

UNIVERSITY OF TWENTE
Faculty of Electrical Engineering, Mathematics and Computer Science
(EEMCS)

RULES & GUIDELINES (R&G)

as adopted by the

EEMCS Examination Board

for the 2016-2017 academic year

These Rules & Guidelines¹ apply to the following educational programmes:

- BSc Business & Information Technology (BIT)
- BSc Creative Technology (CREA)
- BSc Electrical Engineering (EE)
- BSc Computer Science (CSc)
- BSc Applied Mathematics (AM)
- MSc Applied Mathematics (AM)
- MSc Business Information Technology (MBIT)
- MSc Computer Science (CSc)
- MSc Electrical Engineering (EE)
- MSc Embedded Systems (EMSYS)²
- MSc Human Media Interaction (HMI);
- MSc Internet Science & Technology (IST)

¹ The Systems and Control (SC) MSc programme offered by the EEMCS faculty has its own Examination Board. The EMSYS and SC MSc programmes still have their own TER and do not yet come under the EEMCS MSc rump TER.

² In the case of this programme, if the 2016-2017 R&G have a detrimental impact on students when requests are made by students from the 2015 cohort and earlier, the 2015-2016 R&G for the programme will apply.

Contents

Definitions

Section 1: The Examination Board and its duties and powers

Article 1.1: The Examination Board

Article 1.2: Duties and powers

Article 1.3: Delegated duties and powers

Article 1.4: General (sub-committees, meetings and decision-making)

Section 2: Rules which the Examination Board applies in carrying out its general duties and powers

Article 2.1: The method used to determine whether a student has achieved the learning outcomes

Article 2.2: Assurance of quality of interim and other examinations

Article 2.3: Assurance of quality of the organization and procedures concerning interim and other examinations

Article 2.4: Designation of examiners

Article 2.5: Measures in fraud cases

Article 2.6: Conditions for determining that the examination has been passed even though not all of the interim examinations have been passed

Article 2.7: Certificates and registration

Article 2.8: Statements of excellence on the certificate

Article 2.9: Annual report

Section 3: Rules concerning duties for which students must submit requests

Article 3.1: General rules concerning requests

Article 3.2: Approval of elective courses

Article 3.3: Granting of exemptions

Article 3.4: Extension of the period of validity for interim examinations

Article 3.5: Alternative methods of participating in interim examinations

Article 3.6: Exceptions to the holding of oral interim examinations in public

Article 3.7: The withholding of certificates

Article 3.8: The issuing of written statements

Article 3.9: Derogations from the provisions of TER on grounds of unfairness

Section 4: Guidelines and instructions on assessing interim and other examinations and on determining results

Article 4.1: Guidelines and instructions generally

Article 4.2: Assessment of interim examinations and tests

Article 4.3: Determination of the result of a test or interim examination

Article 4.4: Assessment of final projects

Article 4.5: Prevention and reporting of fraud

Article 4.6: Miscellaneous guidelines and instructions

Section 5: Changes, deviations, appeals and objections

Article 5.1: Conflicts with the Rules & Guidelines

Article 5.2: Hardship clause

Article 5.3: Appeals and objections

Article 5.4: Publication and amendment of the Rules & Guidelines

Article 5.5: Entry into force

Appendices:

The attached appendices (pages 16 *et. seq.*) are not organized numerically, but refer to the article numbers.

Definitions:

For the definitions of the terms used in these Rules & Guidelines, please see the Teaching and Examination Regulations (TER)³. In addition, the following terms will be used in these Rules & Guidelines:

- Practical exercise: educational activity deemed necessary to achieve the envisaged skills.
- Final qualifications (also referred to as attainment targets): the qualities relating to knowledge, understanding and skills described in the TER for an educational programme which a student needs to have acquired when the programme is finished.
- Learning objectives: the knowledge, understanding and skills set out in the OSIRIS study information system for the relevant study unit which are necessary to complete a study unit successfully.
- Test plan: document indicating the way in which a programme ensures that students can meet the final qualifications described and the final level envisaged in the TER by, for example, indicating how the final qualifications have been operationalized into study unit learning objectives and the way in which (what, how and when) these are tested.

Section 1: The Examination Board and its duties and powers

Article 1.1: The Examination Board (Dutch Higher Education and Research Act (HERA), Article 7.12)

1. The Examination Board is the body which will determine, in an objective and professional manner, whether a student meets the conditions which the Teaching and Examination Regulations (TER) set for knowledge, understanding and skills necessary to obtain a degree.
2. The dean will establish an Examination Board for each educational programme or group of educational programmes and will appoint the members based on their expertise in the area of the relevant programme or group of programmes (HERA, Articles 7.12, 7.12a and 9.15(1)(e)).
3. An Examination Board will have at least one member who is a teacher in the programme or one of the programmes which is part of the group of programmes and one member from outside the group of programmes. Members of the institutional administration or persons otherwise bearing financial responsibility within the institution will not be appointed. The members of a board will be heard by the dean before a new member is appointed.
4. It is the responsibility of the dean to ensure that the board is independent and functions as an expert professional body.
5. Pursuant to Article 9.14 of the Higher Education and Research Act, the EEMCS faculty dean has adopted faculty regulations to further provide for the faculty's administration and organization. The faculty regulations include provisions on the establishment and composition of the Examination Board(s) and on the appointment of the members.
6. The Examination Board established by the dean and the members appointed will be published on the faculty's website.

Article 1.2: The Examination Board's duties and powers

1. The Examination Board will have the following legal duties:
 - a. determining whether a student satisfies the conditions to obtain a degree stated in the TER with respect to knowledge, understanding and skills (HERA, Article 7.12(2));
 - b. issuing a certificate as proof that an examination has been passed (HERA, Article 7.11(2));
 - c. issuing a written statement in which the interim examinations passed are indicated (HERA, Article 7.11(5));
 - d. assuring the quality of interim and other examinations (HERA, Article 7.12b(1)(a));

- e. assuring the quality of the organization and procedures concerning interim and other examinations (HERA, Article 7.12b(1)(d));
 - f. adopting guidelines and instructions in connection with the TER to assess and determine the results of interim and other examinations (HERA, Article 7.12b(1)(b));
 - g. granting permission to students to pursue flexible educational programmes (HERA, Articles 7.12b(1)(c) and 7.3d);
 - h. granting exemptions from sitting one or more interim examinations (HERA, Article 7.12b(1)(d) in accordance with the TER (HERA, Article 7.13(2)(r));
 - i. taking measures in fraud cases (HERA, Article 7.12b(2));
 - j. adopting rules on carrying out the duties and powers under (c), (d), (f) and (g) (HERA, Article 7.12b(3)) and the measures which it may take in that connection;
 - k. drawing up an annual report for the dean (HERA, Article 7.12b(5));
 - l. designating examiners to hold interim examinations and determine the results thereof (HERA, Article 7.12c(1));
 - m. at the institutional administration's request, giving advice in exceptional cases on whether or not to terminate the enrolment of a student who has demonstrated, through conduct or statements, that he/she is not suitable for professions for which the programme provides training (HERA, Article 7.42a).
2. The Examination Board will have the following legal powers:
 - a. the power to decide on, in accordance with rules to be adopted by the institutional administration, a request by a student not to issue a certificate yet (HERA, Article 7.11(3));
 - b. the power to determine, under conditions to be adopted by the board, that not every interim examination needs to be passed to pass the examination (HERA, Article 7.12b(3));
 - c. the power to extend the period of validity for interim examinations (HERA, Article 7.13(2)(k)) and tests (BSc TER, Article 4.8(2));
 - d. the power to decide to deviate in exceptional cases from the manner of sitting interim examinations as set forth in the TER (HERA, Article 7.13(2)(l));
 - e. the power to decide to deviate in exceptional cases from holding oral interim examinations in public (HERA, Article 7.13(2)(n));
 - f. the power to grant an exemption, with or without alternative requirements being imposed, from the obligation to participate in practical exercises with a view to permission to sit an interim examination (HERA, Article 7.13(2)(t)).
 3. The institutional administration will ask the Examination Board for advice if:
 - a. the institutional administration intends to terminate or deny a student's enrolment for a programme, if the student has demonstrated, through his/her conduct or statements, that he/she is not suitable to practise the professions for which the programme provides training (HERA, Article 7.42a).
 4. After consultation, several more duties were added to the foregoing (in the TER) by the institutional administration or the dean:
 - a. where necessary, giving advice on the test scheme for a study unit for adoption by the dean (BSc TER, Article 4.4(2)(a));
 - b. giving advice on changes in the test scheme during a study unit (BSc TER, Article 4.4(5)(a));
 - c. agreeing to transitional arrangements (BSc TER, Article 8.4(5));
 - d. allowing deviations from the course options in the minor portion of a BSc programme (BSc TER, Article 3.2a).
 5. The TER includes a hardship clause giving the Examination Board the power to deviate from the provisions in the TER in exceptional cases of demonstrable extreme unreasonableness or unfairness. The agreements made with the dean about this are listed in Appendix 1.2. In deciding about deviations, the Examination Board will always ascertain whether the final qualifications described in the TER have been met. This power relates to:
 - a. granting individual students exemptions for study unit components (BSc TER, Article 3.4); see R&G, Article 3.3;
 - b. giving individual students the opportunity to sit a test in a different manner than stated in the test scheme;
 - c. extending the period of validity for test results (BSc TER, Article 4.7(2));
 - d. deviating from the provisions on granting a 'with distinction' designation; see R&G, Article 3.9a.

Article 1.3: Division of duties and delegated duties and powers

1. Insofar as the law or these Rules & Guidelines do not dictate otherwise, the Examination Board may decide to delegate certain powers which it has, with instructions if appropriate.
2. For efficiency reasons, the Examination Board has delegated several duties to sub-committees (see appendix 1.3a). Duties and powers have also been delegated to the registry and programme coordinators (with instructions). Appendix 1.3b provides an overview of the division of duties and delegated duties.
3. The sub-committees will carry out the duties and powers delegated to them in accordance with these R&G. The instructions referred to in paragraphs 1 and 2 are listed in Appendix 1.3c.
4. Resolutions adopted in connection with delegated duties will be signed on the Examination Board's behalf and will be set forth in the Examination Board's list of decisions.

Article 1.4: General (sub-committees, meetings and decision-making)

1. After consulting with the Examination Board's members, the dean will designate a chair for the Examination Board and chairs for the sub-committees.
2. The Examination Board's chair will likewise be the chair of the general sub-committee. The chair, or another member, of each education-related sub-committee will in principle be a member of the general sub-committee.
3. Subject to the provisions in the TER, the Examination Board will determine each year the dates and times when the Examination Board and sub-committees will meet. These will be announced through the Examination Board's website and the usual channels. The Examination Board's and sub-committees' meetings will be closed.
4. Insofar as they have not been delegated, resolutions by the Examination Board or a sub-committee may only be passed if more than half of the Examination Board's or sub-committee's members are present or have cast a written ballot.
5. The Examination Board and sub-committees will pass resolutions by a simple majority⁴ vote. In the event of a tie, the chair will have the casting vote. Resolutions will be set forth in the Examination Board's list of decisions.
6. The Examination Board and sub-committees may receive advice from external experts or from staff involved in the programme, such as programme directors, programme coordinators and study advisors. These advisors may be invited to the Examination Board's or sub-committee's meetings.
7. With respect to decisions to be taken which affect individual students, the Examination Board and sub-committees will request advice from study advisors or other student counsellors. The information given about students will be considered confidential.
8. To prepare for the decision-making, the Examination Board may establish an ad hoc committee, which will make a recommendation to the Examination Board.
9. With regard to resolutions which, in the interest of a student, reasonably need to be discussed before the next committee meeting, the chair will decide on a procedure to reach a decision.
10. The affected parties will be informed of a decision. An appeals clause will be included in the notice of the decision.
11. The Examination Board and sub-committees will be assisted by a registry. The registry will ensure that requests and resolutions and the filing thereof will, where applicable, be carried out and handled administratively in accordance with the institution's guidelines.

⁴ The article numbering is the same for all Bachelor's programmes. It is intended that this numbering will also be followed in the 2017-2018 MSc rump TER.

Section 2: Rules concerning carrying out general duties and powers

Article 2.1: Determination of whether a student meets the final qualifications (HERA, Article 7.12(2))

1. If the interim examinations for study units which are part of an educational programme have been passed, the examination is deemed to have been sat. The examination includes no research to be conducted by the Examination Board itself as referred to in article 7.10(2) of HERA.
2. The Examination Board is the body which will determine, in an objective and professional manner, whether a student meets the conditions which the Teaching and Examination Regulations set for knowledge, understanding and skills necessary to obtain a degree.
3. The Examination Board will determine indirectly whether each individual student meets the final qualifications for the programme. It will do this using the test plan which each educational programme has in accordance with University of Twente's test framework. Based on the test plan, a determination will be made as to whether, in terms of content and level, the final qualifications are covered by the various study units' learning objectives and whether these objectives are adequately tested.
4. Each year, before the academic year starts, the Examination Board will discuss the test plan with the Programme Board⁵.
5. If there are transitional arrangements, the Examination Board will ascertain whether attainment of the final qualifications is still being properly tested through the interim examinations in the transitional arrangements (BSc TER, Article 8.4(5)).

Article 2.2: Assurance of the quality of interim and other examinations (HERA, Article 7.12b(1)(a))

1. The point of departure will be that the educational programmes will be responsible for the quality of the interim and other examinations, and that the Examination Board will safeguard the quality by ensuring that the programmes properly carry out this duty and that the desired result is achieved.
2. The Examination Board will safeguard the quality of interim and other examinations by explicitly paying attention to a number of aspects, specifically:
 - the examiners' testing skills;
 - the quality of the tests;
 - the relationship between the testing within study units and the contribution of learning objectives to the final qualifications (as evidenced by the test scheme);
 - the quality of the assessment of final projects;
 - the quality of examinations (attainment of final qualification, as evidenced by the test plan (Learning Sciences structure, including testing)).
3. The Examination Board has made agreements with the programmes about the way in which they will ensure the quality of interim and other examinations, in particular with regard to the aspects identified in paragraph 2 of this article. The agreements made are stated in Appendix 2.2.

Article 2.3: Assurance of the quality of the organization and procedures concerning interim and other examinations (HERA, Article 7.12b(1)(e))

1. The institutional administration will be responsible for the practical organization of interim and other examinations (HERA, Article 7.10(3)).
2. The Examination Board will safeguard the quality of the organization and procedures concerning interim and other examinations by ensuring that the organization and procedures do not adversely affect the quality of the interim and other examinations.
3. The Examination Board has made agreements with the dean about the way in which it will safeguard the quality of the organization concerning interim and other examinations. The agreements made are stated in Appendix 2.3.

⁵ This will occur for the first time in the 2016-2017 academic year.

Article 2.4: Designation of examiners (HERA, Article 7.12c(1))

1. For each study unit, the Examination Board will designate one or more examiners to hold interim examinations and determine the results thereof.
2. For purposes of the quality of the interim examinations and tests, the Examination Board will apply the following criteria in designating the examiners:
 - a. permanent or temporary academic staff members of the University of Twente or another research university who are involved in the programme and who possess sufficient educational qualifications, specifically in the testing area, will be appointed as examiners⁶;
 - b. an examiner's educational level must be at least one level higher than the educational level of the study unit for which he/she is designated as an examiner;
 - c. the examiner's role will be limited to the subject area within which the examiner is recognized as an expert;
 - d. the Examination Board may decide to appoint other experts as examiners. This decision will indicate the period of validity and the subject area.
3. In designating examiners, the Examination Board will base its decision on an overview which it receives annually from the Programme Board, in which for each study unit there is a proposal for the examiners to be appointed. Pursuant to the requirements stated in paragraph 2 or for reasons of its own, the Examination Board may designate other examiners for study units.
4. If there are different examiners for a study unit's various tests, one examiner will be designated as the coordinating examiner for the study unit and will determine the result of the interim examination. Generally speaking, this will be the person primarily responsible for the teaching. The coordinating examiner⁷ will be responsible for determining the mark for the study unit's interim examination in accordance with the test scheme. He/she will also be the contact person for the Examination Board.
5. Final assignments and final projects must be assessed by at least two qualified examiners (see also Article 4.4 of these Rules & Guidelines). At least one of the examiners for Bachelor's final projects must have a doctoral degree.
6. If unforeseen situations arise or, in the Examination Board's judgment, an examiner fails to follow the Examination Board's rules & guidelines, the Examination Board may designate a different examiner. It will also do this at the Programme Board's request if the examiner has not adhered to the period for announcing the results of tests and interim examinations (see TER, Article 4.7).

Article 2.5: Measures in fraud cases (HERA, Article 7.12b(2))

1. The institutional administration has set out what fraud is deemed to mean in the Student Charter (p. 22-23) (see appendix 2.5).
2. If fraud is suspected, the examiner or examination supervisor will inform the student that this will be reported to the Examination Board. The report by the examiner or examination supervisor will suspend the determination of the assessment of the test for the period running until the time that the Examination Board determines whether fraud occurred or not.
3. After having given the student and teacher an opportunity to be heard, the Examination Board will determine whether it was fraud and which measures will be taken, and will inform the student and teacher of this in writing.
4. If fraud is found, the test/interim examination will in any event be declared invalid and the Examination Board may deprive the student of the right to sit one or more tests or interim or other examinations to be designated by the Examination Board for a period to be set by the Examination Board (at most one year).
5. In cases of serious fraud (as referred to in HERA, Article 7.12b(2)), the institutional administration may, on the Examination Board's recommendation, definitively terminate the enrolment of the party concerned in the educational programme. The Examination Board will in principle make such a proposal to the institutional administration where there is repeated fraud.

Article 2.6: Conditions for determining that the examination has been passed even though not all of the interim examinations have been passed (HERA, Article 7.12b(3))

⁶ From August 2016, the Examination Board will in principle designate only examiners who have a basic teaching qualification or have been exempted from this;

⁷ In the Bachelor's TER, this person is referred to as the 'module examiner'.

1. If the interim examinations for study units which are part of an educational programme have been passed, the examination will be deemed to have been sat (HERA, Article 7.10(2)).
2. The Examination Board may, under conditions to be set by it, decide that not every interim examination needs to be passed to find that the examination was passed (HERA, Article 12b(3)).⁸
3. In all cases, the Examination Board will seek to determine whether a student meets the conditions which the Teaching and Examination Regulations (TER) set for knowledge, understanding and skills necessary to obtain a degree.

Article 2.7: Certificates (HERA, Article 7.11(2))

1. As proof that an examination has been passed, the Examination Board will issue a certificate. The certificate that the examination has been passed will include all of the information indicated in the Higher Education and Research Act.
2. The Examination Board will include a supplement with the certificate for the purpose of providing information about the nature and substance of the educational programme, with a view in part to international recognizability. The supplement will conform to the agreed standard European format.
3. The supplement will contain a description of the programme's substance and study workload. Further, the supplement will indicate the components which were part of the examination and the study units which were not part of the examination in which, at the student's request, an examination was given, including the assessment of those components.
4. The certificate and the supplement will be signed by the Examination Board's chair or one of the Examination Board's members.
5. To further specify the issuance of the certificate referred to in paragraph 1, the Examination Board will, after consulting with the dean, decide how the certificate will be handed out. The Programme Board will notify students of this in a timely manner through the usual channels.

Article 2.8: Statements of excellence on and with the certificate (BSc TER, Article 5.4(5))

1. Each programme has regulations on graduating 'with distinction'. These are included in Appendix 2.8.
2. The Examination Board will check whether the student meets the stated requirements. If the designation 'with distinction' can be granted to a student, this will be indicated on the certificate and supplement.
3. The Examination Board may, in exceptional cases, deviate from the conditions applicable to granting the designation 'with distinction'.
4. If a student has passed an honours programme for excellent students recognized by the Executive Board, this will be indicated on the supplement.

Article 2.9: Annual report (HERA, Article 7.12b(5))

1. The Examination Board draws up an annual report after the end of each academic year. The Examination Board will provide the annual report to the dean and Programme Boards.
 2. The annual report will in any event indicate:
 - a. the Examination Board's composition;
 - b. the professional development activities;
 - c. the activities relating to safeguarding quality;
 - d. the resolutions passed (including delegated resolutions) and the disposition of requests (table with numbers, broken down by programme);
 - e. the certificates issued (table with numbers, 'with distinction' designations, broken down by programme);
 - f. the number of appeals and fraud cases per programme;
 - g. the involvement in accreditations;
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- h. any plans for the coming year;
 - i. the focal points for the programmes with respect to the quality of interim and other examinations.
3. The annual report will be discussed with the dean in a meeting.

Section 3: Rules concerning requests and complaints by students

Article 3.1: General rules concerning requests and complaints (HERA, Article 7.12b(4))

1. Under the Higher Education and Research Act, the Examination Board may deviate from the provisions in the TER in certain situations (see R&G, Article 1.2). Students may submit a request to the Examination Board to that end.
2. In addition to the statutorily determined situations referred to in paragraph 1 of this article, a student may submit a request to the Examination Board to deviate from the provisions in the TER due to demonstrable extreme unreasonableness or unfairness (TER Article 8.7 hardship clause; see also R&G, Articles 1.2(5) and 3.9).
3. A request by a student requiring a decision by the Examination Board must be submitted in writing in a timely manner. The procedures for this will be set forth on the Examination Board's website.
4. In deciding on a request, the Examination Board may obtain advice from experts such as the Programme Board, examiners and study advisors.
5. The Examination Board will in principle take up properly submitted requests in the next board meeting, which will occur at least five business days after the request is received.
6. The Examination Board will provide the student with written notice of its decision as soon as possible. In principle, the student will be informed of the decision no later than five business days after the meeting. If necessary, the decision will be supported by reasons.
7. Complaints about examiners must, like appeals against or objections to decisions by the Examination Board, be submitted to the Board of Appeal for Examinations, c/o Student Services.
8. If a student files a request or complaint in which an examiner is involved who is an Examination Board member, the examiner in question will not participate in the handling of the request or complaint.

Article 3.2: Approval of flexible educational programmes (HERA, Articles 7.3d and 7.12b(1)(c))

1. A student enrolled for a university educational programme may himself/herself put together a programme, which includes an examination, from study units given by the institution. If the examination is to result in a degree, permission to pursue the programme must be obtained from the Examination Board.
2. The Examination Board will review whether the proposed flexible programme fits within the domain of an educational programme, is coherent and is of a sufficient standard in light of that educational programme's final qualifications, and differs sufficiently from the regular programme.
3. For a flexible Bachelor's programme (180 ECTS credits), the Examination Board will, in giving permission, apply the following as a guideline:
 - the final project must fit within the domain of the programme for which the certificate will be issued;
 - the difference from the first and second years of a regularly offered Bachelor's programme must be at least 30 ECTS credits.
4. For a flexible two-year Master's programme (120 ECTS), the Examination Board will, in giving permission, apply the following as a guideline:
 - the final project must fit within the domain of the programme for which the certificate will be issued;
 - the difference from the subject combination within the Master's programme which is the closest substantively must be at least 30 ECTS credits.
5. The student will be given written notice of the decision. If the Examination Board decides to approve the flexible programme, it will indicate the educational programme which will be deemed to include the flexible programme.

Article 3.2a: Deviation from the course options in the minor portion (BSc TER, Article 3.2)

1. A student may submit a well-founded request to the Examination Board to deviate from the course options in the minor portion formulated by the educational programme.
2. In its decision allowing a deviation, the Examination Board will apply the following guidelines:

- in terms of level and learning objectives, the proposed course options will contribute to the educational programme's final qualifications in the same manner as the regular minor available;
- the proposal will not include any overlap with study units (or portions thereof) from the study units taken by the student in the first and second programme year or components to be taken in the third year.

Article 3.3: Granting of exemptions for study units (or portions thereof) and for practical exercises (HERA, Articles 7.12b(1)(d) and 7.13(2)(r), and BSc TER, Article 3.4)

1. At a student's request, the Examination Board may grant the student an exemption for one or more complete study units.
2. Based on proof to be submitted by the student, the Examination Board will determine whether the student has sufficient knowledge and skills to be granted an exemption for the study unit concerned.
3. The Examination Board may, in exceptional cases, deviate from the provisions in paragraph 1 and grant an exemption for a study unit's components (BSc TER, Articles 3.4 and 8.7).
4. The Examination Board will grant an exemption from the obligation to participate in practical exercises to students who can show that they expect that their consciences will be violated in or by having to perform a certain practical exercise. In consultation with the study unit's examiner, the Examination Board will determine how the learning objectives of the practical exercise can be met in another way.

Article 3.4: Extension of the period of validity for the results of interim examinations and tests (HERA, Article 7.13(2)(k), and BSc TER, Article 4.7)

1. The TER list the period of validity for interim examinations and tests.
2. Students may submit requests to the Examination Board to extend the period of validity for interim examinations or tests.
3. In deciding on the extension of the period of validity of interim examinations, the Examination Board applies the guideline that the content of the subject of which the interim examination marked the completion must not be obsolete.

Article 3.5: Deviation from the manner of sitting interim examinations or tests (HERA, Article 7.13(2)(l), and BSc TER, Article 3.4(2))

1. In exceptional cases, students may submit requests to the Examination Board to deviate from the manner of sitting interim examinations or tests.
2. The Examination Board will always request advice from the relevant examiner.

Article 3.6: Deviation from holding oral interim examinations and tests in public (HERA, Article 7.13(2)(n), and BSc TER, Article 4.5)

1. Oral tests will be held in public (BSc TER, Article 4.5).
2. The Examination Board may decide otherwise in exceptional cases (HERA, Article 7.13(2)(n)).
3. If a student or examiner wants to allow third parties to be present when an oral test is held, this must be applied for to the Examination Board no later than 10 business days before the oral test (BSc TER, Article 4.5(2)). This provision will not apply to graduation colloquia, presentations or study unit group tests.
4. If an oral test is held by two examiners, the second examiner will not be considered a 'third party' within the meaning of the BSc TER, Article 4.5(2). This is also the case if the examiner requests the presence of an observer to ensure reliability of the assessment and the correct treatment of the student. This will be stated in the test scheme of the study unit or on the blackboard site.

Article 3.7: Withholding of certificates (HERA, Article 7.11(3))

1. Students who are entitled to the issuance of a certificate may ask the Examination Board not to do so yet.
2. Pursuant to the Higher Education and Research Act, Article 7.11(3), the EEMCS Faculty Board has determined that the deferment may never exceed one year.

Article 3.8: Issuance of written statements (HERA, Article 7.11(5), and BSc TER, Article 5.4(5))

1. Students who have passed more than one interim examination and who cannot be issued with a certificate referred to in Article 2.7 of these Rules & Guidelines will, upon request, receive a statement issued by the Examination Board which at least indicates the interim examinations which they passed.

Article 3.9: Deviation from the provisions in the TER based on the hardship clause (TER, Article 8.7)

1. The TER (hardship clause) provides that, in cases of demonstrable extreme unreasonableness or unfairness, the Examination Board or Programme Board may allow the provisions in the TER to be deviated from.
2. The Examination Board has made agreements with the dean about the articles in the TER from which the Examination Board may decide to deviate. These agreements are stated in Appendix 1.2.

Article 3.9a: Deviation from the rules on the designation ‘with distinction’

1. The Examination Board may, in exceptional cases, deviate from the rules applicable to granting the designation ‘with distinction’.
2. The Examination Board will, for example, consider this if the study pace requirement was exceeded for excusable reasons. This may be the case if there has been a recognized delay according to the provisions formulated within the institution.

Section 4: Guidelines and instructions for examiners (HERA, Article 7.12b(1)(b))

Article 4.1: Guidelines and instructions generally

1. The Examination Board may provide guidelines and instructions on assessing interim and other examinations and on determining the results of interim examinations (HERA, Article 7.12b(1)(b)). An **instruction** must be followed, while a **guideline** may, with a statement of reasons, be deviated from in exceptional cases. Articles 4.2 to 4.6 of these Rules & Guidelines explicitly mention guidelines. The instructions which the Examination Board gives will mainly pertain to safeguarding the quality of interim and other examinations, partly in light of the knowledge, understanding and skills necessary to obtain a degree.
2. If the Examination Board so requests, the examiners will supply the requested information to the Examination Board (HERA, Article 7.12c).

Article 4.2: Assessment of interim examinations and tests

1. Explicit learning objectives will be formulated for each study unit. All these learning objectives will be tested. The test forms will be derived from the learning objectives. The questions and tasks for the interim examination will not go beyond the learning objectives.
2. The manner in which the study unit's interim examinations are sat will be broadly indicated in the Teaching and Examination Regulations' programme-specific appendices (HERA, Article 7.12(2)(1)). A detailed overview is included in the study units' test schemes and/or in the course catalogue in OSIRIS.
3. A study unit's test scheme will at least state what the learning objectives are, when and in which form tests will be held, the mutual weighing of tests, any required minimum marks for each test (contribution to the final mark), any resit options (MSc) or repair options (BSc) and the conditions stated to be allowed to participate in this repair (BSc TER, Article 4.4). The test scheme will be included in the study unit dossier.
4. Each test and assessment will be valid, as reliable as possible and readily comprehensible to students.
5. The examiner will ensure that the students can, in a timely manner (before the teaching starts), gain a sufficient understanding of the requirements set for the tests.
6. The assessment criteria for a study unit's various tests will be announced to students through the appropriate channels (Blackboard) when the study unit starts.
7. If a test is assessed by multiple examiners, the responsible examiner will ensure that the assessment criteria are interpreted and applied by all examiners in the same manner (uniform, consistent assessments).
8. In some cases, student assistants may, under strict conditions, be utilized to help in assessing tests (see Appendix 4.2).
9. Assessment tools (scoring rules, assessment forms or modules, standards and cut-off scores) will be used for all test forms utilized. The assessment will be comprehensible.
10. Each student will be entitled to an assessment and result which is substantiated.

Article 4.3: Determination of the result of a test or interim examination

1. The interim examination result for a study unit will be expressed in a whole number from 1 to 10. An interim examination result will be rounded off according to the customary rules (see BSc TER, Article 4.1). A mark of 6 or higher will be deemed a pass.
2. The interim examination result must be sufficiently based on an individual assessment⁹.
3. In special cases and in accordance with the guidelines and instructions in this section of the Rules & Guidelines, the coordinating examiner will have authority to decide to ask a student or group of students – for purposes of repair – to supplement a study unit test.
4. The test scheme referred to in Article 4.2(3) will state when a supplemental assignment may be considered. The **guideline** here is that without the supplemental assignment the final mark must be at least 5.

⁹ For several educational programmes, generic regulations have been adopted for the intake cohorts from before 2016. These are included in Appendix 2.6.

5. The decisions referred to in paragraph 3 will be included in a report for the Examination Board. This will at least indicate which students have obtained which supplements for which reasons and whether a student has participated in both the test and a repair.
6. The Programme Board may modify the test scheme during the study unit. It may only do so in consultation with the study unit's coordinating examiner and after advice – except for moving tests – from the Examination Board (BSC TER, Article 4.4(5)).
7. If, when the test is held, it is apparent that a mistake has been made concerning the ability to mark the test within the available time, the clarity of the questions or the degree of difficulty, the examiner may apply adjusted standards. These new standards may not affect the students adversely. The change will be recorded in writing and filed in the study unit dossier, and the Examination Board will be informed.
8. A test analysis for multiple-choice questions will be conducted before the result is determined (**guideline**).

Article 4.4: Assessment of final projects

1. At least two of the examiners designated for a study unit will be involved in assessing the Bachelor's thesis or the final study unit(s) for the Bachelor's examination.
2. At least one of the assessors will have a doctoral degree.
3. At least two of the examiners designated for a study unit will be involved in assessing the Master's thesis or the final component of the Master's examination. Both assessors will have doctoral degrees. For the BIT Master's programme, there must be at least one examiner from the BMS faculty and one examiner from the EEMCS faculty.
4. The assessment form adopted by the relevant programme (after advice from the Examination Board) will be used to assess the assignment referred to in paragraphs 1 and 3.

Article 4.5: Prevention and reporting of fraud

1. The institutional administration has set out what fraud is deemed to mean in the Student Charter (see appendix 4.5a). The Student Charter also includes the citation rules. The rules of procedure as adopted by the dean of EEMCS are included as appendix 4.5b. The educational programme will inform new students of this.
2. Before final or other assignments are assessed, a plagiarism checker will be used (**guideline**).
3. Before the teaching starts, the study unit's blackboard site will clearly indicate which materials and devices may be used with each test (**guideline**).
4. If fraud is suspected, the procedure in Article 2.5 of these Rules & Guidelines must be followed.

Article 4.6: Miscellaneous guidelines and instructions

1. Statements about recorded individual information concerning the results of interim examinations and tests will not be made to others besides the student taking the examination and persons who, under or pursuant to the law, are entitled to this information or cannot perform their duties without having this information. Such persons will include, for example, the Examination Board members, study advisor, programme director, student counsellor and Board of Appeal for Examinations.
2. For a written interim examination, the maximum number of points which may be obtained for a question will be indicated with each question.
3. For an oral test, there must be proof that the student was treated properly and that the assessment is reliable. This can be shown by, for example, the presence of a second teacher with a basic teaching qualification or a video recording of the sitting of the oral test. Include this in the test schedule and/or the blackboard site of the study unit.

Section 5: Changes, deviations, appeals and objections

Article 5.1: Conflicts with the Rules & Guidelines

1. The guidelines and instructions stated in these Rules & Guidelines have been formulated within the framework of the educational programme's Teaching and Examination Regulations (TER). If they conflict with the TER, the provisions in the TER will prevail.
2. If other supplemental regulations and/or provisions conflict with the rules in these Rules & Guidelines, the provisions in these Rules & Guidelines will prevail.

Article 5.2: Hardship clause

1. The Examination Board will regularly evaluate the functioning of these regulations.
2. In cases of demonstrable extreme unreasonableness or unfairness, the Examination Board may deviate from the provisions in these regulations.
3. The Examination Board will decide on situations not provided for by these regulations.

Article 5.3: Appeals and objections

1. Appeals against decisions by the Examination Board must be submitted in writing to the Student Services counter's desk for letters of objection and appeals (and complaints) within six weeks after the decision is announced to the party concerned.
2. If a student has submitted a complaint about an examiner to the complaints desk and the Examination Board has been asked to act as a mediator, the Examination Board will adhere to the principle of hearing both sides.

Article 5.4: Publication and amendment of the Rules & Guidelines

1. The Examination Board's Rules & Guidelines will be announced through the faculty's website.
2. Changes to these Rules & Guidelines will likewise be published on the faculty's website. Changes to these regulations applicable to the current academic year will only be made if the students' interests will not reasonably be harmed.

Article 5.5: Entry into force

These Rules & Guidelines will come into force on 1 September 2016 and will replace previous versions of the Rules & Guidelines for the educational programmes concerned.

APPENDICES to the 2015-2016 R&G for EEMC's Examination Board

The appendices are not consecutively numbered, but refer to the article numbers.

Appendix 1.2: Requests from students based on the hardship clause in TER (art 8.7); division of duties between Programme Board and Examination Board

Appendix 1.3a: The Examination Board's composition

Appendix 1.3b: Overview of delegated duties

Appendix 1.3c: Instructions for duties delegated by the Examination Board

Appendix 2.2: Assurance of quality of interim and other examinations

Appendix 2.3: Assurance of quality of the organization and procedures concerning interim and other examinations

Appendix 2.5a: Fraud

Appendix 2.5b: Rules of procedure during written tests and interim examinations

Appendix 2.8: Regulations on 'with distinction' designations as adopted by the programme management of the educational programmes for which the Examination Board has been established

Appendix 4.2: Utilization of student assistants to help in assessing tests

Appendix 1.2: Requests from students based on the hardship clause; division of duties between Programme Board and Examination Board 2016-2017

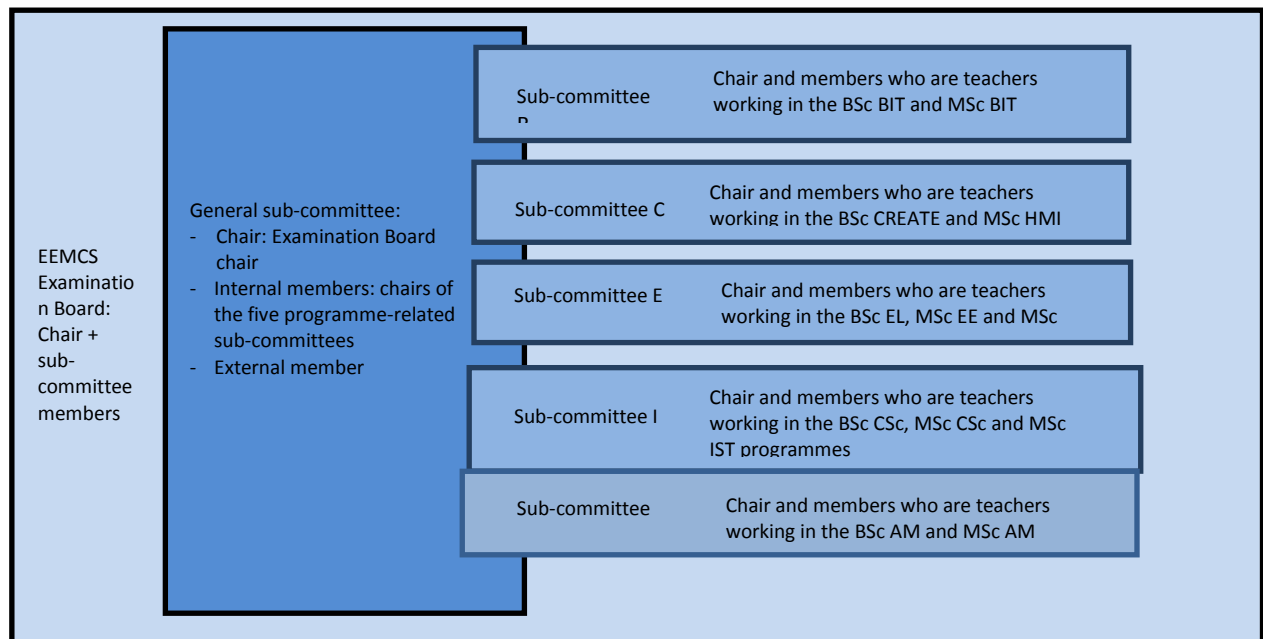
TER Article 8.7 Hardship clause: “In cases of demonstrable extreme unreasonableness or unfairness, the Examination Board or Programme Board may allow the provisions in the TER to be deviated from”. The programme management and Examination Board have agreed on the division below with respect to the power to deviate from the EEMCS BSc and MSc rump TER.

<i>EEMCS BSc rump TER</i>	<i>EEMCS MSc rump TER</i>	<i>Subject</i>	<i>n/a</i>	<i>Programme management</i>	<i>Examination Board</i>
<i>Section 2</i>		<i>Admission</i>			
Article 2.1		Prerequisites		X	--
Article 2.2		Language requirement		X	--
Article 2.3		Admissions test		X	--
<i>Section 3</i>		<i>Content and design of educational programme</i>			
Article 3.1		Objective	n/a		--
Article 3.2		Design		X	X BSc paragraph k
Article 3.3		Language		X	--
Article 3.4		Exemption		--	HERA (R&G, Article 3.3)
Article 3.5		Flexible programme		--	HERA (R&G, Article 3.2)
<i>Section 4</i>		<i>education and testing</i>			
Article 4.1		General		X (with statement)	
Article 4.2		Modules			Paragraph 2 HERA (R&G Article 2.4)
Article 4.3		Enrolment		X	--
Article 4.4		Test scheme	n/a		
Article 4.5		Oral interim examination		X	X paragraph 2 (R&G, Article 3.6)
Article 4.6		Assessment deadline		X	
Article 4.7		Period of validity			HERA (R&G, Article 3.4)
Article 4.8		Subsequent discussion and inspection		X	--
Article 4.9		Retention period	n/a		--
<i>Section 5</i>		<i>Examination</i>			
Article 5.1		Examination Board	n/a		
Article 5.2		Examination			X paragraph 4
Article 5.3		Degree		X	
Article 5.4		Degree certificate			X paragraph 4 HERA statement (R&G, Article 3.8)
<i>Section 6</i>		<i>Student guidance and student progress evaluation</i>			
Article 6.1		Study progress overview		X	
Article 6.2		Student guidance		X	
Article 6.3		Student progress evaluation		X	
Article 6.4		Student progress evaluation for multiple educational programmes		X	
<i>Section 7</i>		<i>Students with disabilities</i>			
Article 7.1		Students with disabilities		X	
<i>Section 8</i>		<i>Amendments, transitional arrangements, objections and appeals</i>			
Articles 8.1/8.3		Conflicts, errors, modification		X	
Article 8.4		Transitional arrangements		X	*TER paragraph 5 Approval *TER paragraph 6 (R&G,

					Article 3.5)
Article 8.5		TER assessment		X	
Article 8.6		Appeals and Objections	n/a		
Article 8.7		Hardship clause		See this appendix	See this appendix
Articles 8.8/8.9		Publication and entry into force		X	
Miscellaneous					

Appendix 1.3a: Composition of the EEMCS Examination Board

The EEMCS Examination Board has organized itself as follows.



Appendix 1.3b: Division of duties and delegated duties

Duties and powers which are not included in this table have been delegated to the general sub-committee (for duties across educational programmes).

Note: If a decision has consequences across disciplines, this must always be submitted to the general sub-committee.

X = delegation disc = discussion adv = advice cons = consent prep = preparation

	<i>Duties/power</i>	<i>HERA/TER</i>	<i>R&G</i>	<i>Exam. bd.</i>	<i>Gen. s-c.</i>	<i>Prog-rel. s-c.***</i>	<i>Miscellaneous</i>	<i>Period</i>
1	Adoption of R&G (annually, once TER guideline is certain)	7.12 b		X**	prep	advice		Aug.
2	Designation of examiners (in accordance with qualifications in R&G)	7.12c	2.4			X		Aug.
3	Conditions for passing examination without having passed all interim examinations (including implementation)	7.12b(3)	2.6		X			
4	Determination of procedures to safeguard quality	7.12b	2.3		X	adv		
	Details of safeguarding	same				X		
5	Annual report	7.12b(5)	2.8	disc	X	adv		Dec.
6	Issuance (=signing and checking) of certificates	7.11	2.7 2.8			X		
7	Taking measures in fraud cases					X		
	Requests by individual students							
8	Flexible programme		3.2			X		
	Deviation from course options in the minor portion	TER 3.2	3.2a				EC****	
9	Exemptions	7.12b(1)(d) 7.13(2)(r)	3.3			X	EC (Master's)****	
10	Extension of period of validity for interim examinations*	7.13(2)(k)	3.4			X	EC****	
11	Deviation from the manner of sitting interim examinations*	7.13(2)(l)	3.5			X		
12	Deviation from holding oral interim examinations in public*	7.13(2)(n)	3.6			x	EC****	
13	The withholding of certificates	7.11(3)	3.7				registry	
14	Issuance of written statements (=certified list of marks)	7.11(3)	3.8				registry	
15	Hardship clause (see also R&G, Appendix 2)	TER 8.7	3.9		X			
a	Deviation from the rules on the designation 'with distinction'					X		

* This does not pertain to students with disabilities

** The Rules & Guidelines will typically be adopted in phases: 1) preparation by the general sub-committee; 2) advice from the programme-related sub-committees; 3) any adjustments by the general sub-committee; and 4) adoption by the Examination Board

*** or one of the members

**** EC: teaching coordinator of the educational programme

Appendix 1.3c: Instructions for duties delegated by the Examination Board

Explanation (see also Article 10.3 of the General Administrative Law Act): 'Delegation' means the power to take decisions in the name of a management body (the Examination Board) or to exercise powers in the management body's name. A management body may delegate a power, unless a statutory provision states otherwise or the nature of the power is incompatible with delegation. The power to sign specific documents may be delegated, unless provided otherwise by statute or the nature of the power is incompatible with delegation. The decision must show that the management body itself took the decision.

A power will in any event not be delegated if the power relates to: (a) adopting universally binding provisions; (b) passing resolutions where it has been specified that the resolutions must be passed by an increased majority or where the nature of the prescribed decision-making procedure is otherwise incompatible with delegation; (c) deciding appeals; or (d) reversing or denying approval of decisions by other management bodies.

If the Examination Board delegates powers, it will still ultimately be responsible for the decisions taken by the party to which the delegation has been made. If this delegatee is not operating under the responsibility of the delegator (the Examination Board), the delegation must be approved by the delegatee and, as appropriate, the party under whose responsibility it is operating. The power must be delegated in writing.

The Examination Board may still exercise the delegated power and may revoke the delegation (in writing) at any time.

The Examination Board may, on a case-by-case basis or generally, give instructions to the delegatee on exercising the delegated power. At the Examination Board's request, this delegatee must provide information on the exercise of the power.

The following instructions have been given concerning the delegations made by the Examination Board:

- The sub-committees will carry out the duties and powers delegated to them in accordance with the R&G.
- (R&G, Article 3.2a) The ***power to deviate from the course options in the minor portion*** has been delegated to the programme/Bachelor's coordinator. The coordinator must apply the criteria indicated in Article 3.2a of the R&G. The delegated decision must be accompanied by supporting arguments and be included in the Examination Board's list of decisions through the relevant programme-related sub-committee.
- (R&G, Article 3.3) The ***power to grant exemptions for study units of Master's programmes*** has been delegated to the Master's coordinator.
 1. Whether the student has requested exemptions previously must be checked.
 2. If, by granting an exemption, the number of ECTS credits for which the student has been exempted would exceed 15, the delegation will not be valid and the delegatee will have to provide a substantiated opinion to the Examination Board about the exemptions to be granted.
 3. When exemptions are granted on the Examination Board's behalf or advice is given, advice will always be requested from the examiners concerned.
 4. The delegatee will ensure that the relevant programme-related Examination Board is informed of the delegated decision.
 5. The decision will be included in the Examination Board's list of decisions.

Note 1: For exemptions for Bachelor's programmes, the Bachelor's/programme coordinator will be asked to give advice in accordance with the instructions above.

Note 2: Exemptions for tests will always be given by the relevant programme-related sub-committee.
- (R&G, Article 3.4) The ***power to extend the period of validity for interim examinations*** has been delegated to the programme coordinator. The coordinator will regularly check the period of validity, to ensure that, when the certificates are issued, there are no study units for which the period of validity has expired.

Note: The relevant programme-related sub-committee will decide on extending the period of validity for tests.
- (R&G, Article 3.6) The ***power to deviate from holding oral interim examinations and tests in public*** has been delegated in part to the programme coordinator: The BSc TER states that the presence of third

parties must be reported to the Examination Board. This reporting duty (and the handling thereof) has been delegated. The delegatee will act in consultation with the programme director.

- (R&G, Article 3.7) **The power to decide on requests not to issue certificates yet** has been delegated to the Examination Board's registry. The registry will apply the rules adopted by the dean.
- (R&G, Article 3.8) The **power to issue written statements to students** to whom certificates cannot be issued has been delegated to the Examination Board's registry. The registry will sign the statement on the Examination Board's behalf after ensuring that all study units indicated on it have been passed.

Appendix 2.2: Assurance of quality of interim and other examinations

N.B. It has been agreed with the programme directors that the quality assurance for all educational programmes will be harmonized and that a faculty quality assurance system will be approved, consistent with the aspects which the Examination Board wishes to safeguard. As soon as that has been determined, the criteria and processes applied by the Examination Board will be included in this appendix.

Appendix 2.3: Proposal for agreements on ensuring the quality of the organization and procedures concerning interim and other examinations and the safeguarding thereof

To properly safeguard the quality of the organization and procedures concerning interim and other examinations, the Examination Board has agreed with the management of the programmes for which the Examination Board has been established that, each year, before the start of the academic year, the management will request advice about:

- rules of procedure (including identification);
- fraud regulations;
- measures to prevent fraud;
- rooms to be used for written interim examinations;
- instructions for examination supervisors for written interim examinations;
- descriptions of the procedure for making copies of written interim examinations;
- regulations on 'with distinction' designations;
- rules for dual studies.

APPENDIX 2.5a: Fraud (from Student Charter 2016-2017, p. 22-23)

Interim examinations are assessments of the knowledge, insight and/or aptitude of the participating candidates, including an evaluation of the results of that assessment (article 7.10 of the HERA). An interim examination may consist of several parts. Cheating and plagiarism are actions or omissions on the part of a student that preclude an accurate assessment of his or her knowledge, understanding and aptitude.

Cheating includes:

- a. The use during a test or examination of (any form of) resource or device (electronic or technological) which, before the start of the study unit and/or examination or test, the examiner has prohibited, or which the student knew or should have known were prohibited.
- b. Conduct on the part of students which, before the start of the study unit and/or examination or test, the examiner has deemed to be academic misconduct, or which the student knew or should have known to be prohibited. Specifically, this includes:
 - Procuring copies of a test or examination before that test or examination has taken place;
 - Copying, for example:
 - Using cheat sheets or crib sheets;
 - Copying the work of others during the test or examination;
 - Letting others copy your work during the test or examination;
 - Sending or receiving text or other messages;
 - communicating about the content of the exam with any party other than the invigilators during the test or examination while that test or examination is under way (including by means of electronic devices).
 - claiming to be another person during a test or examination, or having someone else impersonate you.
- c. Using someone else's work or your own work without a proper citation (also known as self-plagiarism or plagiarism). Plagiarism includes, but is not limited to:
 - Using (parts of) other people's work (original terms, ideas, results or conclusions, illustrations) and presenting this as one's own work; if parts of another text (printed or digital) are used without attribution (and even if small changes are made), plagiarism has occurred;
 - Verbatim use of visual or audio material, test results, designs, software and programme codes without attribution and thereby presenting this as one's own original work;
 - Using verbatim citations without attribution or a clear indication (by, for example, omitting quotation marks, indentation, leaving white space) and thereby creating the false impression that (part of) these citations are one's own original work;
 - Citing literature that one has not read oneself (for example, using references taken from somebody else's work);
 - Using texts that have been written in collaboration with others without explicitly mentioning this;
 - Submitting work that has already been published in whole or in part elsewhere (e.g. work from other courses or educational programmes), without reference to the original work (self-plagiarism);
 - 'Free-riding'; i.e. not contributing equally to a group assignment;
- d. Manipulating research data in (group) assignments or falsifying data (for example, by filling in questionnaires or answering interview questions oneself).
- e. **All other forms of fraud at the discretion of the Examination Board**

PLEASE NOTE:

Knowingly providing an opportunity to commit fraud may also be deemed to constitute fraud.

Appendix 2.5b: Rules of procedure during written tests and interim examinations

Note: The Rules of procedure for 2016-2017 have been adopted by the EEMCS Examination Board. For 2017-2018, the Rules of procedure will be adopted at institute level (by the Executive Board) or at faculty level (by the dean of EEMCS)

1. Students must be present before the interim examination starts. Latecomers will, at the examination supervisor's discretion, only be admitted up to 30 minutes after the examination starts. At the examination supervisor's discretion, this period may be shorter for interim examinations not exceeding one hour.
2. Upon the start of the test, the student will indicate his/her name and student number on all of the test work.
3. Students may not leave the room until at least 30 minutes after the examination starts.
4. A student may not pass himself/herself off as another person and must be able to identify himself/herself by showing a student ID or a legally permissible valid ID (passport, ID card or driving licence) at the examination supervisor's request. Students who are unable to provide proof of identity will be excluded from the interim examination.
5. Nothing other than the permissible necessities for the interim examination may be placed on the table without the permission of the examination supervisor.
6. Study materials (such as a graphing calculator or a dictionary) may only be used if expressly permitted.
7. Mobile phones, smartwatches, PDAs and similar communication devices must be turned off and be out of reach (in the bag/coat) during the examination.
8. Unless stated otherwise by the examination supervisor, calculators, organizers, mobile phones and other electronic equipment must not be used.
9. A student must not have with him/her books or other sources of information which are not permissible.
10. In the case of digital tests students must not open any other applications or websites besides those permitted by the examination supervisor. The examination supervisor may verify this. The digital test and information about it must not be disseminated.
11. Cheating and providing others an opportunity to cheat is prohibited. Possession of a cheat sheet will be sufficient to establish fraud, even if it has not been used. Talking or otherwise communicating with other candidates is therefore also not permitted.
12. In principle, a brief trip to the toilet (max. 10 minutes) will be permitted, but only with the examination supervisor's permission and in accordance with the rules stated by him/her. Only one person may be given permission at a time. Devices must remain in the room. An examination supervisor may accompany the student to the toilet, depending on the examination and the room.
13. Upon or immediately after receiving the examination questions, the examination supervisor may ask the student to sign an attendance sheet for the examination and the turning in of the test work.

Rules in the event of emergencies

1. If an emergency arises or threatens to arise during or shortly before an interim examination, the examiner/examination supervisor will be authorized to take action and the students must follow the instructions of the examiner and/or examination supervisor.
2. If emergencies arise or threaten to arise during or shortly before an interim examination, the following will apply: if an emergency is expected before an examination starts, the examination will be postponed immediately. The examiner will set a new examination date in consultation with the programme director.
3. The new date for the examination, which will be within one month (not counting holiday months), will be binding. This will be published through the usual channels within three business days after the building is cleared for use again.
4. If an emergency occurs or is expected during an interim examination, the following actions must be taken, if possible:
 - a. students must indicate their names and student numbers on all the examination work at the start of the examination;
 - b. the persons present must immediately leave the examination room at the responsible body's or examination supervisor's instruction;
 - c. students will leave the examination work done behind in the examination room;
 - d. if the examination has already begun and this is reasonably possible, the teacher will determine the final mark based on the questions answered (in whole or in part) which have been turned in.

5. If the teacher cannot determine the final mark based on the provisions in Article 5.4(d), a resit will be organized for the aggrieved students within one month (not counting holiday months) of the interim examination interrupted by the emergency, provided they had registered for the aforementioned examination.
6. The rules regarding emergencies will also apply to emergency drills.

Appendix 2.8: From BSc TER and MSc TER: Regulations on ‘with distinction’ designations as adopted by the programme management of the educational programmes for which the Examination Board has been established

BSc BIT

The student will be deemed to have demonstrated exceptional competence in the Bachelor's programme if each of the following conditions is met:

- a. the average of the marks* attained for the components of the Bachelor's examination was at least 8;
- b. components for which an assessment was not given in the form of a mark or for which an exemption was granted will not be considered in determining the aforementioned average;
- c. the student did not fail to pass any component of the examination programme and received a mark of 6 for no more than one examination component;
- d. exemptions were granted for at most one-third of the total degree programme;
- e. the final mark for the final study unit (the Bachelor's paper) was at least 8;
- f. the Bachelor's programme was completed within four years.

BSc Create

There will be question of exceptional competence in the Bachelor's programme if each of the following conditions have been met:

- a. the average of the assessment marks, scored on modules of the Bachelor's examination, is at least 8;
- b. when determining the above average, the modules for which no marks have been awarded or for which exemptions were granted will be left out of consideration;
- c. the student has not been awarded an unsatisfactory mark for any of the modules in the examination programme and has not been awarded a 6 for more than one module;
- d. exemptions have been granted for no more than one third of the total degree programme;
- e. the final mark for the topic Graduation Project within the Final Module is at least an 8.0;
- f. the Bachelor's programme has been completed within four years.

BSc Electrical Engineering

The student may graduate with the designation ‘with distinction’ after taking the Bachelor's examination. As a guideline for this designation to be granted, each of the following conditions must be met:

- a. the Bachelor's examination was passed within 3.5 years of the initial enrolment (study pace requirement);
- b. the average of the marks attained for the components of the Bachelor's examination was at least 8, with ‘pass’ assessments not expressed in numbers not being counted¹⁰;
- c. the student received at least a mark of 6 for all components of the Bachelor's examination;
- d. no exemptions were granted;
- e. a mark of at least 8 was received for the final project.

BSc CSc

The student may graduate with the designation ‘with distinction’ after taking the Bachelor's examination. As a guideline for this designation to be granted, each of the following conditions must be met:

- a. the Bachelor's examination was passed within 4 years of the initial enrolment (study pace requirement);
- b. the average of the marks attained for the study units was at least 8, with ‘pass’ assessments not expressed in numbers not being counted. The marks for the study units will be weighted by the respective number of ECTS credits for the study units in determining the average;
- c. only one mark for a study unit may be 6;
- d. the mark for the Bachelor's paper was at least 8.

BSc AM

The student will graduate with the designation ‘with distinction’ if the following conditions are met:

- for Bachelor's examinations for classes from 2012 and earlier:
 - the Bachelor's examination was passed within 4 years of the initial enrolment, including the first Bachelor's year;
 - the average of all marks from the second and third Bachelor's years (not counting ‘V’ and ‘VR’) was at least 8;
 - marks not necessary to meet the examination requirements will not be considered in determining the relevant average;
 - the student passed each component of the second and third Bachelor's years, including extra subjects (‘V’, ‘VR’, mark of at least 6);
 - no exemptions were granted;

¹⁰ For students who took the foundation year examination, the average of the component results after the foundation year will be taken here. For students who did not take the foundation year examination, the average of the results of all Bachelor's programme components will be taken here.

- a mark of at least 8 was received for the final project.

MSc AM, MBIT, CSc, EE, EMSYS, HMI, IST

The student will graduate with the designation 'with distinction' if the following conditions are met:

- a. The average grade for all parts of the Master's examination programme has to be at least 8;
- b. Those parts of the study programme that were granted exemption or for which an assessment was not given in the form of a mark are not considered for determination of the average grade.
- c. Exemptions within the programme may be granted with a maximum of 15 ECTS
- d. The Master's thesis (final project) is marked with at least 8
- e. The study programme is finished within 30 months
- f. In the case of a combined programme, the maximum period to be eligible for 'with distinction' is proportional to the total study load, that is, the number of months does not exceed the total study load in ECs divided by four.

Appendix 4.2: Utilization of student assistants to help in assessing tests

1. In some situations, student assistants may be used to help in assessing tests, particularly tests in the Bachelor's programme where the questions for large numbers of students must be assessed.
2. Several conditions must be met:
 - the assistant has, in the examiner's judgment, a command of the relevant subject at a level of at least 8;
 - the examiner has drawn up detailed instructions for marking the tests;
 - the examiner has examined several assignments himself/herself beforehand and discussed these with the assistant;
 - marks of 5 and 6 will all be reviewed by the examiner;
 - after the test is over, the examiner will carry out a spot check to check the marking;
 - the student assistant will be given a room where the marking can be done and will not take the interim examinations home.
3. Final assignments will not be marked by student assistants.
4. The Examination Board must always be informed.