

# RULES & GUIDELINES

as adopted by

the examination board of the  
Creative Technology bachelor's  
programme<sup>1</sup>

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September 2014 version, for the academic year 2014-2015

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<sup>1</sup> These rules and guidelines are applicable to the Creative Technology bachelor programme; they are an adaptation of the rules and guidelines applicable to the bachelor programmes Business Information Technology and Computer Science (Martens, Rensink 2014)

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## Definitions:

The definitions of the terms used in these rules & guidelines can be found in the Education and Examination Regulations (OER). In addition, the following terms are used in these Rules & Guidelines:

- practical exercise
- attainment targets
- learning goals
- test specifications
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## Division 1: The examination board and its powers and duties

**Article 1.1: The examination board** (Higher Education and Research Act Section 7.12, Education and Examination Regulations Article 5.1)

1. The dean establishes an examination board for each degree programme or group of programmes and appoints its members on the basis of their expertise in the relevant programme or group of programmes (Higher Education and Research Act Section 7.12, 7.12a, 9.15(1)(e)).
2. The examination board is the body that establishes objectively and expertly whether a student meets the criteria set in the Education and Examination Regulations (OER) regarding knowledge, insight and skills needed for obtaining a degree.
3. An examination board has at least one external member<sup>2</sup> and at least one of its members is a teacher at the degree programme or at one of the programmes of the group. Persons holding a managerial position with financial responsibilities for the institute cannot be members of the examination board.
4. The dean of the Faculty of EEMCS has adopted faculty regulations, in conformity with the Higher Education and Research Act Section 9.14, with further regulations on the board and the organization of the faculty. Article 12 of the faculty regulations covers the establishment and composition of the examination board as well as the appointment of its members.
5. The examination boards established by the dean and the names of the members appointed in each examination board will be published on the faculty website {<http://www.utwente.nl/create/organization/educationorganization/ec/>}.

### Article 1.2: Powers and duties of the examination board

1. The examination board has the following statutory duties:
  - a. to establish whether a student meets the criteria for obtaining a degree, as laid down in the Education and Examination Regulations regarding knowledge, insight and skills (Higher Education and Research Act Section 7.12(2)).
  - b. to present certificates as a proof that examinations were passed (Higher Education and Research Act Section 7.11(2)).
  - c. to assure the quality of interim and bachelor's examinations (Higher Education and Research Act Section 7.12b(1)(a)).
  - d. to establish guidelines and instructions (under the terms of the Education and Examination Regulations) in order to assess and establish the result of interim and bachelor's examinations (Higher Education and Research Act Section 7.12b(1)(b)).
  - e. to grant permission to students to follow a free study programme (Higher Education and Research Act Section 7.12b(1)(c) and Section 7.3d).
  - f. to grant exemptions for one or several interim examinations (Higher Education and Research Act Section 7.12b(1)(d) in conformity with the Education and Examination Regulations (Higher Education and Research Act Section 7.13(2)(r)).
  - g. to take measures in case of fraud (Higher Education and Research Act Section 7.12b(2)).

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<sup>2</sup> Mandatory as of 1 September 2015; the examination board for Creative Technology decides not to appoint an external member for the time being, pending the reorganization of the examination boards of the EEMCS faculty.

- h. to establish rules on the execution of the powers and duties under c, d, f, and g (Higher Education and Research Act Section 7.12b(3)) and on the measures it is allowed to take in this respect.
  - i. to draw up an annual report for the dean (Higher Education and Research Act Section 7.12b(5)).
  - j. to appoint examiners for administering interim examinations and establishing the results of these (Higher Education and Research Act Section 7.12c(1)).
2. The examination board has the following statutory powers:
- a. to decide on the request of a student to postpone the award of a certificate, in accordance with rules to be laid down by the institutional administration (Higher Education and Research Act Section 7.11(3)).
  - b. to determine, subject to conditions to be laid down by the board, that passing every interim examination is not a prerequisite for passing the bachelor's examination (Higher Education and Research Act Section 7.12b(3)).
  - c. to extend the validity of interim examination results (Higher Education and Research Act Section 7.13(2)(k)) and tests (Education and Examination Regulations Article 4.8(2)); see Rules & Guidelines Article 3.4.
  - d. to decide under special circumstances that examinations are to be administered in a manner that deviates from the practice laid down in the Education and Examination Regulations (Higher Education and Research Act Section 7.13(2)(l)).
  - e. to decide under special circumstances that oral examinations are not administered publicly (Higher Education and Research Act Section 7.13(2)(n)).
  - f. to grant exemptions for one or several interim examinations (Higher Education and Research Act Section 7.12b).
  - g. to grant exemptions for participation in practical exercises, with or without imposing other requirements in their place, which exercises are organized to decide on admission to an interim examination (Higher Education and Research Act Section 7.13(2)(t) and Education and Examination Regulations Article 3.4(2)).
3. After consultation,<sup>3</sup> the institutional administration and the dean have added the following powers and duties to the above (in the Education and Examination Regulations):
- a. to give advice on changes to the testing schedule during a study unit (Education and Examination Regulations Article 4.4(5)(a)).
  - b. to grant an additional opportunity to take a test under special circumstances (Education and Examination Regulations Article 4.5); see Rules & Guidelines Article 3.9a.
  - c. to agree to transitional arrangements (Education and Examination Regulations Article 8.4(5)).
  - d. to approve of the components of an optional course profile and the choice of electives, see Rules & Guidelines Article 3.2b.
  - e. to draw up a procedure for including a student assistant position in the electives (Education and Examination Regulations, Programme Appendix Article 1.12 item 3c3).
  - f. to provide module examiners with rules on admission of students to additional tests for a module (Education and Examination Regulations, Programme Appendix 1.11(3)).
  - g. to deviate from the provisions in the Education and Examination Regulations in case of demonstrable and extreme unreasonableness or unfairness (hardship clause: Education and Examination Regulations Article 8.7); see Rules & Guidelines Article 3.1(2). Some examples:
    - to deviate from the rules on granting the distinction "cum laude"; see Rules & Guidelines Article 2.6;
    - to deviate from the public nature of assignments/final assignments and reports; see Rules & Guidelines 3.5 and 4.3;
    - the deviate from the study programme as laid down in the Education and Examination Regulations, in which case it is required to establish whether the final qualification requirements as laid down in the Education and Examination Regulations are still met.

### **Article 1.3: General**

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<sup>3</sup> The examination boards are independent and can decide for themselves whether (apart from statutory powers and duties) they take on additional tasks if requested to do so by the institutional administration or the dean (they may for example decide to do so if these tasks are closely related to the quality assurance of interim and bachelor's examinations).

1. The examination board appoints a chair in consultation with the dean. The chair is the contact person for the examination board and chairs meetings of the examination board. The examination board chooses a vice chair from their number who will replace the chair when the chair is absent.
2. The examination board sets the dates and times of its meetings annually, subject to the provisions in the Education and Examination Regulations. These will be published on the website of the examination board and communicated via the usual channels. The examination board holds closed meetings.
3. Decisions of the examination board, in so far as they have not been delegated, can only be taken if more than half of the members of the examination board attend the meeting.
4. The examination board decides by a simple majority<sup>4</sup> of the votes. If the votes on a request of a student are equally divided, that request will be denied. In decisions on all other matters, the chair will decide if the votes are equally divided. Decisions of the examination board will be recorded in the minutes or in a list of resolutions.
5. The examination board can seek the advice of external experts or staff, such as the programme director, the programme coordinator or the study adviser. These advisers are as a rule invited to meetings of the examination board.
6. In case of decisions on matters concerning individual students, the examination board will seek the advice of the study adviser or other student counsellors. Any information provided on the student will in such cases be considered as confidential.
7. In preparation of decision-making, the examination board may appoint an ad hoc committee that advises the examination board.
8. If it is in the interest of a student that a decision is made prior to the following board meeting, the chair will decide which procedure is followed to reach that decision.
9. Interested parties will be informed of decisions that concern them. The announcement of a decision will be accompanied by an objection clause.
10. The examination board is supported by a secretariat. The secretariat takes care of the administrative handling of requests and resolutions and their archiving, with due observance of the regulations of the institute where applicable.

#### **Article 1.4: Delegated powers and duties**

1. Unless the law or these rules and guidelines indicate otherwise, the examination board can decide to delegate certain powers vested in it, with or without giving instructions.
2. Decisions taken on delegated tasks will be reported in the next meeting of the examination board and will be recorded in the minutes or the list of resolutions.
3. The following tasks are delegated:
  - a) The authority to assess whether a student has passed an examination in accordance with the rules and whether a certificate can be awarded to the student (Rules & Guidelines Article 2.5) is granted to the chair or, if the chair is absent, to one of the other members.
  - b) The authority to assess whether the components of an optional course profile and the choice of electives meet the criteria included in the Education and Examination Regulations (Article 3.2b(2)) is granted to the tutors. This authority does not include the assessment whether deviation of the criteria is justified (Article 3.2b(3)).
  - c) The authority to decide over the public nature of oral examinations (Rules & Guidelines Article 3.6) is granted to the bachelor coordinator, with instructions.
  - d) The authority to issue a written statement as referred to in Rules & Guidelines Article 3.8 is granted to CES.
4. The instructions referred to in Paragraphs 1 and 3 are included in Appendix 1.4.

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<sup>4</sup> A simple majority of votes is when in a voting procedure there are more votes in favour than against. For a simple majority it will be sufficient to have more votes in favour than against. Abstentions or absentees will not be taken into consideration (unless they have casted their votes in advance).

## **Division 2: Rules on the execution of general powers and duties**

### **Article 2.1: Appointment of examiners (Higher Education and Research Act Section 7.12c(1))**

1. For each study unit, the examination board appoints one or several examiners for administering the interim examinations and assessing the results.
2. In appointing examiners, the examination board takes as a starting point an overview it receives annually from the programme board, which contains propositions for the examiners to be appointed for each study unit (academic staff). The examination board has the right to appoint other examiners for study units, pursuant to the requirements included in Paragraph 3 or for reasons of its own.
3. For the benefit of the quality of interim examinations and tests, the examination board will apply the following criteria in appointing examiners:
  - a. Examiners appointed are permanent or temporal academic staff members of the UT or a different research university, who are involved in the degree programme and who have sufficient educational qualifications, especially in the field of examination.<sup>5</sup>;
  - b. Academic staff members are only appointed as examiners for study units in the next lower educational level compared to their own education level.
  - c. The role of the examiner is limited to the field of expertise in which the teacher is recognised as an expert.
  - d. The examination board may decide to appoint other experts as examiners. This decision must include a period of validity and the field of expertise.
  - e. Final assignments are assessed by at least two examiners who are qualified for that purpose (see Article 5.3 of these Rules & Guidelines).
4. In case several examiners assess the various tests of a study unit, one examiner will be made responsible as the primary examiner for that study unit; this person will establish the result of the interim examination. In general, the person responsible for the course is also responsible for the assessment of course results. The coordinating examiner is the contact person for the examination board.
5. If, in the view of the examination board, an examiner fails to comply with the rules and guidelines of the examination board, the examination board may appoint a different examiner. It will also do so at the request of the programme board if an examiner fails to publish the results of tests and interim examinations within the applicable term (see Education and Examination Regulations Article 4.7).

### **Article 2.2: Measures in cause of fraud (Higher Education and Research Act Section 7.12 b(2))**

1. Fraud is defined in Appendix 2.2.
2. In case of suspicion of fraud, the examiner or examination supervisor will inform the student that the examination board will be notified of this. After notification by the examiner or the examination supervisor, the assessment and establishment of the test result will be suspended until the examination board has established whether or not there has been question of fraud.
3. After having given the student and the teacher the opportunity to be heard, the examination board will establish whether there has been question of fraud, which measures must be taken, and will notify the student and teacher involved in writing.
4. In case of detected fraud, the examination board can deprive the student involved of the right to participate in one or several interim or bachelor's examinations to be selected by the examination board during a period to be determined by the examination board, of one year at the most.
5. In case of serious fraud (as defined in Higher Education and Research Act Section 7.12b(2)), the institutional administration may on the proposal of the examination board decide to terminate the enrollment of the person involved permanently. Such a proposal to the institutional administration will in principle be made by the examination board in case of repeated fraud.

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<sup>5</sup> As from August 2015, the examination board will only appoint examiners who are in possession of a Basic Teaching Qualification or who are exempted from the requirement to have such a qualification.

**Article 2.3: Assessing whether a student meets the final qualification requirements**(Higher Education and Research Act Section 7.12(2))

1. The examination board is the body that establishes objectively and expertly whether a student meets the criteria set in the Education and Examination Regulations regarding knowledge, insight and skills needed for obtaining a degree.
2. The examination board determines in an indirect manner whether each individual student meets the final qualifications of the degree programme. For this, it uses the examination plan.<sup>6</sup>
3. The examination board discusses the examination plan on an annual basis with the programme board, prior to the start of each academic year.<sup>7</sup>

**Article 2.4: Conditions for determining that the bachelor's examination has been passed even if not all interim examinations were passed**(Higher Education and Research Act Section 7.12b(3))

1. The examination board can decide, subject to conditions to be set by it, that passing every interim examination is not a prerequisite for passing the bachelor's examination (Higher Education and Research Act Section 12b(3)). To this end, the examination board distinguishes between individual examinations and examinations conducted by a cohort of students.
2. In case of demonstrable and extreme unreasonableness or unfairness, an individual student can also request the examination board to decide that the examination was administered in accordance with Education and Examination Regulations Article 8.7.

**Article 2.5: Certificates** (Higher Education and Research Act Section 7.11(2); Education and Examination Regulations Article 5.4;)

1. As a proof that the examination was passed, the examination board will present a certificate. The certificate of the examination passed will state all information required by the Higher Education and Research Act.
2. The examination board will attach a supplement to the certificate, which provides more information on the nature and contents of the degree programme, also with a view to international recognition. The supplement is drawn up in accordance with the agreed European standard format.
3. The supplement contains a description of the contents of the degree programme and its study workload. Also included in the supplement are the examination components and their results, and the components that do not form part of the degree programme but that have been examined at the request of the student (Education and Examination Regulations Article 5.4(3)).
4. The certificate and the supplement will be signed by the chair of the examination board or, if the chair is absent, by one of the members of the examination board.
5. The examination board decides, after consultation of the dean, in which manner the certificate will be presented. The programme board will announce this to the students in a timely manner, using the usual communication channels.

**Article 2.6: Notations of excellence on the certificate** (Education and Examination Regulations Section 5.4(5))

1. The programme board has procedures for passing with distinction. It has been added in Appendix 2.6.
2. The examination board assesses whether the student meets the criteria set. If the 'cum laude' distinction can be granted to a student, it will be mentioned on the certificate and the supplement.
3. In special cases, the examination board may deviate from the conditions applicable to granting the cum laude distinction (see also Rules & Guidelines Article 3.9b).

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<sup>6</sup> The testing plan describes how the level and contents of the final qualifications are covered by the learning goals of the various study units and how these learning goals are generally tested.

<sup>7</sup> The University of Twente has introduced a new educational structure (and educational view) in September 2013 for the bachelor programmes. Until August 2015, the examination board will therefore take a lenient stance toward examination plans of bachelor programmes.

4. If a student has passed an honour programme for excellent students that is recognized as such by the Executive Board, this will be mentioned on the certificate and/or supplement.

**Article 2.7: Quality assurance of interim and bachelor's examinations** (Higher Education and Research Act Section 7.12b(1)(a))

1. The examination board focuses on the following items in order to assure the quality of interim and bachelor's examinations: examiners, degree programme, study units, tests and final assignments.
2. The examination board has taken measures for each of the items mentioned in Paragraph 1 of this Article to assure the quality of interim and bachelor's examinations.
  - a. examiners: the relevant measures have been included in Article 2.1 of these Rules & Guidelines;
  - b. degree programme: quality control measures especially involve checking and approving the testing plan for the degree programme (coherence of final qualifications of the programme, learning goals of study units, and assessment of these learning goals); see also Article 2.3 of these Rules & Guidelines.
  - c. study units: quality control measures especially involve checking programme procedures relating to course dossiers, and a random inspection.
  - d. tests: quality control measures especially involve checking programme procedures relating to peer reviews on tests, and a random inspection.
  - e. final assignments: quality control measures especially involve the programme procedures relating to reassessment of final assignments, and a random inspection.
3. A protocol is available which describes the procedures and criteria for the quality assurance of examinations. The protocol also contains the measures agreed between the examination board and the programme board to implement quality assurance measures as efficiently and effectively as possible for all those involved. The protocol has been included in the final Appendix to these Rules & Guidelines.

**Article 2.8: Annual report** (Higher Education and Research Act Section 7.12b(5))

1. The examination board produces an annual report. The examination board provides its annual report to the dean and the programme board.
2. The annual report contains at least:
  - a. Composition of the examination board and information on professional development
  - b. Activities relating to quality control
  - c. Decisions made (including delegated decisions) and requests handled (table with numbers, subdivided into degree programmes)
  - d. Number of appeals procedures and fraud cases for each degree programme
  - e. Role in accreditation procedures

## **Division 3: Rules on requests and complaints by students**

**Article 3.1: General rules on requests** (BSc Education and Examination Regulations Article 1.1(8) and Article 8.7:)

1. The Higher Education and Research Act grants the examination board the authority to deviate from the stipulations in the Education and Examination Regulations under specific circumstances (see Rules & Guidelines Article 1.2). Students can submit requests to that end to the examination board.
2. Except in the cases defined by law, as referred to in Paragraph 1 of this Article, a request to deviate from specific stipulations in the Education and Examination Regulations can also be submitted to the examination board for reasons of demonstrable extreme unreasonableness or unfairness (Education and Examination Regulations Article 8.7, hardship clause; see also Rules & Guidelines Article 3.9).
3. A request of a student that requires a decision of the examination board must be submitted in writing and in a timely manner. The procedure applicable can be found at the website of the examination board { <http://www.utwente.nl/create/organization/educationorganization/ec/> } and in the appendices to these Rules & Guidelines.
4. The examination board can seek the advice of experts such as the programme board, examiners and study advisers when it needs to take a decision on a request (see also Rules & Guidelines Article 1.3(5)).
5. As a rule, the examination board will consider requests submitted in a correct manner in its first meeting if this meeting is scheduled at least 5 working days after receipt of the request.
6. The examination board will inform the student in writing as soon as possible after having taken a decision. As a rule, the decision will be announced to the student within five working days after the meeting. The decision will be substantiated if necessary.

**Article 3.2: Approval of free-choice degree programmes** (Higher Education and Research Act Section 7.3d and Section 7.12b(1)(c))

1. A student enrolled in an academic degree programme has the right to compose a study programme that includes an examination himself/herself from study units offered by the institute. In order to obtain a degree, the examination board must approve that the student follows this programme.
2. The examination board will assess whether the free-choice programme proposed fits within the domain of that degree programme, is coherent and of a sufficiently high level given the final qualifications of that programme (Education and Examination Regulations Article 3.5).
3. The student will be informed of the decision in writing. If the examination board gives its approval of the free-choice programme, it will also indicate of which degree programme the free-choice programme is considered to be part.

**(Article 3.2a: not applicable to Creative Technology)**

**Article 3.2b: Approval of optional course profile and choice of electives (only applicable to Creative Technology)**

1. A student must obtain approval for the desired contents of the optional course profile and the choice of electives. (Education and Examination Regulations Programme Appendix Article 1.12.3b and c)
2. The examination board will assess whether the criteria included in the Education and Examination Regulations are met.
3. The examination board will assess whether there are circumstances that justify deviations from these criteria.

**Article 3.3: Granting exemptions** (Higher Education and Research Act Section 7.12b(1)(d), Higher Education and Research Act Section 7.13(2)(r) and Education and Examination Regulations Article 3.4)

1. Upon request by a student, the examination board can grant exemptions for one or several full study units (Education and Examination Regulations Article 3.4).
2. The examination board assesses, on the basis of proof submitted by the student, whether that student possesses sufficient knowledge and skills to obtain an exemption for the study unit concerned.
3. The examination board grants exemptions for the obligation to participate in practical exercises to students who can demonstrate sufficiently and credibly that they expect to be in a moral dilemma when or as a result of performing a practical exercise (Education and Examination Regulations Article 3.4(2)). The examination board will in consultation with the examiner of the study unit determine in which other manner the learning goals must be attained.

**Article 3.4: Extension of validity of results of interim examinations and tests** (Higher Education and Research Act Section 7.13(2)(k) and Education and Examination Regulations Article 4.8 )

1. It is stated in the BSc Education and Examination Regulations (Article 4.8(1)) that the validity term of interim examination results of study units within the bachelor programme is 6 years, and that the results of tests are valid only during the academic year in which they have been achieved.
2. Students can file a request for extension of the validity term of interim examination and test results with the examination board.
3. The examination board will extend the validity of interim examination or test results in individual cases in case of extreme unreasonableness or unfairness at the request of the student.

**Article 3.5: Requests relating to the right to deviate from the way in which interim examinations or tests are administered** (Higher Education and Research Act Section 7.13(2)(l))

1. Students can under special circumstances file a request with the examination board to deviate from the manner in which interim examinations or tests are administered.

**Article 3.6: Deviating from the public nature of oral interim examinations or tests** (Higher Education and Research Act Section 7.13(2)(n))

1. The board of the degree programme has decided that oral tests are held publicly (Education and Examination Regulations 4.6).
2. The examination board has the authority to decide otherwise under special circumstances (Higher Education and Research Act Section 7.13(2)(n)).
3. For practical reasons it has been determined that, if a student or an examiner admits third parties to the administering of an oral examination, this will be announced to the examination board at least 20 working days before the date of that oral examination. (Education and Examination Regulations Article 4.6(2)). Graduation colloquia, presentations or group tests of study units are exempted from this provision.
4. If an oral examination is administered by two examiners, the second examiner will not be considered a third party present within the meaning of the Education and Examination Regulations Article 4.6(2).

**Article 3.7: Decisions to postpone the award of a certificate** (Higher Education and Research Act Section 7.11(3))

1. A student who is entitled to obtain a certificate can request the examination board to postpone presentation of that certificate.
2. The rules adopted by the institutional administration, in accordance with the Higher Education and Research Act Section 7.11(3), are included in Appendix 3.7

**Article 3.8: Issue of a written statement** (Higher Education and Research Act Section 7.11(5), BSc Education and Examination Regulations Article 5.4(6))

1. A student who has passed more than one interim examination and to whom no certificate can be awarded within the meaning of Article 2.5 of these Rules & Guidelines, will, upon request,

receive a statement issued by the examination board, stating at least the interim examinations that have been passed by him/her.

2. The examination board has delegated the issue of statements to CES. The student can turn to the "blue desk" for requesting a certified statement.

### **Article 3.9: Deviations from stipulations in the Education and Examination Regulations in case of unreasonableness or unfairness**

#### **Article 3.9a: additional testing opportunities (Education and Examination Regulations Article 4.5(4))**

1. Pursuant to the Education and Examination Regulations (Education and Examination Regulations Article 4.5), the examination board can under special circumstances give its approval to an additional opportunity to take a test.
2. The examination board can consider this if there is question of special personal circumstances and if serious delay in the completion of the degree programme is imminent or threatens to become impossible (binding recommendation on continuation of studies, BSA). The examination board will involve the advice of the study adviser in its considerations and, if applicable, those of the BSA committee.

#### **Article 3.9b: deviating from the procedure for “cum laude” distinctions**

1. Under special circumstances, the examination board may deviate from the procedure applicable to awarding the distinction “cum laude”
2. The examination board will consider this, for example, in case the conditions of the progress-related grant have for excusable reasons not been met. This may be the case in the event of recognized delay, in accordance with the relevant stipulations laid down by the institute.

#### **Article 3.9c: Deviating from the public nature of final assignments**

A student can ask for approval to provide two versions of the final assignment: a public version and a confidential version (see also Article 4.4).

## **Division 4: Directions and instructions for examiners** (Higher Education and Research Act Section 7.12b(1)(b))

### **Article 4.1: General directions and instructions**

1. The examination board can provide directions and instructions relating to the assessment of interim and bachelor's examinations and relating to determining the result of the interim examination (Higher Education and Research Act Section 7.12b(1)(b)). An **instruction** must be followed; a **direction** may be deviated from in special circumstances, stating the reasons. Directions are explicitly included in Articles 5.2 through 5.6 of these Rules & Guidelines. The instructions given by the examination board especially relate to the quality control of interim and bachelor's examinations, also with a view to the knowledge, insight and skills that are needed in order to obtain a degree.
2. The examiners will provide any information if requested to do so by examination board. (Higher Education and Research Act Section 7.12c)
3. Information on the registered individual results of interim examinations and tests is provided only to the person examined and to persons who by or pursuant to an Act of Parliament are entitled to receive this information, or who cannot perform their professional duties without receiving of these data. These persons include, for example, members of the examination board, the study adviser, the programme director, the student counsellor, and the board of appeal for examinations.

### **Article 4.1a: Specific directions and instructions**

1. The examination board is entitled to give instructions relating to the admission of students to a further examination as referred to in Article 1.11(3) of the Programme Appendix to the Education and Examination Regulations. **Instructions** must be followed. Giving these instructions is part of the advisory role on the examination plan (Education and Examination Regulations Article 4.4)

### **Article 4.2: Assessment of examinations and tests**

1. Explicit learning goals are defined for each study unit. All these learning goals are assessed. The examination methods are derived from these learning goals. Questions and tasks in the examination do not go beyond the learning goals.
2. The examination methods for study units are included in the appendices on specific degree programmes, attached to the Education and Examination Regulations (Higher Education and Research Act Section 7.12(2)(1)).
3. The testing plan includes the manner in which learning goals are assessed, the repair opportunities, the minimum mark required per test and its weight in the final mark (Education and Examination Regulations Article 4.4). The examination plan will be included in the dossier of the study unit.<sup>8</sup>
4. Each test is transparent, valid and reliable.
5. The coordinating examiner ensures that students can inform themselves sufficiently and in a timely manner of the requirements applicable to a test (and prior to the start of the course).
6. The assessment criteria for various tests of a study unit will be announced to students at the start of that study unit through the appropriate channels (Blackboard).
7. If a test is assessed by various examiners, the examiner who is responsible will ensure that the assessment criteria are interpreted and applied in the same manner by all examiners (assessments are uniform and consistent).
8. Assessment instruments (score cards, assessment forms, assessment rubrics, standards, cutting scores) will be used for all examination methods. The assessment is reproducible.
9. The student is entitled to a substantiation of the assessment and the result (see also Education and Examination Regulations Article 4.9).

### **Article 4.3: Determining the result of a test or an examination**

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<sup>8</sup> guideline for the coming period. A time path for implementation has been agreed with the programme board.

1. The way in which the examination result follows from test results has been laid down in the testing plan of a study unit (Education and Examination Regulations Article 4.4).
2. The examination result will be sufficiently based on individual assessment<sup>9</sup>.
3. The examination result of a module (study unit BSc within Engineering, Design and Society) will be determined by the module examiner of the module, after consultation with the other examiners.
4. If, after administering the test, it appears that misjudgements have been made in the estimated time needed to complete the test, in the unambiguousness of questions or the level of difficulty, the examiner is entitled to adjust the applicable norms, as referred to in Paragraph 2 of this Article. These new norms cannot be disadvantageous to students. The change will be recorded in writing and archived in the dossier of the study unit.
5. In case of multiple choice questions, a test analysis will be performed before the result is determined (guideline).

#### **Article 4.4: Assessment of final projects**

1. Assessment of final assignments for a bachelor programme
  - a. will be assessed by the examiner appointed first supervisor of the Final project;
  - b. will be assessed by using an assessment form. The assessment form will be completed by agreement among the appointed first supervisor and the other supervisors.
2. Before the examiner determines the result, he will consult the external supervisor involved and an expert authorized to administer examinations, preferably the supervisor of another final assignment.
3. The bachelor- or master paper is publicly available.
  - a. If confidential information is provided in the paper, it is possible to hand in two versions: a publicly available one and a confidential one. In that case, the student must file a request with the examination board in a timely manner.
  - b. Only in very exceptional cases will it be allowed to provide a confidential paper unaccompanied by a public version. In such an event, the (first) supervisor of the student must file a timely request with the examination board.

#### **Article 4.5: Prevention of fraud**

1. The definition of fraud as applicable to the degree programme (see Appendix 2.2) and a code of order (for written examinations; see Appendix 4.5). The programme board is responsible for informing students of these, as well as of the rules for the use of quotations.
2. Before assessing assignments, it is advisable to use a plagiarism checker (guideline)
3. Prior to the start of the course, the blackboardsite of a study unit will indicate precisely which materials and aids may be used during each test (guideline)
4. If there is suspicion of fraud, the procedure set out in Article 2.2 of these Rules & Guidelines must be followed.

#### **Article 4.6: Other guidelines and instructions**

1. In written examinations, the maximum number of points that can be scored is indicated for each question.
2. A report is made of oral examinations at all times. Reporting can take place by means of an audio recording of the examination or by having the second examiner take written notes.

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<sup>9</sup> A substantial part of the learning goals must have been tested in order to guarantee that each individual student meets the final qualifications.

## **Division 5: Changes, deviations, objection and appeal**

### **Article 5.1: Incompatibility with the Rules and Guidelines**

1. The guidelines and instructions in these Rules and Guidelines have been drawn up in conformity with the framework of the Education and Examination Regulations applicable to the degree programme. Where they are in conflict with the Education and Examination Regulations, the provisions in the Education and Examination Regulations will prevail.
2. If other additional rules and/or stipulations are in conflict with the rules in these Rules and Guidelines, the stipulations in these Rules and Guidelines will prevail.

### **Article 5.2: Hardship clause**

1. The examination board regularly evaluates the operation of these regulations.
2. In case of demonstrable extreme unreasonableness or unfairness, the examination board may deviate from the stipulations in these regulations.
3. Matters not provided for by these regulations will be decided by the examination board.

### **Article 5.3: Objection and appeal**

1. If a student files a request or complaint with the examination board involving an examiner who is a member of the examination board, that examiner will not take part in the handling of the request or complaint. In case of complaints on examiners, the examination board will hear the arguments of both parties.
2. Appeals against decisions of the examination board must be made in writing to the desk for appeals and objections (and complaints) of Student Services, within six weeks after the person involved was informed of that decision.

### **Article 5.4: Publication of and changes to Rules and Guidelines**

1. The Rules and Guidelines of the examination board will be published on the faculty website.
2. Changes to these Rules and Guidelines will also be published on the faculty website. Changes to these regulations that are applicable to the current academic year will only be effected if the interests of the students are not reasonably harmed.

### **Article 5.5: Effective date**

These rules and guidelines will be effective as from 1 September 2014 and replace all previous versions.

## Appendices

*The appendices have not been numbered successively, but refer to article numbers.*

*The appendices related to Division 3, "Rules on tasks requiring a prior request by the student" (3.1 through 3.9), have been drawn up in such a way that they can be published on the website of the examination board and consulted by students.*

Appendix 1.2: Regulation on student assistantship ex Article 1.12 item 3c3 Programme Appendix Education and Examination Regulations Creative Technology

Appendix 1.4: Instructions on tasks delegated by the examination board

Appendix 2.3: Fraud

Appendix 2.4 fail-pass directive bachelor examination for the TI and TEL degree programmes, cohorts 2012 and earlier years

Appendix 2.6: cum laude regulations

Appendix 3.1: requests related to the hardship clause

Appendix 3.2: approval of free study programme

Appendix 3.2a: free minors

Appendix 3.3: granting of exemptions

Appendix 3.4: extension of validity term of interim examination and test results

Appendix 3.5: deviations from examination and testing methods

Appendix 3.6: deviations from the public accessibility of oral examinations and tests

Appendix 3.7: Decisions to postpone the award of a certificate

Appendix 3.8: issuance of a written statement

Appendix 3.9: hardship clause

3.9a additional examination opportunities

3.9b deviating from the rules for the "cum laude" distinction

Appendix 4.5: code of order for written tests

Appendix: protocol for the quality control of interim and bachelor's examinations

**Appendix 1.2: Regulations on student assistantship, Article 1.12(3)(c)(3) of the Programme  
Appendix Education and Examination Regulations**

1. A student (hereinafter: the graduate) can call in the support of a fellow student for the execution of his/her final assignment.
2. A student who complies with such a request (hereinafter: the assistant), can submit his or her efforts, and the results thereof, for evaluation to the examiner of the Final Project; the examiner can subsequently assess the assignment and have this assessment recorded in the SIS.
3. The assistant can choose to have the assessment counted as an elective that forms part of his own examination programme, with the proviso that the following procedure has been complied with.
  - a. The graduate and the assistant have drawn up an assignment description, which has been approved by the examiner; the assignment description has been included in the study workload.
  - b. When evaluating the assignment for approval, the examiner will also check whether the description includes clear criteria for assessment, or will add these criteria him/herself before giving approval (making the agreed effort is not sufficient as an assessment criterium. Learning goals relating to knowledge and skills must also have been defined).
  - c. When approving the assignment, the examiner will check whether the study load (best efforts obligation) is reasonable.
  - d. The examiner will inform the examination board and BOZ of his approval of the assignment, including information on the student assistant and the graduate.
  - e. After the assistant has completed the assignment, he/she will, next to possible other products, submit a document that facilitates assessment of the agreed criteria.
  - f. The examiner will use the assessment criteria agreed in advance, and will check whether the effort made matches the agreed study load.

## Appendix 2.2: Fraud

1. When taking written or oral examinations, or when performing work for practical examinations, projects or assignments to be assessed, or in case of any other form of examination, the student will hand in his/her own and original work.
2. Fraud, in any case, also includes:
  - deceiving the examiner, or attempts to do so.
  - using study materials such as books, lecture notes and other notes, in writing or saved on an electronic device or in any other form whatsoever, and other tools such as calculators, unless explicitly permitted by the examiner. No later than two weeks before the start of a study unit of which the test is part, announcements must have been published via the appropriate channels (such as Blackboard) on the devices and materials that are permitted.
  - copying work of others. Quoting is allowed, as long as it is recognizable as such. The rules for quoting, as applicable within the framework of a course, must be clearly communicated to the student.
  - giving others the opportunity to commit fraud.
3. If the examiner or examination supervisor, during or after administering an examination, has a substantiated suspicion of fraud, the examiner or examination supervisor is to report this in writing to the examination board. In such a case the examination board will interview both the examiner or examination supervisor and the examinee. The examination board will establish whether or not there was question of fraud.

## Appendix 2.6: Cum laude distinction procedure

1. If a student has demonstrated exceptional competences, the examination board will add the words "cum laude" to the certificate.
2. There will be question of exceptional competence in the bachelor programme if each of the following conditions have been met:
  - a. the weighted <sup>10</sup>average of the assessment marks, scored on components of the bachelor's examination, is at least 8;
  - b. when determining the above average, the parts for which no marks have been awarded or for which exemptions were granted will be left out of consideration;
  - c. none of the parts of the examination programme has been awarded an unsatisfactory mark and no more than one part has been awarded a 6;
  - d. exemptions have been granted for no more than one third of the total degree programme;
  - e. the final mark for the final study unit (the bachelor paper) is at least an 8.
  - f. the bachelor programme has been completed within four years.
3. There is question of exceptional competences in the master programme if each of the following criteria have been met:
  - a. the average of the assessment marks\*, scored for parts of the master examination is at least 8;
  - b. when determining the above average, the parts for which no marks have been awarded or for which exemptions were granted will be left out of consideration;
  - c. no more than one examination part scored 6;
  - d. the final mark for the final study unit (MSc. thesis) is at least 8.
  - e. The two year master programme was completed within 30 months.

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<sup>10</sup> Where applicable, results will be related to study load (EC's). Weighting is *not* applicable to Engineering, Design and Society modules

### **Appendix 3.1: Requests relating to the hardship clause of the Education and Examination Regulations**

The requests referred to may relate to

- exemptions for tests.
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Requests can be filed through the website.

- Requests must at all times be accompanied by an advice from the student counsellor.

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### **Appendix 3.2: Approval of free study programme (Higher Education and Research Act Section 7.3d and Article**

A student enrolled in a (bachelor or master) programme can compose an individual programme which includes a bachelor's examination. This is subject to the condition that the free-choice programme must meet the attainment targets attached to the regular programme.

The free study programme must be submitted for approval to the examination board, accompanied by a substantiation. The examination board assesses whether free-choice programmes fit the domain of the degree programme, are coherent and have a sufficient level given the attainment targets of that degree programme.

#### **Appendix 3.2b Contents of optional course profile and choice of electives**

1. A student will consult with his tutor during the course of his second study year on the composition of the optional course profile.
2. The student will set up a proposal for the composition of the optional course profile and will submit this to the tutor, using the appropriate form.
3. The tutor will approve the proposal, on condition that the tutor has authority to do so.
4. If the proposal is not approved, or if approval is outside the authority of the tutor, the student, or the student and the tutor, will turn to the examination board, unless the tutor and the student succeed in drawing up an alternative plan that can be and is approved by the tutor.
5. The approved proposal (i.e. the form with signatures of the tutor and the student) will be submitted to the Education Office (Bureau Onderwijszaken).
6. In case of interim changes, an adapted form must be completed, signed and submitted.
7. The student can start with the approved programme once the conditions of the Education and Examination Regulation for admission to the third year have been met.
8. A student also holds consultations on the choice of electives in the course of his/her second year.
9. The procedure to be followed then consists mutatis mutandis of steps b through h.

#### **Appendix 3.4: granting of exemptions for a full study unit**

1. The student will add to the request:
  - information showing that the student has followed a similar unit of study at a university or higher vocational institute in contents, size and level, or has sufficient knowledge and skills due to work experience or professional experience.
  - an advice on the requested exemption, signed by the examiner of the study unit to which the request applies.

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## **Appendix 3.4: extension of the validity of test and examination results**

### ***The extension of the validity of interim examination results***

- is delegated to the coordinator
- Advice given by the student counsellor
- Study planning

### ***Extension of the validity of test results***

The examination board will generally extend the period of validity of a test only under special circumstances and for the duration of one year. The examination board can consult the examiner.

1. In case of sickness of a student, the student counsellor will also be consulted.
2. In case of a switch from another study programme, a study planning must also be submitted.

## **Appendix 3.5: Deviating from interim examination and testing methods**

*Explanation: does not involve disabilities - for that, see Education and Examination Regulations Article 7.1*

1. Requests must be submitted in a timely manner.
2. A motivational letter and the advice of the student counsellor must be added.
3. An overview of course results must also be added.

## **Appendix 3.7: Procedure in case of a request to postpone the award of a certificate**

1. The written request, including a substantiation and the proposed postponement period, must be submitted to the Education Office (BOZ); the proposed postponement term cannot exceed one year.
2. In case of postponement, the examination date that will be applicable is the date after the postponement on which the examination board has decided to declare that the student has passed.
3. The Education Office will process and execute the decision of the examination board.
4. Once the student finds that all parts of the bachelor or master examination programme have been passed, without having received notice from the Education Office, he/she can at all times submit a request to establish the result of the examination and to present the certificate.

## **Appendix 3.9a additional testing opportunities**

1. In case of impending serious delay or exclusion from the degree programme as a result of a negative student progress evaluation, the examination board follows the rule that permission is granted if each of the following conditions have been met:
  - only a limited amount of tests must be passed in order to pass one missing course or module
  - the student has made at least two serious regular attempts to pass (minimal score: 4)
  - no regular test date has been scheduled within the next 5 months to be counted from the date of receipt of the relevant request, or, in case of impending exclusion as a result of a student progress evaluation, prior to week 30 of the academic year in which the request was submitted.
2. the examination board will in all cases consult the examiner involved before taking a decision.

## **Appendix 3.9b.: requests to deviate from the cum laude procedure**

#### **Appendix 4.5: Code of order for written tests**

1. Written tests will last no longer than 3 hours.
2. The examiners are responsible for appointing examination supervisors who will ensure that the examinations take place in good order.
3. The examinees are to have taken their places before the start of the examination. The examination supervisor has the right to, nonetheless, admit examinees who had not yet taken their seats before the start of the examination. This right expires fifteen minutes after the start of the session. During the first 15 minutes after the start of the session, examinees present are not allowed to leave their places in the hall.
4. The examinee is obliged to identify himself with his certificate of registration at the request of the invigilator.
5. The work is handed in to the invigilator. This can be done at any time up to 15 minutes before the end of the session. In the last 15 minutes of the session, those examinees still present in the hall are to wait in their seats until the work is collected.
6. Instructions by the invigilator given right before, during or immediately after the test, are to be followed by the examinee.
7. If an emergency occurs or is to be expected before the start of a written test, the test is immediately postponed. The examiner shall set up a new time, in consultation with the director of education. This new time is no later than one month after the original test, and shall be published within three working days through the usual media.
8. If there is an emergency or alarm occurs or is expected to occur during a written test, proceed as follows:
  - a. Those present must, by order of the responsible authority or invigilator, immediately leave the room, leaving behind the work they have done.
  - b. If it is a false alarm, and the effectiveness of the test as a measuring instrument has not invalidated by any possibility of examinees conferring with each other on the material in the test, the test is resumed as soon as possible. The duration of the interruption, plus fifteen minutes, is added to the test time.
  - c. If there is no possibility of resuming the test, but it is reasonably possible to base the assessment on the results produced until the time of the disaster, these results are taken as the basis for the assessment.
  - d. In all other cases, a new time will be set, in accordance with paragraph 10.

## Protocol for the quality assurance of interim and bachelor's examinations

### Examination board TI/CSc/HMI/TEL

*In this protocol, the examination board has laid down the procedures and criteria it uses for the quality assurance of interim and bachelor's examinations.*

*It also includes the agreements made between the examination board and the programme management of the degree programmes for which it was appointed to ensure that quality assurance is proceeded efficiently and effectively for all those involved.*

### 1. Preamble

Testing plays an essential role in Higher Education. The government is not concerned with the contents or methods of testing in Higher Education. The government has however laid down several (statutory) rules to ensure the proper functioning of testing.

The purpose of the introduction of the Improved Governance Higher Education Act in 2010 was to give the examination board a more independent position in comparison to the institutional administration and the programme management. The Higher Education and Research Act (Article 7.12) now contains a more explicit description of the role of the examination board (with tasks shifting from a focus on procedures to a focus on quality):

*The examination board is the body that establishes objectively and expertly whether a student meets the criteria set in the Education and Examination Regulations regarding knowledge, insight and skills needed for obtaining a degree.*

The tasks are distributed in such a way that the institutional administration grants the degree and the examination board issues the certificate.

The university/faculty and the boards of the degree programmes are responsible for the contents and quality of their education and also for the quality of tests (attained learning outcomes and examination methods (testing) are 2 out of the 4 standards of the limited accreditation procedure for a programme<sup>11</sup>). Several procedures, rights and duties applicable to education and examination must pursuant to the Higher Education and Research Act Section 7.13 be included in the Education and Examination Regulations. Other subjects are dealt with in testing frameworks and testing policies.

Following the explicit role of the examination board, the Higher Education and Research Act also includes as a task the quality assurance of interim and bachelor's examinations (Higher Education and Research Act 12b(1)(a))<sup>12</sup>. This once more makes clear that duties and responsibilities are separated: the programme board ensures the (monitoring and advancement of) the quality of testing, and the examination board assures that quality.

The examination board for Creative Technology has in the recent past more or less explored its quality assurance task: which methods work out well, in which fields are adoptions and/or additions necessary, which procedures can best be followed?

Also on the basis of experience, the examination board has laid down in this protocol the procedures and working methods that it will apply during the coming period for the quality assurance of interim and bachelor's examinations. It is also stated what its priorities are.

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<sup>11</sup> As a result of the Improved Governance Higher Education Act of December 2013, standard 3 of the NVAO has been split into two criteria as of 1 June 2014 (Standard 3: The degree programme has an adequate examination system in place and it can be proved that intended final qualifications are met: final level and examination methods (assessment). The realized level becomes apparent from intermediate and final assessments, graduation projects and the way in which graduates function in actual practice or in advanced training programmes. Assessments and evaluations are valid, reliable and transparent to students)  
[http://www.nvao.net/bestaande\\_opleiding\\_nl](http://www.nvao.net/bestaande_opleiding_nl).

<sup>12</sup> An overview of other statutory powers and duties can be found in Appendix 1

## 2. Protocol: Independent, in coordination

The protocol thus gives an insight into the criteria, procedures and instruments the examination board uses to assess whether the quality of tests, interim examinations and bachelor's examinations is sufficient (using quality criteria laid down in advance) and the way in which it reaches an independent judgment on that quality.

This independent judgment does not imply that no consultation has taken place on the criteria with the programme management. By ensuring that the quality criteria applied by the examination board for quality assurance and the criteria used by the programme board for quality care are geared to one another, the information needed by the examination board for assuring the quality of testing in an independent manner can indeed be supplied by the degree programmes in an efficient and effective manner, without any additional efforts needed. This adds to the balance necessary between available means (means made available by the government) for education and the level of quality that can and must be attained. Of course, minimum quality demands must be met, but there will always be aspects that can be further approved. However, not everything can or must be tackled at once; the boards of the individual degree programmes can draw up multi-year plans for this.

To ensure a proper coordination of policies (on quality care and testing) of the faculty/the degree programmes and in the Rules & Guidelines document of the examination board (especially the guidelines for examiners and the execution of quality assurance tasks), regular consultation is needed between programme management and examination board 13.

## 3. Quality assurance in a number of fields

The examination board distinguishes (also in connection with the various responsibilities on quality (University Job Classifications)) various aspects within quality assurance:

### - *Examiners*

The responsibility for appointing examiners for administering examinations and determining the results of these is in the hands of the examination board itself (Higher Education and Research Act Article 7.12c). Please note: By assuring the quality of the examiners, the examination board can adopt a "principle based" approach in quality assurance instead of a rule based approach. For the quality assurance of interim examinations (study units) and tests, a general minimum standard<sup>14</sup> is set and examiners have the responsibility and the faith that this norm is attained. The examination board assesses the quality in broad outlines by performing random checks several times a year (agreed procedures).

### - *Degree programme*

The programme management determines the final qualifications of the degree programme and the structure of the curriculum (in the Education and Examination Regulations) and is responsible for the quality (see also accreditation framework). The examination board assures the quality of this by assessing in an objective and expertly manner whether each student who receives a certificate does indeed meet the final qualifications (Higher Education and Research Act Section 7.10: if the interim examinations of the study units have been passed, the examination will have been passed)

### - *Study units*

Especially since the introduction of the Twents Educational Model (TEM) for all UT bachelor programmes, interim examinations of degree programmes consist of several tests (/deliverables) and their assessment involves several teachers. This gives reason for the examination board to devote special attention to the quality of testing at this level. One examiner is responsible for the (quality of the) study unit as a whole (this will in general be the person who in Osiris is referred to as the coordinator).

### - *Tests*

The examiner of a test (an interim examination may consist of several tests in different forms) is responsible for the quality of that test and its assessment (see also University Job Classification).

### - *Final assignments*

The quality of (testing of) final assignments receives special attention. Final assignments are usually seen

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<sup>13</sup>The dean of EEMCS intends to appoint an overall EEMCS examination board as of 1 September 2014. This means that the new Rules & Guidelines (for the entire EEMCS faculty) of the examination board and faculty/degree programmes' policies on testing and quality assurance must be matched.

<sup>14</sup>This standard/minimum quality level has been included in the checklist (see appendices). The examination board also provides the examiners with several quality guidelines in these Rules & Guidelines.

(also in accreditation procedures) as a reflection of the level of a degree programme (covering a large part of the final qualifications of that programme), and often many different examiners are involved. The programme management is responsible for the quality and level of this study unit.

- *Study units involving many different examiners/assessors*

Apart from the final assignments, there are a few other study units that involve several assessors, such as internships and research topics.

#### **4. Quality criteria and procedures per aspect**

As has been mentioned earlier, the examination board assures the quality - starting from the principle that examiners are competent and professional - in broad outlines (and verifies whether the right processes are followed to assure the quality) and carries out several random checks every year. To indicate the applicable minimum quality and to allow for an independent and transparent evaluation to be made of the quality (of testing) of the various aspects, the examination board has laid down a few criteria per aspect plus several positive indications (see checklists in Appendix 2). With this, the examination board intends to ensure that the quality care of the degree programme and the criteria used by the examination board to ensure the quality are well matched. The checklists will be evaluated after they have been in use for one year.

##### ***Examiners***

Within university education, the knowledge, insight and skills to be acquired are of a very specialistic nature (especially during the master, but also during the final phase of the bachelor programme). This often implies that the teacher must also be the examiner. Examiners play an important role in the quality assurance of interim examinations (and tests); after all, the examination board does for with regard to quality rely on competent and professional examiners and especially focuses on quality procedures that have been agreed upon. The quality itself is tested on the basis of random checks only.

##### ***Procedure***

- The examination board adopts a list of examiners annually (on the basis of recommendations by the programme board/as published in Osiris; criteria are checked).
- Together with the programme management, an annual evaluation is made to check whether all teachers meet the required qualifications and also whether all procedures have been devised in such a way that the quality is assured.
- All matters agreed upon will be recorded in the minutes of the examination board meeting (and included/added to the annual report for the dean).

##### ***Criteria used by the examination board***

- Examiners appointed by the examination board are competent in test development and assessment (apparent from a Basic Teaching Qualification or, in the future, a Basic Examination Qualification)
- Examiners have a higher degree than the educational level for which they have been appointed examiners.
- Examiners are informed of the examination policy, the Education and Examination Regulations and (instructions in) the rules and guidelines of the examination board: they receive an email annually, containing the most important aspects.
- Examiners devote attention to the quality of testing (which is shown, inter alia, by test analyses in course and module dossiers)
- (In case of study units with several examiners:) the coordinating examiner leads the assessment procedure, which is also shown in assessment schedules and analyses (random checks: see study unit).

##### ***Degree programme***

The UT assessment framework requires that, with regard to quality care at an institute level,<sup>15</sup> each degree programme has a testing plan. The quality care criteria at the level of the institute and the quality assurance tasks of the examination board are well matched. An examination plan contains all information the examination board needs to be able to guarantee that each student meets the final qualifications (as laid down in the Education and Examination Regulations), and that sufficient measures have been taken at the level of the institute with regard to the quality of tests.

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<sup>15</sup> UT Assessment Framework: Framework for an integrated assessment policy (2013)

### Agreements with programme management

- Agreements on examination plans:
  - The bachelor programmes (within Engineering, Design and Society) have not yet been fully developed; It has been agreed with the programme management that the examination plan for the bachelor programme will be completed in September 2016 (bachelor programme will then be fully developed).
  - Programme management will after each quarter present to the examination board data (in %) on pass rates, distribution of marks, number of resitters/"repairment students", number of additional testing opportunities, "students discussed during test result meetings" (especially in modules,) et cetera

### Procedure for the coming period

The quality assurance of examinations (do all students who receive a certificate meet the final qualifications?) will for now take place in accordance with the following procedure.

#### Procedure:

- The examination plan will be discussed annually (prior to the start of the academic year/once the course programme has been specified) with the programme management, and additions, corrections and or changes will be agreed upon.
- All arrangements and observations will be recorded in the minutes of the examination board meeting.

#### Criteria used by the examination board (see also Appendix 2b)

- The testing plan will set out how the final qualifications of the degree programme (Education and Examination Regulations) will be assessed (including the continuous curricular strands).
- The testing plan will show how it is guaranteed that all individual students achieve the final qualifications.
- The appendices to the testing plan (testing schedules per module) will show the examination methods.
- The document containing the testing policy (which is part of the testing plan) will show how the quality of testing and assessment is assured.
- Tests can be performed by all those involved.

### **Study unit**

A crucial instrument for the quality assurance and improvement of study units within the EEMCS programmes is the course dossier, which is kept up to date for each study unit. Next to information that is accessible for students (learning goals, course descriptions, organisation of classes and testing), the course dossier also contains information that is not accessible for students, especially:

1. Log: the activities that have taken place in connection with the course dossier (e.g. peer reviews)
2. Testing schedule and testing details
3. Testing exercises, answers and norms
4. Test results
5. Evaluation results
6. Peer reviews
7. Reflections by the teacher: on test results, evaluation results and outcomes of peer reviews

Teachers play a central role in ensuring high quality (see also University Job Classification Profiles).

For the purpose of supporting the teacher in keeping the course dossier up to date, templates will be made available and information available at a central level will be distributed centrally (e.g. course information, test and evaluation results).

### Agreements with programme management

The programme board/teachers are still developing the contents of the course dossiers. For the phased introduction, programme management has the following targets:

- Status course dossiers 1 September 2014: 30% full completion, 70% basic completion
- Status course dossiers 1 September 2015: 60% full completion, 40% basic completion
- Status course dossiers 1 September 2016: 90% full completion, 10% basic completion

It has been agreed with the programme management that the examination board receives an overview at least once a year of the dossiers that have been fully completed (including information on peer reviews or reflections on test results that have taken place (incl. test analyses))<sup>16</sup>.

The implementation will be subject of regular discussion during the coming period (i.e. it will be discussed at least annually) between the examination board and the programme management.

Criteria used by the examination board (see also Appendix 2c)

- The learning goals will be available in a structured and transparent document. They are the building blocks of examination as a broader theme
- Examinations of a study unit have been recorded in an examination plan, which demonstrates that all learning goals are examined (individually or otherwise)
- Group and individual tests are transparent and well-balanced
- Information on tests is transparent and available to all those concerned
- Resit and repair procedures have been included in study unit descriptions
- Tests are feasible for all those involved (efficient processes: students have enough time to prepare, teacher have enough time for correction and providing feedback)
- Tests are doable and "studyable" for students (not too much study material and proper spread across the study unit).

### **Tests**

The starting point for quality care within the EEMCS faculty is that teachers play a dominant role in its implementation. Quality of examination forms part of the quality of the education: teachers document their tests themselves. Quality control of tests will primarily take place in the form of peer reviews. Teachers will invite colleagues to provide feedback on testing plans, test specifications, tests, answer keys and marking standards, and will themselves reflect on test and evaluation results.

Peer reviews and the reflections of the teacher are therefore important aspects of the quality care of tests. A template is available for peer reviewing.

Agreements with the programme management

The peer reviews will be carried out by teachers who have been appointed by the examination board as examiners of (parts of) study units. The instructions to peer reviewers and the template to be used will be tailored to the criteria<sup>17</sup> used by the examination board (Appendix 2).

Procedure

- The examination board assures the quality of tests in broad outlines. It will verify whether peer reviews have been carried out. The examination board also performs random checks to evaluate the quality of these peer reviews. Three test reviews will be checked annually for each degree programme to which the examination is appointed (especially mandatory parts).
- Test analyses will also be assessed, plus the contents of the reflection and possible points for improvement.
- Conclusions and action points will be recorded in the minutes of the examination board meeting.

Criteria used by the examination board (see also Appendix 2d)

- The test meets the quality criteria in the field of validity (indication: see checklist Appendix 2)
- The test meets the quality criteria in the field of reliability (indication: see checklist Appendix 2)
- The test meets the quality criteria in the field of transparency (indication: see checklist Appendix 2)

Please note: the criteria will be applicable to random checks carried out by the examination board and are meant as guidelines to peer reviewers.

### **Final assignments**

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<sup>16</sup> Please note: The testing policy states that a member of the examination board is "entrusted with the task of "coordinating the course dossier". We consider this to be a temporary practical solution during the implementation of the course dossiers. This task can be transferred to the new study unit coordinator. This will guarantee the independence of the examination board. (Testing policy to be adapted by the programme management).

<sup>17</sup> The criteria and the positive indicators applied by the examination board must be attuned to the guidelines and instructions of the examination board to examiners for assessing and determining the result of examinations, as published in its Rules & Guidelines (in accordance with the Higher Education and Research Act Section 7.12b(1)(b), within the framework of the Education and Examination Regulations).

The degree programme is completed with a final project (30 EC). It will be assessed on the basis of an assessment form. The examiner will always consult a colleague before determining the result

#### Procedure

Quality assurance by the examination board will focus on two aspects:

- An examination board member will be involved in each assessment round.
- The examination board regularly discusses the quality of final assignments with the programme management.

All agreements will be recorded in the minutes of the examination board meeting.

### **5. Quality assurance activities: priorities, planning and evaluation**

As has been said before, the examination board assurance the quality in broad outlines, performing random checks every once in a while. The starting point for this approach is that examiners act competently and professionally. A checklist has been drawn up for each of the aspects the examination board focuses on for the purpose of quality assurance, based on the quality criteria. These checklists contain positive indicators for each criterium (study unit and test quality assurance with random checks).

The checklists will make it easier to gain insight into the quality. The combination of results and points of interest will give information on the extent to which criteria are met and which elements can or must be improved. Next to that, the checklists will play a role in accreditation procedures, where they can clarify the quality assurance activities of the examination board.

Also in connection with quality assurance, there must be a balance between the time and means needed and the results of efforts made.

#### Points for the annual cycle:

- meeting with programme management on teacher qualifications + record the agreements
- meeting with programme management on testing plan for the degree programme (testing of final qualifications)
- random check study unit + discussion with coordinator + discussion in examination board + record in writing
- random checks testing
- annual re-evaluation + discussion