



RULES & REGULATIONS (R&R) OF THE EXAMINATION BOARDS OF THE FACULTY BEHAVIOURAL, MANAGEMENT AND SOCIAL SCIENCES (BMS) 2024-2025

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

These Rules & Regulations enter into force on 1 September 2024.

UNIVERSITY OF TWENTE.

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1. SCOPE AND AUTHORITY OF THE EXAMINATION BOARDS

1.1 GENERAL

These Rules & Regulations (R&R) are set within the framework of the Dutch Higher Education and Research Act (Wet Hoger Onderwijs en Wetenschappelijk Onderzoek ([WHW](#)), 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 WHW. The WHW defines the examination board as the body that objectively and professionally assesses whether a student meets the conditions laid down in the EER with regard to the knowledge, understanding and skills required to obtain a degree (see art. 7.12 par. 2 WHW).

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

1. to grant permission to a student to take a flexible programme (art. 7.3j WHW);
2. to grant a diploma and supplement (art. 7.11 WHW);
3. to set regulations and directions for assessment, within the framework of the EER (art. 7.12b, par. 1b WHW);
4. to safeguard the quality of the organisation and the procedures of assessment (art. 7.12b, par. 1e WHW);
5. to assess individual student requests for exceptions to the EER (art. 7.12b and 7.13 k, l, n, r, t WHW);
6. 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);
7. to prepare an annual report about the examination board's activities to the faculty board (Art. 7.12b, par. 5 WHW);
8. to appoint examiners (art. 7.12c WHW).

Next to the above mentioned duties and jurisdiction, the examination boards BMS provide advice to the faculty board (FB) and programme management teams (PMT) concerning the adoption, amendment or periodic assessment of the EER).

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

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

1.2 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 in de Bètawetenschappen (M-EB)

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)

1.3 SPECIFIC TERMS OF THESE R&R

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 A1 includes the terms as used in the Guideline EER 2024-2025.

Terms used specifically in these R&R 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 an examination board. The registrar is not a member of the examination board. Together with the secretary, the registrars form the Registry.

Secretary: The secretary is an advisor to the examination boards. The secretary is not a member of the examination boards.

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

2. GENERAL

2.1 COMPOSITION OF THE BOARDS

1. The faculty board appoints members of the examination boards for a term of three years. The faculty board consults and asks the examination board for its advice. They can be reappointed once (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 in accordance with the requirements set in art. 7.12a, par. 3 sub b WHW.
4. Each appointment procedure for a new chair of an examination board is started with a public call by the faculty board for candidates among the BMS faculty. A committee, comprising at least the dean and the vice dean of education, appoints a chair for the examination board. Advice will be sought from one or two members of the examination board.
5. The chairs and members of the examination boards are encouraged to complete the SUEQ/SKE.

2.2 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 [BMS examination boards website](#).
2. The registrars prepare the meetings with the chair.
3. The meetings and documents of the examination boards are confidential.

2.3 DECISIONS

1. The registrars gather the documentation for individual student requests, issue their advice on the case and prepare a draft decision.
2. The examination boards take decisions in a meeting or via e-mail correspondence.
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, and related documents, are exclusively 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.

2.4 MANDATES

1. Mandates issued by the examination boards to one or more other bodies must be clearly defined in writing to that other body. All mandates are listed in appendix A2 to these R&R.
2. The bodies granted mandates shall inform the examination board in writing of all decisions taken regarding these mandates on a regular basis (to be determined by the examination board concerned).
3. The examination boards may withdraw mandates issued at any time.

2.5 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 [BMS examination boards website](#).

2. The chamber of chairs has no juridical authority. Its purpose is to exchange best practices and draw up 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 shall request the faculty board to decide.
4. The meetings and documents of the chamber of chairs are confidential.

2.6 ANNUAL REPORT

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

3. DIPLOMAS AND TRANSCRIPTS

3.1 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 a single decimal, or as “pass/fail”. Examination results of a study unit are expressed in half grades from 1.0 to 5.0 and from 6.0 to 10.0¹, with grades only being rounded in the final phase² of the assessment of a study unit and in accordance with the schedule in EER article 3.3, sub 5.

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

In some cases special grades are registered in the student information system Osiris. These include the following:

Special grades

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 currently no longer entered, but are still mentioned in diploma supplements for study units completed before 1 September 2019.

3.2 DIPLOMAS

1. As proof that the final examination has been completed successfully, the examination board issues a diploma, after the executive board has declared that the procedural requirements have been met (EER art. 4.3 sub 1).
2. Diplomas and supplements are signed by the chair of the examination board or, if absent, by one of the (other) members (with the exception of the external member) of the examination board.
3. The thesis supervisor or a representative appointed from the list of examiners by the programme director can co-sign the diploma.

¹ In Osiris, a comma is used, based on the Dutch grading system (e.g., 7,0).

² Final phase: when all grades are known.

3.3 GRADUATION WITH DISTINCTION (CUM LAUDE)

1. Requirements for a graduation with distinction on the diploma are defined by the programme director and are stated in the Programme-Specific Part (PSP) to the EER.
2. If the student meets the requirements, the examination board awards a “cum laude” judicium (EER art. 4.3.5).
3. Depending on the programme, either the student or the thesis supervisor may 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 director on the requirements for graduation with distinction.

4. EXAMINERS

4.1 APPOINTMENT OF EXAMINERS

1. The examination board appoints examiners upon request by the programme director before the start of the academic year. To that end, and before the start of the next academic year, the examination board will supply the programme management with a list of potential examiners with qualifications and a deadline for the programme management to submit its request. Below you can find a roadmap specifying the actions and deadlines for all stakeholders involved
2. In case of an (urgent) appointment during the academic year, the programme director/programme coordinator(s) 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 director 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.
5. An appointment as examiner is valid until the end of the current academic year (31st of August).

When	Who	What
May	Secretary	Sends email to PMT with information of examiners who's waiver will expire the next academic year
June-early July	Registry/Secretary	Shares list of all potential examiners available in the HR database (AFAS) with PD via programme coordinator(s).
July	PD / coordinator(s)	Indicates proposed examiners: examiner/examiner thesis on list. If PMT wants to appoint examiners who do not meet the requirements (UTQ, language, MSc or PhD), they add sufficient motivation for the EB to take a decision.
Early August	PD / coordinator(s)	Returns list to Secretary and Registries.
Late August	Examination boards	Appoints (or reject) examiners in their meeting.
Early September	Registry/Secretary	Adjusts examiner appointments in AFAS
September	Secretary	Sends overview of appointed examiners to PMT.
September	Secretary	Sends overview of appointed examiners to CES for Osiris Docent

4.2 CRITERIA

The examination boards distinguish two types of examiners:

- a) Examiner: examiners who are appointed for an entire programme and thus can act as examiner in all study units (including the thesis) of that programme for which they qualify based on their expertise;
- b) Examiner thesis: examiners who are only/exclusively appointed to assign and validate the grades of bachelor and/or master theses of (a) selected programme(s).

The following criteria apply to all examiners (regardless of position or contract):

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. External parties/experts registered as 'guest lecturer' within the UT can be appointed as an examiner. External parties/experts NOT registered as 'guest lecturer' cannot be appointed as examiner, but instead can act as advisor, e.g. to a thesis committee.

3. The examiner must have a UTQ certificate from the UT or another university, or equivalent³.
4. Some examiners have received dispensation⁴ from the obligation to obtain a UTQ, based on UT-wide policy (i.e. staff/professors with a contract of 8 hours per week or less).
5. 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.
6. 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 years⁵, 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/or do not meet the language requirements, will no longer be appointed as examiner.
7. The examination boards BMS advises teaching staff (including PhD students) with a short contract or limited teaching tasks who can NOT obtain a full UTQ, to obtain UTQ Part Certificates⁶. The UTQ-Part Certificate competence 3 'Testing & Assessment' (BKE) is recognized at other universities in the Netherlands.).

In addition, the following criteria apply in order for an individual to be appointed as examiner under a. (i.e. examiners appointed for an entire programme):

1. the examiner for study units in MSc programmes has a PhD degree in a field relevant to the programme.
2. 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.
3. all thesis committees consist of at least two examiners, at least one of whom has a PhD degree.
4. examiners whose employment with the UT ends (e.g. due to retirement or job change) while sitting on (a) thesis committee(s), may, with the prior written approval of the corresponding examination board, continue to sit on the(se) committee(s) as examiner until the student(s) concerned has(have) graduated.
5. examiners with a waiver who do not fulfil the requested criteria within the three year waiver period but who are still sitting on (a) thesis committee(s), may, with the prior written approval of the corresponding examination board, continue to sit on the(se) committee(s) as examiner until the student(s) concerned has(have) graduated.

In addition, the following criteria apply in order for an individual to be appointed as examiner under b. (examiners who are only appointed to assign and validate the grades of bachelor and/or master theses):

1. the examiner holds at least a MSc or MA degree in a field relevant to the thesis and preferably holds a PhD degree or is conducting PhD research.
2. all thesis committees consist of at least two examiners, at least one of whom has a PhD degree.
3. examiners whose employment with the UT ends (e.g. due to retirement or job change) while sitting on (a) thesis committee(s), may, with the prior written approval of the corresponding examination board, continue to sit on the(se) committee(s) as examiner until the student(s) concerned has/ve graduated.

³ 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 4TU. 3. The VELON certificate for teacher trainers.

⁴ According to 4TU UTQ regulations paragraph 5.2 <https://www.utwente.nl/en/ces/celt/utq/4tu-utq-regulation-def-uk-08-03-17.pdf>

⁵ 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>

⁶ Also see page 12 'Special examiner arrangements for all persons not obligated by the faculty to obtain their UTQ'

4. examiners with a waiver who do not fulfil the requested criteria within the three year waiver period but who are still sitting on (a) thesis committee(s), may, with the prior written approval of the corresponding examination board, continue to sit on the(se) committee(s) as examiner until the student(s) concerned has/have graduated.

Special examiner arrangements for all persons not obligated by the faculty to obtain their UTQ (e.g. PhD students, researchers etc.)

The requirements for all persons who are not obligated by the faculty to obtain their UTQ, but who would like to be appointed as examiner or examiner thesis, are that the following partial certificates which must be obtained within 3 years:

- For supervising and examining theses
Competence 2 (Teaching and supervising)
- For supervising and examining theses and examining regular courses
Competence 2 (Teaching and supervising) and Competence 3 (Assessment)

If competence 2 is completed, an additional 2 year waiver may be requested as 'examiner thesis' to complete all other competencies to meet the requirements for a full UTQ.

If both competencies (2 and 3) have been completed within the 3 waiver years, an additional 2 year waiver may be requested as 'examiner' to complete all other competencies to meet the requirements for a full UTQ.

The EB recommends the PMT of a programme to only appoint PhD's as examiners from the second PhD year onwards, and have the PhD's teach with more experienced lecturers during their first PhD year.

The examination board has the authority to make individual exceptions to the criteria as mentioned under Article 4.02.

5. ASSESSMENT

5.1 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 module (in BSc programmes) or study unit (in MSc programmes)* is described in the programme-specific part 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 bachelor module and master 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 prior to the start of the study unit. (see EER art 3.6).
5. For each written test the default [cover sheet](#) must be used. Moreover, 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](#).
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 as long as they are only visible for the relevant student (or, in the case of a group assignment, group of students).

6. STUDENT REQUESTS

6.1 GENERAL

The examination boards are only competent to handle requests of students who are officially enrolled as a student within the university of Twente. Next to that only **complete** requests can be handled.

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 BMS](#). Requests should preferably be written in English.

1. Requests are only handled if submitted in time and accompanied by all required and relevant documentation. Requests have to be motivated, including the references to the rule(s) from the EER and/or R&R that apply to the subject of the student's request. Information and the conditions per request type, as well as a sample motivation letter are published on the website of the examination boards.
2. A complete and detailed recent study progress overview (SVO/SPO) from Osiris has to be added by the student in all cases.
3. Student requests submitted because of special (personal) circumstances will not be handled, unless the student has notified the study advisor in a timely manner of the special (personal) circumstances and the study advisor has confirmed them in writing (Declaration of special (personal) circumstances form).
4. Special (personal) circumstances have to be directly and uniquely related to the failing or impossibility to sit the test.
5. 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.
6. The examination board only handles complete requests. 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 6 above will be extended by the time necessary to complete or correct the request.

6.2 SPECIFIC REQUESTS

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

6.2.1 [Change the public nature of an oral examination or test](#)

Students wishing to change the public nature of an oral examination 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.

6.2.2 [Change the format of an examination or test](#)

The change of format request must be submitted 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 a request for a change of format is received by the examination board within six weeks before the start of or during the study unit, the student must take part in the (next) regular scheduled exam/test. If the request is due to special (personal) circumstances, the student is supposed to submit a declaration of special (personal) circumstances issued by the study advisor. The examination board will discuss with the examiner if a change of the format of an examination or test is possible.

6.2.3 [Graduation with distinction \(cum laude\)](#)

If a student does not meet all requirements defined in the programme-specific part to the EER, upon request, the examination board may nevertheless decide to grant graduation with distinction on the basis of proven specific and exceptional (personal) circumstances and/or achievements. The examination board takes into account the following to arrive at its decision:

1. If the student fails to meet two or more 'cum laude' requirements, as set out in the programme-specific part, the request will be unsuccessful;
2. A request will be unsuccessful in case the student does not meet the average grade requirement as defined in the programme-specific part to the EER;
3. A request will also be unsuccessful in case the student does not meet the grade requirement for the thesis as defined in the programme-specific part to the EER;
4. Reasons for the exam board to deviate from the 'cum laude' requirements as defined in the programme-specific part to the EER may be found in:
 - uniquely and directly related special (personal) circumstances, which have to be confirmed by the study advisor;
 - force majeure;
 - a study delay caused by the student's decision to invest time and effort in extracurricular activities (e.g. activities under the [FOBOS scheme](#)).

To qualify, the student will have to demonstrate to possess academic excellence, i.e. being a motivated and hard-working student alone does not suffice. In their request, students or the thesis supervisor have to substantiate their request with facts why they possess a sufficient level of academic excellence to qualify for a cum laude distinction without meeting the requirements and/or why a selected 'cum laude' requirement as defined in the programme-specific part to the EER has to be waived.

6.2.4 [Individualised programme](#)

A request for an individualised programme (article 7.3j WHW, article 2.4 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 including a table with mentioning all study units, including all study unit codes and ECs. The examination board decides on the request, taking into account the cohesion of the individualised programme, the relevance of the individualised programme for the student, and the way in which intended learning outcomes of the programme are met by the individualised programme.

6.2.5 [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 website also) 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, an 'EX' and 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 can be postponed until after completion of the study unit.⁷

⁷ 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.

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.

6.2.6 [Extend validity of results of tests of a study unit](#)

Upon the request by the student, the examination board can, in individual situations, extend the validity of results of tests of a study unit. A request must be well motivated, stating the proposed period of extension and a study plan. Before submitting a request, the student is urged to examine the programmes pass-fail regulations and validity of grade provisions in the Programme Specific Part to the EER. If those requirements are met, the student does not have to file a request with the examination board.

Valid reasons for an extended validity of results may be:

- directly and uniquely related special (personal) circumstances, confirmed by the study advisor;
- force majeure;
- the student has [a top-level sport or top-level arts status](#).

The student will have to substantiate the reasons for the request. If the programme-specific part of the programme set rules about a maximum period of validity of results of tests of a study unit and these are exceeded, the student will also have to demonstrate that the knowledge acquired through the (part of the) study unit concerned is still present and not outdated.

In order to receive a decision before the start of the study unit concerned, the student has to submit the request at the latest six weeks before the start of the selected study unit. The examination board may defer handling late requests until the end of the (part of the) study unit concerned. Pending the decision the student is expected to participate in the study unit and to take part in the (next) regular exam/test.

6.2.7 [Extra examination or test opportunity](#)

In exceptional cases, the examination board can grant one extra test opportunity within a selected study unit in addition to the maximum number of regular test opportunities for that selected study unit (as defined in the EER and/or study manual). The examination board distinguishes two situations in which students are eligible to take part in an extra test opportunity:

1. Students whose completion of their studies depends on one single test. The examination board considers the following to arrive at its decision:
 - a) A request can only be submitted when all study units of the programme, but one, have been graded and successful completion of the degree depends on this one, single test;
 - b) A request will be unsuccessful in case the next regular test opportunity is within six months after the last but the one (penultimate) test or examination has been graded;
 - c) A request will be unsuccessful in case the student did not (when possible) sit the test at least two times within the current academic year and attained a score of at least 4.0 for one of these 2 tests;
 - d) The student meets all other fail-pass rules of the study unit.
2. A student fails to pass (part of) a study unit due to special (personal) circumstances (see also 6.01 sub 4). The examination board may decide positively on the request only if all of the below apply:
 - a) the special (personal) circumstances are directly and uniquely related to the failing or impossibility to take part in the test;
 - b) the special (personal) circumstances are caused by force majeure or because the student has [a top-level sport or top-level arts status](#);
 - c) when possible the student took part in the other regular test opportunities, when this is not the case the student should present a substantiated reason;
 - d) applicable special (personal) circumstances have been reported to the study-advisor in a timely manner;

- e) in case of inability to write the test, this has been reported to the examiner and/or study advisor in a timely manner.

For both Point 1. and 2., a request will be unsuccessful in case:

- a) the next regular test opportunity is within six months after the last regular test opportunity of this test.
- b) there are no serious consequences for the student (e.g. study delay). If this criterion applies while the other criteria under 2 also apply, the student could consider a request for extension of validity of related test-results of the study unit.
- c) the student requests an extra test opportunity for a study unit in which the student committed fraud.

An extra test opportunity is only given once for one specific exam or test per academic year and should be equivalent to the original test format. Students have to demonstrate and specify how they meet each of the criteria set under 1 or 2 above. Granted extra test opportunities are valid only until the next regular test opportunity. When an extra opportunity is granted, then related test-results of the study unit will not expire until the opportunity is fulfilled. Depending on the situation an extra opportunity may be granted for the next academic year.

6.2.8 [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 motivated permission of the thesis first examiner and/or the graduating organisation.

6.2.9 [Electives, prerequisites and minors](#)

The examination board can mandate specific commissions, working groups or any other body (see article 2.04) to take decisions on its behalf. Appendix A2 to these Rules & Regulations lists the various mandates regarding these subjects for the examination boards.

6.2.10 [Postpone degree certificate](#)

The request to postpone (the final examination and) the presentation of the diploma 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. In exceptional cases⁸, the student may have valid reasons for requesting that the awarding of the diploma be postponed for more than twelve months. A request will be unsuccessful in case the student did not obtain the 'green light' decision for the thesis and has not yet completed all other study units.

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

Theses are public and published in the university repository. 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.

If the whole thesis has to be confidential, or in case of temporary confidentiality, the examination board has to decide on a deviation.

If the request is granted, the student has to:

⁸ Some examples (by way of illustration, not to exclude other situations): the student follows a double bachelor's programme, the student needs more time for a pre-master's programme, an extensive extra-curricular activity requires more than twelve months.

- write a public summary of at least 3,000 words which is checked and agreed upon by the supervisor;
- send both whole and confidential thesis to the EAO (BOZ);
- upload both whole and confidential thesis to repository.

In the following cases the supervisor can decide on confidentiality and is the permission of the examination board not required:

- a part of the thesis is confidential and this part can be added as a confidential annex.
- the thesis can be anonymised before it is registered in the repository.

In these cases the conditions are:

- the thesis is still readable which has to be approved by the thesis supervisor;
- both thesis and confidential annex are to be registered in the repository.

Remark: Confidential data added in annexes are only open to selected bodies in the university and to the accreditation authorities.

If a student wants to change the public nature of the thesis after graduation, the examination board will only handle requests if there is an added advice of the programme on this request.

6.2.12 [Other](#)

a) Overlap study units in programmes

If nothing is mentioned in the PSPs of the programmes or contract, the examination board allows a maximum overlap on courses for Bachelor programmes of 15 EC and for Master programmes of 10 EC.

7. REGULATIONS REGARDING ORDER, CALAMITIES AND ACADEMIC MISCONDUCT (FRAUD)

7.1 ACADEMIC MISCONDUCT

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.

Copied and complemented from Student's charter:

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 detracts from the scientific integrity of the university, but also of the individual student and teacher.

A test or examination is intended to assess the knowledge, insight or skills of students (Article 7.10 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 examination 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 examination 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 examination before the test or examination takes place;
 - b. cheats, whether or not by:
 - using cheat sheets or crib sheets (*possessing or having access to unapproved resources*);
 - copying the work of others during the test or examination;
 - allowing others to copy work during the test or examination;
 - 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 examination before the work is handed in;
 - d. has sources at their disposal that are not allowed during the test or exam, 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.
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;
 - e. contract cheating: hiring a (professional) tutor that produces exam material in the name of the student in return for a (non-)monetary compensation.
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 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;
 - 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** 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).
6. **Forgery** 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.
7. All forms of academic misconduct other than those mentioned above, to be determined by the examination board.

End of copied and complemented text from Student's charter.

7.1.1 Procedure

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

The examiner/invigilator reports the suspicion of academic misconduct in writing (per Notification of academic misconduct/plagiarism) to the examination board. This rule also applies in case of a suspicion of academic misconduct in a (part of a) study unit, such as an assignment, presentation or essay. Suspected plagiarism is reported by the examiner in a [Notification of plagiarism](#).

The examiner/invigilator has the right to confiscate devices and other resources of which the use is not permitted during an examination (test). In all cases the student has the right to finish the examination (test).

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

- a) Name student(s) involved including student number(s).
- b) Study unit name and code. If necessary mention the specific part of the study unit in which the academic misconduct/plagiarism was detected.
- c) Written information on the suspected academic misconduct/plagiarism detected and/or what conduct or misconduct occurred during the examination/test.
- d) Additional information (e.g. evidence from plagiarism software).

The examiner must notify the student(s) involved of the suspected academic misconduct/plagiarism. The assessment of the assignment/examination/test needs to be put on hold.

Subsequently, the examination board will proceed as follows:

1. The examination board informs the student(s) in writing about the suspected academic misconduct and the procedure.
2. The examination board investigates the notification and hears both examiner and student(s) involved. The student(s) is/are given the opportunity to share information and is/are obliged to answer any question from or supply information requested by the examination board, so that the examination board can reach a well-considered decision.
3. The examination board shall determine whether academic misconduct has occurred and whether measures or penalties will be taken/imposed.
4. The examination board shall inform all parties involved of its decision in writing.

Academic misconduct by the use of AI

If an examiner suspects a student of possible academic misconduct regarding the use of AI in an assignment, the examiner may subject the student to a review (oral or written) to test whether the student has the knowledge as reflected in the assignment. Based on this interview, the examiner decides whether to report his suspicion to the examination board.

However, this is only allowed under the condition that it is clearly posted on the canvas site and/or in the syllabus whether AI is allowed or not (if allowed, mention what/how use is allowed); next to this, it should be mentioned that a review (oral or written) after the assessment may be an option in case of doubt.

7.1.2 Measures or penalties

The examination board decides about the penalties the student will receive if academic misconduct is actually established.

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

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

If a student commits serious (repeated) academic misconduct, the examination board may request 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*.

Based on the BSc and MSc EER art 8.6, the student has the right to appeal against a decision, taken on the basis of these regulations.

In the event that the examiner has objective grounds to seriously question the reliability of a test, the examiner may, after consulting the PMT and the responsible examination board, invalidate the test as a whole, or the test results for all or a group of students. 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.

7.1.3 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 parties involved. There is, however, an exception: In the event that an examination board penalises a student who 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.

7.2 RULES OF ORDER FOR TESTING

This article describes the rules and procedures to be followed for examinations and tests. It applies to examinations and tests in the study programmes covered by these Rules & Regulations. 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 an examination or test, additional rules may be set. These will be stated on the [cover sheet](#) of the test in question.

7.2.1 Terminology

Test: an evaluation of the student's knowledge, understanding and skills as well as an assessment of the outcomes of that evaluation. A test is part of an examination. If the examination for a study unit consists of a single test, then the result of that test will count as the result of the examination. A test can consist of subtests.

Examiner: The individual appointed by the examination board to administer examinations and tests and to determine the results, in accordance with Article 7.12 paragraph c WHW.

7.2.2 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 examination (test). If students behave inappropriately compared to these behavioural rules during the course of a study unit or during an examination (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 examination 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 examination 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.

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

1. Students may enter the room 15 minutes prior to the start⁹ 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 register may only take part if there are enough seats and test copies/Chromebooks available. Registered students have precedence. To make sure enough copies/seats for registered students are available the examiner/invigilator may ask unregistered students to wait for 30 minutes after the start before they receive a test copy /seat.

⁹ 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. Invigilators/examiners have the right to inspect a student's ears on wearing earplugs. If a student wears head covering (such as head scarf, turban) the student can be asked to lift or pull out the head covering to show that the ears are clear. If the student is not comfortable doing this publicly, the student can be asked to step aside to a hidden corner/room where others cannot see the student.
5. The student ID card¹⁰ should be placed visibly on the table throughout the examination and presented to the examiner/invigilator upon a request for identification.
6. 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,¹¹ an examiner/invigilator will accompany the student to the restroom.
7. 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.
8. Students must hand in their examination form personally to the examiner/invigilator and sign off on the attendance list, if indicated. If the ID has not been checked during the examination, the student must show it to the examiner/invigilator before leaving the examination room.

7.2.4 Additional rules for digital remote testing

In situations of force majeure where it is not possible to offer on-site exams), additional regulations about remote exams will be made available.

7.3 REGULATIONS IN CASE OF CALAMITIES DURING WRITTEN TESTS

7.3.1 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 (one individual may enact multiple roles):

<i>Examiner:</i>	The individual appointed by the examination board to administer examinations and tests and to determine the results, in accordance with Article 7.12 paragraph c WHW. 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.
<i>E-invigilator:</i>	a student-assistant who ensures (under the responsibility of the examination 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.
<i>Supervisor:</i>	person 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 exam office. The supervisor 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.

¹⁰ 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.

¹¹ 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 examination 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 examination coordinator is supported by technical and functional management. In the event of technical malfunctions and calamities, the examination coordinator is the first point of contact and is in contact with the examiner.

7.3.2 Rules of order in the event of calamities on campus

The following rules apply:

- At all-time, calamities are reported to the exam office and examination board as soon as possible.
- Regulations in case of a calamity apply in case of any official alarm signal.

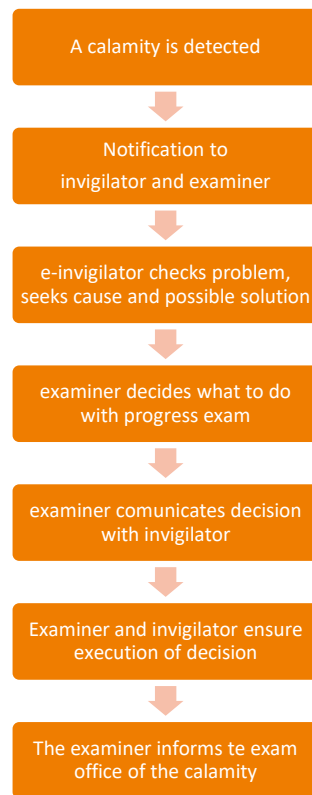
If a calamity occurs or is about to occur shortly before the start of an examination (test) or during an examination (test), both examiner and invigilator are authorised to act as specified in these regulations. All students have to follow the instructions of the examiner/invigilator.

1. If a calamity occurs or is about to occur shortly before the start of an examination (test), the examination (test) will be postponed immediately. The examiner will set a new examination (test) date, in consultation with the programme director.
This new examination (test) date is binding. The new examination (test) has to take place within one month of the initial examination (test) (excluding holidays). The new examination (test) date will be published within three working days after the calamity and in accordance with the regular procedures.
2. If a calamity occurs or is about to occur during an examination (test), the following actions, if possible, have to be taken:
 - a. The examiner will ask all students, as far as not yet done at the start of the examination (test), to write the student's name, student number and signature on all examination (test) papers (cover sheet and such).
 - b. All those present follow the instructions of the responsible authority, and/or of the examiner/invigilator and leave the examination room immediately upon their order.
 - c. Students leave their examination (test), Chromebook and all other papers on the table in the examination room.

If students already started making their examination (test), the examiner determines, if this is reasonably possible, the result based on the partly made examination (test).

If the examiner cannot determine the result as specified above, the examiner will set a new examination (test) date, in consultation with the programme director. The new examination (test) has to take place within one month of the initial examination (test) (excluding holidays) and is open for all students who registered for the initial examination (test). The programme director will inform the examination board a.s.a.p.

Decision making process when calamities occur during a written test

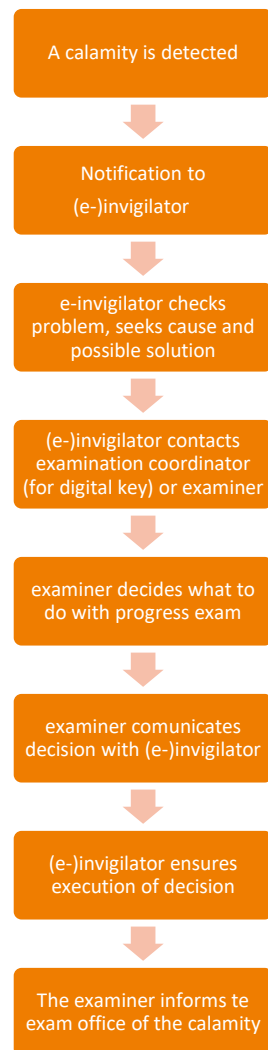


7.3.3 Rules of order in the event of remote testing (off campus)

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.

At all-time calamities are reported to the exam office and examination board 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 examination 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 Examination Coordinator		E-invigilator contacts examination coordinator. Examination coordinator contacts examiner.	Examiner decides and informs examination coordinator and invigilator about discontinuation	Offer students a digital re-sit within 2 weeks of original test date, unless examination board decides otherwise.

8. SAFEGUARDING ASSESSMENT QUALITY

8.1 PROCEDURE

1. In safeguarding the assessment quality, the examination boards focus on 5 levels:
 - Programme: based on the assessment plan (incl. final attainment targets);
 - Individual units, based on assessment plans, module/study unit descriptions, student evaluations and reports of the test committee (incl. link between learning outcomes and final attainment targets);
 - Final examinations, based on reports on reassessments of theses;
 - Test organisation (R&R art. 5.01);
 - Qualifications of examiners: appointment based on requirements as determined in R&R art. 4.01 and 4.02.
2. The examination boards have (if applicable) at least two meetings a year with the programme management to discuss assessment quality. For this purpose an SAQ-protocol and checklist have been made.

9. DEROGATION, APPEAL AND CHANGES

9.1 PROCEDURE

1. In cases of demonstrably compelling unreasonableness or unfairness, the examination boards may allow derogation from the provisions of these R&R.
2. In case of a clear and apparent error in the publication of a test 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 boards will decide in all cases that are not provided for in these R&R.
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&R on a yearly basis. The current R&R are published on the [website](#) of the examination boards. Changes to these R&R during the academic year cannot be to the disadvantage of students.

APPENDICES

A1. GLOSSARY OF TERMS AND DEFINITIONS

Academic year: The period beginning on 1 September and ending on 31 August of the following year.

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 students' achievement of specified attainment levels.

Assessment schedule: A schedule showing the method of assessment for a module.

(Binding) recommendation on continuation of studies (Bindend Studie Advies, BSA): A recommendation on continuation of studies as referred to in Article 7.8b, paragraph 1 and 2 WHW involving expulsion from the programme in accordance with Article 7.8b, paragraph 3 WHW, issued by the programme director on behalf of the institutional administration.

BMS: The faculty of Behavioural, Management and Social sciences.

BOZ: Bureau Onderwijs Zaken (Educational Affairs Office) of the faculty BMS.

Canvas University of Twente's digital learning environment.

Core programme: The same study units from the curriculum that apply to all the students following a programme. The minor phase is excluded.

Credit: A unit of 28 study workload hours, in accordance with the European Credit Transfer System. A full-time academic year consists of 60 credits, equal to 1680 hours of study (Article 7.4 WHW).

Curriculum: The aggregate of required and elective study units constituting a degree programme as laid down in the programme-specific part.

Degree programme: degree programme as referred to in the programme-specific part to the education and examination regulations (EER).

E-invigilator: a person who ensures (under the responsibility of the examination 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.

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 (Article 7.10 WHW); an examination may consist of a number of tests.

Examination Board: The body that objectively and professionally assesses whether a student meets the conditions laid down in the education and examination regulations 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 tests 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).

Final examination: A degree programme is concluded with a final examination. If the study units in the degree programme have been completed successfully, then the final examination will be deemed to have been completed (Article 7.10 WHW).

Higher Education and Research Act (abbreviated to 'WHW'): The Higher Education and Research Act, Bulletin of Acts and Decrees 1992, 593, and its subsequent amendments.

Honours Programme: Institution-wide Honours programme.

Institution: University of Twente (Universiteit Twente).

Institutional administration: The Executive Board of the University of Twente (Article 1.1 WHW).

Minor phase: Elective space conferring 30 credits that the student can also fill with offer outside the programme.

Module: A total of 15 credits of one or more study units, in which the student's programme-specific knowledge, skills and attitude are developed and assessed as far as possible in an integrated and/or coherent manner. A module can be coherent or integrated, or a mix of those. The programme-specific part states if a module is integrated, coherent or mixed.

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 part.

Programme Committee (OLC): Committee referred to in Article 9.18 WHW. (*In Dutch "Opleidingscommissie"*).

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. An examination can consist of multiple tests.

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 test 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).

Test: An evaluation of the student's knowledge, understanding and skills as well as an assessment of the outcomes of that evaluation. A test is part of an examination. If the examination for a study unit consists of a single test then the result of that test will count as the result of the examination. A test can consist of subtests.

UT: University of Twente.

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 all other terms used in these Regulations is in accordance with the definition accorded by the main text of this document, the programme-specific part to the EER, the student charter or the WHW.

A2. LIST OF MANDATES PER EXAMINATION BOARD

A2.1 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. Students' requests to deviate from the prerequisites: starting BSc and MSc thesis or courses

The Bachelor EER states in art. 2.1.2. paragraph j and in the Master EER art. 2.1.5 paragraph 3 and 4 (MSc) "The examination board¹² is authorised in individual cases to deviate from paragraph d, f, h and i (BSc) and paragraph 3 and 4 (MSc), if strict adherence to those provisions would result in an unacceptable delay in study progress. In consultation with the study advisor, the student may submit a proposal to the examination board for this". The examination board Behavioural Sciences mandates the decisions to deviate from the prerequisites (f.i. starting with Bachelor or Master thesis or courses without fulfilling all stated criteria) to the programme management teams.

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

2. Minor programme

The bachelor EER art. 2.1.2 g. states "Students are limited in their choice of minor by the provisions of paragraph d and f. The choice of minors available can be viewed on the minor website."

Based on the information on this website the examination board Behavioural Sciences is authorized to approve minors at other Dutch educational institutes.

The examination board Behavioural Sciences mandates the decision making regarding these specific minors to the programme management teams.

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

3. Bachelor students following master courses

Based on the regulation "Guiding Principles UT for following master courses during or as part of bachelor programmes" 3. Conditions: c. "If a student follows a master course that belongs to the master programme in which the student wants to enrol after their bachelor's, the examination board of the relevant master programme decides which alternative course the student can follow instead. If no alternative can be provided by the master's examination board, the student has the opportunity to propose an alternative course to be approved by the master's examination board."

The examination board Behavioural Sciences mandates the decision making on the following points (a and b) to the programme director of the master programme involved

- a) The decision on which alternative course the student can follow instead;
- b) The decision on approval of the proposed alternative course by the student.

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

4. Electives in the master programme

The examination board Behavioural Sciences decided that the programmes of the master Communication Sciences, 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 or other Dutch universities. In cases of requests for electives from foreign universities the examination board Behavioural

¹² It is important that the student is still able to achieve the final attainment levels of the programme. In light of this consideration, this authorisation has been formally conferred to the examination board, as they are the ones to ensure that a student who achieves the final attainment levels is able to graduate.

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.

5. Appointing examiners for a thesis committee during the academic year

In the R&R, art. 4.1 paragraph 1 and 2 is stated that the examination board appoints examiners at the start of the year and, upon substantiated request from the programme management team, during the academic year. The examination board Behavioural Sciences mandates the decision to appoint an examiner for a thesis (Bachelor or Master) during the academic year to the director of this programme if the following conditions for appointment apply:

- The proposed thesis examiner is on the approved list of examiners of one of the other programmes that the examination board Behavioural Sciences is involved with (BSc and MSc Psychology, BSc and MSc Communication, MSc Educational Science and Technology).
- The proposed thesis examiner meets all other criteria that apply to supervisors for the thesis for the programme.
- The proposed thesis examiner meets the criteria that apply for thesis examiners of the programme as listed in the R&R and EER-PSP.

The programme management will inform the examination board of each individual case to which this applies the moment this situation arises, so that the examination board can immediately update the status in AFAS for the thesis examiner(s) concerned.

6. Supervisor on thesis committee after leaving the UT

The R&R Art. 4.02 b in addition 1 paragraph 4 and addition 2 paragraph 3 states “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 programme management teams.

The programme management will inform the examination board of each individual case to which this applies the moment this situation arises, so that the examination board can immediately update the status in AFAS for the examiner concerned.

7. 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.

	Process
1.	Check SPO by BOZ
2.	Check SPO by BOZ/Study adviser 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
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 programme management 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).

A2.2 EXAMINATION BOARD GOVERNANCE SCIENCES

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

1. Students' requests to deviate from the prerequisites: starting BSc or MSc thesis or courses

In the Bachelor EER in art. 2.1.2. paragraph j and in the Master EER art. 2.1.5 paragraph 3 and 4 (MSc) is stated that "The examination board¹³ is authorised in individual cases to deviate from paragraph d, f, h and i (BSc) and paragraph 3 and 4 (MSc), if strict adherence to those provisions would result in an unacceptable delay in study progress. "In consultation with the study advisor, the student may submit a proposal to the examination board for this". The examination board Governance Sciences decided to mandate the decisions to deviate from the prerequisites (e.g. starting with Bachelor or Master thesis or starting with courses without fulfilling all stated criteria) to the programme management in question.

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

2. Process before signing the diploma

To formalise an existing practice, the board describes the process and actions taken towards the signing of a diploma to the persons involved, mentioned in the overview below for the programmes Bachelor MS&T and Master ES, PA, MEEM, MRM and MPM.

	Process	Action by
1.	Check SPO	BOZ (EAO)
2.	Check SPO for Cum Laude	BOZ (EAO)
3.	Check/discussing SPO in individual cases	BOZ (EAO) - Programme Coordinator
4.	Informing the examiner/supervisor in case of two diplomas (Cum Laude) on behalf of EB	BOZ (EAO)
5.	Making diploma (diplomas)	CES
6.	Letter declaration of success (slaagverklaring) signed by BOZ on behalf of the EB	BOZ (EAO)
7.	Signing the diplomas: by chair EB or a member of the EB (incl. supplements)	EB
8.	BOZ will register several steps in this process in the student file in JOIN	BOZ (EAO)

3. Supervisor on thesis committee after leaving the UT

In the R&R Art. 4.02 b in addition paragraph 3. is stated "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 Governance 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 programme management.

The programme management will report directly (after taking a decision) to the examination board on all decisions taken in this matter.

4. Minors

In the bachelor EER art. 2.1.2 g. is stated that "Students are limited in their choice of minor by the provisions of paragraph d and f. The choice of minors available can be viewed on the [minor website](#). Based on the information on this website the examination board Governance Sciences is authorized to deviate in specific individual cases regarding minors. The examination board Governance Sciences mandates the programme management of MS&T to handle all issues regarding the minors.

¹³ It is important that the student is still able to achieve the final attainment levels of the programme. In light of this consideration, this authorisation has been formally conferred to the examination board, as they are the ones to ensure that a student who achieves the final attainment levels is able to graduate.

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

A2.3 EXAMINATION BOARD INTERDISCIPLINARY SCIENCES

Mandates for PSTS

1. Exception on prerequisites regarding starting the Master thesis

According to the MSC EER art. 2.1.5 paragraph 3 and 4 is stated that “The examination board is authorised in individual cases to deviate from paragraph 3 and 4 above, if strict adherence to those provisions would result in an unacceptable delay in study progress. In consultation with the study adviser, the student may submit a proposal to the examination board” 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.

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

2. Electives in the master programme

The examination board Interdisciplinary Sciences decided to mandate the decision making to the programme management of the Master Philosophy of Science, Technology & Society on requests of students for approval of a maximum of 10EC of elective courses offered by the University of Twente and from other Dutch universities.

In cases of requests for electives from foreign universities the examination board Interdisciplinary 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.

3. Exception on prerequisites to participate in a specific course

In the meeting of 14 October 2019, the examination board Interdisciplinary Sciences decided to mandate the PSTS programme management in decision making for student requests for an exception to the prior knowledge requirements. This decision will be 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.

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

4. Supervisor on thesis committee after leaving the UT

In the R&G Art. 4.02 b in addition paragraph 3. is stated “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 Interdisciplinary Sciences decided to mandate the decision making that the Master programme Philosophy of Science, Technology & Society can decide on requests of students for approval of maintaining being 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.

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

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

6. Check qualifications students for a combined master thesis project

The examination board Interdisciplinary Sciences decided to mandate to the Master programme Philosophy of Science, Technology & Society the decision making 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 and the research questions needs to be approved by supervisors from both Master programmes)
 - 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 EB

1. Exception on prerequisites regarding starting the Master thesis

Based on MSc art. 2.1.5 the BMS examination board is authorized in individual cases to deviate from requirements on starting the 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 PSP, to the programme management. Taking effect from 1 September 2023. At the end of the academic year, the programme management reports on this mandate to the (Interdisciplinary Sciences) examination board.

2. Allocation of examiners appointed in the programme EB to the courses

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

3. Check qualifications of students for a combined master thesis project

The Interdisciplinary Sciences examination board decided that the educational programme of the Masters EB 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.

A2.4 EXAMINATION BOARD MANAGEMENT SCIENCES

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

For all programmes

1. 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.
2. The examination board has decided to give the Programme Management of both IEMs/IEM and IBA/BA a mandate concerning: decision making with regard to TOP Sport and Art students who, because of their special status, need to plan their exams on other dates than the dates planned for the regular exams.
3. The examination board Management Sciences mandates the study advisors of the IEM and (I)BA programmes – in confirming and declaring students' special (personal) circumstances that have an impact on students' study progress.

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 electives in International Business Administration (as stated in the PSP IBA).
3. The mandate in decision-making regarding minors in International Business Administration.
4. The mandate in decision-making regarding exemptions for the study units Research Methods in M1, Data Analysis 1 and Operations Management in M2.

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.
5. The mandate in decision-making regarding alternative courses for students who already followed a course in their bachelors' programme that belongs to the master's programme. (If no alternative course can be provided, the student has the opportunity to propose an alternative course for approval.)

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 BSc electives in Industrial Engineering & Management sciences.
3. The mandate in decision-making regarding the individual programmes for elective semesters;
4. The mandate in decision-making regarding deviations from the study unit prerequisites in order 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:

The mandate in decision-making regarding individual students' qualifications that allow them to start their MSc theses in 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.
4. The mandate in decision-making regarding alternative courses for students who already followed a course in their bachelors' programme that belongs to the master's programme. If no alternative course can be provided, the student has the opportunity to propose an alternative course for approval.

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

Examination Boards Faculty BMS
UNIVERSITY OF TWENTE

P.O. Box 217
7500 AE Enschede

examinationboard-bms@utwente.nl
[Exam Board](#) | [Examination boards BMS \(utwente.nl\)](#)