Education and Examination Regulations
Master of Business Psychology and Management
2026-2027



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1. Introduction

These education and assessment regulations contain provisions relating to the teaching of the degree programme Business Psychology and Management, the associated examinations

and interim assessments. These regulations apply to anyone enrolled in the programme Business Psychology and Management, irrespective of the academic year in which the student was first enrolled in the programme. Whenever 'SRH' is mentioned, this document refers to 'SRH Haarlem University of Applied Sciences'.

The aim of the Business Psychology and Management programme is for Enterprise Leaders, to obtain sufficient knowledge, skills and insight into the programme subject matter, so as to enable them to obtain a Master of Science degree, as defined in Article 7.19a of the Dutch Higher Education and Research Act (WHW).

In order to qualify for the degree the student should have obtained a passing grade for all the modules offered in the programme.

1.1 Organisation of this document

Chapter 2 Teaching outlines the objectives of the programme, the associated learning outcomes and the way in which teaching is structured. It also provides an overview of the curriculum offered by the programme, and information on counselling.

Chapter 3 Interim assessments and partial assessments 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 interim assessments describes the rules students must comply with when sitting interim assessments or partial assessments, what we understand by fraud and the procedure if fraud is suspected.

Chapter 5 Examinations, propaedeutic 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 6 SRH Examination Board provides an outline of the role of the Examination Board and gives an overview of the situations in which students should contact the Examination Board.

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

Chapter 8 Definition of terms provides further information on terms used in this document.

Appendix A provides an overview of the Business Psychology and Management study programme
Appendix B provides the academic year calendar 2026-2027

1.2 Information on admission requirements

1.2.1 General admission requirements

The Business Psychology and Management accepts students for the **full-time variant** of the programme with:

1. A business-oriented Bachelor study level or any other Bachelor study level plus a minimum of one year of relevant working experience.
2. EU students are to have a professional level of English language.
3. Non-EU students are required to have an English language IELTS certificate with a minimum level of 6.5 or an equivalent English language certificate.

The Business Psychology and Management accepts students for the **part-time variant** of the programme with:

- A Bachelor diploma.
- At least 3 years of relevant professional experience in a company, public or semi-public or not for profit organisation.
- Experience in management is seen as favourable.
- EU students are to have a professional level of English language.
- Non-EU students are required to have an English language IELTS certificate with a minimum level of 6.5 or an equivalent English language certificate.

Apart from these specific entry requirements, students will also have to successfully complete an intake assessment and interview. Haarlem Campus wants to ensure that the student chooses a programme that fits his or her interests and competencies so that the student starts the study with motivation. The intake interview serves the following purposes:

1. Giving the student a realistic picture of the content, level and educational forms of the programme;
2. Giving the student a realistic picture of the professional field for a programme;
3. Helping the student reflect on his or her choice by giving insight into his or her expectations, motivation and interests;
4. Introduce the student to the programme in order to increase the bond with the programme and institution.

SRH is a signatory for the national Code of Conduct for international students in the Netherlands, where specifics regarding entry requirements are also reiterated. The application procedure for international students is described on the website. Prospective students are welcome to visit the Haarlem campus to get acquainted with the contents of the programme by joining a lecture and will be able to meet with the SRH staff to discuss whether the master programme is a good fit with the prospective students' ambitions & interests.

English Language Requirements:
Applicants that are required to submit an English Language proficiency certificate will need to have obtained any of the following minimum scores:

	IELTS academic and an overall band score	TOEFL iBT Traditional & Paper Edition (test to be taken in an examination centre)	TOEIC		Cambridge English grades & scale
			Listening and Reading	Speaking and Writing	
Education at Bachelor's level	6.5 overall score and at least 6.5 for all individual sections	80 overall score	865 overall score & threshold values must be achieved for both elements	335 overall score & threshold values must be achieved for both elements	Scale 169-175 Exams: B2 First, C1 Advanced and C2 Proficiency

In addition to the diploma and English requirements, all applicants must successfully complete an intake assessment. This serves two purposes:

1. To inform prospective students about the programme and our expectations of them.
2. To establish a baseline of the applicant's ambitions and interests.

The intake assessment may include:

- Curriculum Vitae
- Motivational Letter
- Interview
- Proof of English proficiency (if applicable)

The CV and motivational letter form the basis of the interview, where compatibility between the applicant's ambitions and the programme will be discussed.

Applicants are also encouraged to visit the campus, join a lecture, and meet staff members to explore whether the programme aligns with their goals.

1.2.2 Application Procedure

The full application procedure for international students, including required documents and fee structure, is published on the SRH website.

SRH Haarlem University of Applied Sciences is a signatory to the Dutch *Code of Conduct for International Students in Higher Education*, which sets national standards for entry requirements.

1.2.3 Language and Internationality

SRH operates entirely in English. All programmes, modules, and administrative activities are conducted in English.

Part of being Tomorrow's Professional is being able to work in a multicultural environment. Our students will need to be able to apply their skills within an international context. The goal is to have our students become 'culture savvy'. More specifically, this means that our students are sensitive to cross-cultural communication and be aware of cultural differences in, for example, professional and study projects. Being 'culture savvy' is crucial as more and more professional environments operate internationally.

As both the academic staff and students have different nationalities, students will be working and learning in an international environment and context from day one. The programmes at SRH all accept international students, this results in an international student population that exposes its students to various backgrounds and cultures.

2. Teaching

The master of Business Psychology and Management is an HBO master degree, the entire curriculum consists of 60 European Credits (EC) and can be completed in 12 (full-time) or 24 (part-time) months.

2.1 Objectives of the degree programme

To respond to the growing demand for professionals who can bridge psychology and business performance, Haarlem Campus has developed a Master of Science in Business Psychology & Management. This programme equips graduates with the competencies to understand and apply psychological principles to address organisational challenges and enhance workplace performance in complex, dynamic business environments.

The Master combines disciplines of psychology, business, leadership, and organisational behaviour. It focuses on developing specialised and interdisciplinary competencies in areas such as leadership decision-making, organisational change, conflict management, employee engagement, and strategic communication. Students learn to analyse and interpret human behaviour in organisational contexts, apply evidence-based interventions, and design initiatives that improve performance, well-being, and innovation.

Graduates will be able to advise and lead organisations in creating effective, human-centred strategies across the full employee experience journey—from recruitment and development to performance and retention. The programme prepares students for management, consultancy, and leadership roles in diverse sectors where people and performance intersect, and for those aiming to drive transformation and sustainable success in both local and international contexts.

In addition, the programme includes a structured personal development journey through individual assessments, coaching sessions, and mentoring to strengthen self-awareness, resilience, and leadership effectiveness.

2.2 Programme Objectives and Outcomes of the degree programme

The total study load of the programme is 60 ECTS divided over 2 (full-time) or 4 (part-time) semesters. Each credit point counts for 28 study hours.

The specific programme objectives and learning outcomes are defined according to the Competence Based Research and Learning (CORE) principle of SRH[1]. The CORE study model is based on a constructivist learning approach whereby the learning objectives are constructed on the basis of the development of key professional competencies during the study programme. This is executed together with the students and done with high intensity and concentration and methodically adapted to the content.

The key objective is that students acquire sufficient knowledge, skills, responsibility and autonomy to have all Professional competencies to take effective action as a professional in the field of study. These CORE competencies are based on a summary of the 21th century skills:

- Specialist competencies relates to acquisition and application of knowledge
- Methodological competencies integrates problem solving and information skills
- Social competencies covers teamwork and communication skills
- Personal competencies focus on responsibility and autonomy and continuous learning skills

The graduate is to achieve a series of overall professional learning outcomes defined by specialist, methodological, social and personal competencies during the study programme. Together these outcomes seek to construct all the required competencies to start a successful career in the Dutch or international labour market. Each of these overall learning outcomes at programme level are subdivided into more specific learning outcomes in each of the 7 study modules the students will follow during their studies. These objectives apply to the full time and part time version of the programme.

This study programme aims at the following objectives and outcomes:

Programme objective 1: Specialist competencies
Students possess advanced and interdisciplinary knowledge, along with a critical understanding, enabling them to apply both business and psychological principles in a balanced way to address workplace challenges that enhance individual and team engagement, performance, and overall business success.

Programme outcomes
SP1. Has in-depth knowledge of how human behaviour impacts organizational success and the role psychology plays across various industries both at a local and international level.
SP2. Can apply a broad range of workplace psychological theories and models to address current and future workplace opportunities.
SP3. Has a high level of competence in applying research methods, gathering and analysing quantitative and qualitative data, critically evaluating research findings, and translating these to high-impact and low cost business initiatives.

1 https://www.hochschule-heidelberg.de/en/why-srh/the-core-principle/

SP4. Demonstrates the ability to elevate business discussions from practical and tactical considerations to a strategic level, ensuring that core challenges and opportunities are effectively identified and addressed.
SP5. Can build an understanding of leadership decision-making processes and the importance of risk-taking in driving innovation and organisational success.

Programme objective 2: Methodological competencies
Students have in-depth problem-solving techniques which balance data-driven decision-making, agility, innovation and entrepreneurship capabilities required to identify and create effective workplace solutions for both the business and the employees.

Programme outcomes
ME1. Can design and run high-impact initiatives across the full employee experience journey (from recruitment, performance, training development, talent planning, to offboarding) with both the consumer and the business in mind.
ME2. Can develop techniques to interpret organizational needs and design initiatives to enhance engagement, well-being, and productivity at an individual, team and organizational level.
ME3. Has clarity, empathy and confidence in their ability to manage and lead organisational change and with a focus on supporting employees and teams through transitions
ME4. Juggle strategic priorities and business constraints with agility, data driven decision-making, ambiguity and empathy.

Programme objective 3: Social competencies
Students are able to apply high levels of emotional intelligence, interpersonal awareness, active listening skills, and intercultural communication skills while building deep relationships with peers, professionals, and stakeholders.

Programme outcomes
SO1. Is a strategic, confident, empathetic, and agile enterprise leader who can navigate complex business environments and enhance workplace performance, engagement and wellbeing.
SO2. Has enhanced interpersonal skills and the ability to communicate and challenge ideas effectively to both academic and commercial audiences.
SO3. Can navigate through conflict across all situations and individuals
SO4. Is able to manage and lead all forms of teams and stakeholders leveraging best practices in team effectiveness strategies and models.

Programme objective 4: Personal competencies
Students take a proactive and solution-focused approach in how they show up and lead through moments of change, unclarity, and complexity. Students take on a growth mindset with ongoing reflection while challenging themselves to grow outside of their comfort zone.

Programme outcomes
PE1. Thinks both analytically and critically on their behaviours and actions and how it affects others.
PE2. Shows up confidently and assertive and can present convincing arguments.

PE.3 Develops intrinsic motivation, commitment and initiative and takes individual responsibility to execute tasks and projects independently in a complex, uncertain and unstructured context.

2.3 The curriculum

The curriculum is designed to ensure that students acquire the competencies defined in the intended learning outcomes across the key domains of business psychology, leadership, and organisational management. It enables students to build interdisciplinary competencies in understanding human behaviour at work, applying psychological insights to business challenges, and leading organisational change through a blend of theory, applied learning, and personal development.

2.3.1 The Applied Research Project

The Applied Research Project is the final assignment of the study programme and seeks to test and evaluate the intended learning outcomes and professional CORE competences to be achieved as a graduate during the study programme. Successful completion of the final project demonstrates that the student has achieved the competencies defined in the programme's educational profile.

The rules and regulations for the applied research project are set out in a graduation protocol.

2.4 Structure of the curriculum

Every academic year is divided into 8 blocks of 5 weeks. The following details are specified for each module in their syllabus:

- The name of the module;
- The number of credits;
- The goal of the module, the learning objectives and intended learning outcomes (found in the module description)
- the assessment plan;
    - Type of assessment, including formative and summative assessments
    - The method of assessment for all summative interim assessments and partial assessments
    - The week/block in which the interim assessment(s) and/or partial assessments are offered
    - The criteria used for summative assessments
    - Whether it is a group or individual assignment
    - The general deadline for handing in the assignment (including retake)[2]
    - Re-take opportunities

Further information on the various modules can be found in their respective online environments. At the least, every module guide will contain information on:

1. Content per week
2. Summative assignments
3. The sources that will be used (literature, video etc.)

2 General in the sense of which lesson week & day the deadline will be put on. The exact date & times are published in the relevant canvas assignments

In principle, information provided in this document is leading in terms of provided information and rulings. In cases where information as provided in the module syllabiconflict with the information stipulated in this document, the Academic Director will decide which information is ruling.

2.5 Delivery of education

Education at SRH is delivered primarily through in-person classroom lectures and workshops. Participating online is not offered as a standard option. Online attendance is only permitted in special circumstances, requiring prior approval from the programme director or Academic Director.

Teaching methods employed in the SRH programmes are based on the CORE principles and range from traditional lecturing with slide presentations to interactive tutorials that include discussions or debates with students, role-playing, and other in-class exercises, where the use of technological learning solutions can play a role. Within many modules, students work on group projects, such as developing and implementing a project, preparing a debate, and case studies.

2.6 Evaluation of teaching

The evaluation consists of various improvement cycles in which the programme is evaluated by both internal and external actors.

1. The evaluation of teaching takes place within the context of the PDCA cycle. The PDCA cycle is a continuous loop of planning, doing, checking, and acting (or adjusting). It provides a simple and effective approach for evaluating the teaching in the programme by the relevant stakeholders.

2. All modules are evaluated systematically by the students. The evaluations are discussed and necessary interventions are made. The overall results of student evaluations are analysed by the programme director and Academic Director.

3. Conclusions and implications of course evaluations are subject to discussion amongst the relevant stakeholders on a regular basis.

2.7 Required tools and software

In order to successfully study this programme, students must have a personal laptop that is capable of basic document creation (students get free access to the Gsuite™ tools).

You may be required to have access to specific software for specific modules, this is always mentioned in the syllabus and Canvas page of that module.

2.8 Student counselling

SRH will ensure that individual wellbeing is safeguarded. Students should contact their lecturer with queries or complaints regarding their module content, and contact the student-counsellor for support regarding personal issues or matters that they do not wish to discuss with their lecturer. The counsellor is a person that will keep confidential any information provided by students and will only share relevant information after explicit permission of the student. Should a student wish to consult the confidential student counsellor, they can find the contact details through Canvas under the 'general information' course.

2.9 Special arrangements for students with a disability

Students with a disability or chronic illness are entitled to tailored, suitable or necessary adjustments, except where such adjustments would place a disproportionate burden on SRH. The management team 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 management team will take the advice of the student counsellor and will include the Exam Board when relevant. The adjustments must eliminate or reduce impediments and foster the students' independence and full participation as far as possible. Such adjustments may relate to:

1. The accessibility of buildings
2. The curriculum;
3. Course timetables;
4. Teaching methods, including supervision;
5. Teaching materials; and
6. Assessment (see also 3.13).

Students who wish to request an adjusted assessment form are advised to first meet with the Study Counsellor. The counsellor will assist them in preparing and submitting their request to the Examination Board.

2.10 Professional sport as a special circumstance

SRH Haarlem University of Applied Sciences recognises elite sport as a special circumstance within the meaning of Article 7.51 of the Dutch Higher Education and Research Act (WHW). Students who hold a talent or elite sport status recognised by NOC*NSF, or a comparable status at international level, may on this basis be eligible for adapted provisions, including flexibility in attendance, scheduling of assessments, and, where applicable, postponement of the binding study advice.

The nature and extent of these provisions are determined on a case-by-case basis in consultation between the student and the Academic Director or a representative designated for this purpose, and are recorded in writing. The granting of such provisions does not affect the other academic progress requirements: the student is expected to remain fully committed to achieving study results within the applicable framework.

2.11 Study Progression

Students are required to obtain a minimum of 30 ECTS per academic year. Students who expect not to meet this requirement shall consult their Programme Director. Where a student does not meet the requirement, the Academic Director may, in consultation with the Programme Director, place the student under academic probation. Continued failure to meet the requirement may ultimately result in the student's removal from the programme.

Students who have not successfully completed a module from their study plan must prioritise retaking and completing failed modules before enrolling in new modules. Progression to new modules may therefore depend on successful completion of previously failed modules and on the applicable study progression requirements.

Where applicable, the Examination Board may approve exceptions to these requirements or impose specific conditions regarding a student's study progression.

2.11.1 Financial Consequences of Study Delay in the Applied Research Project

Students are expected to complete the ARP within the academic year in which they start it. Where completion extends beyond that academic year, additional fees apply. These fees are calculated pro rata on the tuition fee applicable to the student (EU or non-EU) for the academic year in which the fee is charged, as follows:

Fee per ECTS = annual tuition fee / 60 ECTS

The following situations apply:

- **Full redo of the ARP.** Where the Examination Board determines that the ARP must be redone in full, following a finding of fraud (including plagiarism) or a grade below 4.0, the student is invoiced for 15 ECTS.
- **Insufficient ARP without a retake opportunity.** Where the ARP is assessed as insufficient and the first submission was made too late for a retake within the same academic year, the student is invoiced for 15 ECTS.
- **ARP not submitted within the academic year.** Where the student has not submitted the ARP within the academic year in which it was started, the student is invoiced for the number of ECTS corresponding to one block. The student must then submit the ARP and complete its assessment within the first block of the following academic year. If this condition is not met, the student is invoiced for the remainder of the 15 ECTS, calculated as the fee for 15 ECTS minus the amount already invoiced for the block.
- **Residence permit extension.** Where a student's study delay requires an extension of their residence permit (visa), a fee of EUR 500 is charged.

The amounts above are maximum amounts. SRH Haarlem may, at its discretion, charge a reduced amount where the remaining work is limited in scope, for example where only part of the ARP needs to be revised.

2.12 Academic probation

In cases where a student fails to achieve the minimum required ECTS, the student is placed under academic probation for the next two modules in the programme. Academic probation is intended to help the student improve their study efficiency and identify the reasons for their previous academic difficulties. The nature of the probation is determined on a case-by-case basis and may include additional guidance, monitoring of study progress, and support from SRH staff, such as the counsellor and the academic team.

Academic probation ends when the student has successfully completed the two modules covered by the probation and has met any specific conditions agreed as part of the probation. If the student fails to meet the conditions of academic probation, the Examination Board may determine that continued participation in the programme is no longer justified. Based on this determination, the Executive Board (or its delegated authority) may decide to terminate the student's enrolment in accordance with Article 7.42 of the WHW.

2.13 Misconduct

General activities that have the effect or intention of interfering with the education provided, the acquisition of knowledge or the fair evaluation of a student's performance are prohibited. Any student who, through deception or negligence, makes it completely or partially impossible for the examiner to correctly assess that student's knowledge, insight and skills, violates the standards of academic conduct. Answers to written assignments can be checked for authenticity using the available plagiarism detection software.

2.13.1 Measures against violators

Measures to be taken against students who violate the standards of academic conduct are determined at the discretion of the Examination Board. Possible measures include a warning, a formal reprimand, a formal reprimand with a meeting to explain the violated standard(s), imposing a period (of a maximum of 1 year) in which participation in exams and/or the programme is not permitted, awarding a grade of 0 or delivering a recommendation to terminate enrollment. In the case of serious and/or repeated academic misconduct, the Institutional Board, on the recommendation of the Examination Board or those acting on its behalf, may decide to permanently terminate the student's enrollment in the programme.

2.13.2 Late discovery of violations

In cases where the discovery of academic misconduct does not occur until after the exam or assignment has taken place, the Examination Board may still decide to take measures as stated in 2.11.1 retrospectively.

2.13.3 Hearing before a decision is made

The student will have an opportunity to be heard by the Examination Board or its representative.

2.13.4 Communication of the decision

The relevant board will inform the student in writing of the measures to be taken, typically either the Examination board or the Institutional Board.

2.13.5 Misconduct sanctions

Any academic or social misconduct that is not described in the articles above or is related to the misconduct defined above, including misconduct on the institute's sites can result in the Institutional Board imposing a sanction. Part of the sanction may be the imposition of a

probationary period, or the denial or temporary denial of access to the estate, the campus and/or the programme.

2.13.6 Probationary period

An incident of social or academic misconduct may result in the Institutional Board imposing a probationary period. During a probationary period, a student can be excluded from participating in class activities of the curriculum and/or excluded from extracurricular activities (such as participating in an exchange programme). The Academic Director advises the Institutional Board regarding the imposition of a probationary period.

2.13.7 Expulsion from the study programme

SRH retains the right to expel a student from their study programme in cases where the student is violating the school's misconduct standards or is not meeting the agreed-upon performance criteria. The Academic Director and/or the Examination Board advise the Institutional Board regarding the expulsion. The students will be informed in writing by the Institutional Board.

2.13.8 Contesting a decision

Students who wish to contest a decision related to academic integrity, assessment, or conduct violations are encouraged to follow the university's internal complaint and appeals procedure, as outlined in the Internal Complaint Procedure (published on Canvas). Should a satisfactory resolution not be reached internally, students may escalate the matter to the NRTO Geschillencommissie (Disputes Committee), which handles formal complaints involving private education providers in the Netherlands.

In addition, international students may consult www.internationalstudy.nl for further information on their rights and avenues for recourse within Dutch higher education, particularly in cases involving institutional quality or compliance with agreed terms of education delivery.

3. Interim assessments and partial assessments

The institutional board is responsible for the practical organisation of the assessments. This section outlines the practical conditions. Assessments are taken orally, in writing or in another manner.

3.1 Format

Each module will be concluded by a final, summative assessment which can include different partial assessments.

Each module can have various assessment forms and consist of different partial assessments chosen on the basis of the modular learning outcomes and key CORE competencies to be evaluated.

Based on the agreed assessment programs, SRH support staff will ensure that the module guide specifies the learning objectives and outcomes and which study materials are required to be studied for each individual interim assessment or partial assessment, so students can prepare themselves as well as possible.

An interim assessment or partial assessment that is undertaken jointly by a group of students is designed in such a way that it enables each of the students involved to obtain an individual mark, based on the learning objectives, for an individually distinguishable performance. The rules given for the assignment will indicate how the assessment will be conducted.

3.2 Sequential order

In principle, the main summative assessment of all modules occurs in week 5 (with the exception of Applied Research Project). Should a module have a different summative assessment date, it is specified within the module guide. Where applicable, the testing programmes could also indicate whether:

- A number of credits is required for participation in interim assessments and/or partial assessments for specific modules;
- Interim assessments and/or partial assessments for certain modules must be passed before student can participate in specific modules;
- Modules have a practical component and students cannot take interim assessments and/or partial assessments unless they have participated in this.

3.3 Number of attempts

Each academic year, students generally have two chances to complete a module:

1. First Assessment: During the 5-week module period.
2. Retake: During the scheduled retake periods in the academic calendar (Annex B) or when the course is re-taught, as approved by the programme management.

Standard Retake Rights
Students are entitled to one retake per insufficient assessment. If a student fails both the initial attempt and the first retake, they may request permission from the Examination Board for a second retake (i.e. a third attempt). This second retake may take place during a scheduled retake period (see Annex B – Academic Calendar) or when the course is re-taught in a future study block or academic year.

It is not possible to retake summative assessments that have already been passed.

Exception During the Module
If a student is offered a second retake (i.e. third attempt) during the same module (e.g. for a smaller or formative assignment that is reassessed within the teaching period), no Examination Board request is required. This applies only when:

- The third attempt occurs before the module officially concludes, and
- The reassessment is facilitated by the lecturer or module team as part of the ongoing learning cycle.

Post-Module Third Attempts
For larger, summative assessments typically submitted or graded at the end of the module (such as final papers, projects, or exams), a second retake is not feasible within the module timeline. In these cases, a third attempt always requires explicit approval from the Examination Board, as the reassessment falls outside the module's duration and grading period.

Responsibility of the Student
Students are responsible for monitoring their assessment opportunities and submitting timely requests to the Examination Board when required. Late or incomplete requests may result in the loss of the opportunity to attempt a third retake.

For work placements and long-term assignments where a resit isn't possible within the same year, the Examination Board may limit students to one opportunity to complete the module that year.

If a student's personal circumstances warrant it, the Examination Board may allow additional retakes beyond the usual limit. If a module is discontinued, students will have two more chances to pass the assessment.

If a student fails a module and wants to retake it in the new academic year, they must re-enroll in the module for that year. The student will be assessed according to the new year's criteria, and any assessments passed in the previous year will not count.

In case a student fails a module in block 7 or 8, they will need to retake the assessments (at the least) in the next academic year due to the allotted grading period after each block.

3.4 Assessment timetable

SRH will draw up the assessment timetable on an annual basis. When setting the dates for the testing opportunities in an academic year, the workload placed on students by the curriculum as a whole is taken into account.

The assessment timetable must be finalised and made known to students at least two weeks before the start of the relevant block.

3.5 Mandatory participation in practical component

Where modules involve a practical component, the module syllabus will specify the rules governing mandatory attendance as a requirement for participation in the interim assessment and/or partial assessment.

All oral assessments (e.g. presentations, interviews, defences) must take place on site. Online or remote oral assessments (e.g. via video call or similar platforms) are not permitted under any circumstances, unless explicitly authorized by the Academic Office due to exceptional personal or institutional circumstances.

3.6 Oral assessment

Any interim assessment and/or partial assessment is not open to the public, unless the Academic Office decides otherwise. All oral assessments will be recorded. If recording is not possible, at least 1 examiner and 1 assessor should be present.

3.7 Group Assessments

In the case of group projects, each group member is individually responsible for any submissions made as a group. This means that all group members are responsible for upholding the quality of the entire submission, and are held accountable for fraud, plagiarism, or AI misuse.

Effectively, this means that even if a group member does not recognize the fraudulent work as their own, they are still responsible and held accountable for the submitted work.

3.8 Standardisation of assessments

Interim summative assessments for all the degree programs modules, including 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. Partial assessments will be awarded a partial mark between 1 and 10, with a maximum of one decimal place, or will be marked as ‘pass’ or ‘fail’.

The module guide indicates how such summative assessments are weighted when calculating the mark for the module. All partial assessments of a module need to be graded a satisfactory grade of at least 6.0. If the modular assessment consists of two or more partial assessments, the marks cannot be offset against each other. Offsetting of marks between modules is not permitted.

3.9 Announcement of results

Interim assessments and partial assessments are assessed individually for each student. The mark is determined by the examiner or examiners. The result of an interim assessment or partial assessment will be published no more than 10 working days after the assessment date or submission date.

Results are published in the Learning Management System (Canvas) and the Student Information System (Educator) after the assessment has been formally processed.

A grade of 1 recorded in Educator reflects a failed grade and indicates that the student is required to complete a retake. A grade of 0 indicates that the assessment was failed due to plagiarism or unauthorised use of AI.

3.10 Allocation of credits

The student will be deemed to have passed the module and the relevant credits will be allocated if the student has obtained a passing mark for all its summative assessments. Credits will not be awarded for passing partial assessments.

The date of the modular assessment or the last partial assessment that resulted in successful completion of the module will be treated as the date on which the credits were obtained.

3.11 Inspection

The student may inspect a marked interim assessment or partial assessment and the mark scheme used. If, for justifiable reasons, the student is unable to be present at that time, they may inspect the marked interim assessment or partial assessment by appointment with the examiner.

Students may inspect their interim assessment paper or partial assessment paper up to a maximum of 30 working days from the date on which they sat the interim assessment or partial assessment or from the submission date for the interim assessment or partial assessment.

3.12 Granting of exemptions

The Examination Board is authorised to grant exemptions to a student if they have passed assessments at other higher education institutions whose content, scope and level are deemed by the Examination Board to correspond in sufficient measure to the module for which the student wishes to be exempted.

Students wishing to be considered for an exemption must submit a 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. The validity period of an exemption granted for the main phase is unlimited in principle.

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

Exemptions will be listed with the description ‘exemption’ in the assessment results. Students cannot receive exemption for partial assessments.

Exemption **Restrictions**

The following modules are considered essential for the programme’s applied and practice-oriented learning outcomes, and students can never be exempted from them, regardless of prior education or experience:

5. **Internship**

6. **Applied Research Project**

3.13 Minimum Credits Requirement for Awarding of Degree

In addition to the conditions outlined in Article 3.11, the minimum amount of credits required to obtain an awarding degree at SRH Haarlem is 50% of the programmes total credits. Master students will need to pass a minimum of 30 ECTS (Including the Applied Research Project).

3.14 Validity and retention of exams

In principle, results obtained for interim assessments and exemptions granted in the main phase have an unlimited period of validity. However, results for partial assessments do not have an unlimited period of validity. The validity of a successfully passed assessment may be limited if the tested knowledge or skills are demonstrably outdated. For interim exams, a minimum retention period of seven years is observed, during which the institute will archive the documents.

3.15 Disabilities

Students with a documented disability may be eligible for adjustments to assessment procedures, such as extended time or the use of specific aids.

Requests for such modifications must be submitted to the Examination Board in collaboration with the university's confidential counsellor. The confidential counsellor supports the student in preparing the request and is considered a trusted intermediary by the Examination Board.

The Examination Board does not require access to or verification of the student's medical or psychological documentation. Instead, the Board relies on the recommendation of the confidential counsellor and is empowered to approve reasonable accommodations accordingly.

Students are advised to initiate this process well in advance of the assessment period to ensure timely implementation of any approved adjustments.

3.16 – Intellectual Property Rights in Curriculum-Based Assignments

This article sets out how intellectual property rights are handled when students produce ideas, concepts, or other outputs for external organizations as part of their official curriculum.

1. Where a student, as part of an official curriculum component (including but not limited to real-life business cases, the FIT programme, and other CORE-based assignments), develops an idea, concept, product, or other output for an external organization, the intellectual property rights (IPR) in that output initially rest with the student(s), in accordance with Dutch law (Intellectuele Eigendomsrechten, IER).
2. By participating in such curriculum-based assignments, the student grants the commissioning organization a non-exclusive, royalty-free license to use the resulting

ideas, concepts, or products for its own purposes. The organization may not transfer this license to any third party, and the student retains underlying ownership of the intellectual property, including the right to include the work in a personal portfolio, provided no confidential information belonging to the organization is disclosed.

3. This provision does not apply to official internships, for which intellectual property rights are governed separately and rest with the internship organization in accordance with Dutch law (IER).
4. Prior to the start of any curriculum-based assignment involving an external organization, students will be informed of this policy. Participating organizations are required to sign a collaboration agreement confirming acceptance of these terms before the assignment commences.

4. Rules for sitting interim assessments and partial assessments

4.1 Enrolment in modular assessments

Students who have enrolled in a course will automatically be registered for the first assessment opportunity for that course during the same academic year by the degree programme. Students who fail the first assessment must register for the retake assessment opportunity in the same academic year.

If a student fails a course in the academic year in which it was taken and wishes to resit the modular assessment in the following academic year, they must register before the registration deadline..

4.2 Own work and the use of generative artificial intelligence tools

Individual Work and Permitted Tools
All assessments must be completed individually unless explicitly designated as group assignments. In group assignments, the individual contribution of each student must be assessable in relation to the learning outcomes. Each individual group member is responsible and held accountable for all work that is submitted as a group (SRH Haarlem AI Policy, Page 10)

Permissible Use of Generative AI
SRH Haarlem University of Applied Sciences supports the responsible and transparent use of generative artificial intelligence (AI) tools as part of the learning process. Students are permitted to use generative AI (e.g., ChatGPT, image generators) to support their academic work, unless the assessment explicitly states otherwise. Any restriction on AI use will be clearly indicated in the assessment instructions.

Transparency and Academic Integrity
All submitted work must represent the student's own understanding, critical thinking, and original effort. If generative AI is used, students must explicitly describe how it was used and which parts of the work were influenced or generated with AI support. Standard citation and referencing requirements apply — please refer to the SRH Haarlem AI Policy (page 7) for the

most updated information on how to cite AI. Undisclosed or inappropriate use of AI may be classified as fraud or plagiarism.

Monitoring and Enforcement ("Pit Stop" Checks)
In accordance with the institutional AI Policy, random compliance checks (“Pit Stops”) may be conducted to detect inappropriate AI use. Examiners may request additional evidence of the student’s workflow (e.g. drafts, prompt history, or a verbal explanation). Suspected violations of this article must be reported to the Examination Board under Article 4.7.

Fraud and Plagiarism
Any breach of the rules outlined above, including the unauthorized or undisclosed use of AI, constitutes academic misconduct and will be treated as fraud and/or plagiarism in line with institutional procedures.

Reference to Institutional Policy
The full SRH AI Policy for Students, which includes detailed guidelines, examples of appropriate use, and enforcement mechanisms, is published on the general information page on Canvas.

4.3 Definition of (serious) fraud

Fraud is any act, omission, attempt, or behaviour that wholly or partially prevents a fair, ethical, and accurate assessment of a student’s knowledge, understanding, skills, or (professional) attitude. Fraud includes, but is not limited to:

- Using unauthorised resources during an interim or partial assessment.
- Copying from others or exchanging information during an assessment, whether inside or outside the assessment room.
- Impersonating another person, or having someone else impersonate the student, during an assessment.
- Accessing, reviewing, or taking possession of assessment materials without authorisation before the official date or time.
- Falsifying or fabricating research data, including survey results, interview responses, or any other academic evidence.

Plagiarism also falls under fraud. This includes not only submitting the work of others as one’s own, but also allowing or assisting others to commit plagiarism or fraud.

Cases will be assessed in context. Actions may be deemed (suspected) fraud if they raise doubts about the integrity of the assessment, whether discovered before, during, or after the assessment. For example, fraud may be suspected if, during grading, two or more students are found to have provided identical or (nearly) identical answers on a significant portion of the assessment.

4.4 Definition of plagiarism

Plagiarism means:

1. Transcribing someone else's texts, information, data or ideas without a complete and correct reference or acknowledgment of the source.
2. Delivering the format or core ideas structured by someone else as your own work or ideas, even if a reference to other authors is included.
3. Not stating clearly in the text, for instance through the use of quotation marks or determined layout, that the text provided contains literal or near-literal quotes, even if sources have been acknowledged correctly.
4. Paraphrasing information of someone else's work without the right acknowledgement and sources.
5. Duplicating or transcribing (parts of) media files or other sources, software source codes, models and other diagrams of an external source without acknowledgement and presenting them as your own work.
6. Submitting a text that has been submitted previously, or similar text, for assignments of a different programme module without acknowledgment of the source.
7. Submitting documents that have been obtained from a commercial institution or that have been written by someone else, either as a purchase or otherwise.
8. Using generative AI tools beyond the scope allowed by the institutional AI Policy includes failing to declare or explain AI use, submitting AI-generated content without critical engagement, using AI where explicitly prohibited, or relying on AI in ways that circumvent the intended learning process or assessment of personal competencies.

Depending on the actual circumstances of the particular case, other conduct may also be treated as plagiarism.

4.5 Detection of plagiarism

Plagiarism detection programmes may be used by the examiners and the Assessment Office who are authorised to check submitted work for plagiarism. When submitting a text to be assessed, the student gives his or her implicit permission for such text to be added in the database and further checked by the detection programme concerned.

4.6 Procedure in the event of fraud

In the event of suspected plagiarism, the lecturer will formally notify the Assessment Office in writing. If required, the Assessment Office will escalate any suspected events of fraud to the Exam Board. Likewise, the student will be informed about the specific submission that has been referred to the Examination Board.

During the next scheduled meeting, the Examination Board will determine if the student has committed fraud: including serious fraud, or plagiarism. If such is the case, the Examination Board will formally notify the student in writing, and specify the possible sanctions. Before determining their decision, the Examination Board will allow the student to explain the situation during a scheduled meeting.

In case the student is found guilty of fraud or plagiarism, the Examination Board can restrict the student from attending interim assessments and/or partial assessments for a period of a maximum of one year. In the case of serious fraud or multiple infractions or other combination of penalised behaviour, the Examination Board can advise the Academic Director to terminate the student's enrolment.

Considering that plagiarism is an act of fraud, if the student is responsible for such, the Examination Board can analyse previously submitted work by the student. If further plagiarism is detected, additional sanctions might be determined, or considering the termination of the student's enrollment might apply. After fraud is determined, it will be recorded in the student's transcript records. The specific interim assessment or partial assessment will not be awarded a passing mark due to fraud.

Fraudulent assessments are invalid and cannot be used to earn credits. If credits were previously awarded based on an assessment later found to involve fraud or plagiarism, those credits may be formally revoked by the Examination Board. This applies regardless of when the fraud is discovered.

5. Examinations, propaedeutic diploma and degree diploma

5.1 Examinations

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.

Students can only pass the examination in the main phase if they have passed the propaedeutic examination or have been granted an exemption for it.

5.2 Degree

The Examination Board will award a Master of Science degree to students who have passed the examination in the main phase.

5.3 Calculation of average mark and 'cum laude' requirements

Students will be eligible to have the words 'cum laude' recorded on their diploma if they meet the following requirements:

- They have successfully completed the degree within the nominal study time a programme requires. In practice, this means that the master degree needs to be completed within 15 months.
- The final grade of all modules is at least 8.0 (not rounded off).
- They have not had any retake attempts for any of the full or partial assessments.
- Students have never been found guilty of plagiarism or fraud.

Examination Board Discretion In exceptional cases
The Examination Board is authorised to deviate from the above criteria and still award the designation *cum laude* if it considers that the student has demonstrated exceptional

academic performance and integrity, and if the deviation is justified, consistent, and well documented. This provision may be applied, for example, in cases where:

- A module retake or individual summative assessment graded below 8.0 was the result of extenuating personal or medical circumstances;
- A delay in programme completion was due to factors beyond the student's control;

5.4 Statement

Upon request, a student who has passed more than one interim assessment but who cannot be awarded a propaedeutic certificate or degree certificate, may be issued with a statement from the Examination Board that specifies the assessments that the student has passed.

6. The Examination Board

The Examination Board determines, in an objective and expert manner, whether the students meet the requirements of the Education and Examination Regulations and the exit qualifications for the degree programme. Amongst others, students may contact the Examination Board with regard to the following requests:

a. To be exempt from one or more interim assessments and/or partial assessments (see Section 3.11);
b. To take an additional interim assessment or partial assessment (see Section 3.3);
c. To extend the period of validity of an interim assessment or partial assessment that they have passed (see Section 3.12);
d. For special arrangements to be made with regard to tests on account of a disability or chronic illness (see Section 3.13);
e. For a longer assessment time and permission to use a dictionary in the case of a language deficiency (see Section 3.13);
f. For a revised assessment timetable if the student is involved in top-level sports (see Section 3.4).
g. To be granted exception to rules as described in the EER due to personal circumstances
H. To appeal a final grade or dispute an assessment result if the student believes the assessment was not administered or evaluated in accordance with the applicable procedures and standards

The Examination Board can be contacted via examboard@srh-haarlem.com

7. Validity of Education and Examination Regulations

7.1 Scope

The Education and Examination Regulations for the Master Business Psychology and Management programme in the academic year apply to all students enrolled in the degree programme.

With the exception of the provisions relating to teaching and student counselling, the Education and Examination Regulations also apply to external students (i.e. students who are not being taught at the university but who are sitting interim assessments and/or partial assessments).

Where appropriate, the word 'student' may therefore also be deemed to refer to external students or other types of participants. Circumstances not provided for by the Education and Examination Regulations will be dealt with by the Academic Director (AD).

7.2 Adoption

The Education and Examination Regulations will be adopted on an annual basis by the Institutional Board of the Master Business Psychology and Management.

7.3 Validity and start date

The Education and Examination regulations will be valid for one academic year. In other words, Education 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 Section 7.4.

During the academic year, the Education 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 Academic Director.

The start date of the Education and Examination Regulations is September 1st 2026.

7.4 Transitional arrangements

N/A

8. Definition of terms

- Academic year: the period begins on September 1st and ends on August 31st of the following year. For enrollments starting in Block 5, the academic year begins in Block 5 and concludes in Block 4 of the next calendar year.

- Applied Research Project: the final product of a unit of study on the basis of which all of the learning outcomes of the degree programme are assessed;
- 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;
- 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;
- 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 ECTS (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;
- 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 Board: the board as referred to in Section 7.12 of the WHW;
- Assessment programme: overview of all interim and partial assessments for all courses in the propaedeutic year phase and main phase, specifying (at minimum) the following details, testing format for the first and second interim or partial assessment, the number of credits, the block or week during which the interim or partial assessment was administered;
- Examiner: the person as referred to in Section 7.12c of the WHW, not being a student or external student;
- Foundation year: The first 60 credits of the Master Business Psychology and Management. Under section 7.8 of the WHW understood as the propaedeutic year;
- Fraud: an act as referred to in Section 4.4 of these Regulations;
- Institutional Board: the institutional administration as referred to in Section 1.1 of the WHW;
- Institution: SRH Haarlem University of Applied Sciences (SRH);
- Interim assessment: 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; An interim assessment may be divided into two or more separate partial assessments;
- 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 as such with a residency permit – will pursue, is currently pursuing or has pursued a programme of study at an education institution established in the Netherlands;
- Learning outcomes: description of the study programme's final attainment level;

- Lecturers: The lecturers have extensive experience and will be responsible for the transfer of and the development of up to date academic knowledge and didactic approach applied in the modules based on the CORE principles.

- Main phase: the phase of the study programme that follows directly after the propaedeutic year (post propaedeutic year stage);

- Module: an educational unit as referred to in Section 7.3 of the WHW which, together with other modules, forms the study programme curriculum, to which an examination is linked. Every module concludes with partial assessments or an interim assessment;

- Module guide: the digital information source containing all relevant information on the degree programme and the modules;

- Partial assessment: A partial assessment is part of a module assessment, which leads to a partial mark for that module. No credits (ECTS) can be awarded on the basis of a partial assessment. No rights can be derived from the partial mark. ECTS will be awarded if the complete module has been completed with a sufficient result. In cases where the interim assessment consists of partial assessments, all partial assessments need to have a passing grade to complete the module. It is not possible to compensate for insufficient partial assessments with other partial assessments.

- Plagiarism: an act as referred to in Section 4.5 of these Regulations;

- Practical assignment: a course as referred to in Section 7.3 paragraph 2 of the WHW in which the emphasis is placed on practical preparation for professional practice and for professional practice within the context of education as part of a dual study programme, insofar as these activities take place under the supervision of the institution. A practical assignment can be designed as part of a project;

- Programme: the interconnected whole of educational units administered by the study programme;

- Student: a person who is enrolled as a student at the institution, as referred to in Section 7.32 of the WHW;

- Student counsellor: a person appointed by the institution to inform and advise prospective and current students, the Academic Director, the study programme management and the Examination Board on students affairs and to counsel students with problems of a personal nature on request;

- Study load hour: one 1,680th part of the nominal study load of one full academic year;

- Study programme: a Master's programme as referred to in Section 7.3a, paragraph 2a of the WHW;

- 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 SRH. Saturdays, Sundays, holidays and mandatory days off are non-working days. Part-time programmes may indicate Saturdays as working days.

Appendix A - Programme overview Master Business Psychology and Management

Year	Semester	Block	Module	EC
1	1	1	Leadership & Management Skills	7
1	1	2	The Employee Journey	7
1	1	3	Growth through high impact communication	7
1	1	4	Team effectiveness	7
1	2	5	The organization's culture and change	7
1	2	6	The Consultancy Approach	7
1	2	7 & 8	Graduation Project	18

Appendix B - Academic Calendar 2026-2027

Week No	Monday	Block	Lesson Week
46	09/11/2026	1	1
47	16/11/2026		2
48	23/11/2026		3
49	30/11/2026		4
50	07/12/2026		5
51	14/12/2026	Retake Week	
52	21/12/2026	Winter Break	
53	28/12/2026		
1	04/01/2027	2	1
2	11/01/2027		2
3	18/01/2027		3
4	25/01/2027		4
5	01/02/2027		5
6	08/02/2027	3	1
7	15/02/2027		2
8	22/02/2027	February Break	
9	01/03/2027	3	3
10	08/03/2027		4
11	15/03/2027		5

Week No	Monday	Block	Lesson Week
12	22/03/2027	4	1
13	29/03/2027		2
14	05/04/2027		3
15	12/04/2027		4
16	19/04/2027		5
17	26/04/2027	Midterm Break	
18	03/05/2027	5	1
19	10/05/2027		2
20	17/05/2027		3
21	24/05/2027		4
22	31/05/2027		5
23	07/06/2027	6	1
24	14/06/2027		2
25	21/06/2027		3
26	28/06/2027		4
27	05/07/2027		5
28	12/07/2027	7: Applied Research Project	1
29	19/07/2027		2
30	26/07/2027		3
31	02/08/2027		4
32	09/08/2027		5
33	16/08/2027	8: Applied Research Project	6
34	23/08/2027		7
35	30/08/2027		8
36	06/09/2027		9
37	13/09/2027		10