Degree programme assessment plan

2023 / 2024

Ma Human Movement Sciences

Ma Sport Sciences

Content

INTRODUCTION

The assessment plan of the Master Human Movement Sciences and Sport Sciences programmes are described in the current document. The plan is a representation of the processes and procedures of examinations, with information about the goals and the structure of the educational programme. Tests and exams are used to determine whether students have achieved the intended learning outcomes. Various actors are involved in this process. The document provides insight into how the assessment is ensured to be of high quality.

DEFINITIONS

In the assessment plan, the following definitions apply:

- the Act: the Higher Education and Research Act (WHW; Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek);
- student: a person registered at the University for the purpose of taking course units and/or examinations leading to the conferral of a university degree ;
- degree programme: the Master's programme of Human Movement Sciences and Sport sciences, comprising a coherent set of course units;
- course unit: a syllabus unit or other part of the degree programme within the meaning of the Article 7.3 of the Act, including OCASYS
- OCASYS: the University of Groningen's online course catalogue
- ECTS: credit point as referred to in article 7.4 of the Act. The student workload of each course unit is expressed in ECTS credit points, whereby 1 ECTS is equivalent to a student workload of 28 hours;
- Pre-Master's programme: a programme intended to remedy deficiencies for admission to the degree programme;
- test or examination: a test of the knowledge, understanding and skills of the student, including an assessment of the results
- final assessment: the final assessment for the Master' s degree which is
- considered to be passed once all the requirements of the entire Master's degree programme have been satisfied
- Practical: a practical exercise, as referred to in Art. 7.13 of the Act, in one of the following forms:
    - 1. a thesis or an article
    - 2. a written assignment, paper or draft design
    - 3. a research assignment
    - 4. participation in fieldwork or an excursion
    - 5. completion of a placement
    - 6. participation in another educational activity designed to teach certain skills
- Board of Examiners: an independent body with the duties and powers as set out in Articles 7.11, 7.12, 7.12b and 7.12c of the Act, including assessing whether the requirements of the final assessment have been met;
- examiner: the person appointed by the Board of Examiners to set examinations and determine their results;

- educational programme: programme of course units, designed on the basis of attainment targets with a programme-specific content that make the level of the programme recognisable;
- course unit: part of the educational programme, with specific learning objectives that fit the intended learning outcomes of the programme, aimed at the acquisition of subject-specific knowledge, insights or skills by a student;
- intended learning outcome, also known as end terms: a brief description of the knowledge, insights or skills that a student must have at the end of the educational programme;
- learning objective: the desired result when concluding an educational unit, in line with the intended learning outcomes of the programme;
- degree programme assessment plan: description of how a programme implements the components that follow from the RUG assessment requirements and the quality assurance cycle: the set-up procedures, assessment procedures and assessment criteria used; those responsible for implementing the various components of the testing policy; the method of periodic evaluation; a description of choices about the summative and formative function of tests; and the test program;
- assessment programme: To ensure that a degree programme's learning outcomes are attained, the degree programme compiles a coherent assessment programme that dovetails with a coherent curriculum. The assessment programme contains the entire set of tests that are used to determine to what extent students have achieved the learning outcomes specified by the degree programme. The assessment programme assures the fit between the learning outcomes of the degree programme, the learning outcomes of the various course units and the assessment of these learning outcomes over time.
- Assessment protocols: relate to the composition, administration, assessment and analysis of assessment within the degree programme. The required documentation, the archiving method and those responsible for archiving are also laid down in this.
- summative assessment: Tests that are used to conclude a learning process. The primary aim is to formally determine (by means of a pass/fail judgement, a mark, etc.) to what extent the intended learning outcomes have been achieved. Examples include examinations and partial exams, as well as final assignments, such as papers, theses, and final presentations. The assessment must always be valid, reliable, transparent, and sufficiently independent;
- formative assessment: Tests during the learning process, which primarily aim to provide students and lecturers with insight into the student's progress and to support the learning process. Examples include interim (peer) feedback and knowledge quizzes, as well as low-threshold modes such as asking discussion questions during a lecture to check where students are in the learning process and where the gaps in their knowledge and/or skills are. Informal formative tests do not count towards the formal summative assessment.;
- course unit assessment plan: description of the assessment for a course, containing choices about the summative and formative function of tests in the course, the relationship between test forms and learning objectives of the course (knowledge, insight and skills), information about the assessment and method of assignment determination;
- course assessment files (Toetsdossier): collection of documents per course at the disposal of the EC for the evaluation of courses and the program containing, among other things, the test and answer models, the name of the peer reviewer test, the course test plan, success rate and the course evaluation;
- programme director: responsible for the design and implementation of the programme, as described in the TER, and ensures that the education and training meet the quality standard;
- programme leader: has day-to-day responsibility for the design, management and quality of the programme of education;
- assessor: an expert who assesses the results of tests and practicals (including graduation projects) of students on the basis of predetermined criteria and advises an examinator on this;

- Brightspace: the online learning and teaching environment of the University of Groningen

The other concepts have the meaning that the law assigns to them.

VISION ON EDUCATION AND ASSESSMENT

The educational programme is based on the department's mission and vision. The curriculum is in line with the University of Groningen Strategic Plan, the university's assessment policy, and the UMCG's education policy.

The educational programme is founded on substantiated didactic and substantive principles, with a strong integration of research and education. An outline of these principles as well as how research and education are integrated can be found in Appendix I.

In the master's degree programme, students' study behaviour is guided in such a way that they are specifically prepared for independently setting up, carrying out and publicizing (applied) movement sciences research, in accordance with the intended learning outcomes.

The assessment programme satisfies educational preconditions such as regular, periodic assessment, avoiding competition between assessment and education and allowing limited possibilities for resit.

With a focus on interaction and assessment as an element of teaching, formative assessment is utilized to support the learning process. Summative evaluation is utilized throughout the program to examine how well a certain stage of the learning process has been accomplished.

Lecturers play a leading role in facilitating this mode of assessment and offering supervision, although they can use other sources, such as fellow students (peers), external experts, and technology to provide information or feedback to the student.

INTENDED LEARNING OUTCOMES OF THE DEGREE PROGRAMME

The learning outcomes of the programme are an applied translation of the Dublin Descriptors (Appendix II) and the department's mission and vision.

The learning outcomes of the two Master's degree programmes meet the international descriptions of outcomes as specified in the 'Dublin Descriptors'. They aim at deepening and refining the academic outcomes at the Master's level, with a higher degree of independence. Students specialize in a specific research topic. The learning outcomes also include writing and presenting in English. The outcomes of the Master's programmes aim at preparing students to work as a human movement or sport scientist in an academic context or as a scientist in the societal fields of Human Movement or Sport.

The connection between the Dublin descriptors and the intended learning outcomes of the programme can be found in the table in Appendix II.

The distribution of the learning outcomes of the programme is shown schematically in Appendix III.

MASTER'S DEGREE PROGRAMME

In the master's programme, specialist knowledge and skills the focal point of the programme, which are prerequisites for becoming an academic with unique qualities and expertise: a scientist who can conduct independent research in the domains of human movement sciences and sport sciences. The competences acquired by the students qualify them for either an academic research-oriented career or a more society-oriented career in the fields of human movement or sport. During the programme, students are provided with toolboxes that make them valuable members of scientific research teams. The Master's programmes in HMS and SpS have a strong multidisciplinary character, with roots in scientific disciplines (such as anatomy and psychology) as well as practical disciplines (such as physical education and physiotherapy).

STRUCTURE

The first three pillars of competence are domain-specific knowledge (Pillar I), academic skills (Pillar II) and professional behaviour (Pillar III). As the student progress through the programme, these pillars gradually build up to the final pillar (IV), where the basic competences are increasingly applied in an integrated way in a meaningful context. Within these four areas we identify a total of nine partial qualifications.

1. A MSc graduate in HMS or SpS has a thorough and integrated knowledge and understanding of human movement or sport, along with a broad and coherent view of human movement and the underlying interdisciplinary theories, and is active in structuring and deepening his knowledge in an independent and focused manner.
2. A MSc graduate in HMS or SpS has specialist knowledge and understanding of theories of human movement or sport, how sport behaviour comes about and can be influenced, and deepens and applies that knowledge to a self-selected research topic within the research areas human movement or Sport, Learning and Performance.
3. A MSc graduate in HMS or SpS has a command of the basic cognitive, methodological, technological, mathematical and linguistic skills required for an academic level of thought and practice and is able to apply them independently and critically in a specific human movement context.
4. A MSc graduate in HMS or SpS is able independently to identify and analyse research topics and deal with them systematically and in a solution-driven manner in research that is relevant and organizationally practical, making critical use of scientific theories, ideas and techniques.

5. A MSc graduate in HMS or SpS is able, based on his duties and responsibilities as an academic, to work with and for other people in a national or international setting. He is able to communicate clearly with others in and outside his field concerning his work and the results and to make a factual and critical contribution to a scientific or public discussion.
6. A MSc graduate in HMS or SpS views solving movement problems in a broad scientific and social perspective and is able to integrate relevant ideas, opinions and methods in his scientific work. He is able to operate satisfactorily in the broader setting of a professional organization
7. A MSc graduate in HMS or SpS operates independently in a professional working environment. He handles work and duties in a systematic, meticulous, quality-conscious and dedicated manner in open, functional dialogue with his colleagues. He displays initiative, enthusiasm, critical and self-critical faculties and a sense of responsibility and is accustomed to learning from him/herself and others based on self-reflection and feedback. He thus works on deepening and broadening the subject and scientific knowledge and adjusting and enhancing his professional work as a sport scientist.
8. A MSc graduate in HMS or SpS is able independently to identify and analyse new or unfamiliar human movement or sport scientific problems in a specific research area, based on acquired subject, academic and professional skills, and deal with them systematically and in a solution-driven manner in research that is relevant and organizationally practical, making critical use of scientific theories, ideas and techniques.
9. An MSc graduate in HMS or SpS is able to document, present and defend his research in accordance with scientific standards.

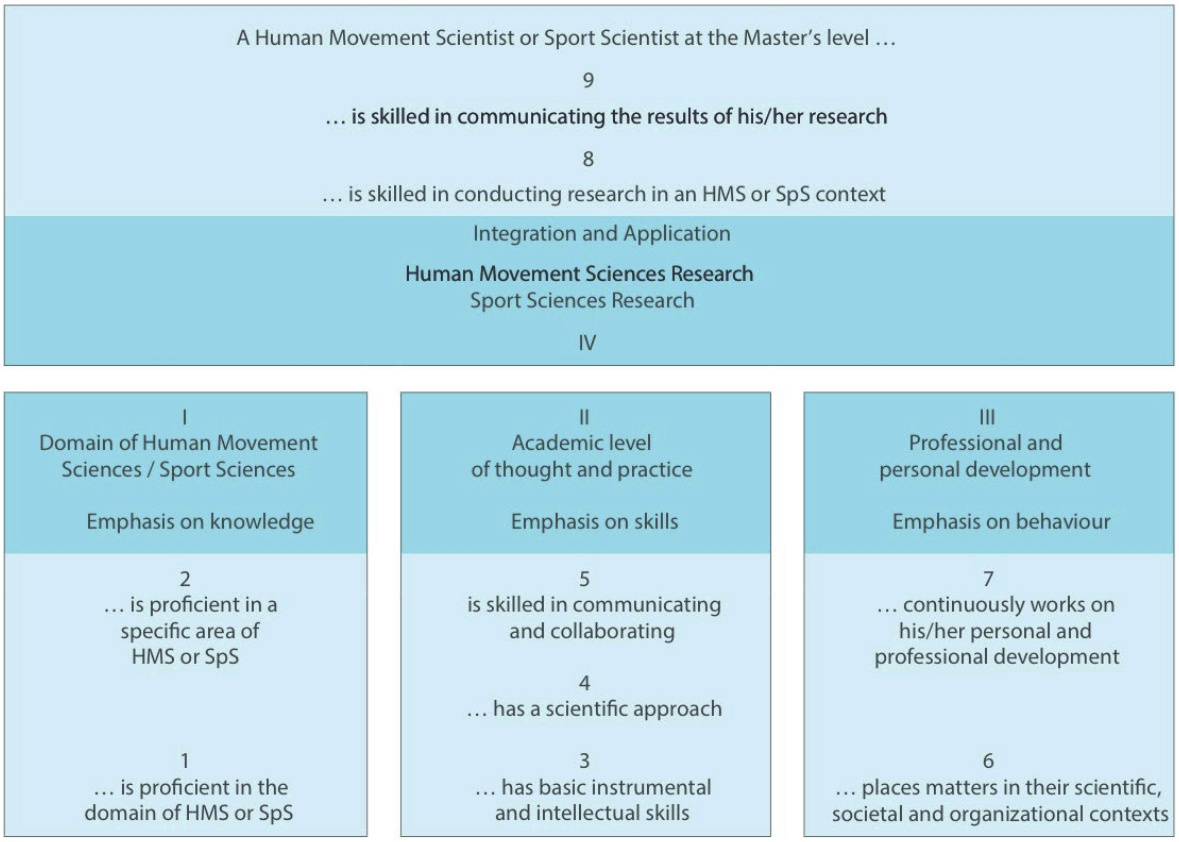


Figure 1 The intended learning outcomes, schematic representation

The distribution of the learning outcomes across the courses of the programme is shown schematically in Appendix III.

(For more information see TER 10.6.1)

EDUCATIONAL PROGRAMME AND COURSE DESCRIPTION

The education programmes and course descriptions can be viewed via Ocasys, the online course catalogue system of the University of Groningen, and in the course unit assessment plans in the courses in Brightspace.

- MSc Human Movement Sciences
- MSc Sport Sciences

ASSESSMENT PROGRAMME

In the coherent, clearly structured curriculum, students are assessed at the appropriate level for the stage of their studies. In all phases of the study, written assignments and oral presentations are an important part of

the continuous assessment programme. With, a combination of formative and summative assessment, the degree of the student's knowledge and skills are evaluated, as well as their ability to apply them, using a variety of test formats and the required attention to the test level. Choices made in relation to the summative and formative functions of assessment are described in the course unit assessment plans, which are published via the Brightspace Learning Environment courses. In the many modes of evaluation, the most significant parts of academic training, such as insight, analytical abilities, creativity, reporting, presenting, and defending points of view, are extensively explored.

In the programme, students are assessed individually as much as possible. Assessment of summative group assignments is the sole responsibility of the examiner. Summative group assignments should be assessed based on information about the extent to which learning outcomes (contribution to process and product) were achieved by individual students, which means that marks may be different between group members. When assessing summative group assignments, a distinction may have to be made between the process and the quality of the product. The individual component in group work must be sufficiently expressed. The necessary information can be collected by asking students, as a third party, to evaluate their own contribution and/or the contributions of their fellow students to the process and the product.

If the course content and form do not allow this, students can receive a grade based on a group assessment. Group assessments results will not exceed 25% of the total assessment programme, and only with the approval of the programme leader.

The summative assessment programme is schematically shown in Appendix IV.

The pass mark system of summative assessment programme is ‘absolute’ for all courses. The matrix lists the courses in which assessment takes place and makes a distinction between a) study components that work towards the final level described in the final objectives through joint testing and b) study components (graduation project) in which final level testing takes place (in the latter case the learning outcomes of the study component therefore coincide with the attainment targets).
Specific details about the formative and summative assessment during courses can be found in the course unit assessment plans, which are available in the Brightspace course unit environment. The template for these plans can be found in appendix VII.

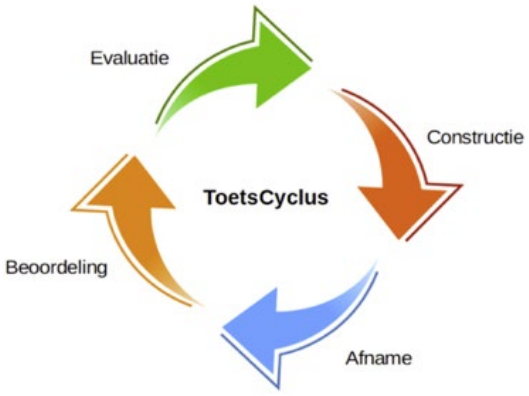
Important components of the summative assessment programme are multiple choice and open essay questions. MC questions are used to measure the range of a student’s knowledge. Open questions are used to measure the level of understanding (depth and application of the knowledge). When students prepare for an open question assessment, more in-depth learning behavior can be expected.
The ratio and distribution of questions and points of a combined MC and open question exam should be in such a way that the exam fits the intended learning outcomes and that important topics/skills get more questions (MC part) or get more points (sub-questions) (open part). (This differs from giving a lot of points to the difficult subjects.)

Examiners consider the following recommendations when creating an exam: It is recommended that a combined exam has a minimum of 60 total score points to establish acceptable reliability values*. When scoring MC questions, one point per question is advised. Also, the change of guessing should be discounted, and in case only MC questions are used at least 50% of the questions must be scored correct for a 'pass'. A three answers MC test seems preferable to one with four answers, because students may identify the 3rd distractor too easily. Making and taking the MC test is made easier by having only three possible answers. When scoring open questions, a range of potential points per question is advised (so not dichotomous scores e.g. 0 or 3).

*strive for a test reliability Cronbach alpha > 0.75

ASSESSMENT CYCLE

The programme conforms to the faculty guidelines, within the university guidelines, regarding the construction, administration, assessment and evaluation of tests at course level, as shown schematically in the Assessment Cycle figure.



Figuur 2: The cyclical assessment model applied by the programme

(For more information see TER 10.6.5)

ASSESSMENT PROTOCOL

For the assessment procedures, instructions and formats are available for the construction and evaluation of the assessment, which is supervised by the Board of Examiners. The TER and the Rules and Regulations as formulated by the Board of Examiners are leading.

Examiners are responsible for an important part of the execution of the assessment cycle (construction, administration, assessment and evaluation). The examiners are appointed by the Board of Examiners to

conduct examinations and determine the results thereof. The examiners are BKO, or similar, certified (university) lecturers who, as coordinators/lecturers, are responsible for (the level of) one or more study components of both Master's degree programmes.

Examiners may consult third parties to facilitate assessment. Third parties have no assessment authority and can only give advice.
Students have the right to know, prior to the test, which information will be requested from third parties, and, after the assessment, which third parties have been consulted.

The programme strives to ensure that as many tests as possible are administered and stored digitally.

GENERAL

1. Students are assessed frequently and in a variety of ways. Tests must be optimally distributed over the duration of course units, in such a way that clashes with other course units are kept to a minimum.
2. The content and method of testing is done in accordance with the description in the Rules and Regulations, the description of the relevant unit of study in the study guide / online educational catalogue, and the course unit assessment plan (Appendix VII) in the course in Brightspace. These last two are compiled by the examiner.
3. The examiner determines the content and method of the formative and summative assessment, based on the learning objectives that are addressed in his / her unit of course. The form fits the learning objectives (content) and the selected form of education (the course programme). The choices made in relation to the summative and formative functions of assessment should be clear.
4. The test must be valid, reliable, transparent and feasible, selecting for the achievement of the learning objectives. The test consist of clear and unambiguous questions or assignments, with clearly and unambiguously formulated assessment criteria.
5. At the start of the unit of study, students are informed of the following points via the course unit assessment plan (Appendix VII) :
    - the responsible examiner (core lecturer / coordinator of the course)
    - involvement of other teachers, (PhD) students in education and testing
    - the learning objectives
    - the method of use of summative and formative assessment, with a motivationcompulsory attendance at specific lectures / practicals / work groups
    - the compulsory literature / subject matter
    - the form of the test and the relation with the learning objectives
    - the weight of different parts of the assessment, for example in the case of multiple test forms or when working with part keys
    - the planned examination dates (first and second chance) and / or the latest submission date for assignments, as well as the consequences for the grading if assignments have not been submitted on time
    - when the examination can be inspected (will be announced during the course).

FORMATIVE ASSESSMENT

1. The development of academic knowledge, skills and behaviour, and ultimately one's own employability, are the primary responsibility of the student.

2. Formative assessment aims to test and train students as they learn, with the primary aim of supporting the learning process to achieve the intended learning outcomes.
3. Formative assessment focuses on promoting the learning process by means of targeted information, feedback, and/or making adjustments to the supervision. Although this process does not require a formal mark or judgement, the emphasis is on interaction and assessment as part of the teaching. It is an important part of the assessment programme.
4. The use of formative test should not lead to a higher burden of accountability for lecturers or increase stress levels in students. Formative assessment should be used to ease the work pressure involved in summative tests and the associated resits, and to experiment with new intended learning outcomes.
5. Examiners use informal formative test moments throughout a course to help students to acquire a deeper understanding of the study material.
6. Interim (peer) feedback on mid-term products and knowledge quizzes, as well as low-threshold modes such as asking discussion questions during a lecture are used to check where students are in the learning process and where the gaps in their knowledge and/or skills are.
7. Formative tests must be optimally distributed over the duration of course units, in such a way that clashes with other course units are kept to a minimum.

SUMMATIVE ASSESSMENT CONSTRUCTION

1. The primary aim of the summative tests, which are used to conclude a learning process, is to determine to what extent the intended learning outcomes have been achieved.
2. The final test is drawn up under the responsibility of the examiner; it also determines the (provisional) standard.
3. The examiner is also responsible for instruction and training of relevant assessors.
4. The questions for the first and second chance of a written test are preferably drawn up simultaneously. The aim is to achieve a comparable division in level and type of questions about the two chances.
5. The test must be correctly formulated; ambiguities and ambiguities must be avoided.
6. The length of the test is in accordance with the available time for answering / taking the test. (Aletta Jacobs tentamenhal: regular duration 2 hours, in specific cases shorter or longer, with a max of 3 hours)
7. A response model for the assessment has been drawn up before the assessment.
8. The norm or cut-off point of the test has been determined before the assessment.
9. A written or oral test or assignment (including answer model and standardization) must be presented in draft form and discussed with an expert colleague (peer review). Additional advice can be requested from an educational consultant.
10. The cover sheet of a written test must indicate:

a. the available time
b. the number of pages and questions
c. a fill-in instruction (instructions how the answer should be given)
d. the weight of the various parts.

SUMMATIVE ASSESSMENT

1. After taking the test, the exam will be checked within the set time limit under the responsibility of the examiner, based on the pre-written answer model.
2. The correction of open questions and papers is done by the relevant assessors themselves; the digital processing of written MC tests is outsourced within the RUG.
3. After the assessment, before publishing the results, the examiner will analyse the quality of the test taken, whereby in particular with MC tests the statistical data (as p and ride values of the individual questions) will also be taken into account. He can request additional advice from an educational consultant.
4. Based on statistical data and students' comments, the examiner may decide by means of written tests (in accordance with the guidelines of the examination committee) to eliminate or maintain questions, or to adjust the standardization / pass mark and thus the success rate.
5. The examiner remains responsible for the assessment and therefore has the opportunity within the described procedure to make any adjustments to carry out his own insight.
6. The examiner determines the result of a written interim examination within the prescribed period. He passes on the results to the programme leader and the education administration, after which they are made known to the students.
7. In case of special circumstances, such as a supplementary investigation the Examination Board can set a different period of no more than one month.
8. The examiner justifies the determination of caesura and grade of the written part of the examination in an examination protocol drawn up by the Board of Examiners (Appendix VI).

ORAL EXAMINATIONS, MASTER THESES, FINAL PROJECT (IF NOT TREATED)

1. The following points are important when determining the content of an oral examination:
    - the content and level of the questions / assignments are derived from the learning
    - objectives
    - the oral must give the most comparable possible measurement for various assessors and
    - students (reliability); the questions / assignments must be open to one explanation
    - the questions / assignments are recorded in writing by the teacher prior to the oral test as
    - well as an assessment schedule
    - the duration of the oral examination is fixed in advance
    - there is an assessment form with criteria based on which the student receives feedback and the assessment.
2. The master's theses (article) must be assessed by two assessors. Each assessor must issue an independent assessment, upon which the assessments are combined into one joint result. The same applies to oral examinations, if these are part of a graduation project. This concerns, for example, the forum for the Master Graduation project.
3. Each student will receive an individual assessment of their final project. A final project is assessed using one single assessment form, which contains a mark as well as explanatory notes to the assessment, and which also lists any third parties that have provided information to facilitate the assessment. A digital or paper copy of the assessment form is made available to the student.

SUPERVISION BY THE BOARD OF EXAMINERS ON SUMMATIVE TESTS

1. If there are noticeable evaluation results, the EC can (have others) carry out additional research into the quality of the summative test. The results of this research are incorporated in the improvement proposal.
2. In case of a success rate of less than 50% (first chance), the following procedure will take effect:
    - if possible, the examiner reports the result within one day of the observation to the EC chair and the programme leader; the results will not be made known to the students, if necessary, it will be announced that the results will be announced.
    - the programme leader will conduct further research in consultation with the examiner. It can be checked, among other things, whether the examination is a representative reflection of the content. Furthermore, a statistical analysis and / or a comparison with previous examinations, provided the relevant data are available.
    - addition to the data from the standard evaluation, students can be heard and, if necessary, a non-direct content expert will be consulted.
    - Based on the results of the examination, the examiner takes the appropriate measures and determines the result of the examination. Then it is announced.

- A short report above is sent to the Board of Examiners for approval.

3. The Board of Examiners submits random written examinations to a study
4. The Board of Examiners randomly assesses the quality of theses and papers in relation to their remuneration.

ASSESSMENT QUALITY ASSURANCE

The quality assurance by the Board of Examiners takes place at the level of courses and the educational programmes. The Board of Examiners follows the 'Handboek voor Examencommissies' of the University of Groningen. The working method and the associated time frame are described in the 'Jaarplan Examencommissie Bewegingswetenschappen'. The Board of Examiners uses the course assessment file (Appendix V) for the evaluation of the courses.

(For more information see TER 10.6.7)

COURSE ASSESSMENT FILE

The course assessment file (Appendix V) gives those involved per course insight into the quality of the assessment. The Board of Examiners uses the assessment files for its task of guaranteeing the assessment quality of the programmes.

The information about the assessment of the courses that is known before the start of the assessment is recorded in the study guide texts on Ocasys, the course unit assessment plan & the degree programme assessment plan. Regarding the assessment, after it has been taken, the EC also has the examination protocol for each subject at its disposal to guarantee quality, as well as the tests (1st chance + 2nd chance) and the answer models.

(For more information see TER 10.6.6)

ARCHIVE

Examiners are responsible for archiving the course assessment files. Results of the assessment by the Board of Examiners are stored by the board in its own, protected environment.

APPENDICES

APPENDIX I – PRINCIPLES AND INTEGRATION

DIDACTIC PRINCIPLES

- Self-regulation in a dynamic learning environment
    - We want students to actively participate in their education. For this purpose, we use small-scale teaching methods as much as possible, with formative and formative assessment. Over the course of the programmes, the level of direct guidance and supervision gradually diminish and we expect students to increasingly show self-regulation, commitment, independence and creativity. Where possible, we organize the curriculum as an academic learning community, conceived as an environment where students, PhD candidates and teachers work together in small groups.
- Facilitate individual study routes
    - Although we focus on a solid basic quality, we also want our programmes to be challenging and to facilitate individual study paths for all students, including particularly talented and motivated students. The University offers Honours at the Bachelor's and Master's degree levels. Supported by the faculty we also offer a Master's to PhD programme that allows outstanding students to enter PhD research early.
- Guidance towards a solid level of academic work and thinking
    - The orientation towards the professional field has a more general character in the Bachelor's degree programme. We want students to gain an overview of the domain of HMS and realize that they are not being trained for specific professions but are being taught a solid level of academic thinking and acting. Gradually, however, they will obtain a picture of the professional possibilities, and we stimulate our Bachelor's students to consider and develop their ambitions.

CONTENT PRINCIPLES

- Orientate and specialize
    - During the two-year Master's degree programmes, we give students ample room and opportunities for personal orientation and individual choices with regard to specializations, courses, assignments and graduation projects
- Integration of knowledge and skills
    - We regard the students' learning process as cumulative, entailing acquisition, application and renewal of knowledge, skills, self- efficacy and attitudes. Therefore, the general structure of the Bachelor's and the Master's degree programmes progresses from the acquisition of knowledge and skills in the various disciplines towards an increased integration of knowledge in the human movement sciences and sport sciences. As such, we follow the generally accepted line of the Dublin Descriptors.
- Learning in a meaningful context
    - As far as possible, students learn in a meaningful context, with actual current research themes and problems. Students must be able to apply knowledge and skills to existing and new situations, and must be able to make their own choices in such matters and subsequently justify them. In addition, they should be able to consider these problems within broader scientific and societal perspectives.
- Feasibility, re-use and efficiency

- We strive for optimal efficiency in the organization and implementation of our educational programmes in order to manage workload and ensure the dynamics of our learning environment. The pursuit of sobriety and fixed routines in the educational process remains an absolute condition.

INTEGRATION OF RESEARCH AND EDUCATION

- Integration of research and education
  - We strive for a strong connection between teaching and research: due to the novel insights and stimulating effects that research produces in students, it is indispensable to the curriculum. The entire staff is involved in the development of the educational and research programmes and participates in the organization of our department. This creates a solid basis for group involvement and team spirit. This approach fits in well with the University of Groningen's and UMCG's broad embrace of the principles of a learning community.
- Multi / interdisciplinary knowledge and academic skills
  - We want students to gain an understanding of the nature of the processes that underlie human movement behaviour in development, motor learning, sport (including elite) or ageing, or during recovery from injury or impairment. This requires knowledge of the neurosciences, physiology, biomechanics, psychology, pedagogics, and ethics and philosophy. Students learn to perform and implement research by employing biomedical, behavioural, statistical/epidemiological and laboratory-based methods.
- Lecturers with autonomy and ownership also work as researchers
  - We have an agreed and binding common framework concerning programme content, the position of the course units in the programme, the intended learning outcomes, the teaching aims, the teaching forms, the assessment forms and the (formal) regulations. Within this framework our lecturers have autonomy and ownership regarding the course units they coordinate and the students they supervise.

APPENDIX II – TABLE DUBLIN DESCRIPTORS AND INTENDED LEARNING OUTCOMES

Table descriptors and intended learning outcomes

Dublin descriptors	Intended learning outcomes Human Movement Sciences
1 Knowledge and insight Has demonstrable knowledge and understanding, based on and exceeding and/or deepening the knowledge and understanding at Bachelor level, as well as offering a basis or an opportunity to make an original contribution to the development and/or application of ideas, often in a research context.	I.1 is proficient in the domain of human movement sciences / sport sciences I.2 is proficient in a specific domain of human movement sciences / sport sciences II.4 has a scientific approach
2 Applying knowledge and insight Is able to apply knowledge and understanding and problem-solving abilities in new or unfamiliar circumstances within a broader (or multidisciplinary) context related to the field; is able to integrate knowledge and deal with complex matter.	II.3 has basic instrumental and intellectual skills II.4 has a scientific approach IV.8 is skilled in conducting research in an human movement sciences or sport sciences context

3 Judgment Is able to formulate judgments on the basis of incomplete or limited information, taking into account the social and ethical responsibilities associated with the application of one's own knowledge and judgments.	II.4 has a scientific approach III.6 places matters in their scientific, societal and organizational
4 Communication Is able to draw conclusions as well as to communicate clearly and unambiguously the knowledge, motives and considerations underlying this to an audience of specialists or non-specialists.	II.4 has a scientific approach II.5 is skilled in communicating and collaborating IV.9 is skilled in communicating the results of his/her research
5 Learning ability Possesses the learning skills that enable him or her to undertake further studies with a largely self-directed or autonomous character.	III.7 continuously works on his/her personal and professional development

APPENDIX III – SCHEMATIC OVERVIEW INTENDED LEARNING OUTCOMES

INTENDED LEARNING OUTCOMES MASTER COURSES

Course vs. Learning Outcome	I.1	I.2	II.3	II.4	II.5	III.6	III.7	IV.8	IV.9
3D Movement Analysis	x	x	x	x	x		x	x	x
Motor control	x	x	x	x	x		x	x	x
Rehabilitation & Functional Recovery	x			x	x	x	x		x
Mechanisms of motor funct. in ageing	x	x			x	x			
Introduction to Sport Sciences	x	X		X	X				
Advanced statistics	x		x	x	x		x	x	x
Physiology of training and exercise	x	x	x	x	x	x	x	x	x
Clinical Mobility Lab		x	x	x	x	x	x	x	x
Disorders In mot. contr. and curr. theor	x	x	x	x	x	x	x	x	x
Int. Target. mot. funct & cogn in ageing	x	x			x	x			
Capita Selecta in Sport Sciences	X	X	X	X	X	X	X		X

Perception and action	x	x	x	x					
Sport and Talent	x	x	x	x	x	x	x		
Introduction to dynamical systems	x	x	x	x					
Musculoskeletal Modelling and Biomechanics	x	x	x	x	x	x	x	x	x
Philosophy of science and ethics			x	x	x	x	x		
Signal acquisition and analysis		x	x	x	x	x			x
Big Data in Sport Science and HMS		x		x	x				x
Orientation to teaching			x		x		x		
Academic Assignment	x	x	x	x	x	x	x	x	x
Master Graduation Project	x	x	x	x	x	x	x	x	x
Review	x	x	x	x	x	x		x	x
Master monitor	x	x	x	x	x	x	x	x	x

APPENDIX IV – SCHEMATIC OVERVIEW ASSESSMENT PROGRAMME

YEAR SCHEDULE MASTER

	Course	Course code	ECTS	V/K	Teaching methods	Hours p/w	Week 1-7	Assessment (after wk7)	Reassessment (within same block)
							Type of assessment (for more details see the course unit assessment plans)		
Block 1	3D Movement Analysis	BWM176	5	V	Lectures, Tutorials, Practical's	3-4		Exam (data-analysis & visualisation)	Resit (data-analysis & visualisation)
	Rehabilitation & Functional Recovery	BWM150	5	K	Lectures, Tutorials, Practical's	4-5	Written group assignment (mini-review, 65%), interview (pass)	Group poster presentation (35%)	Retake (mini-review 65% and/or poster presentation 35%).
	Mechanisms of motor funct. in ageing	BWM160	5	K	Lectures, Practical's	4-5		Exam (essay)	Resit exam (essay)
	Introduction to Sport Sciences	BWM173	5	V	Lectures, Practical's, feedback sessions	5	Quizzes (50%)	Critical reflection + peer review (50%) Students need to achieve a 5.5 in both individual components	
	Motor control	BWM137	5	K	Lectures, Tutorials	7		Written assignment (35%) & oral exam (65%)	Resit for failed written assignment (35%) and/or oral exam (65%)
Block 2	Advanced statistics	BWM136	5	V	Lectures, Practical's	5-6	5 weekly assignments & 2 practice exams (pass)	Exam (data analysis and reporting)	Resit (data analysis and reporting), or new version assignment
	Disorders In mot. contr. and curr. theor	BWM151	5	V1	Lectures, Tutorials	3-4		Exam (essay, open book)	Resit exam (essay, open book)
	Int. Target. mot. funct & cogn in ageing	BWM161	5	V1	Lectures, Practical's	4-5		Exam (essay) Presentation	Resit exam (essay) Presentation

	Capita Selecta in Sport Sciences	BWM174	5	V1	Lectures, Practical's	5-6	Individual Perusall assignment – reading scientific papers. (pass) is precondition for receiving the final grade on the oral presentation	individual oral presentation.	Resit individual presentation.
	Physiology of training and exercise	BWM134	5	K	Lectures, Practical's	3-4	Perusall assignments (pass), Written assignment (pairs, 50%)	Essay exam (closed book, 50%)	Resit (closed book, 50%) and chance to resubmit written assignment (50%)
	Introduction to dynamical systems	BWM142	5	K	Lectures, Practical's	6	Midterm take-home exam (coding & open questions 40%)	Final take-home exam (coding & open questions 60%)	Resit final take home exam (coding
Block 3	Perception and action	BWM135	5	K	Lectures (Discussion sessions)	4	Midterm take-home exam (20%)	Take-home exam (80%)	Second chance take-home exam
	Sport and Talent	BWM139	5	K	Lectures, Tutorials, Practical's	2-4	Perusall assignments (10%) & Group elevator pitch (15%)	Group infographic (75%)	Resit elevator pitch and/or infographic (?)
	Clinical Mobility Lab	BWM148	5	K	Lectures, Tutorials, Practical's, Other	5	Written group assignment (80%)	Oral group presentation (20%)	Chance to resubmit parts with a fail
	Musculoskeletal Modelling and Biomechanics	BWM177	5	K	Lectures, Tutorials, Practical's	7-8		Exam (mc 50% + computer assignment 50%)	Resit (mc 50% + computer assignment 50%)
Block 4	Philosophy of science and ethics	BWM143	5	V	Podcasts, Tutorials	2	7 written assignments (pass = required for making the exam)	Essay exam closed book (100%)	Resit (essay exam closed book, 100%)

	Signal acquisition and analysis	BWM145	5	K	Lecture, Practicals	4	Written assignment, (3 of 4 sufficient, 45%) Logbook (5%)	Essay exam open book (50%)	Essay exam open book (50%)
	Big Data in Sport Science and HMS	BWM146	5	K	Lectures, Practicals	4-5	Coding assignments (individual, 35%)	Oral presentations (group pitch (30%) and poster (70%) -> 65%)	
	Orientation to teaching	BWVKOO	5	K	Lectures, Tutorials	Differs		Portfolio	
¾lock 3/4	Review	BMW152/162	10	V	Lectures, practicals	1		Review article	Improve manuscript
Y1/2	Academic Assignment	BWMAA	5-20	K	Practicals (internship)			Self-reflection essay	
Y1/2	Master monitor	BWMMO	5	V	Lectures, practicals			'Portfolio'	

APPENDIX V – COURSE ASSESSMENT FILE & STAKEHOLDERS

COURSE ASSESSMENT FILE

In the assessment file, the following documents are available to the EC for the evaluation of courses and the programme:

1. the study guide text (via online educational catalogue)
2. the list of grades, containing all partial grades that contribute to the final grade (via Progress)
3. the 'Toetsdossier,
    a. Open
        i. course unit assessment plan (appendix VII)
        ii. deviations of the course unit assessment plan
        iii. Student numbers (passed the course)
        iv. Evaluation in Blue summary
    b. Gesloten
        i. Name of peer reviewer
        ii. The assessment matrix (if available), summative exams, tests and/or assignments, together with the answer models or rubric
        iii. Course evaluation, with the information about the evaluation in Blue, the JV report, and a copy'of the 'Cursusevaluatie formulier'.
4. 'the 'Cursusevaluatie formulier' which is send to the programme committee, the board of examiners and the programme leader by the examiner (Appendix VI) with information about the course progress, planned changes and comments.

STAKEHOLDERS COURSE ASSESSMENT FILE

The following actors are responsible for fulfilling the tasks related to the assessment file:

- **Programme leader**: is responsible for the assessment plan for the programme.
- **Examiner (lecturer and/or course coordinator)**: is responsible for the study manual and setting up the assessment in accordance with the matrix for learning outcomes of the programme. The examiner is also responsible for submitting the documents described in the assessment file.
- **Board of Examiners**: is responsible for checking the assessment plan, (a selection of) the assessment files and for discussing possible problems with the programme leader.
- **Faculty Board**: is responsible for formalizing the assessment plan as an appendix to the TER of the programme, based on the advice of the Board of Examiners the Programme Committee and the Faculty Council.

APPENDIX VI – CURSUSEVALUATIE FORMULIER

Cursusinformatie - Algemene informatie voor archivering.

1.Cursus titel *

2.Vakcode

3.Examinator *

4.Cursusjaar *

5.Datum van invullen (Please input date (dd/MM/yyyy))

Cursus-samenvatting - In deze sectie kunt u aangeven wat u zelf van uw cursus vond en of u eventueel iets wil verbeteren. Deze informatie wordt onder andere gebruikt voor de evaluatie van het opleidingsprogramma en het aanpassen van het toetsplan.

6.Wat vond u van uw cursus? (Rating)

7.Korte samenvatting van het verloop van de cursus

8.Wat ging goed?

9.Wat kan beter?

Wijzigingen vaktoetsplan

10.Bent u afgeweken van het vaktoetsplan? ja/nee *

11.Waarom bent u afgeweken?

Wijzigingen voor komend jaar - Wilt u rigoreuze veranderingen doorvoeren in uw cursus, die bijvoorbeeld moeten worden opgenomen in het opleidingstoetsplan?

12.Wilt u iets het komende jaar iets wijzigen in uw vak? ja/nee

13.Voorgenomen wijzigingen voor komende jaar.

OC - De OC heeft tot taak te adviseren over het bevorderen en waarborgen van de kwaliteit van de opleiding.

14.Heeft u opmerkingen voor de OC? ja/nee

15.Opmerkingen voor OC

EC - De EC ziet toe op het naleven van de Onderwijs- en Examenregelingen (OER) en is verantwoordelijk voor het borgen van de kwaliteit van de tentamens en examens.

16.Heeft u opmerkingen voor de EC? ja/nee

17.Opmerkingen voor EC

Programmaleider - De programmaleider is verantwoordelijk voor het opleidingstoetsplan.

18.Heeft u opmerkingen voor de programmaleider? ja/nee

19.Opmerkingen voor de programmaleider.

* Required to answer.

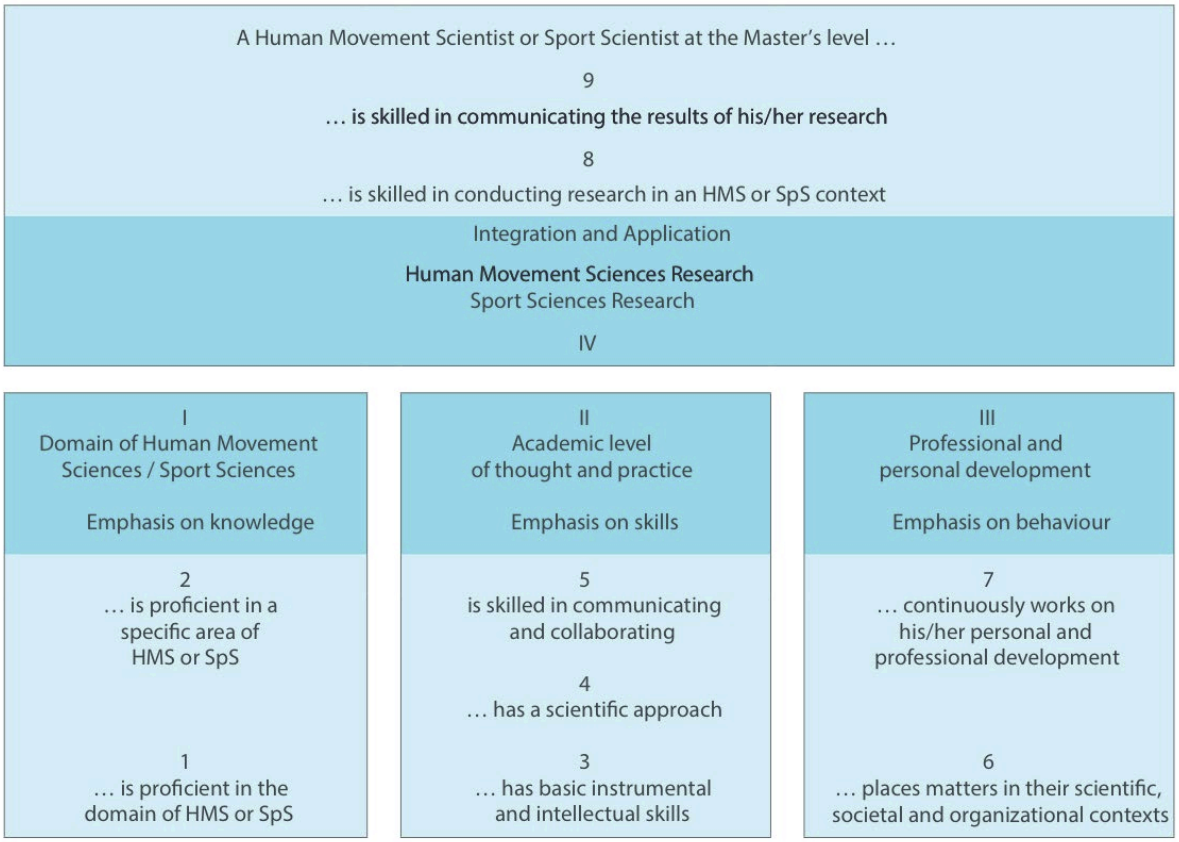
APPENDIX VII – THE COURSE UNIT ASSESSMENT PLAN / VAKTOETSPLAN

Cursusnaam

Cursus code

Examinator

Eindtermen van de opleiding



Leerdoelen van de cursus

Doel	I1	I2	II3	II4	II5	III6	III7	IV8	IV9
1									
2									
…									

Toetsvorm(-en): o.a. type toets en uitvoering, tijd (moment en duur) en aantal, betrokkenen (ook student-assistenten), aantal keuzes bij MC met randomisatie, backtracking, etc...

Relatie tussen toetsvormen en leerdoelen van het vak (kennis, inzicht en vaardigheden);

Keuzes summatieve en de formative functie van **toetsen** in het vak.
(o.a. bevorderen van het leerproces, programmering/spreiding van toetsen; valide, betrouwbaar, transparant en haalbaar)

Informatie die wordt verstrekt **naar aanleiding van de toetsing** (bijvoorbeeld: feedback, antwoordmodel, inzage);

Cesuurbepaling (motivatie: punten per onderdeel, gokkans, toetsanalyse)

Reparatie van verplichte tussentijdse summatieve opdrachten of toetsen en herkansingsmogelijkheid;

*) Studenten zijn bij aanvang van de onderwijseenheid geïnformeerd over de volgende punten:

- de verantwoordelijke examinator (coördinator van het vak)
- betrokkenheid van andere docenten, (PhD) studenten bij onderwijs en toetsing
- de leerdoelen
- verplichte aanwezigheid bij specifieke colleges/practica/werkgroepen
- de verplichte literatuur/leerstof
- de vorm van de toets
- het gewicht van verschillende onderdelen van de toetsing, bijvoorbeeld bij meerdere toetsvormen of bij het werken met deeltoetsen
- de geplande tentamendata (eerste en tweede kans) en/of de uiterste inleverdatum voor opdrachten, alsmede de consequenties voor de becijfering indien opdrachten niet op tijd zijn ingeleverd