

UNIVERSITY OF TWENTE.

RULES & REGULATIONS  
OF THE  
EXAMINATION BOARD  
OF THE  
TRANSDISCIPLINARY MASTER INSERT

*These Rules & Regulations enter into effect on September 1<sup>st</sup>, 2023*

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## The Transdisciplinary Master-Insert and its Examination Board

The Transdisciplinary Master-Insert (TDMI) is an extra-curricular educational programme of 30 EC and aimed at Master's students currently enrolled at the University of Twente (UT). Completing the programme will result in a Certificate on Shaping Responsible Futures. The TDMI is *not* a formal master program.

In the TDMI, students from any UT Master programme can participate. In this programme the students will collaborate with students from a wide range of disciplines and master topics. The curriculum is based on three pillars:

- transdisciplinary,
- real-world challenges, and
- personal development.

The educational program of the TDMI consists of three modules (10 EC each) built on six courses (5 EC each), see the figure below. The TDMI is preferably to be pursued full-time (Quartile 2 and Quartile 3). A flexible option is offered in the form of separate modules for those students who cannot integrate the full-time Master-Insert into their study programme.

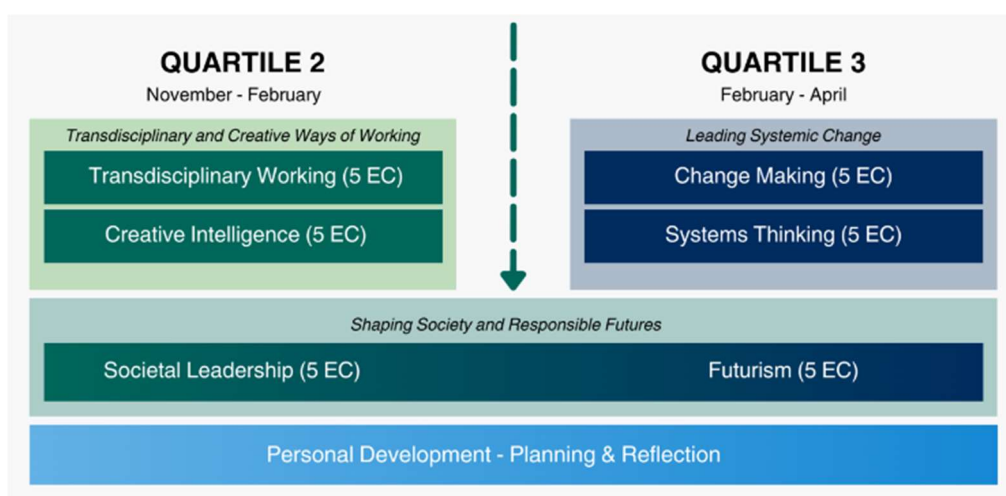
- Transdisciplinary and Creative Ways of Working,
- Shaping Society and Responsible Futures, and
- Leading Systemic Change.

Students are advised to discuss their plans before applying with the study advisor of their own study programme.

The number of students who can participate/enroll in the TDMI is limited, in order to enable face-to-face learning experiences (e.g., workshops, debates) and to maintain the trans-disciplinary nature of the TDMI. Furthermore, the TDMI benefits from a wide distribution of students from different educational disciplines and backgrounds.

Students apply for the TDMI programme by way of a motivation letter. A well-written personal motivation letter sent prior to the start of the program, can be a decisive factor in ensuring enrolment. A separate interview by one of the TDMI staff members is needed in case of doubt about eligibility.

Despite the fact that the TDMI is not an academic programme leading to a Master degree, it was decided to establish an Examination Board to safeguard the quality of assessment in the TDMI. Formally, the TDMI and its Examination Board resides under the responsibility of the faculty of Engineering Technology (ET) of the University of Twente.



## Definitions

Academic year	The period beginning on 1 September and ending on 31 August of the following year.
Assessment	A systematic process of fostering, evaluating and certifying student learning. The process includes the design, development and implementation of assessment tasks, and the judgement and reporting of student learning performance and students' achievement of specified attainment levels.
College van Beroep voor Examens (CBE)	Board of Appeal for Examinations
Canvas	University of Twente's digital learning environment.
Curriculum	The modules and courses in the TDMI
EER	Education and Examination Regulations
Examination	An evaluation, performed to conclude a study unit, of the student's knowledge, understanding and skills as well as an assessment of the outcomes of that evaluation; an examination may consist of a number of assessments.
Examination Board	The body that objectively and professionally assesses whether a student meets the conditions laid down in the education and examination regulations (EER) regarding the knowledge, understanding and skills required to obtain a degree (Article 7.12 WHW).
Examiner	The individual appointed by the examination board to administer examinations and assessments and to determine the results, in accordance with Article 7.12 paragraph c WHW.
Exemption	The decision of the Examination Board that the student has knowledge and skills which are comparable in terms of content, scope and level with one or more study units or components of study units. An exemption is granted on the basis of acquired competencies, i.e. previously passed examinations in higher education or in view of knowledge and skills attained outside higher education.
Faculty Board	Head of the faculty (Article 9.12, paragraph 2 WHW).
Institution	University of Twente (Universiteit Twente).
Institutional administration	The Executive Board of the University of Twente (Article 1.1 WHW).
Module	A part of TDMI. The programme consists of three modules (10 EC each) built on six courses (5 EC each)
Osiris	System designated by the institutional administration for registration and for providing information on all relevant data related to the students and the degree programme, as referred to in the WHW.
Practical exercise	A practical exercise as referred to in Article 7.13, paragraph 2d WHW is a study unit or a study unit component emphasising an activity that the student engages in, as described in the programme-specific appendix.
Programme Committee (OLC)	Committee referred to in Article 9.18 WHW, in <i>Dutch Opleidingscommissie</i> .
Programme Director	The person appointed by the faculty board to administer the programme (Article 9.17 WHW).
Student:	Anyone enrolled in a programme in accordance with Article 7.34 and 7.37 WHW.
Study advisor	Person appointed by the faculty board who acts as contact between the student and the university, and in this role represents the interests of the student, as well as fulfilling an advisory role.
Study unit	A programme component as defined in Article 7.3, paragraph 2 and 3 WHW. Each study unit is concluded with an examination.
Study workload	The time an average student needs to learn the course material. The study workload

	comprises project work, independent study, lectures and writing assignments, for example. The study workload is expressed in ECTS credits according to the European Credit Transfer System.
Teaching period	The period in which a study unit is offered. This period starts in the first week in which an educational activity takes place for the study unit concerned and ends in the final week in which an educational activity takes place and/or a assessment is administered for the study unit concerned. Resits are not part of the teaching period. This period may sometimes not be the same as a quarter (a quarter of an academic year).
UEQ	(Senior) University Examination Qualification
UT	University of Twente.
UTQ	University Teaching Qualification
WHW	The Dutch Higher Education and Research Act (see above).
Working day	Any day from Monday to Friday with the exception of official holidays and the prearranged compulsory holidays ('brugdagen') on which the staff are free.

The definition of other terms used in these regulations are laid down in the *Student Charter (Institutional-specific section)* of the University of Twente.

## Section 1: Scope and authority of the Examination Board

### 1.01 General

The TDMI is not a degree programme and therefore the Examination Board of the TDMI does not officially have the legal status of an Examination Board for a degree programme as specified by the Dutch *Wet Hoger Onderwijs en Wetenschappelijk Onderzoek* (WHW)—i.e. the Dutch Higher Education and Research Act. Nevertheless, the Examination Board of the TDMI acts in the spirit of the duties and jurisdiction of the examination boards as defined in Chapter 7 of the WHW. This means that the Examination Board of the TDMI strives to operate as the body that objectively and professionally assesses whether a student in the TDMI meets the conditions laid down in the *Education and Examination Regulations* (EER) of the TDMI with regard to the knowledge, understanding and skills required to obtain a certificate for the TDMI programme.

The tasks of the Examination Board of the TDMI are:

- to grant a certificate for students meeting the specified requirements in the EER;
- to provide advice to the Programme Director of the TDMI, as well as the Faculty Board of the Faculty ET concerning the adoption, amendment or periodic assessment of the EER;
- to set regulations and directions for assessment, within the framework of the EER;
- to safeguard the quality of the organization and the procedures of assessment related to the TDMI programme;
- to assess cases in which there is a suspicion of fraud, and to determine the consequences if fraud has occurred;
- to prepare an annual report about the examination board's activities to the faculty board
- to appoint examiners for the TDMI programme.

The Examination Board operates within the framework of the set Education and Examination Regulations of the TDMI.

The Examination Board of the TDMI executes her duties and responsibilities on the basis of:

- assessment expertise and disciplinary expertise;
- independent judgement;
- reasonableness and fairness;
- interactions with the Programme Director, Faculty Board of the ET faculty and other relevant functionaries and bodies when needed;
- application of confidentiality.

## **Section 2: Internal modus operandi**

### **2.01 Composition of the board**

1. The Faculty Board of the Faculty ET appoints members of the Examination Board of the TDMI for a term of three years. The Faculty Board of the Faculty ET requests advice from the Examination Board of the TDMI for the appointment of (new) members of the Examination Board of the TDMI. Members of the Examination Board of the TDMI can be reappointed once.
2. At least one member of the Examination Board of the TDMI is active as an Examiner in the TDMI programme. Other members the Examination Board of the TDMI may represent more than one programme.
3. One external member, not involved in the TDMI programme, is appointed.
4. The Faculty Board appoints a chair upon recommendation by the joint members of the Examination Board. If the members of the Examination Board fail to reach agreement on the chair, the faculty board has the decisive vote.
5. The board is composed of at least three up to five members: chair, external member, and regular member(s).
6. All members of the Examination Board of the TDMI are encouraged to complete the SUEQ/SKE.

### **2.02 Meetings**

1. The Examination Board of the TDMI meets at least six times per year. Additional meetings can be held if the Examination Board of the TDMI desires so.
2. The registrar of the Examination Board of the TDMI prepares the meetings in consultation with the chair.
3. The meetings and documents of the Examination Board of the TDMI are treated confidential.

### **2.03 Decisions**

1. The Examination Board of the TDMI takes decisions in a meeting or via e-mail or MS TEAMS correspondence.
2. The registrar gathers the documentation for individual student requests.
3. Decisions are taken by a majority of the votes cast. In the event of a tie, the chair has the decisive vote.
4. Members of the Examination Board of the TDMI will abstain from voting concerning requests or fraud cases in which they are involved either personally, or in their role of teacher or examiner.
5. All decisions, and related documents, are exclusively filed in JOIN, in accordance with the University of Twente Archive Management Regulations 2019.
6. The Examination Board of the TDMI can seek advice from staff or external experts.

### **2.04 Mandates**

1. Any mandate issued by the Examination Board of the TDMI to any other body shall be clearly defined in writing to such other body.
2. The bodies to which mandates have been issued will inform the Examination Board of the TDMI on a regular basis to be determined by the Examination Board of the TDMI in question of all decisions or actions taken regarding these mandates in writing.
3. The Examination Board of the TDMI can withdraw mandates issued at any time.

### **2.05 Annual report**

1. The Examination Board of the TDMI reports on its activities in an annual report to the Faculty Board

- of the Faculty ET
2. The annual report contains at least:
    - a. An overview of activities taken to safeguard the quality of exams;
    - b. A quantitative and qualitative evaluation of the activities and decisions, in line with art. 1.01 of these Rules & Regulations;
    - c. An outlook to the next year.

## Section 3: Certificate

### 3.01 Certificate

1. As proof that the final examination for the programme TDMI has been completed successfully (as a whole or one or two 10 EC modules), the Examination Board of the TDMI issues a (partial) certificate, after it has become clear that the procedural requirements have been met (art. 4.3 sub 1 EER).
2. The (partial) certificate is signed by one of the members of the Examination Board.

## Section 4: Examiners

### 4.01 Appointment of Examiners

1. The Examination Board of the TDMI appoints Examiners of the TDMI. To that end, and timely before the start of the TDMI programme, the Programme Director will supply the Examination Board of the TDMI a list of potential Examiners with their respective qualifications and the course/module they will be responsible for.
2. In case of an urgent appointment during the executing of the TDMI programme, the Programme Director may request the Examination Board of the TDMI to appoint an Examiner, stating:
  - a) the necessity of the appointment;
  - b) the (potential) Examiner's expertise and qualifications.
3. The Examination Board of the TDMI can terminate the appointment of Examiners during the academic year. The Examination Board of the TDMI motivates the decision to the Programme Management.
4. For each study unit (course), the Programme Management indicates an Examiner. If there is more than one Examiner in a study unit, the Programme Director indicates a coordinating Examiner, who ensures that all Examiners involved assess and grade in accordance with agreed-upon standards.
5. The following criteria apply to all Examiners:
  - a) The Examiner is a member of the academic staff of the University of Twente (UT), External parties/experts cannot be appointed as an Examiner, but instead can act as advisor.
  - b) The Examiner must have an University Teaching Qualification (UTQ) certification or a UEQ certificate from the UT or another university, or equivalent. An equivalent of the UTQ competences is granted in case of: a diploma of a post graduate teacher training (Dutch: *eerstegraads bevoegdheid*), followed by a reflection report of the UTQ competencies focused on the application of the educational theory in the academic context. Or a VELON certificate or an abroad achieved pedagogical diploma/certificate in academic context, equivalent to the UTQ competences. The procedure of CELT is followed for decisions about exemptions based on an equivalent diploma. <https://www.utwente.nl/en/ces/celt/utq/> According to 4TU-UTQ regulation, paragraph 2.1, see for details the document <https://www.utwente.nl/en/ces/celt/utq/4tu-utq-regulation-def-uk-08-03-17.pdf>
  - c) The examiner must meet the conditions for English language proficiency as set in the UT language policy (i.e. C1/C2), see for details the webpage <https://www.utwente.nl/en/ces/language-centre/academic-proficiency-test-english/>
  - d) Examiners without a UTQ or UEQ certificate (or equivalent) can be appointed with a

waiver. This waiver is valid for a maximum duration of one consecutive year. During this year the potential examiner has to have obtained a certificate for the UTQ or UEQ, as (to be) confirmed by Human Resources (HR) department of the University of Twente. Examiners who after this period have not acquired the UTQ or UEQ certificate and/or do not meet the language requirement, will no longer be appointed as Examiner.

- e) the Examiner holds a PhD degree in a field relevant to the programme.
6. The Examination Board has the authority to make individual exceptions to the mentioned criteria.

## **Section 5: Assessment**

The assessment philosophy of the TDMI is to focus on feedback in order to enable professional and personal growth. Instead of receiving a grade, students receive a pass (or fail) for the modules, together with extensive feedback related to the quality of their work and the process.

The following general guidelines apply to the TDMI assessments:

### **General rules and regulations for assessment**

1. Each course must have explicit learning goals.
2. The format of assessment of each study unit is described in the Education and Examination Regulations (EER) and in on the Canvas page(s) of the study unit. Information about the courses can also be found in Osiris.
3. The assessment is based on individual and/or group work.
4. Detailed information about the assessment in a study unit, including schedules, the way in which the pass/fail decision is determined, and the options for re-sits or repair (if any) is described in an assessment plan in the student manual and/or on the Canvas site and is communicated to students two weeks before the start of the study unit.
5. Compliance with privacy regulations requires that assessment results are only shared with the examinee, relevant bodies in the university organization and the accreditation authorities unless explicitly allowed by the examinee. The assessment results can be published individually on the electronical learning environment (Canvas) sites of the related study unit as long as they are only visible for the relevant student (or, in the case of a group assignment, group of students).
6. ECs will only be awarded for the course if the entire course has been awarded a 'pass' grade. No ECs will be awarded for parts of units of study and/or individual assignments passed.

### **Regulations for assessment for Examiners**

7. Examiners, when designing, conducting and assessing their assessment, are expected to comply with the quality criteria for good assessment, namely: validity, reliability and transparency and to be able to demonstrate this.
8. Examiners should, if requested, demonstrate the manner of assessment, including the results, through relevant documentation and, if requested, additional oral explanation.
9. The result for a course assessment is determined by the respective Examiner(s). The Examiner(s) consult each other before deciding on a pass/fail.
10. Examiners should be able to justify the way they determine the pass/fail of an assessment.

## **Section 6: Student requests**

### **6.01 General**

1. Students requesting an exception with respect to a/the rule(s) in the EER have to submit a written request to the registrar of the Examination Board of the TDMI. Requests have to be written in English.
2. Requests are only processed if submitted in time and accompanied by all required and relevant documentation. Requests have to be motivated, including the reference to the rule(s) in the EER

- that applies to the subject of the student's request.
3. The student shall include a complete and detailed progress overview related to the TDMI programme accompanied by the request.
  4. Student requests submitted because of personal circumstances will be processed only if the student has notified the study advisor (of their host programme) and/or programme management timely. The circumstances need to be confirmed by the study advisor and/or programme management.
  5. For personal circumstances to be taken into account by the Examination Board of the TDMI, the personal circumstances have to be directly and uniquely related to the failing or impossibility to do individual or group assignments (whatever applies).
  6. The Examination Board communicates its decision via (UT-student) e-mail within eight weeks of receipt of the request. If the decision cannot be taken within eight weeks, the Examination Board will inform the applicant specifying a reasonable period within which the decision can be made.
  7. The Examination Board of the TDMI only handles complete requests. In case of an incomplete or inadequate request the Examination Board of the TDMI may set a deadline for the student to correct or augment the request. If the student fails to complete the request before this deadline, the request will be withdrawn from consideration. If a correction/augmentation term has been granted, the term referred to in sub-clause 6 above will be extended by the time necessary to complete or correct the request.

## 6.02 Specific requests

Regarding specific requests, the Examination Board of the TDMI decides within the following framework:

1. Change the public nature of an oral examination or assessment: Students wishing to change the public nature of an oral examination or assessment, have to discuss that beforehand with the Examiner of the study unit. The Examiner has to confirm the necessity and possibility of the requested change to the Examination Board of the TDMI.
2. Change the format of an assessment:
  - a) Due to personal circumstances, a student may request a change of the format of an assessment. The student must submit a declaration of the personal circumstances issued by the study advisor. The request to change the format of an assessment has to be submitted six weeks before the start of the study unit in order to receive a decision before the start. The Examination Board of the TDMI will discuss the possibility for a change of format with the responsible Examiner. If there are circumstances that make it necessary to change the format of the assessment due to unforeseen individual circumstances, a request for this must be accompanied by a recommendation from the study advisor. The Examination Board of the TDMI will decide whether a change is justified and possible to execute and will consult with the Examiner in charge on the options available. The possibility/ test opportunity may fall outside the timeframe of the study unit.
  - b) In exceptional and unforeseen circumstances the Examination Board of the TDMI may decide to change the original assessment format for all students. This will be done in consultation with the Programme Director and responsible Examiner. Students will be informed of the reasons for this decision. If necessary, a time frame in which an examination had to be completed may be adjusted. Care will be taken to ensure that adjustments have no or as few as possible negative consequences for students.
3. Assessment result and extend validity:
  - a) The student has successfully completed the TDMI after meeting the following requirements:
    - i. total of 30 EC in course results has been obtained during the TDMI;
    - ii. the TDMI is completed within the specified period of 2 quartiles;
    - iii. the student has completed all the courses with a 'pass'.
  - b) If not all courses have been passed, it is not possible to obtain a certificate. Courses that have been successfully completed will be listed on the diploma supplement.
  - c) Partial certificates are awarded to students who successfully completed only one or two modules. If a student passes the remaining one or two missing modules within three



years, the student can request the Examination Board of the TDMI to award the full TDMI certificate. The latter can be requested up to the moment of deregistration of the student from the UT.

4. Extra examination or assessment opportunity:

The Examination Board of the TDMI considers valid personal circumstances when deciding whether students are eligible to take part in an extra assessment opportunity. In such cases, the Examination Board of the TDMI can grant one extra assessment opportunity for a selected course in addition to the maximum number of regular assessment opportunities for that course (as defined in the EER and/or on Canvas). The Examination Board of the TDMI may decide positively on the request only if all of the below apply

- i. the personal circumstances are directly and uniquely related to the failing or impossibility to take part in the assessment;
- ii. the personal circumstances are caused by force majeure;
- iii. applicable circumstances have been reported to the programme management and/or the Programme Director and/or the Examination Board of the TDMI, in a timely manner;
- iv. in case of inability to fulfil the assessment, this has been reported to the Examiner and/or study advisor in a timely manner.

## Section 7 Regulations regarding academic misconduct (fraud) and calamities

Scientific integrity is one of the key values for academic professionals and students. Violation of this scientific integrity (scientific misconduct) detracts from the contribution of science to society. As a member of the scientific community, students have to embrace and respect these important values. Scientific misconduct includes actions or negligence that detract from the scientific integrity of the university, but also of the individual student and teacher.

All students are expected to be familiar with specific behaviour related to academic standards and values, scientific integrity and other specific rules that applies.

An assessment is intended to assess the knowledge, insight or skills of students. Cheating/fraud refers to any action or negligence on the part of a student that precludes an accurate assessment of the student's knowledge, understanding and skills.

The Examination Board TDMI adopts the fraud regulations, stated in the *Students' Charter* of the University of Twente, see <https://www.utwente.nl/en/ces/sacc/regulations/charter/>.

The Examination Board has tailored the rules to the assessment situation for TDMI and complemented these general regulations with specific regulations for TDMI where needed. The Examination Board of the TDMI decides whether cheating/fraud has occurred and decides on what action will be taken in cases of (suspected) cheating/fraud.

1. Definition(s) of fraud

TDMI assignments (both individual assignments or in group assignments), are the common methods for assessment. Students (whether working individually or in a group) have to deliver only their own and original work. If not, it will be considered as fraud or plagiarism. Examples of fraud include, but are not limited to:

- a) Manipulating research data in (group) assignments.
- b) Falsifying data (for example, by filling in questionnaires or answering interview questions oneself).
- c) 'Free-riding': i.e. not or hardly contributing to a group assignment. Free riders are individuals who decide not to participate in cooperative learning group activities (which often lowers the group's morale, productivity, and effectiveness) and benefit from other students work.
- d) Copying or taking home examination material if not allowed.

- e) Contract cheating: hiring a (professional) tutor that produces exam material in the name of the student in return for a (non-)monetary compensation.
  - f) Plagiarism is a particular kind of cheating/fraud, which occurs when the student uses someone else's work or previous work of their own, without correct referencing. This includes, but is not limited to:
    - i. Copying or using (parts of) other people's work or AI (original terms, ideas, results or conclusions, illustrations, prototypes) and presenting it as one's own work; in addition using parts of another text (printed or digital), work generated by AI or previous work of their own without referencing (also if minor changes have been made), is considered to be plagiarism.
    - ii. Using visual and/or audio materials, test results, designs, software and program codes without referencing, and presenting that as one's own original work.
    - iii. Using verbatim citations without clear referencing or without a clear indication of quotation (e.g., by omitting quotation marks, indentation, empty lines, etc.) and thereby creating the false impression that (part of) these citations is/are one's own original work.
    - iv. Referring to literature that one has not read oneself (e.g. using references taken from someone else's work).
    - v. Using texts that have been written in collaboration with others without explicitly mentioning this to be the case; or having others – paid or unpaid – write texts for you (ghost writing and/or contract cheating).
    - vi. Submitting work that has already been published in whole or in part elsewhere (e.g. work from other courses or educational programmes), without references to the original work.
  - g) A tort/unlawful act. Meant is acting or not acting, contrary to the regulations or contrary to norms and values. E.g. making pictures during the reviewing of a test, scolding/disrespecting someone (e.g. a teacher, examiner or invigilator).
  - h) Forgery. This is a criminal act that takes place when a person falsifies something with the intent to deceive another person or entity. E.g. altering a writing with the attempt to defraud another person or entity, the production of fake works that a person claims are genuine, fabricating or the act of devising, fabricating, or counterfeiting a document.
  - i) Using generative Artificial Intelligence (AI) in a way that is not allowed. If it is allowed references and prompts are needed. Whether and to what extent or under what conditions generative AI systems and applications can be used is to be decided by the Lecturer, as is stated on the Canvas site for each course or in other sources published or mentioned by the examiner. Furthermore, it will be considered fraud if AI systems/applications are used in a way that is not allowed, or used in a way that can be reasonably expected to be not allowed,
  - j) The Examination Board of the TDMI had the freedom to define other forms of academic misconduct than those defined above—i.e. any action or negligence on the part of a student that precludes an accurate assessment of the student's knowledge, understanding and skills, and/or scientific misconduct.
2. Group work: When group work is employed and a joint judgement is provided, it is important that the Examiner assures that every member contributed to the resulting product(s) or performance(s) and achieved the learning objectives. For a joint group assignment, the entire group can be held responsible for fraud, unless it can be established beyond doubt who was responsible based on the distribution of work and parts.
3. Procedure in case of (suspicion of) fraud:
- a) If an Examiner detects academic misconduct during the teaching process (when students work on their assignments) or after the assignment has been completed and, in case of a resulting product, has been submitted, the Examiner has to report this to the Examination Board of the TDMI. The Examination Board of the TDMI will investigate the case and determine if and what sanction will be applied to the student(s).
  - b) The Examiner must notify the student (or group of students) involved of the suspected academic misconduct/plagiarism. The assessment of the assignment needs to be put on hold.
  - c) The Examination Board of the TDMI will investigate the notification and will hear the

Examiner as well as the student(s) involved. Students will be given the opportunity to share information and are obliged to answer any question from or supply requested information to the Examination Board of the TDMI, to enable the Examination Board of the TDMI to come to a well-informed decision.

- d) The Examination Board of the TDMI will determine whether academic misconduct has occurred and if sanctions will be imposed on the student(s).
  - e) The Examination Board of the TDMI will inform the student and the Examiner involved of its decision in writing.
  - f) In principle all information regarding sanctions (see below), penalties imposed on students for fraud and the underlying reasons for this, remains with the Examination Board TDMI and is shared only with the programme where the student is enrolled and the Examination Board of the student's programme. The student will be informed of such notification.
4. Sanctions in the case of proven fraud
- a) The Examination Board of the TDMI decides about the penalties the student (or group of students) will receive if academic misconduct / fraud is established/confirmed/proven.
  - b) Possible sanctions include:
    - i. Warning.
    - ii. Invalid assessment, retake exam at any time convenient for examiner and student.
    - iii. Invalid exam, retake exam at after one of more quartiles, depending on the severity of the fraud (to be judged by the Examination Board)
    - iv. Invalid exam, student cannot (re)take any exam, for a period of one more quartiles, depending on the severity of the fraud (to be judged by the Examination Board)
    - v. Proposal to the Executive Board of the University of Twente, to have the student expelled for the TDMI programme.
- In all cases, a note about the detected fraud will be made in the student's file, in order to allow to check whether a student repeats academic misconduct during his/her period of study at UT.
5. The student has the right to appeal to the sanction imposed by the Examination Board of the TDMI. To that end, the student has to approach the *Board of Appeal for Examinations* (Dutch: *College van Beroep voor de Examens* (CBE)) of the University of Twente, through the Complaints Desk<sup>1</sup> of the UT.
6. Invalidation of assignment results: In the event that the Examiner has objective grounds to seriously question the reliability of the products of an assignment, the Examiner may invalidate the assessment as a whole, or the results for all or a group of students, after consulting the Examination Board of the TDMI. In the event that the Examination Board of the TDMI has serious grounds to question the reliability of the results of an assignment, it may request the examiner to invalidate the assignment as a whole, or the results for all or a group of students.
7. Regulations in case of calamities during written assessments
- a. If a calamity occurs which prevents the taking place of the assessment and immediately action is required, the responsible examiner is authorised to decide about the situation. If the examination had to be postponed, the examiner will set a new examination date in consultation with the Programme Director and inform the students in a timely matter. The Examination Board of the TDMI shall be notified. If the method of assessment needs to be changed, consultation with the Examination Board of the TDMI is required.
  - b. Calamities that may lead to force majeure situations include, but are not limited to:
    - i. fire, flood, earthquake, infectious viruses, etc.
    - ii. technical problems, such as problems with electricity, heating etc.
    - iii. computer (network) problems, no WiFi reception, failure of systems, insofar as this prevents adequate performance of the assessment
    - iv. excessive (external!) noise pollution
    - v. hacked computer systems, making necessary information no longer (securely) accessible

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<sup>1</sup><https://www.utwente.nl/en/education/student-services/contact/complaints-desk/#board-of-appeal-for-examinations-cbe>

- vi. unexpected organisational problems, such as illness of the teacher and no available replacement.

## **Section 8: Safeguarding Assessment Quality**

To promote and ensure the quality of assessments, the following measures will be taken by the Examination Board of the TDML:

1. Ensuring the assessment competences of the examiners;
2. Checking the assessment plan on programme level and EER;
3. Discussing the assessment plan and EER with the Programme Director;
4. Discussing the organization of assessments with the programme director;
5. In collaboration with the Programme Director, establish guidelines for assessment, especially for assessing the results of students, for the examiners involved.

## **Section 9: Derogation, appeal and changes**

1. In cases of demonstrably compelling unreasonableness or unfairness, the Examination Board may allow derogation from the provisions of these R&G.
2. In case of a clear and apparent error in the publication of a assessment or examination result, all parties, including the student, have the obligation to report the error as soon as possible to one another and to cooperate in finding a solution for any consequences that are to the disadvantage of the student.
3. The Examination Board will decide in all cases that are not provided in the R&G to the extent they are appropriate to their duties and responsibilities.
8. Students can submit an appeal against a decision by an Examiner and/or a decision of the Examination Board of the TDML. This appeal shall be addressed, in writing, to the through the Complaints Desk of the UT, within 6 weeks of notice of the decision. See <https://www.utwente.nl/en/education/student-services/contact/complaints-desk/#board-of-appeal-for-examinations-cbe>
4. The Examination Board of the TDME will evaluate and adjust her/these Rules & Regulations on a yearly basis.
5. The current Rules & Regulations are published on the website for TDML.
6. Changes to these Rules & Regulations during the academic year cannot be to the disadvantage of students.