

# RULES & GUIDELINES (R&G) OF THE EXAMINATION BOARDS

## OF THE FACULTY OF BEHAVIOURAL, MANAGEMENT AND SOCIAL SCIENCES (BMS) 2021-2022

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The four examination boards of the Faculty of Behavioural, Management and Social Sciences (BMS) establish these Rules & Guidelines (R&G). They serve as a regulatory framework for the examination boards and the individual examiners in all educational programmes of the Faculty BMS.

These Rules & Guidelines enter into effect on 1 September 2021.

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## Section 1: Scope and authority of the examination boards

### 1.01 General

These Rules & Guidelines (R&G) are set within the framework of the Dutch Higher Education and Research Act (Wet Hoger Onderwijs en Wetenschappelijk Onderzoek ([WHW](#)), referred to as “the Act”) and the Education and Examination Regulations ([EER](#)) for the relevant programmes of the faculty of BMS.

The duties and jurisdiction of the examination boards are defined in Chapter 7 of the Act. The Act states that the examination board is the body that objectively and professionally assesses whether a student meets the conditions laid down in the EER with regard to the knowledge, insight and skills required to obtain a degree (see art. 7.12 par. 2 WHW).

According to the Act, the duties and jurisdiction of [the examination boards](#) include:

1. to grant permission to a student to take a flexible programme (art. 7.3h WHW);
2. to grant a certificate and supplement (art. 7.11 WHW);
3. to provide advice to the faculty board concerning the adoption, amendment or periodic assessment of the EER (art. 7.12b, par. 1 WHW);
4. to set regulations and directions for assessment, within the framework of the EER (art. 7.12b, par. 1b WHW);
5. to safeguard the quality of the organisation and the procedures of assessment (art. 7.12b, par. 1e WHW);
6. to assess individual student requests for exceptions to the EER (art. 7.12b WHW);
7. to assess cases in which there is a suspicion of fraud, and to determine the consequences if fraud has occurred (art. 7.12b, par.2 WHW);
8. to prepare an annual report about the examination board’s activities to the faculty board (Art. 7.12b, par. 5 WHW);
9. to appoint examiners (art. 7.12c WHW).

The examination boards execute their duties and responsibilities on the basis of:

- assessment expertise and disciplinary expertise;
- independent judgement;
- reasonableness and fairness;
- interaction with the programme board and programme management, Centre for Educational Support, programme committees, screening committee, faculty quality team and faculty council.

The examination boards execute their duties and responsibilities with the utmost confidentiality.

### 1.02 Boards and programmes

The four examination boards in the faculty BMS are listed below, including the programmes that fall under their jurisdiction:

Examination board Behavioural Sciences (EB BS):

- Bachelor Communication Science (B-COM)
- Bachelor Psychology (B-PSY)
- Master Communication Science (M-COM)
- Master Psychology (M-PSY)
- Master Educational Science and Technology (M-EST)

Examination Board Governance Sciences (EB GS):

- Bachelor Management, Society & Technology (B-MS&T)
- Master Environmental and Energy Management (M-EEM)
- Master European Studies (M-ES)
- Master Public Administration (M-PA)
- Master Risk Management (M-RM)
- Master Public Management (M-PM)

Examination Board Interdisciplinary Sciences (EB IS):

- Master Philosophy, Science, Technology and Society (M-PSTS)
- Master Educatie en Communicatie in de Bètawetenschappen (M-ECB)
- Master Educatie in de Mens- en Maatschappijwetenschappen (M-EMM)
- Master Leraar VHO in de Mens- en Maatschappijwetenschappen (M-LMM)

Examination Board Management Sciences (EB MS):

- Bachelor International Business Administration (B-IBA)
- Bachelor Industrial Engineering & Management sciences (B-IEMs)
- Master Business Administration (M-BA)
- Master Industrial Engineering & Management (M-IEM)

### 1.03 Specific terms of these R&G

The examination boards want to paraphrase other legal and regulatory documents as little as possible. Where relevant, direct references to these documents are made in the text. Appendix 1 includes the terms as used in the Guideline EER 2021-2022.

Terms used specifically in these R&G include the following:

*Chamber of chairs:* Regular meeting of the chairs of the examination boards. The chamber of chairs has no formal juridical authority.

*Registry:* A registrar supports each examination board. The registrar is not a member of the examination board. Together with the executive secretary, the registrars form the Registry.

*Executive secretary:* The executive secretary is a (legal) advisor to the examination boards. The executive secretary is not a member of the examination boards.

Where definitions or terms used in these R&G are in conflict with either the Act or the EER, the Act and EER prevail.

## Section 2: General

### 2.01 Composition of the boards

1. The faculty board appoints members of the examination boards for a term of two years. The faculty board consults and asks the examination board for its advice. They can be reappointed twice (art. 7 paragraph 6 BMS [Faculty Regulations](#)).
2. Each programme is represented by at least one board member, who is active as an examiner in this (group of) programme(s). Board members may represent more than one programme.
3. Per board, one external member is appointed.
4. Per board, 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 chairs and/or members of the examination boards preferably have successfully completed the SEQ/SKE.

### 2.02 Meetings

1. The examination boards meet on a regular basis. Additional meetings can be held if the boards so desire. The scheduled meetings are published on the [examination boards' website](#).
2. The registrars prepare the meetings with the chair.
3. The meetings and documents of the examination boards are confidential.

### 2.03 Decisions

1. The examination boards take decisions in a meeting or via e-mail correspondence.
2. The registrars gather the documentation for individual student requests, issue their advice on the case and draft a decision.
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 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 are filed in JOIN, in accordance with the [University of Twente Archive Management Regulations 2019](#).
6. The examination board can seek advice from staff or external experts.
7. The examination board only handles complete requests. The examination board passes its decision on a complete request via (UT-student) e-mail in principle 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.
8. In case of an incomplete or inadequate request the board may set a deadline for correction. If the student fails to complete the request before this deadline, the request will be withdrawn from consideration. If a correction term has been granted, the term referred to in paragraph 7 above will be extended by the time necessary to complete or correct the request.

### 2.04 Mandates

1. Any mandates issued by the examination boards to any other body shall be clearly defined in writing to such other body. All such mandates are listed in appendix 2 to these R&G.
2. The bodies to which mandates have been issued will inform the examination board of all decisions taken regarding these mandates in writing.
3. The examination boards can withdraw mandates issued at any time.

## 2.05 Chamber of chairs

1. The chairs of the examination boards meet once every six to eight weeks in the so-called chamber of chairs. If desired or necessary, they may cancel or add meetings. The scheduled meetings are published on the [examination boards' website](#).
2. The chamber of chairs has no juridical authority. Its goal is to exchange best practices and draft policies aimed at maintaining and increasing the overall quality of the work of the individual examination boards and to streamline processes and procedures where desired, necessary and/or possible.
3. The members of the chamber appoint a chair from their midst on the basis of consensus. In the event that no consensus can be reached, the joint members will request the faculty board to decide.
4. The meetings and documents of the chamber of chairs are confidential.

## 2.06 Annual report

1. The examination boards report on their activities in their annual report to the faculty board.
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 R&G;
  - c. A critical self-assessment and preview.

## Section 3: Certificates and transcripts

### 3.01 Dutch grading system

The Dutch grading system, used in university education, consists of grades on a 1 to 10 scale, as given in the following table, in which 10 is the highest grade, 6 the minimum pass and 1 the lowest grade. Test results are expressed in a grade from 1 to 10 with one decimal place, or as “pass/fail”. Exam results of a study unit are expressed in half grades according to the rounding system contained in article 4.1 sub 14 EER.

<u>Mark</u>	<u>Definition</u>
10	Excellent
9	Very good
8	Good
7	Satisfactory
6	Sufficient
5-1	Fail

In some instances special marks are registered in the Student Information System. These include the following:

#### Special marks

C4	Compensated 4
C5	Compensated 5
F/NVD	Fail ( <i>in Dutch: Niet Voldaan</i> )
P/V	Pass ( <i>in Dutch: Voldoende</i> )
EX/VR	Exemption ( <i>in Dutch: Vrijstelling</i> )

NVD, V and VR are no longer entered, but are still mentioned in supplements for study units completed before 1 September 2019.

### 3.02 Certificates

1. As proof that the final examination has been completed successfully, the examination board issues a certificate, after the executive board has declared that the procedural requirements have been met (EER art. 5.2).
2. Certificates and supplements are signed by the (vice-)chair of the examination board or, if absent, by one of the (other) members of the examination board.
3. The thesis examiner (supervisor) or a representative appointed from the list of examiners by the programme director can co-sign the certificate.

### 3.03 Graduation with distinction (cum laude)

1. Requirements for a graduation with distinction on the certificate are defined in the programme-specific appendices (PSA) to the EER.
2. If the student meets the requirements, the examination board grants a “cum laude” judicium (EER art. 5.4.4).
3. Depending on the programme, either the student or the thesis supervisor can submit a motivated request for graduation with distinction to the examination board if the requirements are not met.
4. The examination board advises the programme management team on the requirements for graduation with distinction.

## Section 4: Examiners

### 4.01 Appointment of examiners

1. The examination board appoints examiners upon request by the programme management team before the start of the academic year. To that end the examination board will supply the programme management before the start of the next academic year with a list of potential examiners with qualifications and a deadline for the programme management to submit its request. A roadmap specifying the actions and deadlines for all stakeholders involved is attached as appendix 3 to these Rules & Guidelines.
2. In case of an urgent appointment during the academic year, the programme management team requests the examination board to appoint an examiner, using the related form, stating:
  - a) the necessity of the appointment;
  - b) the examiner's expertise and qualifications.
3. The examination board can terminate the appointment of examiners during the academic year. The examination board motivates the decision to the programme management.
4. For each study unit, the programme management indicates an examiner. If there is more than one examiner in a study unit, the programme management team indicates a coordinating examiner, who ensures that all examiners involved assess and grade the tests and exams of the study unit in accordance with agreed-upon standards and determines the final grade for the study unit.

### 4.02 Criteria

The following criteria apply in order for an individual to be appointed as examiner:

1. The examiner is a member of the academic staff (in Dutch: *Wetenschappelijk Personeel* or *WP*) of the University of Twente (UT) or has a so-called NOP appointment with the UT.
2. The examiner must have a UTQ certificate from the UT or another university, or equivalent<sup>1</sup>.
3. Some examiners have received dispensation<sup>2</sup> from the obligation to obtain a UTQ based on UT-wide policy, i.e.:
  - Staff with a contract of fewer than 8 hours per week;
  - Staff in UT employment since 1 January 2011 or before with more than 20 years of teaching experience;
4. The examiner must meet the conditions for English language proficiency as set in the [UT language policy](#) (i.e. C1/C2). Examiners in entirely Dutch-taught programmes are exempted from the English language proficiency requirement. In deviation from (section 1.3.5 of) the general UT language policy, examiners in Dutch-taught programmes who are non-native Dutch speakers must demonstrate to possess a C1/C2 level of Dutch.
5. Examiners without a UTQ certificate (or equivalent) and/or who do not meet the language proficiency requirements can be appointed with a waiver. This waiver is valid for a maximum duration of three consecutive academic years<sup>3</sup>, and is conditional on the examiner being in the process of acquiring the UTQ certificate as confirmed by HR (AFAS) . Examiners who, after the three-year waiver period, have not acquired the UTQ certificate and met the language requirements, will no longer be appointed as examiner.
6. The examiner for study units in MSc programmes has a PhD degree in a field relevant to the programme.

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<sup>1</sup> Equivalent certificates include: 1. a Dutch or foreign teaching qualification for secondary school teaching, supplemented with a reflection on the UTQ competences focused on the application of teaching theory in the university context. The Dean/director determines whether the reflections justify UTQ exemption; 2. A foreign teaching qualification for higher education, comparable with the UTQ of the 3TU. 3. The VELON certificate for teacher trainers.

<sup>2</sup> [https://www.utwente.nl/en/ces/celt/utq/bko\\_ervaren\\_docenten/#voor-wie](https://www.utwente.nl/en/ces/celt/utq/bko_ervaren_docenten/#voor-wie)

<sup>3</sup> According to 4TU-UTQ regulation, paragraph 2.1 <https://www.utwente.nl/en/ces/celt/utq/4tu-utq-regulation-def-uk-08-03-17.pdf>

7. The examiner for study units in BSc programmes holds at least a MSc or MA degree in a field relevant to the programme and preferably holds a PhD degree or is conducting PhD research.
8. The examination board has the authority to make exceptions to these requirements.

## Section 5: Assessment

### 5.01 General guidelines

The following general guidelines apply to assessment:

1. Each study unit must have explicit learning goals.
2. The format of assessment of each study unit is described in the Programme-Specific Appendix to the EER, the manual of the study unit and the assessment policy of the selected programme.
3. A substantial part of the assessment of each study unit shall be based on individual student work.
4. Detailed information about the assessment in a study unit, including schedules, the way in which the final grade is calculated, and the options for re-sits (if any) is described in an assessment plan which is communicated to students two weeks before the start of the study unit (EER 4.4).
5. For each written test the default cover sheet must be used. Moreover, written tests are subject to the *Rules of Order for testing*. Examiners are expected to inform students about the rules of order prior to the test. The cover sheet and Rules of Order for testing can be found on the website of the examination boards: <https://www.utwente.nl/en/bms/examboard/for-examiners/information/cover-sheet/>.
6. Compliance with privacy regulations requires that assessment results are only shared with the examinee, relevant bodies in the university organisation 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 so long as they are only visible for the relevant student (or, in the case of a group assignment, group of students).

### 5.02 Bachelor and Master theses

1. To judge and grade a thesis, the programme director composes a thesis committee.
2. In deviation from articles 4.02.6 and 7, all thesis committees consist of at least two examiners, one of whom at least holds a PhD.<sup>4</sup>
3. In deviation from article 4.02 sub 1, examiners whose employment relationship with the UT ends (e.g. due to retirement or job switch) while sitting on (a) thesis committee(s), may continue to sit on these committees as examiner until the students concerned have graduated, with the prior written approval of the corresponding examination board.
4. Third parties can be advisors to the thesis committee.
5. To assess and grade a thesis, examiners must use the assessment form(s) provided by the programme involved.

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<sup>4</sup> In case of a master thesis of Psychology, the first examiner, who supervises the student and is directly involved in the thesis's research topic, has to be affiliated to (the department of) the master specialisation concerned. This may only be derogated from upon prior approval by the theme coordinator or the master specialisation concerned. A first examiner not holding a PhD, must at least be a PhD candidate.

## Section 6: Student requests and regulations regarding order, calamities and academic misconduct (fraud)

### 6.01 General

1. Students seeking an exception to the EER have to send in a written request, using the application form via the [website](#) of the examination boards. Requests are preferably written in English.
2. Requests are only handled if submitted in time and accompanied by all required and relevant documentation. Requests have to be motivated, including the reference to the rule from the EER that applies to the subject of the student's request. Information on conditions, as well as sample letters are published on the website of the examination boards.
3. A complete and detailed recent study progress overview (SVO/SPO) from Osiris has to be added by the student in all cases.
4. Student requests submitted because of personal circumstances will not be handled, unless the student has notified the study advisor of the circumstances and the study advisor has confirmed them in writing. Personal circumstances have to be directly and uniquely related to the failing or impossibility to sit the test.

### 6.02 Specific requests

Regarding specific requests, the examination board decides within the following framework:

1. [Change the public nature of an oral exam or test](#)  
Students wishing to change the public nature of an oral exam or test 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.
2. [Change the format of an exam or test](#)  
The request to change the format of an exam or test has to be discussed beforehand with the examiner of the study unit. The examiner has to confirm the necessity and possibility of the requested change.
3. [Graduation with distinction \(cum laude\)](#)  
If a student does not fulfil the requirements for a graduation with distinction as defined in the programme-specific appendices to the EER, the examination board may nevertheless decide, upon request, to grant graduation with distinction on the basis of specific and exceptional abilities and circumstances of the student's achievement.
4. [Elective programme \(free/individual programme\)](#)  
A request for an elective (free/individual) programme (article 7.3h WHW, article 3.5 EER) has to be discussed beforehand with the programme management (programme coordinator and/or study advisor) of the study programme involved. The outcome of the discussion should be mentioned in the motivation letter/request by the student. The examination board decides on the request, taking into account the cohesion of the elective programme, the relevance of the elective/free programme for the student, and the way in which intended learning outcomes of the programme are met by the elective programme.

5. [Exemption from \(parts of\) a study unit](#)

An exemption from (parts of) a study unit is granted if the examination board is convinced that the student possesses the knowledge, insight and/or skills covered by the (part of the) study unit concerned. A request for an exemption has to be accompanied by formal evidence (e.g. diplomas and literature studied) and has to be acknowledged beforehand by the examiner(s) of the (part of the) study unit.

The exemption request must be submitted using an exemption form (see procedure) at the latest six weeks before the start of the study unit in order to receive a decision before that start of that study unit. If the exemption is granted, the credits of the exempted (part of the) study unit will be registered in Osiris.

If a request for an exemption is received by the examination board within six weeks before the start of or during the study unit, the decision will be postponed until after completion of the study unit.<sup>5</sup> The student is strongly advised to participate in the study unit and must in principle take part in the (next) regular scheduled exam/test pending the decision.

6. [Extend validity of test result](#)

In case a test result has a limited validity, the examination board can extend its validity on an individual basis. A request must be extensively motivated, has to include the proposed period of extension and a study plan. The request has to be submitted at the latest six weeks before the start of the study unit in order to receive a decision before the start of the study unit.

If a request for extended validity is received by the examination board within six weeks before the start of or during the study unit, the decision will be postponed until after completion of the study unit.

The student is strongly advised to participate in the study unit and must in principle take part in the (next) regular scheduled exam/test pending the decision.

7. [Extra exam or test opportunity](#)

In exceptional cases, the examination board can grant an extra opportunity (in addition to regular opportunities scheduled in the academic year). The examination board distinguishes two situations when it comes to requests for an extra exam or test opportunity:

1. A student fails to pass (part of) a study unit due to personal circumstances (see 6.01 sub 4);
2. For students whose completion of their studies depends on one single exam or test, the examination board may also grant an extra exam or test opportunity. The examination board decides on the request taking into account:
  - a) whether the student meets the fail-pass rules of the study unit;
  - b) whether the next regular exam or test opportunity is within six months after finalising the last but one exam;
  - c) whether the student sat the exam or test at least (if possible) two times and attained a score of at least 4.0;

An extra exam or test opportunity is only given once for one specific exam or test per academic year. Extra exam or test opportunities are valid only until the next regular exam or test opportunity. Depending on the situation an extra opportunity may be granted for the next academic year.

8. [Language of the thesis](#)

The examination board may allow deviation from the requirements within the EER regarding the language of the thesis. A request has to include explicit permission of the thesis first examiner and/or the graduating organisation.

9. [Minor, electives and prerequisites](#)

The examination board can mandate specific commissions, working groups or any other body (see article 2.04) to take decisions on its behalf.

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<sup>5</sup> The 6-week period is set because of the response time for the examination board and to prevent unnecessary disturbance of study units such as the falling apart of working groups during a study unit (in several parts of the study unit) due to the withdrawal of a student.

Appendix 2 to these Rules & Guidelines lists the various mandates regarding these subjects for the examination boards.

10. [Postpone certificate](#)

The request to postpone (the final examination and) the presentation of the certificate has to include the reason(s) for postponement, the preferred duration of postponement and, if applicable in case of extra-curricular courses, a written consent by the programme. The maximum duration of postponement is 12 months.

11. [Public nature of the thesis \(confidentiality\)](#)

Theses are public and published in the university repository. Confidential data can be added in annexes open only to selected bodies in the university and to the accreditation authorities. The examination board involved can deviate under specific circumstances from this rule. Students have to send in a detailed motivation if they think their thesis should be archived confidentially. Requests must be submitted as early as possible, preferably before the start of the thesis project, and must be accompanied by a written statement by the thesis supervisor and, if applicable, the third party requiring the confidentiality.

### 6.03 Regulations regarding order, calamities and academic misconduct (Fraud)

*The examination boards of BMS and programmes of BMS decided to use the fraud regulations, stated in the Students' Charter. They complemented these general regulations with specific faculty regulations. The complemented text is stated in Italic.*

#### Fraud and plagiarism

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, you as student have to embrace and respect these important values. Scientific misconduct includes actions or negligence that detracts from the scientific integrity of the university, but also of the individual student and teacher.

A test or exam is intended to assess your knowledge, insight or skills (Article 7.10 of the WHW).

The examination board of each educational programme drafts its own rules on cheating/fraud, which may include additional provisions. In these rules is specified what action will be taken in cases of (suspected) cheating/fraud and that the examination board will decide whether cheating/fraud has occurred.

**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.

In any event, the following situations are concerned cases of cheating/fraud:

1. During a test or exam, the student uses (any form of) assistance, resources or devices (electronic or technological) other than the ones whose use the examiner or supervisor has permitted prior to the start of the study unit and/or exam or test, or whose use the student knew or ought to have known was not permitted;
2. The student behaves in a manner that before the start of the study unit and/or exam or test was indicated by the examiner or supervisor to be fraudulent, or that the student knew or ought to have known was not permitted. This includes, but is not limited to, situations in which the student:
  - a. procures or receives copies of a test or exam before the test or exam takes place;
  - b. cheats, whether or not by:
    - using cheat sheets; (*Possessing or having access to unapproved resources*).
    - copying the work of others during the test or exam *or in general*;

- allowing others to copy work during the test or exam *or in general*;
  - sending or receiving (text) messages or photographs;
- c. communicates (in person or with the aid of electronic or other devices) with someone other than the examiner or supervisor during the test or exam before the work is handed in;
  - d. has sources at their disposal that are not allowed, e.g. a mobile phone or a smartphone, with which access can be gained to unpermitted resources;
  - e. uses writing paper other than that provided by the UT for a test or exam, unless this has been expressly permitted;
  - f. visits the bathroom without permission;
  - g. engages in identity fraud, such as pretending to be someone else or being represented by someone else, or allowing someone else to impersonate them during a test or examination
3. The student engages in other kinds of cheating/fraud, such as:
    - 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.
    - d. *Copying or taking home exam material.*
  4. **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:
    - a. copying or using (parts of) other people's work (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) without referencing (also if minor changes have been made), is considered to be plagiarism;
    - b. using visual and/or audio materials, test results, designs, software and program codes without referencing, and presenting that as one's own original work;
    - c. 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;
    - d. referring to literature that one has not read oneself (e.g. using references taken from someone else's work);
    - e. 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)*;
    - f. 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.
  5. **Tort/unlawful act**;
  6. **Forgery**;
  7. **All other forms of academic offences than those mentioned in par. 2a to 2e, to be determined by the examination board.**

### Procedure

If an examiner or invigilator has a motivated suspicion of fraud *before*, during or after an exam (test), the examiner/invigilator makes a note of this on the student's exam (test). *The examiner also notes the circumstances surrounding the irregularity and fills out the [Notification of fraud](#) form.*

The examiner/invigilator has the right to confiscate devices and other resources the use of which is not permitted during an exam (test).

The student has the right to finish the exam (test).

The examiner/invigilator reports the suspicion of fraud in writing (per Notification of fraud) to the student and to the examination board. This rule also applies in case of a suspicion of fraud in a (part of a) study unit, such as an assignment, presentation or essay.

This written report should at least contain the following information (mail to [examination board BMS](#)):

- a) Name student involved including student number
- b) Module/course name and course code. If necessary mention the specific component/part of the module or course in which the fraud was detected.
- c) Written information on the suspected fraud detected and/or what conduct or misconduct occurred during the exam
- d) Additional information (evidence from plagiarism software)

The examiner should notify the student involved of the suspected fraud. The assessment of the assignment/exam needs to be put on hold.

Subsequently, the examination board will proceed as follows:

1. The examination board will investigate the notification and will hear the examiner as well as the student 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, to enable the examination board to come to a well-informed decision.
2. The examination board will determine whether fraud has occurred and if measures or penalties will be taken/imposed.
3. The examination board will inform the student involved of its decision in writing.

### Measures or penalties

The examination board decides about the penalties the student will receive if fraud is actually determined.

The examination board may give the student a warning or exclude a student who commits an academic offence from sitting the exam, test or other part of a unit of study involved. In extreme cases or repeated fraud the student can be excluded from the exam up to a maximum of one (1) year.

If a student commits fraud repeatedly, the examination board may exclude a student from sitting all programme exams and tests up to a maximum of one (1) year. A student is not allowed to replace the unit of study in which the academic offence occurred with another unit of study while the penalty is in force.

If a student commits serious (repeated) fraud, the examination board may lodge a request with the Executive Board to end the student's enrolment in the programme at the University, *with effect from the month following the month the final judgement was made known to the student.*

For the right to appeal against a decision taken, based on these regulations, art. 8.6 BSc and MSc EER will apply.

In the event that the examiner has objective grounds to seriously question the reliability of an (off-campus) test, the examiner may invalidate the test as a whole, or the test results for all or a group of students, after consulting the responsible examination board. In the event that the examination board has objective grounds to question the reliability of a test, it may request the examiner to invalidate the test as a whole, or the test results for all or a group of students.

### Information to third parties

In principle all information regarding penalties imposed on students for fraud remains with the examination board and is shared only with the programme where the student is enrolled. There is, however, an exception:

- In the event that an examination board penalises a student that is not enrolled in the relevant programme, or in the faculty BMS, the examination board will notify the examination board of the programme or faculty where the student is enrolled of the penalty imposed and the reasons to do so. The student will be informed of such notification.

## 6.04 Rules of order for testing

This article describes the rules and procedures to be followed for tests. It applies to tests in study programmes of which the examination board has adopted these rules as part of their Rules & Guidelines. The article starts with general rules of order, followed by any specific rules applicable to digital on-campus or remote testing. Depending on the nature of a test, additional rules may be set. These will be stated on the cover sheet of the test in question.

### Terminology

A *test* is the actual set of questions and assignments that students have to answer and perform. The examination refers to the process in which they do so.

An *examiner* is the person responsible for setting the test and (afterwards) for assessing the results. In contrast, an *invigilator* is a person supervising the examination. They may be one and the same person.

### General rules applicable to testing

All students are expected to be familiar with specific behaviour related to academic standards and values, scientific integrity and other specific rules that have been explained to them prior to a study unit or exam (test). If students behave inappropriately compared to these behavioural rules during the course of a study unit or during an exam (test), this will be considered attempted fraud and will be reported to the examination board.

1. During the examination students may only have access to resources (e.g., books, notes, devices, websites, hard/software) that are explicitly approved by the examiner. Possessing or accessing unapproved resources is considered attempted fraud.
2. During the examination students are not allowed to communicate (e.g., verbal, non-verbal, digital) with others aside from the examiner/invigilator. Any violation of this will be considered attempted fraud.
3. During the examination students are not allowed to copy, share and/or spread the exam questions, answers or related information in any form. The examiner/invigilator has the right to check this. Any violation of this will be considered attempted fraud.
4. In case of attempted fraud (e.g. points 1-3) the student may finish the exam and the Examination Board will be informed afterwards.
5. The examination officially starts and ends at the instigation of the examiner/invigilator. When the end is announced, all students should stop writing. Students should follow the procedure for handing in their results as announced by the examiner/invigilator.
6. Students should follow any additional rules and procedures announced by the invigilator. Any failure to do so will be reported to the Examination Board.

### Additional rules applicable to written (on-campus) testing

1. Students may enter the room 15 minutes prior to the start<sup>6</sup> of the examination, and will be admitted until 30 minutes after the start.
2. Students may not leave during the first 30 minutes and the last 15 minutes of the official period of examination.
3. Students who did not enrol may only take part if there are enough seats and test copies available. Enrolled students have precedence. To make sure enough copies/seats for enrolled students are available the examiner/invigilator may ask unenrolled students to wait for 30 minutes after the start before they receive an exam/seat.

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<sup>6</sup> In general start time and end time refer to the official start time and end time of the examination as listed on the cover sheet. All rules apply to both electronic and non-electronic exams.

4. The student ID card<sup>7</sup> should be placed visibly on the table throughout the exam and presented to the examiner/invigilator upon a request for identification.
5. Restroom visits are not permitted during the first 60 minutes and last 30 minutes of the examination. Outside of this timeframe, restroom visits can only take place after consultation with the examiner/invigilator. Only one person at a time can be allowed to visit the restroom. Where necessary and feasible,<sup>8</sup> an examiner/invigilator will accompany the student to the restroom.
6. Before the start of the examination students should place bags and/or coats in the designated area. Whenever possible, unapproved resources (e.g., mobile phones, smart watches, wearables, notes) must be placed in the bags and switched off.
7. Students must hand in their exam form personally to the examiner/invigilator and sign off on the attendance list, if indicated. If the ID has not been checked during the exam, the student must show it to the examiner/invigilator before leaving the exam room.

#### Additional rules for digital remote testing

1. Electronic remote examination starts and ends automatically.
2. Remote exams are subject to the guidelines issued by the examination boards.
3. Online proctored exams are subject to the [UT General Guidelines and Privacy Statement](#).
4. In case of a suspicion of fraud, teachers may decide to invite the student for an oral exam or additional tasks. The examiner must inform the examination board per [Notification of Fraud form](#) if the suspicion of fraud has not been removed.
5. Before closing, students must take a selfie-screenshot of the final screen of their exam and store it. In case of calamities, this is the proof of having taken the exam.

## 6.05 Regulations in case of calamities during written tests

### Authorisations and responsibilities

Several people are involved in digital tests and responsible in the event of a calamity. Their role and responsibility are set out below:

*Examiner:* the examiner is responsible for the procedure of testing, the content of the test, the interpretation of test results and the publication and archiving of test results. The examiner is therefore responsible at all times for the content and course of the test. The examiner is therefore present during (the start of) the test-taking and decides on any changes to the test-taking, such as postponement, termination of the test and alternative test-taking.

*E-invigilator:* a student-assistant who ensures (under the responsibility of the exam coordinator) that the facilities are present at the test location and are cleaned up afterwards. This involves placing Chromebooks in the room and storing them again after the test. During the test they are the first-line assistance for log-in and technical problems.

*Supervisor:* responsible for the orderly conduct of the test and for preventing fraud. The supervisor gives the start signal for the test in the room and also the signal for the end of the test. The supervisor is responsible for the implementation of the student seating plan as specified by the examination office. The examiner can appoint one or more invigilators who can take over this task from him. The exam office can supply invigilators on request. During the test students must be able to identify themselves with their student card with the invigilator.

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<sup>7</sup> Failing that, a certified ID is also allowed. This applies to students who forgot their student card or (in rare cases) do not yet have one. A certified ID is a passport, driver's license, or any other official proof of identity that bears both the student's name and a photograph.

<sup>8</sup> Accompanying students to the bathroom may not be necessary, as in Thern where restrooms are not accessible from anywhere but the examination room, and it may not be feasible, as in cases where there is only a single examiner/invigilator.

*Exam coordinator:* responsible for the smooth running of the digital test. The exam coordinator is responsible for ensuring that the keys are ready on the computers, that the key's home screen is visible and that the key has started in secure mode. The exam coordinator is supported by technical and functional management. In the event of technical malfunctions and calamities, the exam coordinator is the first point of contact and is in contact with the examiner.

#### Rules of order in the event of calamities on campus

1. If a calamity occurs or is about to occur shortly before the start of an exam (test) or during an exam (test), both examiner and invigilator are authorised to act as specified in these regulations. All students have to follow the instructions of the examiner/invigilator.
2. If a calamity occurs or is about to occur shortly before the start of an exam (test), the following procedure applies. The exam (test) will be postponed immediately. The examiner will set a new exam (test) date, in consultation with the programme director.
3. This new exam (test) date is binding. The new exam (test) has to take place within one month of the initial exam (test) (excluding holidays). The new exam (test) date will be published within three working days after the calamity and in accordance with the regular procedures.
4. If a calamity occurs or is about to occur during an exam (test), the following actions, if possible, have to be taken:
  - a. All exam (test) papers (cover sheet and such) are filled out completely at the start of the exam (test), with the student's name, student number and signature.
  - b. All those present follow the instructions of the responsible authority, and/or of the examiner/invigilator and leave the exam room immediately upon their order.
  - c. Students leave their exam (test) and all other papers on the table in the examination room.
  - d. If students already started making their exam (test), the examiner determines, if this is reasonably possible, the result based on the partly made exam (test).
5. If the examiner cannot determine the result as specified in article 4d, the examiner will set a new exam (test) date, in consultation with the programme director. The new exam (test) has to take place within one month of the initial exam (test) (excluding holidays) and is open for all students who registered for the initial exam (test).
6. Regulations in case of a calamity apply in case of any official alarm signal.

#### Rules of order in the event of remote testing (off campus)

In case of malfunctioning equipment, connections or other sudden changes in circumstances which prevent the student from proceeding with the exam, the student must notify the examiner immediately by e-mail or regular phone. The student must take pictures or screenshots as proof of the failure. If this is not possible, the student must record the details of what happened and notify the examiner as soon as possible.

### Decision-making process during calamities during digital tests (on campus, or remote)



### Possible solutions or alternatives for malfunctions during a digital test

Problem	Prerequisite for action	Who takes action?	Who decides?	Solution/alternative
Hardware problem of individual student	Hardware out of order	E-invigilator	E-invigilator	Provide a spare
Network malfunction individual student	Close exam programme and restart	E-invigilator	E-invigilator	Provide backup copy if necessary
Network failure/power outage for multiple students and solution not available within 30 minutes after notification of Exam Coordinator		E-invigilator contacts exam coordinator. Exam coordinator contacts examiner.	Examiner decides and informs exam coordinator and invigilator about discontinuation	Offer students a digital re-sit within 2 weeks of original test date, unless examination board decides otherwise.

## Section 7: Safeguarding Assessment Quality

### 7.01 Procedure

1. In safeguarding the assessment quality, the examination boards focus on 5 levels:
  - programme assessment plan (incl. final attainment targets);
  - exams, based on assessment plans, module/study unit descriptions, student evaluations and reports of the test-committee (incl. link between learning goals and final attainment targets);
  - theses, based on reports on reassessments of theses;
  - qualifications of examiners (appointment based on requirements as determined in R&G art. 4.02, and 5.02);
  - test organisation (R&G art. 5.01, 5.02, 6.03, 6.04, 6.05)
2. The examination boards have (if applicable) at least two meetings a year with the programme management to discuss assessment quality, and report the outcomes of these meetings to the programme management team. For this purpose an SAQ-protocol and checklist have been made.

## Section 8: Derogation, appeal and changes

### 8.01 Procedure

1. In cases of demonstrably compelling unreasonableness or unfairness, the examination boards may allow derogation from the provisions of these R&G.
2. In case of a clear and apparent mistake in the publication of a test or exam result, all parties, including the student, have the obligation to report the mistake 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 boards will decide in all cases that are not provided for in these R&G.
4. Students can submit an appeal against a decision by an examiner and/or an examination board in writing to the Student Services' [Complaints Desk](#) at the university's Centre for Educational Support within 6 weeks of notice of the decision.
5. The examination boards will evaluate these R&G on a yearly basis. The current R&G are published on the [website](#) of the examination boards. Changes of these R&G during the academic year cannot be to the disadvantage of students.

## Appendix 1: Glossary of terms and definitions

**4TU:** The 4 Universities of Technology of the Netherlands (Twente, Delft, Eindhoven) and Wageningen University & Research.

**Academic year:** The period that starts on 1 September and ends on 31 August of the following year.

**Act:** The Dutch Higher Education and Research Act, published in the Bulletin of Acts, Orders and Decrees 1992, no. 593, and as amended since.

**Assessment:** Assessment is 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 student's achievement of specified learning outcomes.

**Assessment criteria:** For an assessment task, the assessment criteria describe the specific elements of the student's performance in the task that align to the learning objectives and specify how achievement of the learning objectives and the level of achievement will be demonstrated.

**Assessment plan:** A plan indicating how the testing of a module is organised. At first, it states the grading of the study units of the module, and secondly, the conditions for passing the entire module (including possible compensation rules within the module and compensation rules for study units or parts of study units of different modules).

**Assessment task:** An assessment task refers to a specific activity relating to any method of assessment that requires students to demonstrate their learning towards learning objectives.

**Authorised Proof of Result:** A list or other written document initialled by or on behalf of an examiner, or a result published via the Student Information System (SIS).

**Binding recommendation on continuation of studies (Bindend studieadvies, BSA):** Recommendation on continuation of studies in accordance with Article 7.8b, paragraphs 1 and 2 of the WHW to which a rejection in accordance with Article 7.8b, paragraph 3 of the WHW is attached, issued by the programme board on behalf of the institutional board.

**BMS:** The Faculty of Behavioural, Management & Social Sciences.

**BOZ:** Bureau Onderwijszaken (Educational Affairs Offices) of the Faculty BMS.

**Canvas** The digital learning management system of the University of Twente.

**Cohort:** Generation or group of students who started the same academic programme in the same year.

**Colloquium Doctum:** Admission test for those prospective students who are not directly admissible to the Bachelors' programmes of the University of Twente.

**Compulsory holiday:** Compulsory day free of work.

**CPO:** Personal Circumstances Committee. A committee formed by the institutional board that issues advice to the programme board in individual cases concerning the validity, term and seriousness of the personal circumstances of the student involved.

**Crisis:** a sudden and unexpected development of the circumstances during test-taking that makes digital test-taking impossible for a substantial part of the group or the entire group. The duration of this situation is expected to be such (longer than 30 minutes) that testing is not possible on the agreed day and time. A crisis includes general power outages, network failures or a failure in the used test programme.

- Curriculum:** The entirety of compulsory and optional study units belonging to the programme, as set down in the programme-specific appendix.
- Department:** An entity comprising teaching staff of one specific discipline.
- Digital test:** a test that the candidate takes entirely on a computer. A digital test can be web-based or software-based.
- web-based (digital) test:** a test where students use Chromebooks issued by the UT. The tests, which are in a secure environment, are approached by the key system (in the cloud). The test questions are stored in the test system and the answers to the test are saved. Multiple choice and open question tests are suitable for web-based testing.
- software-based (digital) test:** a test that, using a Chromebook issued by the UT in a secure environment, can be approached using a remote desktop to a virtual computer containing the software with which the test can be made. A virtual computer is assigned per student. The questions and answers to the test can be processed either via an assigned network drive (per student) or via the test system.
- Digital test programme:** a programme or other tool to administer a digital test, e.g. for web-based digital tests the Remindo programme or AnsDelft and MylapsPlus. For software-based test, software applications are used indicated by the courses/teachers, e.g. Matlab, SPSS, Excel, Python, etc.
- EC:** A unit of 28 hours of study workload, in accordance with the European Credit Transfer System, a full academic year consisting of 60 EC or 1680 hours (Article 7.4 WHW).
- Education period:** The period in which the study unit is offered. This period starts in the first week in which the study unit has any educational activity and ends in the last week in which the study unit has an educational activity and/or a test. Resits are not part of the education period. This period is not always the same as a quartile.
- Exam:** An evaluation with a study unit of the knowledge, understanding and skills of the student, as well as the assessment of the results of this evaluation (Article 7.10 of the WHW); an exam may consist of a number of tests.
- Examination board:** The body that establishes objectively and expertly whether a student meets the criteria set in the education and examination regulations regarding knowledge, insight and skills needed for obtaining a degree.
- Examiner:** The individual who has been appointed by the examination board in accordance with Article 7.12c of the WHW to hold exams and tests and determine their results.
- Exemption:** Establishing by the examination board that a student has acquired competences, i.e. on account of exams or final examinations in the higher education domain passed earlier, or knowledge or skills acquired outside the higher education domain, that are comparable in content, size and level to one or more study units or parts thereof.
- Faculty board:** Head of the faculty (Article 9.12, paragraph 2 WHW).
- Final examination:** A programme concludes with a final examination. A final examination is deemed successfully completed if the study units belonging to a programme have been completed successfully.
- Hardware:** all equipment necessary to take a test, e.g. Chromebooks, mice, headphones, etc.
- Honours programme:** Institution-wide Bachelor's Honours programme.
- Institution:** The University of Twente.
- Institutional board:** The executive board of the University of Twente.
- Malfunction:** an annoying interruption in the digital testing process, which entails that testing is temporarily impossible. Depending on the duration and extent of the malfunction, the key must be canceled, or not.

- Module:** A total of 15 EC of one or more study units in which disciplinary knowledge, skills and attitude are developed and assessed in an as integrated and/or coherent way as possible.
- Module coordinator:** The individual charged by the programme board with organising the module.
- Module examiner:** In case the module consists of one study unit, the individual designated by the examination board to determine the result of the module.
- OER:** Onderwijs- en Examen Regeling; this is the Dutch name of the Education and Examination Regulations (EER).
- OLC:** Opleidingscommissie (programme committee, see below).
- Osiris:** System designated by the institutional board for registration and for providing information on all relevant data related to students and the university, as described in WHW.
- Part of study unit:** A part of a study unit (also referred to as “component” in the programme-specific appendix).
- Practical exercise:** A practical exercise as referred to in Article 7.13, paragraph 2d of the WHW, is a study unit or part thereof, where the emphasis lies on the personal activity of the student, as described in the programme-specific appendix.
- Programme:** The bachelor’s programme referred to in the programme-specific appendix of these education and examination regulations.
- Programme board:** The committee charged by the faculty board with managing the programme. This may also be an individual person. In which case the term programme director is used.
- Programme committee (PC):** The committee as referred to in Article 9.18 of the WHW.
- R&G:** The Rules and Guidelines of the Examination Boards BMS (WHW, Article 7.12, paragraph 4).
- Server:** the place where the test data (questions and metadata) are located and with which there is continuous connection during a test. Servers can be located inside or outside the UT.
- Student:** Anyone registered with a programme in accordance with Article 7.34 and 7.37 of the WHW.
- Study adviser:** Person appointed by the faculty board who acts as contact between the student and the programme, and as such represents the interests of the students, as well as fulfilling an advisory role.
- Study load:** The amount of time an average student needs to capture the learning material. The study load comprises for instance project work, self-study, lectures and writing papers. The study load is expressed in credit points in accordance with the European Credit Transfer System.
- Study unit:** A component of the programme as described in Article 7.3, paragraphs 2 and 3 of the WHW. Every study unit concludes with an exam.
- Test:** An evaluation of the knowledge, understanding and skills of the student, as well as the assessment of the results of this evaluation. A test is a part of an exam. If a study unit has only one test, this coincides with the exam for the unit in question.
- Tutor:** Faculty member charged with coaching a number of designated students.
- UT:** University of Twente.
- WHW:** The Higher Education and Research Act (WHW), in the Dutch Bulletin of Acts and Decrees 1992, number 593, and as amended since.
- Working day:** Any day from Monday to Friday with the exception of official holidays and the prearranged compulsory holidays on which the staff is free.

The definition of all other terms used in these regulations is in accordance with the definition accorded by statute.

## Appendix 2: List of mandates per examination board

### Behavioural Sciences

#### Mandates to the programme directors of the programmes within the jurisdiction of the examination board Behavioural Sciences:

- *Bachelor and Master Communication Science*
- *Bachelor and Master Psychology*
- *Educational Science and Technology*

#### 1. Request students to deviate from the prerequisites: starting BSc and MSc thesis or course

In the BSc EER 2015-2016 art. 1.1. paragraph 6 / MSc EER art. 1.1 paragraph 6 is stated that “The statutory authority of the examination board applies to all study units comprising the student's degree programme.” Based on this regulation the examination board used to decide on prerequisites cases in previous years (f.i. starting with Bachelor or Master thesis or course without fulfilling all stated criteria). The examination board Behavioural Sciences decided to continue the mandate that decisions to deviate from the prerequisites should be handled by the educational programmes in question.

*The programme management will report (once per year) to the examination board on all decisions taken in this matter.*

#### 2. Minor programme

In the Bachelor EER 2015-2016 is stated in art. 3.2 paragraph j that “the examination board is authorized to deviate from articles 3.2.2 (e) and 3.2.2 (f). Students, in consultation with the Study Advisor, are to submit requests to this end to the Examination Board.” Based on this regulation the examination board used to decide on minors and prerequisites to start with the minor. The examination board Behavioural Sciences decided to continue the mandate that decisions to deviate from this article can be handled by the educational programs in question.

*The programme management will report (once per year) to the examination board on all decisions taken in this matter.*

#### 3. Electives in the master programme

In the MSc EER art. 1.1. paragraph 6 is stated that “The statutory authority of the examination board applies to all study units of the student's degree programme.” The examination board Behavioural Sciences decided that the programmes of the master Communication Studies, Educational Science and Technology and Psychology can decide on requests of students for approval of a maximum of 10EC elective courses offered by the University of Twente. In cases of requests for electives from other Dutch universities or foreign universities the examination board Behavioural Sciences still will decide. In these cases an advice from the programme (director) will be reclaimed.

*The programme management will report (once per year) to the examination board on all decisions taken in this matter.*

#### 4. Appointing examiners for a thesis committee

The examination board Behavioural Sciences mandates the decision to appoint a thesis supervisor who is not listed on the approved list of examiners of the programme that the student is enrolled in to the director of this programme if the proposed thesis supervisor is on the approved list of examiners of one of the other programmes that the examination board Behavioural Sciences is involved with (Bachelor and Master Psychology, Bachelor and Master Communication, Master Educational Science and Technology).

If the proposed supervisor is not on the approved list of examiners of one of the other programmes that the examination board Behavioural Sciences is involved with, then a request has to be sent to the examination board.

*The programmes will report (once per year) to the examination board on all decisions taken in this matter.*

5. Supervisor on thesis committee after leaving the UT

In these R&G Art. 5.02 Bachelor and Master theses paragraph 3. is stated “In deviation from article 4.02 sub 1, examiners whose employment relationship with the UT ends (e.g. due to retirement or job switch) while sitting on (a) thesis committee(s), may continue to sit on these committees as examiner until the students concerned have graduated, with the prior written approval of the corresponding examination board”. The examination board Behavioural Sciences mandates the decision on requests for approval of maintaining a supervisor on a thesis committee of a current thesis project, for a maximum extension of one year, to the programmes.

*The programme management will report (once per year) to the examination board on all decisions taken in this matter.*

6. Process before signing the diploma

To formalise an existing practice, the board has mandated the process and actions taken towards the signing of a diploma to the persons involved mentioned in the overview below for the programmes Bachelor and Master Psychology, Bachelor and Master Communication, Master Educational Science and Technology.

	<b>Process</b>
1.	Check SPO by BOZ
2.	Check SPO by BOZ for Cum Laude
3.	Check SPO by Educational Programme
4.	Letter for examiner/supervisor in case of two diplomas (Cum Laude) on behalf of EB by Educational Programme
5.	Making diploma (diplomas) by CES
6.	Letter declaration of success (slaagverklaring) signed by BOZ on behalf of the EB by BOZ
7.	Signing the diplomas (incl. supplements) by chair EB or a member of the EB
8.	BOZ will register every step in this process in the student file in JOIN

*The programmes will report (once per year) to the examination board on this matter (i.e., whether there were incidents, special cases, or deviations from the above).*

**Mandate to the programme director of the Master programme Psychology**

7. Exemption/master courses in master Psychology

According to the MSc EER art. 3.4.1. and Programme Specific Appendix of MPS paragraph 1d “Courses to be obtained and exemption from an exam.” : The examination board can grant the student exemption from one or more study units at his request. If the examination board has granted an exemption from a study unit (pertaining solely to the level, content and quality of exams or tests previously taken by the student or knowledge, insight and skills acquired by the student outside of the sphere of university education) then the exemption does not count for the master courses EC’s to be obtained. In that case the student in most cases has to follow a flexible programme as referred to in Article 7.3d of the Act, including an alternative unit of study (instead of the unit of study the student has granted an exemption). The examination board assesses whether a flexible programme is appropriate and consistent within the domain of the programme and whether the level of the requested course(s) is appropriate in light of the final attainment targets of the programme .”

The examination board Behavioural Sciences decided to mandate decisions regarding the approval of alternative study units proposed by the student to the programme management of Psychology.

*The programme management will report (once per year) to the examination board on all decisions taken in this matter.*

## Governance Sciences

### **Mandates to the programme director of the programmes under the jurisdiction of the examination board Governance Sciences:**

1. The mandate in decision-making regarding the student's minor programme.
2. The mandate in decision-making regarding decisions to deviate from the prerequisites to start with the bachelor or master theses.

## Interdisciplinary Sciences

### **Mandates for PSTS:**

1. Exception on prerequisites regarding starting the Bachelor or Master thesis  
Based on the fact that there is no formal task for the BMS examination board in the EER on starting the Bachelor or Master thesis, the BMS examination board decided to mandate the decision-making process regarding whether a student is allowed to start the graduation phase when the student does not yet meet the prior knowledge requirements laid down in the PSA, to the programme management. Taking effect from 1 November 2015. At the end of the academic year, the programme management reports on this mandate to the (Interdisciplinary Sciences) examination board.
2. Minor (Exchange) programmes of individual students  
The Interdisciplinary Sciences examination board decides to mandate the decision-making regarding minor programme (Exchange) issues to the BMS programmes with effect from 1 November 2015. The examination board wishes to advise the programmes to include any conditions that were previously set by former examination boards in the decision-making process. This may include the level of the courses to be followed, the possible correlation between the courses and the search for a supervisor from the University of Twente who will keep an eye on the student during the composition of the package. The expertise gained in this area by the examination board in recent years will be made available on request. At the end of the academic year, the programme management reports on this mandate to the (Interdisciplinary Sciences) examination board.
3. Electives in the master programme  
In the MSc EER (art. 1.1. paragraph 6) is stated that *"The statutory authority of the examination board applies to all study units of the student's degree programme."* The Interdisciplinary Sciences examination board decided that the educational programme of the Master Philosophy of Science, Technology & Society can decide on requests of students for approval of a maximum of 10EC of elective courses offered by the University of Twente.  
In cases of requests for electives from other Dutch universities or foreign universities the Interdisciplinary Sciences examination board still will decide. In these cases an advice from the programme (director) will be reclaimed.  
The programme management will report (once per year) to the examination board on all decisions taken in this matter.
4. Exception on pre-requisites to participate in a specific course  
In the meeting of 14 October 2019, the Interdisciplinary Sciences examination board decided to mandate the PSTS programme management to make a decision if a student requests an exception to the prior knowledge requirements. This decision is made after assessing the specific situation of the student and, if applicable, after consulting the lecturer(s) involved. The mandate has been granted with effect from the academic year 2019-2020.  
At the end of the academic year, the programme management reports on this mandate to the Interdisciplinary Sciences examination board.

5. Supervisor on thesis committee after leaving the UT

The Interdisciplinary Sciences examination board decided that the educational programme of the Master Philosophy of Science, Technology & Society can decide on requests of students for approval of maintaining a supervisor on a thesis committee of a current thesis project, for a maximum extension of one year.

The programme management will report (once per year) to the examination board on all decisions taken in this matter.

6. Allocation of examiners appointed in the programme PSTS to the courses

The Interdisciplinary Sciences examination board decided that the educational programme of the Master Philosophy of Science, Technology & Society will allocate the examiners, appointed by the examination board IS within the programme, to the courses of their personal discipline.

7. Check qualifications students for a combined master thesis project

The Interdisciplinary Sciences examination board decided that the educational programme of the Master Philosophy of Science, Technology & Society can decide on requests of students for approval to perform a combined master thesis project.

The board determined the following criteria:

- a. Both graduation projects need to be executed completely by fulfilling all ECs of both programmes
- b. The student may use one thesis for both theses but two different research projects need to be clearly visible. If the student wants to execute one thesis for both programmes the thesis should contain:
  - a general introduction
  - at least one distinct research question per Master programme (i.e. two distinct studies)
  - per study a specific theoretical and methodological framework, results section, discussion and conclusion.
- c. The board would like to make you aware of the fact that with a general introduction you create the expectation that there is also an overarching conclusion in which insights from both studies are combined.
- d. The data you collect may be used for both theses.
- e. The thesis may be defended in a combined colloquium.
- f. At least one supervisor from both programmes needs to be appointed in the thesis committee.
- g. Both assessment procedures need to be done independently on parts that are relevant for each Master specialisation.

The programme management will report (once per year) to the examination board on all decisions taken in this matter.

### **Mandates for ECB-EMM-LMM**

1. Exception on prerequisites regarding starting the Master thesis

Based on the fact that there is no formal task for the BMS examination board in the EER on starting the Bachelor or Master thesis, the BMS examination board decided to mandate the decision-making process regarding whether a student is allowed to start the graduation phase when the student does not yet meet the prior knowledge requirements laid down in the PSA, to the programme management. Taking effect from 1 November 2015. At the end of the academic year, the programme management reports on this mandate to the (Interdisciplinary Sciences) examination board.

2. Minor (Exchange) programmes of individual students (not applicable to the master ECB-EMM-LMM)

The BMS examination board decides to mandate the decision-making regarding the Minor Programme (Exchange) issues to the BMS programmes with effect from 1 November 2015.

The examination board wishes to advise the programmes to include any conditions that were previously set by former examination boards in the decision-making process. This may include the level of the courses to be followed, the possible correlation between the courses and the search for a supervisor from the University of Twente who will keep an eye on the student during the composition of the course package. The expertise gained in this area by the examination board in recent years will be made available on request.

At the end of the academic year, the programme management reports on this mandate to the (Interdisciplinary Sciences) examination board.

3. Allocation of examiners appointed in the programme ECB, EMM and LMM to the courses  
The Interdisciplinary Sciences examination board decided that the educational programme of the Masters ECB, EMM-LMM will allocate the examiners, appointed by the examination board IS within the programme, to the courses of their personal discipline.
4. Check qualifications of students for a combined master thesis project  
The Interdisciplinary Sciences examination board decided that the educational programme of the Masters ECB, EMM-LMM can decide on requests of students for approval to perform a combined master thesis project.

The board determined the following criteria:

- a. Both graduation projects need to be executed completely by fulfilling all ECs of both programmes.
- b. The student may use one thesis for both theses but two different research projects need to be clearly visible. If the student wants to execute one thesis for both programmes the thesis should contain:
  - a general introduction
  - at least one distinct research question per Master (i.e., two distinct studies)
  - per study a specific theoretical and methodological framework, results section, discussion and conclusion.
- c. The board would like to make you aware of the fact that with a general introduction you create the expectation that there is also an overarching conclusion in which insights from both studies are combined.
- d. The data you collect may be used for both theses.
- e. The thesis may be defended in a combined colloquium.
- f. At least one supervisor from both programmes needs to be appointed in the thesis committee.
- g. Both assessment procedures need to be done independently on parts that are relevant for each master specialisation.

The programme management will report (once per year) to the examination board on all decisions taken in this matter.

## Management Sciences

### **Mandates to the programme directors of the programmes within the jurisdiction of the examination board Management Sciences:**

#### For all programmes

The examination board Management Sciences mandates the programme directors of all programmes under its jurisdiction to assign the examiners appointed by the examination board to certain study units or parts of study units.

For the Bachelor's International Business Administration:

1. The mandate in decision-making regarding individual students' qualifications that allow them to start their BSc theses in International Business Administration.
2. The mandate in decision-making regarding BSc individual minor study units in International Business Administration.
3. The mandate in decision-making regarding BSc electives in International Business Administration (as stated in the PSA IBA).
4. The mandate in decision-making regarding the Study Abroad in International Business Administration.

For the Master's Business Administration:

1. The mandate in decision-making regarding individual students' qualifications that allow them to start their MSc thesis Research Proposal (study unit 201500101) in Business Administration.
2. The mandate in decision-making regarding individual students' qualifications that allow them to start their MSc thesis Research Project (study unit 201500102) in Business Administration.
3. The mandate in decision-making regarding individual students' qualifications that allow them to start their MSc thesis in the Double Degree programme (course code 194100040)
4. The mandate in decision-making regarding MSc electives in Business Administration.

For the Bachelor's Industrial Engineering & Management sciences

1. The mandate in decision-making regarding individual students' qualifications that allow them to start their BSc theses in Industrial Engineering & Management sciences.
2. The mandate in decision-making regarding the BSc individual minor study units in Industrial Engineering & Management sciences.
3. The mandate in decision-making regarding BSc electives in Industrial Engineering & Management sciences.
4. The mandate in decision-making regarding the individual programmes for elective semesters;
5. The mandate in decision-making regarding deviations from the prerequisites to prevent study delay (other than starting with the Bachelor thesis).

The examination board Management Sciences has decided to mandate decision-making regarding the appointment of examiners for mathematical study units within the IEM bachelor programme to the examination board of the EEMCS faculty ("Introduction to Mathematics + Calculus 1A for IEM" (Q1), "Calculus 1B for IEM" (Q2), "Calculus 2 for IEM" (Q4)) and Linear Algebra for IEM (Q7).

For the Master's Industrial Engineering Management:

1. The mandate in decision-making regarding individual students' qualifications that allow them to start their MSc theses in Industrial Engineering & Management.
2. The mandate in decision-making regarding MSc electives in the Industrial Engineering & Management study programme.
3. The mandate in decision-making regarding the individual programmes for elective semesters.

All mandates are issued on the condition that the related programme management team will report to the examination board on a regular basis on all decisions taken under a mandate.

### Appendix 3: Road map appointment examiners

When	Who	What
May-June	Executive secretary	Prepares draft letters for appointment examiners: -meeting all requirements -appointed with a waiver -not appointed because waiver expired
June	Examination boards	Decide on contents of appointment letters
June-early July	Registry/executive secretary	Shares list of all potential examiners available in the HR database (AFAS) with PMT via programme coordinators.
Late July-early August	PMT / coordinators	Indicate proposed examiners: programme/thesis on list. If PMT wants to appoint examiners who do not meet the requirements (MSc/PhD), they add sufficient motivation for the EBs to take a decision.
Late July-early August	PMT / coordinators	Return list to Registry.
Early August	Registry	Merges lists and prepares documents.
Late August	Examination boards	Appoint (or reject) examiners in their meeting.
Late August	Registry/executive secretary	Sends letters to examiners.
Late August	Registry	Sends overview of appointed examiners to PMT.
September	Executive secretary	Handles reactions from examiners/PMT