and (2) resitters.

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### Preparation

- Timely preparation of a test timetable. The test timetable must be available and familiar to lecturers and students no later than two weeks before the start of the block or semester.
- Students will have received information on the following subjects prior to the test:
  - the learning objectives underlying the test.
  - the assessment criteria.
  - the registration (where applicable) and registration confirmation procedures.
  - the test location.
  - the duration of the test.
  - procedures for communicating the results.
  - approved tools and resources (including whether AI tools such as ChatGPT may be used).
  - prohibition of use of mobile phones and watches.
  - identify themselves by means of a valid ID. See the link: [Examinations and exam resits AMSIB | HvA - Hogeschool van Amsterdam \(amsterdamuas.com\)](#).
  - the procedure and sanctions in case of fraud (see: chapter 4 of the Teaching & Examination Regulations).
  - information about the possibilities for giving feedback on the test.
  - Storage options for jackets and bags.
  - Permitted food and drink products.
- The test will be checked by a fellow examiner prior to administration (4-eyes principle).
- The examiner will act in accordance with the protocol for the safe handling of computer data, passwords, email and saving and printing instructions for tests, as agreed upon within the faculty.

### Administration

- The responsible employee will check all exam halls at the start of the test to make sure everything is clear and running smoothly.
  - An examiner, who is responsible for the content of the test, is available for questions and emergencies during the taking (at least by telephone).
  - Students must identify themselves by means of a valid ID to one of the invigilators. If a door check shows that a student does not have proof of identity with him or her, then the student will be given the opportunity to authorize their identity (for example, pick it up themselves or have it delivered) up to twenty minutes after the start of the test. This must be a physical ID; a digital copy is not allowed. If a student fails to show a physical proof of identity within twenty minutes, access will be denied and the student will not be allowed to take the test. If the check takes place after the test has started and a student does not have proof of identity with him, this will be reported to the Board of Examiners. The Examination Board decides afterwards how to proceed.
  - Students that have arrived late will wait in the hallway: all late arrivals will be allowed to enter at the same time, 20 minutes after the start of the test. No students will be allowed to take part in the test after this point.
  - The invigilator will explain the procedures and refer to the administration protocol:
    - Students may not leave the hall until at least 30 minutes after the start of the test.
    - Once they have left, they may not return to the hall (also applies to toilet visits).
    - The invigilator will refer to the cover sheet for further instructions on the test.
    - Warn students 5 and 30 minutes before the end of the test that the time is almost up.
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- Student raises hand when he/she is ready and waits for an invigilator to come to hand in the work done, if student is ready within first thirty minutes.
- Student signs as proof that everything has been submitted (if relevant, for example for written tests).
- In the event of fraud (f.i. cheating, consulting with other students, use of unauthorised resources) or improper behaviour (f.i. carrying watch, mobile phone on table, not following instructions invigilator) the invigilator/backup invigilator can tell the student what they are being accused of.
- The invigilator will confiscate any items involved in the fraud and file a report of the incident using the relevant form. The student will be allowed to finish the test. For rules on fraud and plagiarism, see also: Teaching and Examination Regulations, chapter 4.

## Processing

- The examiner will check the test results based on the pass rate and a reliability and validity analysis, and determine the definitive results. The 4-eyes principle is used here.
- Multiple choice tests: marks will be entered in SIS within the agreed time period and processed by the examiner within the agreed time period (see the Teaching and Examination Regulations).
- Open questions in tests: the examiner will collect the test sheets and sign a checklist. The examiner enters the marks in SIS within the agreed time period (see the Teaching and Examination Regulations) and processes them.
- The examiner ensures that all students can inspect their completed and assessed work in accordance with the Teaching and Examination Regulations.

## 4. Remote (online) testing

Tests take place on location. In unforeseen circumstances where it is not possible for the degree program to use locations, testing takes place online.

Remote (online) testing can be organized for the following test forms only:

Test form	Administration	Protocol
Portfolio assessment Behavioural assessment	Oral (with observation)	Online: assessments
Presentation (as part of assignment/professional product)	Oral	Online: oral test

Protocol (in addition to on location protocols):

- The decision to organize the abovementioned tests online lies with the examiners that have been appointed by the Examination Board. The guideline for decision-making is that students who have produced their portfolio, professional product or assignment in the Netherlands should be informed via Brightspace whether or not it is possible to have an oral assessment online. Students who have produced their portfolio, professional product or assignment outside the Netherlands can be facilitated to do the oral assessment online. The protocol also applies to the oral assessment of the internship portfolio (IB programme) and the oral assessment of the thesis assignment.
- For the oral assessments indicated, there is a need to have 2 examiners. If a 2<sup>nd</sup> examiner cannot be present, then the session will need to be recorded to safeguard the 4-eyes principle. The supported technology to administer any distance learning activities is MS Teams and will therefore need to be the programme that is used to administer the online oral assessments including the recording thereof.
- In the case of an online assessment with one examiner, information should be provided about the method of storage and retention periods. The recording is saved in a previously agreed manner, in case of an online assessment.
- Identification is required with valid ID. See the link: [Examinations and exam resits AMSIB | HvA - Hogeschool van Amsterdam \(amsterdamuas.com\)](https://www.amsterdamuas.com/examinations).
- The examiner(s) will act, in the case of an online assessment, in accordance with the protocol for the safe handling of computer data, passwords, email and saving and printing instructions for interim examinations, as agreed upon within the faculty.
- In consistency with AUAS policy (see policy memorandum), AMSIB does not facilitate remote testing with online proctoring. Knowledge tests (digital & written) are administered on location only.

## 5. Test reviews (inspection)

With regard to the organization of test reviews, TER article 3.9 “Inspection” needs to be considered:

- Students have a right to having a review of their test.
- Lecturers should provide the test review opportunity to students before a resit takes place.
- The goal of the test review is to make students learn from their mistakes to improve their performance during a resit opportunity.
- The goal of the test review is not to facilitate a discussion about grades or to change a grade.
- Attention should be placed on article 3.9 with the intention of having the review opportunity communicated in a clear and structural way to students via Brightspace. Course coordinators are responsible for this.

With regard to the review opportunity, the following protocols apply:

Form of assessment:	Deliverables:	Assessment:	Review:
Portfolio assessment	Deliverables are uploaded in Brightspace/OnStage.	Assessment forms are uploaded in Brightspace/OnStage.	<ul style="list-style-type: none"> <li>• Course coordinators organize one review session for students.</li> <li>• The review session is organized at least five working days before the resubmission date of the deliverable.</li> <li>• The course coordinator informs students about the date, timeslot and location of the review session.</li> <li>• The review session may be organized online.</li> <li>• Interested students should register to participate in the review session. The course coordinator should provide a registration link for this purpose.</li> </ul> <p>Note: if part of the assessment is an oral assessment about the deliverable, then no separate review is needed, as the oral assessment serves as the review moment. However, if there is no feedback provided during an oral assessment, then organizing a review moment is advised.</p>
Behavioural assessment	Deliverables are uploaded in Brightspace/OnStage	Assessments are based on an interview with the student (oral assessment). Forms are uploaded in Brightspace/OnStage.	No separate review moment needed, as the oral assessment serves as the review moment.
Professional product	Deliverables are uploaded in	Assessment is given in Brightspace.	See “portfolio assessment” above.

	Brightspace.		
Assignment	Deliverables are uploaded in Brightspace.	Assessment is given in Brightspace.	See “portfolio assessment” above.
Knowledge assessment – central tests.	Tests administered in ANS.	The assessment is done in ANS.	<ul style="list-style-type: none"> <li>• Course coordinators organize one review session for students.</li> <li>• The review session is organized at least five working days before the resit opportunity.</li> <li>• The course coordinator informs students about the date, timeslot and location of the review session.</li> <li>• The review session may be organized online.</li> <li>• Interested students should register to participate in the review session. The course coordinator should provide a registration link for this purpose.</li> </ul>
Knowledge assessment – decentral tests.	Tests administered in classrooms.	The assessment is done on paper.	See “knowledge assessment – central tests” above.

Important notes:

1. Organizing test reviews are important learning moments for students. These learning moments facilitate students optimally towards achieving study success.
2. The test reviews are also a regulatory requirement to safeguard students’ study success. If test reviews are not organized and students fail a resit opportunity, they may have grounds to turn to the Examination Board to request another resit opportunity. This leads to more work pressure which can be easily avoided if the test reviews are organized on time as per the regulatory requirements.
3. Test reviews should also be organized after a resit to prepare students for their next resit opportunity.
4. TER article 3.3 “Number of attempts” requires that the resit opportunities of courses should be described well in Brightspace. Course coordinators should check their course on this point. For Brightspace assistance, [edulab.fbe@hva.nl](mailto:edulab.fbe@hva.nl) can be contacted.
5. TER article 3.7 “Recording and announcements of result” underlines the importance for the students’ journey that their results are entered on time in SIS. The deadline for entering grades is set on maximum 15 working days after the test moment or submission moment. Adherence to the deadline is essential to ensure that the academic requirements of students remain up to date. The education office monitors the grade entry per block so that the programme management can anticipate better on helping students who are at risk of acquiring a study delay.
6. The closer the test review is to when the results are delivered, the more impactful the review would be in terms of the preparation for the resubmission/resit. This also impacts the momentum of the student and would remove uncertainty from the side of the student relating to what improvements need to be made to the submitted work.
7. It is important for the programme management that test reviews are organized without any overlap so that students have the opportunity to attend all of them. If the organization of test reviews is not done well and students fail a resit opportunity, then again students may have grounds to turn to the Examination Board to request another resit opportunity with all the consequences attached (see point 2).
8. The coordination team prepares the annual exam calendar with deadlines that course coordinators can use to organize their test reviews. The calendar includes the grading deadlines, the review deadlines and additional notes. The coordination teams sends the link to the Exam Calendar to all lecturers. The Exam Calendar is also available on the Employee Site (it is part of the AMSIB Academic Calendar). The deadlines are indicated in weeks (and not in days).

## 6. Documentation required for quality control purposes

Examiners and designers of assessments/test can find all relevant information here: [AMSIB Employee site - Policy documents and guidelines on testing - All Documents \(sharepoint.com\)](#)

For group assignments please make sure you keep in an orderly and accessible manner:

1. The assessment-model.
2. The graded assignments of two student-teams for this group assignment (one high grade and one low grade).
3. The list with grades for this test.
4. Any other information that the Test Assessment Committee would need to get a clear picture of this test.

For all other test formats (knowledge tests (digital, on paper, or otherwise administered), assignments, presentations please make sure you keep in an orderly and accessible manner:

1. The test-design.
2. The test.
3. The answer key.
4. The graded tests of two students (one high grade, one low grade).
5. The list with grades for this test.
6. Any other information that would help the Test Assessment Committee to get a clear picture of this test.

## 7. Mandatory attendance and testing

With regard to this topic, TER article 3.4 “Arrangement and mandatory participation in practical components” needs to be considered:

- This article specifies the courses that carry mandatory attendance.
- The mandatory attendance needs to be clarified in the course information in the [course catalogue](#) (article 3.4, section 2 of the TER), along with the consequences when the mandatory attendance requirement is not met.
- The course catalogue should be clear and realistic about what is required. Requiring 100% mandatory attendance is not realistic. Requiring 80% mandatory attendance is not clear enough. It is better to say “you can miss 6 out of 8 classes” or “you can miss up to 3 classes”.

There is no exemption possible for not meeting the mandatory attendance requirement, even if there are personal circumstances involved. However, in two cases lecturers should still advise students to contact the student counsellors:

1. In case of unfortunate, incidental personal circumstances because of which students cannot meet the attendance requirements resulting in a delay in their studies (for example: illness, family circumstances, etc.). The student counsellors need to know about the delay because it may be considered regarding the binding study advice. Students resit the course next academic year.
2. In case of a disability because of which students will probably never meet the attendance requirements and they need adjustments in the test format. Student counsellors will explore with students in what circumstances they can pass the exam.

Lecturers, mentors and study advisors are requested to be clear to students: if you do not meet the mandatory attendance criteria, then you need to follow the course again in the next academic year. Only in limited cases are students allowed to follow the course again in a different block of the same academic year (see the course information on Brightspace). If a course is not mentioned in article 3.4, then a mandatory attendance requirement cannot be imposed on students.

Lecturers can use the following example to explain mandatory attendance to students:

*Let us explain why the course has mandatory attendance. It is because the assessment format is like a driving license exam: you can only pass if you drive. You will understand that there is no exception to this rule. The same applies to*

*your courses with mandatory attendance.*

Important notes:

1. It is not allowed to tell students that they must pass a weekly quiz based on homework to be admitted to a class or to participate in a test.
2. Is it not allowed to make homework mandatory or a condition for participation in a test. TER article 3.4 is about requiring students to be in class to practice.

## 8. Generative Artificial Intelligence (GAI) and testing

The AUAS has developed the document “Generative AI in education – rules and recommendations”. These rules and recommendations are meant for students, lecturer-researchers and other teaching staff, such as managers, advisers and support staff. The rules and recommendations provide assistance in using GenAI in an innovative and responsible manner. The document can be found on AMSIB’s employee site.

The programme management has developed protocols for course coordinators regarding GAI and testing. The five matrices below with the guidelines have been developed with the input from the MT members, the HoDs, the course coordinators, the educational consultants and the examination board. Most AMSIB courses have one comprehensive test or two partial tests. The matrices present combinations of partial tests. In the way AMSIB assesses, some combinations are more popular than others, and some combinations are not used at all.

- I. If a course has a portfolio assessment in combination with another test form, then the following applies:

Assessments as per the Teaching & Examination Regulations	<b>Portfolio assessment</b>
<b>Portfolio assessment</b>	<p>Adjust the assessment model of the portfolios by introducing a continuous assessment or a behavioural assessment where the development of the student in relation to all the learning goals is assessed. Make the grade of the portfolios dependent on the outcome of the continuous assessment or the behavioural assessment.</p> <p>OR:</p> <p>Adjust the assessment model of the portfolios by introducing an oral defence where all the learning goals are assessed.</p> <p>OR (as a last resort):</p> <p>Add to the assessment model the following condition: “In situations where there are concerns regarding the authenticity of the submitted work, an oral defence will be included as part of the assessment process to assess all the learning goals. The defence may overrule any earlier assessment of the submitted work”.</p>
<b>Behavioural assessment</b>	Adjust the assessment model of the portfolio by making the grade dependent on the outcome of the behavioural assessment. Make sure to assess all the learning goals during the behavioural assessment.
<b>Professional product</b>	<p>Adjust the assessment models of the submitted work by introducing a continuous assessment or a behavioural assessment where the development of the student in relation to all the learning goals is assessed. Make the grade of the submitted work dependent on the outcome of the continuous assessment or the behavioural assessment.</p> <p>OR:</p> <p>Adjust the assessment model of one of the assessments by introducing an oral defence in one of the assessments where all the learning goals are assessed.</p> <p>OR (as a last resort):</p> <p>Add to the assessment model the following condition: “In situations where there are concerns regarding the authenticity of the submitted work, an oral defence will be included as part of the assessment process to assess all the learning goals. The defence may overrule any earlier assessment of the submitted work”.</p>
<b>Assignment</b>	<p>Adjust the assessment models of the submitted work by introducing a continuous assessment or a behavioural assessment where the development of the student in relation to all the learning goals is assessed. Make the grade of the submitted work dependent on the outcome of the continuous assessment or the behavioural assessment.</p> <p>OR:</p> <p>Adjust the assessment model of one of the assessments by introducing an oral defence in one of the assessments where all the learning goals are assessed.</p> <p>OR (as a last resort):</p> <p>Add to the assessment model the following condition: “In situations where there are concerns regarding the authenticity of the submitted work, an oral defence will be included as part of the assessment process to assess all the learning goals. The defence may overrule any earlier assessment of the submitted work”.</p>



<b>Knowledge assessment</b>	<p>Adjust the assessment model of the portfolio by introducing a continuous assessment or a behavioural assessment where the development of the student in relation to all the learning goals is assessed. Make the grade of the portfolio dependent on the outcome of the continuous assessment or the behavioural assessment.</p> <p>OR:</p> <p>Adjust the assessment model of the portfolio by introducing an oral defence where all the learning goals are assessed.</p> <p>OR (as a last resort):</p> <p>Add to the assessment model the following condition: “In situations where there are concerns regarding the authenticity of the submitted work, the outcome of the knowledge assessment may overrule any earlier assessment of the submitted work”. In the knowledge assessment, all the learning goals need to be assessed.</p>
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II. If a course has a behavioural assessment in combination with another test form, then the following applies:

<b>Assessments as per the Teaching &amp; Examination Regulations</b>	<b>Behavioural assessment</b>
<b>Portfolio assessment</b>	Adjust the assessment model of the portfolio by making the grade dependent on the outcome of the behavioural assessment. Make sure to assess all the learning goals during the behavioural assessment.
<b>Behavioural assessment</b>	No action needed.
<b>Professional product</b>	Adjust the assessment model of the professional product by making the grade dependent on the outcome of the behavioural assessment. Make sure to assess all the learning goals during the behavioural assessment.
<b>Assignment</b>	Adjust the assessment model of the assignment by making the grade dependent on the outcome of the behavioural assessment. Make sure to assess all the learning goals during the behavioural assessment.
<b>Knowledge assessment</b>	No action needed.

III. If a course has a professional product in combination with another test form, then the following applies:

<b>Assessments as per the Teaching &amp; Examination Regulations</b>	<b>Professional product</b>
<b>Portfolio assessment</b>	<p>Adjust the assessment models of the submitted work by introducing a continuous assessment or a behavioural assessment where the development of the student in relation to all the learning goals is assessed. Make the grade of the submitted work dependent on the outcome of the continuous assessment or the behavioural assessment.</p> <p>OR:</p> <p>Adjust the assessment model of one of the assessments by introducing an oral defence in one of the assessments where all the learning goals are assessed.</p> <p>OR (as a last resort):</p> <p>Add to the assessment model the following condition: “In situations where there are concerns regarding the authenticity of the submitted work, an oral defence will be included as part of the assessment process to assess all the learning goals. The defence may overrule any earlier assessment of the submitted work”.</p>
<b>Behavioural assessment</b>	Adjust the assessment model of the professional product by making the grade dependent on the outcome of the behavioural assessment. Make sure to assess all the learning goals during the behavioural assessment.
<b>Professional product</b>	<p>Adjust the assessment model of the professional products by introducing a continuous assessment or a behavioural assessment where the development of the student in relation to all the learning goals is assessed. Make the grade of the professional products dependent on the outcome of the continuous assessment or the behavioural assessment.</p> <p>OR:</p> <p>Adjust the assessment model of the professional products by introducing an oral defence where all the learning goals are assessed.</p> <p>OR (as a last resort):</p>



	Add to the assessment model the following condition: "In situations where there are concerns regarding the authenticity of the submitted work, an oral defence will be included as part of the assessment process to assess all the learning goals. The defence may overrule any earlier assessment of the submitted work".
<b>Assignment</b>	Adjust the assessment models of the submitted work by introducing a continuous assessment or a behavioural assessment where the development of the student in relation to all the learning goals is assessed. Make the grade of the submitted work dependent on the outcome of the continuous assessment or the behavioural assessment.  OR:  Adjust the assessment model of one of the assessments by introducing an oral defence in one of the assessments where all the learning goals are assessed.  OR (as a last resort):  Add to the assessment model the following condition: "In situations where there are concerns regarding the authenticity of the submitted work, an oral defence will be included as part of the assessment process to assess all the learning goals. The defence may overrule any earlier assessment of the submitted work".
<b>Knowledge assessment</b>	Adjust the assessment model of the professional product by introducing a continuous assessment or a behavioural assessment where the development of the student in relation to all the learning goals is assessed. Make the grade of the professional product dependent on the outcome of the continuous assessment or the behavioural assessment.  OR:  Adjust the assessment model of the professional product by introducing an oral defence where all the learning goals are assessed.  OR (as a last resort):  Add to the assessment model the following condition: "In situations where there are concerns regarding the authenticity of the submitted work, the outcome of the knowledge assessment may overrule any earlier assessment of the submitted work". In the knowledge assessment, all the learning goals need to be assessed.

IV. If a course has an assignment in combination with another test form, then the following applies:

Assessments as per the Teaching & Examination Regulations	<b>Assignment</b>
<b>Portfolio assessment</b>	Adjust the assessment models of the submitted work by introducing a continuous assessment or a behavioural assessment where the development of the student in relation to all the learning goals is assessed. Make the grade of the submitted work dependent on the outcome of the continuous assessment or the behavioural assessment.  OR:  Adjust the assessment model of one of the assessments by introducing an oral defence in one of the assessments where all the learning goals are assessed.  OR (as a last resort):  Add to the assessment model the following condition: "In situations where there are concerns regarding the authenticity of the submitted work, an oral defence will be included as part of the assessment process to assess all the learning goals. The defence may overrule any earlier assessment of the submitted work".
<b>Behavioural assessment</b>	Adjust the assessment model of the assignment by making the grade dependent on the outcome of the behavioural assessment. Make sure to assess all the learning goals during the behavioural assessment.
<b>Professional product</b>	Adjust the assessment models of the submitted work by introducing a continuous assessment or a behavioural assessment where the development of the student in relation to all the learning goals is assessed. Make the grade of the submitted work dependent on the outcome of the continuous assessment or the behavioural assessment.  OR:  Adjust the assessment model of one of the assessments by introducing an oral defence in one of the assessments where all the learning goals are assessed.  OR (as a last resort):



	Add to the assessment model the following condition: "In situations where there are concerns regarding the authenticity of the submitted work, an oral defence will be included as part of the assessment process to assess all the learning goals. The defence may overrule any earlier assessment of the submitted work".
<b>Assignment</b>	Adjust the assessment model of the assignments by introducing a continuous assessment or a behavioural assessment where the development of the student in relation to all the learning goals is assessed. Make the grade of the assignments dependent on the outcome of the continuous assessment or the behavioural assessment.  OR:  Adjust the assessment model of the assignments by introducing an oral defence where all the learning goals are assessed.  OR (as a last resort):  Add to the assessment model the following condition: "In situations where there are concerns regarding the authenticity of the submitted work, an oral defence will be included as part of the assessment process to assess all the learning goals. The defence may overrule any earlier assessment of the submitted work".
<b>Knowledge assessment</b>	Adjust the assessment model of the assignment by introducing a continuous assessment or a behavioural assessment where the development of the student in relation to all the learning goals is assessed. Make the grade of the assignment dependent on the outcome of the continuous assessment or the behavioural assessment.  OR:  Adjust the assessment model of the assignment by introducing an oral defence where all the learning goals are assessed.  OR (as a last resort):  Add to the assessment model the following condition: "In situations where there are concerns regarding the authenticity of the submitted work, the outcome of the knowledge assessment may overrule any earlier assessment of the submitted work". In the knowledge assessment, all the learning goals need to be assessed.

V. If a course has a knowledge assessment in combination with another test form, then the following applies:

Assessments as per the Teaching & Examination Regulations	<b>Knowledge assessment</b>
<b>Portfolio assessment</b>	Adjust the assessment model of the portfolio by introducing a continuous assessment or a behavioural assessment where the development of the student in relation to all the learning goals is assessed. Make the grade of the portfolio dependent on the outcome of the continuous assessment or the behavioural assessment.  OR:  Adjust the assessment model of the portfolio by introducing an oral defence where all the learning goals are assessed.  OR (as a last resort):  Add to the assessment model the following condition: "In situations where there are concerns regarding the authenticity of the submitted work, the outcome of the knowledge assessment may overrule any earlier assessment of the submitted work". In the knowledge assessment, all the learning goals need to be assessed.
<b>Behavioural assessment</b>	No action needed.
<b>Professional product</b>	Adjust the assessment model of the professional product by introducing a continuous assessment or a behavioural assessment where the development of the student in relation to all the learning goals is assessed. Make the grade of the professional product dependent on the outcome of the continuous assessment or the behavioural assessment.  OR:  Adjust the assessment model of the professional product by introducing an oral defence where all the learning goals are assessed.  OR (as a last resort):



	Add to the assessment model the following condition: "In situations where there are concerns regarding the authenticity of the submitted work, the outcome of the knowledge assessment may overrule any earlier assessment of the submitted work". In the knowledge assessment, all the learning goals need to be assessed.
Assignment	Adjust the assessment model of the assignment by introducing a continuous assessment or a behavioural assessment where the development of the student in relation to all the learning goals is assessed. Make the grade of the assignment dependent on the outcome of the continuous assessment or the behavioural assessment.  OR:  Adjust the assessment model of the assignment by introducing an oral defence where all the learning goals are assessed.  OR (as a last resort):  Add to the assessment model the following condition: "In situations where there are concerns regarding the authenticity of the submitted work, the outcome of the knowledge assessment may overrule any earlier assessment of the submitted work". In the knowledge assessment, all the learning goals need to be assessed.
Knowledge assessment	No action needed.

- For any queries about how to apply the matrices to a course, please contact Adriaan van Nieuwkerk (educational consultant).
- In the course catalogue, the following standard sentence will be added for all courses: "Due to the emergence of ChatGPT and other AI tools, adjustments are applicable with regard to the assessment of portfolios, professional products and assignments. These adjustments are made to ensure the quality of your degree programme. Please refer to the Brightspace page of your course for more information about the adjustments in the assessments".

## 9. Group assignments and testing

The programme management has developed protocols that apply to all group assignments which are to be graded in all courses. The protocols stipulate several elements which need to be accounted for in group assignments as standard practice and as such providing clear instructions both for students and lecturers involved.

The principal purposes of the protocols are the following:

- To enhance smooth, effective and efficient teamwork;
- To install a professional approach as standard for collaboration;
- To provide a vehicle for students to account for their process of cooperation;
- To facilitate a fair, reliable and evidence-based individual assessment of a student's contribution to a group assignment;
- To support coordinators and teachers navigating through all the instruments to ensure successful and satisfactory team assessment.

Central to the approach presented in the protocols is that it is strongly recommended for any student team working together on an assignment to provide documentation about the process of mutual collaboration. The leading thought is that students are responsible for providing the necessary evidence, rather than having the responsibility on the lecturer side. Based on the evidence provided to support the involvement and individual contribution of students, lecturers can make an informed decisions and grade accordingly.

It is up to the examiner to decide the extent to which the documentation about the teamwork needs to be investigated. When teamwork has gone well, then the time spent by the lecturer on the documentation revision can be limited. However, in cases where there is serious doubt about one or more students in a group having done their fair share of work, or about the quality of the work contributed, the lecturer has the opportunity to revise the teamwork documentation extensively with the intention of identifying undesired practices, such as free-riding.

This protocols are based on the regulatory parameters for group assignments specified within leading documentation (IB & GSBM TER and IB Programme Plan) and shared practices within AMSIB inspired by lecturers involved in courses with group assignments as examinations or partial examinations.

The protocols can be found on AMSIB's employee site.