

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 2018-2019 academic year

These Rules & Guidelines apply to the following degree programmes:

- BSc Applied Mathematics (b-AM)
- BSc Business & Information Technology (b-BIT)
- BSc Computer Science (b-CS)
- BSc Creative Technology (b-CREA)
- BSc Electrical Engineering (b-EE)
- MSc Applied Mathematics (m-AM)
- MSc Business Information Technology (m-BIT)
- MSc Computer Science (m-CS)
- MSc Electrical Engineering (m-EE)
- MSc Embedded Systems (EMSYS) ¹
- MSc Interaction Technology (ITech);
- MSc Internet Science & Technology (IST)
- MSc Systems & Control (SC)²

¹ If, in the case of this programme, these R&G have a detrimental impact on the 2015 cohort and earlier when submitting requests, the 2015-2016 R&G for the programme will apply.

² If, in the case of this programme, these R&G have a detrimental impact on the 2016 cohort and earlier when submitting requests, the 2016-2017 R&G for the programme will apply.

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Definitions:

For the definitions of the terms used in these Rules & Guidelines, please see the Higher Education and Research Act (HERA, in Dutch: WHW) and the Teaching and Examination Regulations EEMCS (TER)³. In addition, the following terms will be used in these Rules & Guidelines:

- Intended Learning Outcomes: (ILOs) the qualities relating to knowledge, understanding and skills described in the TER for a degree programme which a student needs to have acquired by the end of the degree programme.
- Learning objectives: the knowledge, understanding and skills as set out in the OSIRIS education catalogue for the relevant study unit that are necessary in order to complete a study unit successfully.
- Test plan: document indicating the way in which a degree programme ensures that students can meet the Intended Learning Outcomes and the final level envisaged in the TER by, for example, indicating how the Intended Learning Outcomes 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 that determines, in an objective and professional manner, whether a student meets the conditions that the Teaching and Examination Regulations (TER) set out in terms of the knowledge, understanding and skills necessary to obtain a degree.
2. The dean will establish an Examination Board for each degree programme, or group of degree programmes, and will appoint members based on their expertise in the field of the relevant degree programme or group of degree 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 degree programme, or in one of the degree programmes that form a group of degree programmes, and one member from outside the group of degree programmes. Members of the institutional administration or persons otherwise having financial responsibility within the institution will not be appointed. The members of an Examination Board will be consulted by the dean before a new member is appointed.
4. It is the responsibility of the dean to ensure that the Examination 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) (see annex 1.1) 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 has the following legal duties:
 - a. determining whether a student satisfies the conditions for obtaining a degree as 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 indicating interim examinations passed (HERA, Article 7.11(5));
 - d. safeguarding the quality of interim and other examinations (HERA, Article 7.12b(1)(a));
 - e. safeguarding 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 degree programmes (HERA, Articles 7.12b(1)(c) and 7.3d);

³ In the MSc TER the sections are the same, articles may deviate.

- 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 cases of academic misconduct (HERA, Article 7.12b(2));
 - j. adopting rules for carrying out the duties and powers under (c), (d), (f) and (g) (HERA, Article 7.12b(3)) and the measures which may be taken in connection therewith;
 - k. drawing up an annual report for the dean (HERA, Article 7.12b(5));
 - l. designating examiners to hold interim examinations and to determine the results thereof (HERA, Article 7.12c(1));
2. The Examination Board has the following legal powers:
- a. the power to decide, in accordance with rules to be adopted by the institutional administration, on 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 Examination Board, that not every interim examination needs to be passed to pass the final examination (HERA, Article 7.12b(3));
 - c. the power to extend the period of validity of interim examinations (HERA, Article 7.13(2)(k)) and tests (BSc TER, Article 4.7(1));
 - 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 as a prerequisite to sit an interim examination (HERA, Article 7.13(2)(t)).
3. The Executive Board/Dean will ask the Examination Board for advice if:
- a. the institutional administration intends to terminate or deny a student's enrolment for a degree programme because the student has demonstrated, through his/her conduct or statements, that he/she is unsuited to practicing the professions for which the degree programme provides training (HERA, Article 7.42a).
4. After consultation, several more duties have been added to the foregoing (in the TER) by the Executive Board or the dean:
- a. Granting exemptions for individual students with regard to components of study units (BSc TER, Article 3.4; R&G 3.3;
 - 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));
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. In deciding about deviations, the Examination Board will always ascertain whether the Intended Learning Outcomes described in the TER have been met. This power relates to (see also appendix 1.2):
- a. (BSc TER Article 3.2 (k)): - deviating from the conditions (regarding ECs) for admission to the minor;
 - Deviating from the course options in the minor component
 - Deviating from the condition (finalizing course programme) for admission to the graduation phase.
 - b. (BSc TER article 4.4 (6)): Making special arrangements for individual students in case the alterations in the test scheme have a detrimental impact on the students
 - c. (BSc TER article 8.4 (6)): deviating from the number and way interim examinations for terminated study units can be finalized.
 - d. Deviating from the provisions on granting a 'with distinction' designation; see also R&G article 3.9a.

Article 1.3: Division of duties and mandated duties and powers

1. Insofar as the law or these Rules & Guidelines do not dictate otherwise, the Examination Board may decide to mandate certain of its powers, where necessary with instructions.
2. For efficiency reasons, the Examination Board has mandated several duties to sub-committees. Duties and powers have also been mandated to the registrar and to Programme Coordinators (with instructions). Appendix 1.3a provides an overview of the division of duties and mandated duties.
3. Sub-committees will carry out the duties and powers mandated to them in accordance with these R&G. The instructions referred to in paragraph 1 and 2 are listed in Appendix 1.3b.
4. Resolutions adopted in connection with mandated duties will be signed on the Examination Board's behalf and will be set out 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-committees⁴.
2. The Examination Board's chair will also be the chair of the general sub-committee. Each programme related sub-committee will be represented, in principle by one of its members, in 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 subcommittees' meetings will be closed.
4. Insofar as they have not been mandated, resolutions by the Examination Board or a sub-committee may only be passed if more than half of the Examination Board's or the sub-committee's members are present or have cast a written ballot. Exceptions can be made to meet this quorum: in case of an understaffed sub-committee (as a result of illness or absence), a member of another sub-committee can be added temporarily to the understaffed sub-committee.
5. The Examination Board and sub-committees will pass resolutions by a simple majority⁵ vote. In the event of a tie, the chair will have the casting vote. Resolutions will be set out in the Examination Board's list of decisions.
6. The Examination Board and sub-committees may ask advice from external experts or from staff involved in the degree programme, such as Programme Directors, Programme Coordinators and study advisors. These advisors may be invited to meetings of the Examination Board and sub-committees.
7. With respect to decisions that will 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 treated as confidential.
8. To prepare for decision-making, the Examination Board may establish an ad hoc committee to make a recommendation to the Examination Board.
9. With regard to decisions that, in the interest of a student, need to be taken before the next committee meeting, the chair will decide on a procedure to reach a decision.
10. 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 registrar will ensure that requests and resolutions and the filing thereof, will be handled administratively in accordance with the institution's guidelines where applicable.

⁴ For the composition of the EEMCS Examination Board: Appendix 1.1.

⁵ A "Simple Majority" of votes is a majority achieved when in a voting procedure there are more votes in favour than counter votes. No account is taken of blank votes and absentees (if they have not cast with a ballot).

Section 2: Rules concerning carrying out general duties and powers

Article 2.1: Determining whether a student meets the Intended Learning Outcomes (HERA, Article 7.12(2))

1. If the interim examinations of study units which form part of a degree programme have been passed, the examination is deemed to have been passed. The examination does not include research to be conducted by the Examination Board itself as referred to in article 7.10(2) of HERA.
2. The Examination Board will determine indirectly whether each individual student meets the Intended Learning Outcomes of the degree programme. It will do this using the test plan that each degree programme has established in accordance with the University of Twente's test framework. Based on the test plan, it will be determined whether, in terms of content and level, the Intended Learning Outcomes are covered by the various study units' learning objectives and whether these objectives are adequately tested.
3. Each year, before the start of the academic year, the Examination Board will discuss the test plan with the Programme Director (see also appendix 2.2).
4. If there are transitional arrangements, the Examination Board will ascertain whether attainment of the Intended Learning Outcomes is still being properly tested through the interim examinations in the transitional arrangements (BSc TER, Article 8.4(5)).

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

1. In principle, the Programme Director of a degree programme is responsible for the quality of the interim and other examinations, and the Examination Board will safeguard the quality by ensuring that the Programme Director properly carries 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 coherence between the testing and assessment within study units and the contribution of that unit's learning objectives to the Intended Learning Outcomes of the degree programme (as evidenced by the test plan);
 - the quality of the assessment and level of final projects;
 - the quality of examinations (attainment of Intended Learning Outcomes, as evidenced by the test plan (ILO-structure, including testing)).
3. The Examination Board has made agreements with the Programme Directors as to how 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 listed in Appendix 2.2.

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

1. The Executive Board/ the dean is 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 listed in Appendix 2.3.

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 ensuring the quality of the interim examinations and tests, the Examination Board will apply the following criteria in designating the examiners:
 - a. In principle, only permanent or temporary academic staff members of the University of Twente or another research university who are involved in the degree programme and who possess sufficient

- educational qualifications, specifically in the field of testing and assessment, 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. Such a decision will indicate the period of validity and the subject area.
3. In designating examiners, the Examination Board will base its decisions on an overview to be provided annually by the Programme Director in which, for each study unit, there will be 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 multiple 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 results 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 these Rules & Guidelines, the Examination Board may designate another examiner. It will also do this at the Programme Director'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 academic misconduct cases (HERA, Article 7.12b(2))

1. The Executive Board has defined academic misconduct in the Student Charter (pp. 22-23). In addition, knowingly providing an opportunity for other students to commit academic misconduct may be deemed to constitute academic misconduct.
2. If academic misconduct 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 assessment of the test until the Examination Board determines whether or not academic misconduct has occurred.
3. After having given the student and teacher an opportunity to be heard, the Examination Board will determine whether academic misconduct has occurred and what measures will be taken, and will inform the student and teacher of this in writing.
4. If academic misconduct is found to have occurred, 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, interim or other examinations to be specified by the Examination Board, for a period to be set by the Examination Board (at most one year).
5. In cases of serious academic misconduct (as referred to in HERA, Article 7.12b(2)), the Executive Board may, on the Examination Board's recommendation, permanently terminate the enrolment of the student concerned in the degree programme. The Examination Board will in principle make such a proposal to the Executive Board where there is a case of repeated academic misconduct.

Article 2.6: Conditions for determining that the examination has been passed despite not passing all the interim examinations (HERA, Article 7.12b(3))

1. The Examination Board may, under conditions it sets, decide that not every interim examination needs to be passed in order for the examination to be passed (HERA, Article 12b(3))⁸.
2. In all cases, the Examination Board has to be able to determine whether a student meets the Programme Intended Learning Outcomes.

⁶ At least it is expected that an examiner has or is exempted from the University Teaching Qualification (UTQ; Dutch: BKO)

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

⁸ For several BSc degree programmes, generic regulations have been adopted for the pre-2013 intake cohorts. If, in case of requests of students from intake cohort 2012 and earlier, these R&G have a detrimental impact, the R&G of the intake year will apply.

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 confirming 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 content of the degree programme, also with a view to international recognisability. The supplement will conform to the agreed standard European format.
3. The supplement will contain a description of the degree programme's content and study workload. Furthermore, the supplement will indicate which components were part of the examination and also the study units which, while not part of the examination, were, at the student's request, examined, including the assessment of those components.
4. The certificate and the supplement will be signed by the programme subcommittee chair or one of its members.
5. To further specify the issuance of the certificate referred to in paragraph 1, the Examination Board will, after consulting the dean, decide how the certificate will be handed out. The Programme Director 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 degree programme has regulations on graduating 'with distinction'. These are included in the programme-specific part of the TER.
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 in the supplement.
3. The Examination Board may, in exceptional cases, deviate from the conditions in the TER applicable for 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 will draw up an annual report after the end of each academic year. The Examination Board will provide the annual report to the dean and Programme Directors.
2. The annual report will indicate:
 - a. the Examination Board's composition;
 - b. the professional development activities;
 - c. the activities related to safeguarding quality of testing and assessment;
 - d. the resolutions passed (including mandated resolutions) and the distribution of requests (table with numbers, broken down by degree programme);
 - e. the certificates issued (table with numbers, 'with distinction' designations, broken down by degree programme);
 - f. the number of appeals and academic misconduct cases per degree programme;
 - g. the involvement in accreditations;
 - h. any plans for the coming year;
 - i. the focal points for the degree 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 (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 also 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)).
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 out on the Examination Board's website.
4. In deciding on a request, the Examination Board may obtain advice from experts such as the Programme Director, examiners and study advisors.
5. The Examination Board will in principle address correctly submitted requests in the next board meeting that takes place 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 well-reasoned.
7. Complaints about examiners, as well as objections against decisions by the Examination Board, must be submitted to the Board of Appeal for Examinations, c/o Student Services.
8. If a student files a request or complaint involving an examiner 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 degree programmes (HERA, Articles 7.3d and 7.12b(1)(c))

1. A student enrolled on a university degree programme may compose a so-called flexible programme, which will include an examination, from study units given by the institution. If the examination is to result in a degree, permission to pursue the flexible programme must be obtained from the Examination Board.
2. The Examination Board will review whether the proposed flexible programme fits within the domain of a degree programme, is coherent and is of a sufficient level in terms of the degree programme's Intended Learning Outcomes, and differs sufficiently from the regular programme.
3. For a flexible Bachelor's programme (180 credits, EC), the Examination Board will, in giving permission, apply the following guidelines:
 - the final project must fit within the domain of the degree programme for which the certificate will be issued;
 - there must be a difference of at least 30 EC in total from the combined first and second years of a regular Bachelor's programme.
4. For a flexible two-year Master's programme (120 EC), the Examination Board will, in giving permission, apply the following guidelines:
 - the final project must fit within the domain of the degree programme for which the certificate will be issued;
 - there must be a difference of at least 30 EC in total from the subject combination within the most related Master specialisation.
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 degree programme within which the flexible programme will be deemed to fall.

Article 3.2a: Deviation from the course options in the minor component (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 component formulated by the degree programme.
2. In its decision regarding allowing a deviation, the Examination Board will apply the following guidelines:
 - in terms of level and learning objectives, the proposed course options must contribute to the degree programme's Intended Learning Outcomes in the same manner as the regular minor options;
 - the proposal must not overlap with study units (or portions thereof) taken by the student in the first and second years of the degree programme, or with components to be taken in the third year.

Article 3.3: Granting of exemptions for (parts of) study units 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 a 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 components of a study unit (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 have conscientious objection in carrying out 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 of partial results

(HERA, Article 7.13(2)(k), and BSc TER, Article 4.7)

1. The TER details the period of validity of interim examinations and partial results. Currently the validity of interim examinations is defined to be indefinite.
2. Students may submit requests to the Examination Board to extend the period of validity for partial results.

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 normally 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, an application must be made 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 conducted 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 will also be 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 relevant Canvas site.

Article 3.7: The postponement of issuing certificates (HERA, Article 7.11(3))

1. Students who are entitled to a certificate may request the Examination Board to defer its issuance.
2. In accordance with the Higher Education and Research Act, Article 7.11(3), the EEMCS Faculty Board has determined that such a deferment may not 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 receive a certificate as referred to in Article 2.7 of these Rules & Guidelines, will receive a statement upon request issued by the Examination Board indicating the interim examinations they have 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 allows, in cases of demonstrable extreme unreasonableness or unfairness, the

- Examination Board or Programme Director to permit deviations from the provisions in the TER.
2. The TER lists the cases in which the Examination Board may deviate (see also 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’ as stated in the TER.
2. The Examination Board will, for example, consider this if the study pace requirement was not achieved for excusable reasons. This could be because 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 issue 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, whereas a **guideline** may, with a statement of reasons, be deviated from in exceptional cases. Where there is a guideline in articles 4.2 to 4.6 of these Rules & Guidelines, this is explicitly stated. The instructions provided by the Examination Board will primarily concern the safeguarding of the quality of interim and other examinations, especially from the perspective of the knowledge, understanding and skills necessary to obtain a degree.
2. If the Examination Board requests information, the examiners are obliged to supply the requested information (HERA, Article 7.12c).

Article 4.2: Assessment of interim examinations and tests

1. Learning objectives will be explicitly formulated for each study unit. All these learning objectives will be tested. The form of the tests will be derived from the learning objectives. The questions and tasks set for an interim examination will not go beyond the stated learning objectives.
2. The manner in which a study unit's interim examinations are sat will be broadly indicated in the programme-specific appendices to the Teaching and Examination Regulations (HERA, Article 7.12(2)(1)). A detailed overview is included in the study units' test scheme and/or in the course catalogue in OSIRIS.
3. A study unit's test scheme will include the learning objectives. The BSc TER (Article 4.4), prescribes which other aspects have to be included in the test scheme. The test scheme will be included in the study unit dossier.
4. Each test and assessment must be valid, as reliable as possible and readily comprehensible to students.
5. The requirements set for the tests must be made clear before the study unit starts.
6. The assessment criteria for the various tests in a study unit will be announced to students through the appropriate channels (Canvas) 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 (consistent assessments).
8. In some cases, teaching assistants may, under strict conditions, be utilized to help in assessing tests (see Appendix 4.2).
9. Assessment tools (scoring rules, assessment forms or rubrics, standards and cut-off scores) will be used in regard to all the applied test forms. The assessment should be comprehensible.
10. Each student is entitled to substantiated assessment and result.

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

1. The result of an interim examination for a study unit will be expressed in a whole number from 1 to 10. Results will be rounded according to the customary rules (BSc TER, Article 4.1). A mark of 6 or above will be deemed a pass.
2. Interim examination results must be sufficiently based on individual assessment⁹.
3. In special cases, for purposes of repair and in accordance with the guidelines and instructions in this section of these Rules & Guidelines, the coordinating examiner will have authority to decide to ask a student or group of students to supplement a study unit test.
4. The test scheme referred to in Article 4.2(3) will state when a supplementary assignment may be considered. The **guideline** here is that, prior to any supplementary assignment, the final mark must be at least a 5.
5. The decisions referred to in paragraph 3 will be included in a report to the Examination Board. As a minimum, the report will indicate which students have taken part in which supplementary assignments and for what reasons, and whether a student has participated in both the test and a repair.
6. The Programme Director may modify the test scheme during the study unit. However, it may only do so in consultation with the study unit's coordinating examiner and— except for moving the date of tests – after advice from the Examination Board (BSc TER, Article 4.4(5)).
7. If it becomes apparent (when the test is held) that a mistake has been made concerning the ability to

⁹ A significant part of the learning goals must be individually tested to ensure that each individual student reaches the Intended Learning Outcomes of the programme.

complete the test within the available time, the clarity of the questions or the level/difficulty of the test, the examiner may apply adjusted standards. These new standards must not affect the students adversely. The change will be recorded and registered 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. In assessing the Bachelor's thesis or the final study unit(s) for the Bachelor's examination, at least two of the examiners designated for this study unit will be involved, at least one of whom will have a doctoral degree.
2. In assessing the Master's thesis or the final component of the Master's examination, at least two of the examiners designated for this study unit will be involved, both of whom 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.
3. The assessment form adopted by the relevant Programme Director (after advice from the Examination Board) will be used to assess the assignments of that degree programme referred to in paragraphs 1 and 2.

Article 4.5: Prevention and reporting of academic misconduct

1. The Executive Board has defined academic misconduct in the Student Charter (pp. 22-23). The Student Charter also includes rules regarding citation. The procedural rules for written test and interim examinations, as adopted by the dean of EEMCS, are included as Appendix 4.5. The Programme Director will inform students about the rules.
2. A plagiarism checker will be applied before assessing final or other reports.
3. Before teaching starts, it will be clearly indicated which materials and devices may be used for each test.
4. If academic misconduct is suspected, the procedure in Article 2.5 of these Rules & Guidelines must be followed.

Article 4.6: Miscellaneous guidelines and instructions

1. Recorded information on individuals concerning the results of interim examinations and tests will not be made available to anyone other than the student taking the examination and persons who, under or pursuant of 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. In written interim examinations, the maximum number of points obtainable will be indicated for each question.
3. For an oral test, there must be proof that the student was treated fairly and that the assessment is reliable. This can be demonstrated by, for example, the presence of a second teacher or a video recording of the oral test itself.

Section 5: Changes, deviations, appeals and objections

Article 5.1: Conflicts with these Rules & Guidelines

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

Article 5.2: Hardship clause

1. The Examination Board will regularly evaluate if these Rules & Guidelines have the intended effect.
2. In cases of demonstrable extreme unreasonableness or unfairness, the Examination Board may deviate from the provisions in these Rules & Guidelines.
3. The Examination Board will decide on situations not covered by these Rules & Guidelines.

Article 5.3: Appeals and objections

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

Article 5.4: Publication and amendment of these Rules & Guidelines

1. The Examination Board's Rules & Guidelines will be published on the faculty's website.
2. Changes to these Rules & Guidelines will likewise be published on the faculty's website. Changes to these Rules & Guidelines during the current academic year will only be valid if the interests of students are not unreasonably harmed.

Article 5.5: Entry into force

These Rules & Guidelines will become effective on 3 September 2018 and will replace previous versions of these Rules & Guidelines for the degree programmes concerned.

APPENDICES to the 2018-2019 R&G for EEMC's Examination Board

N.B.: The appendices are not consecutively numbered, but link to the articles with the same numbers.

Appendix 1.1: Composition of the Examination Board

Appendix 1.2: Aspects on which the Examination Board, according to the BSc TER 2018-2019, can deviate from the TER

Appendix 1.3a: Overview of mandated duties

Appendix 1.3b: Instructions for duties mandated by the Examination Board

Appendix 2.2: Safeguarding the quality of interim and other examinations

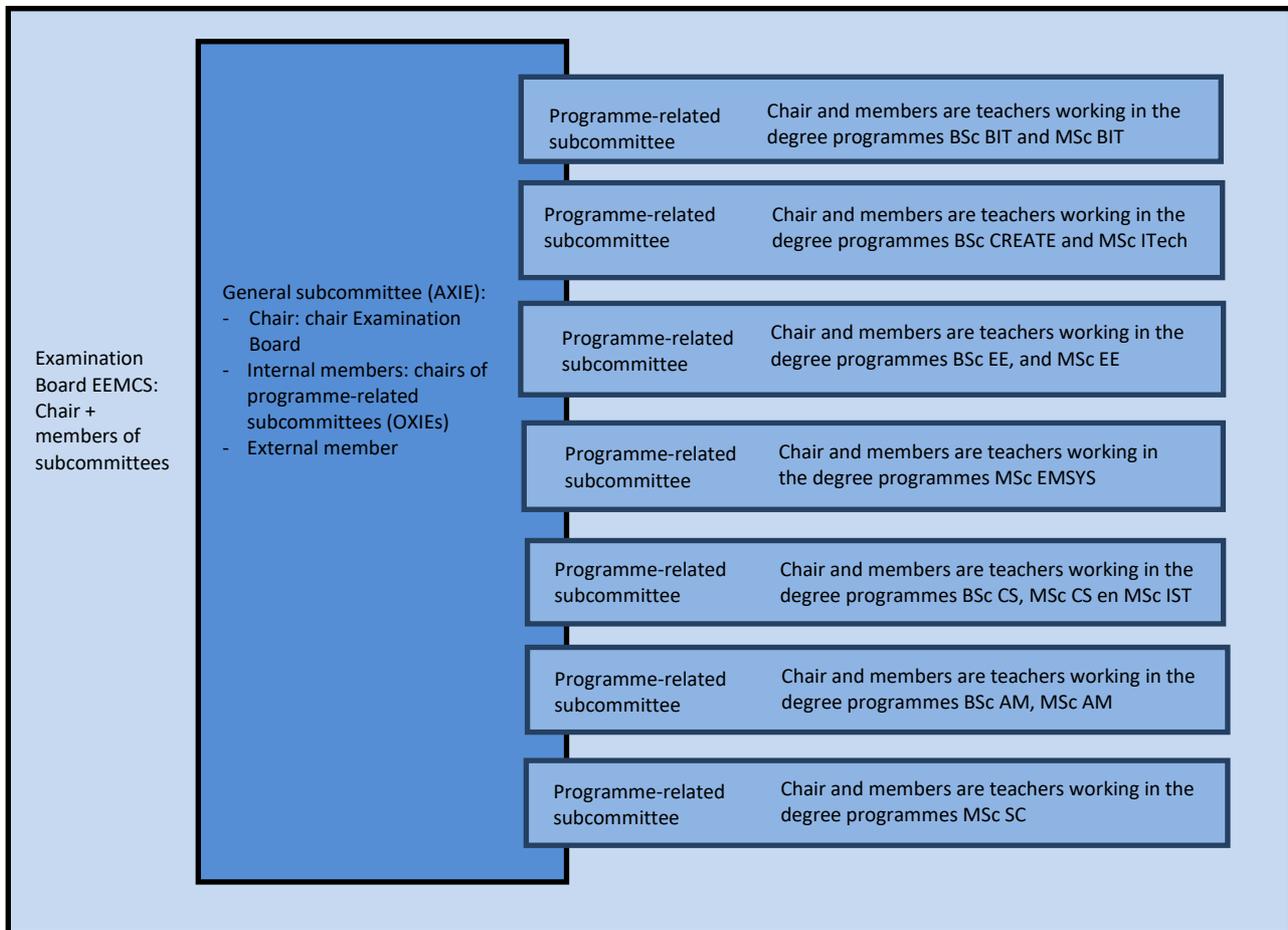
Appendix 2.3: Safeguarding the quality of the organization and procedures concerning interim and other examinations

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

Appendix 4.5: Procedural rules for written tests and interim examinations

Appendix 1.1: Composition of the EEMCS Examination Board

The EEMCS Examination Board is organized as follows.



Appendix 1.2: Requests from students based on the hardship clause: division of duties between Programme Director and Examination Board 2018-2019

TER Article 8.7 Hardship clause states: “In cases of demonstrable extreme unreasonableness or unfairness, the Examination Board or Programme Director may allow the provisions in the TER to be deviated from”. Leading to this is what body according to the TER has the task or competence for this purpose.

<i>EEMCS BSc*</i>	<i>Subject</i>	<i>specific</i>	<i>HERA</i>	<i>TER</i>
<i>Section 2</i>	<i>Admission</i>			
Article 2.1	Prerequisites			
Article 2.2	Language requirement			
Article 2.3	Admissions test			
<i>Section 3</i>	<i>Content and design of degree programme</i>			
Article 3.1	Objective			
Article 3.2	Design	2k		2e: admission to the minor 2f: minor options 2j: admission to the graduation phase
Article 3.3	Language			
Article 3.4	Exemption	2	HERA (R&G, Art 3.3)	Exemption for parts
Article 3.5	Flexible programme		HERA (R&G, Art 3.2)	
<i>Section 4</i>	<i>education and testing</i>			
Article 4.1	General			
Article 4.2	Modules	2	HERA (R&G Art 2.4)	Designate module examiners
Article 4.3	Enrolment			
Article 4.4	Test scheme	5 + 6		Advice changes during education Special facilities in individual cases
Article 4.5	Oral interim examination	2	HERA (R&G, Art 3.6)	(Administration is mandated)
Article 4.6	Assessment deadline	9		(other examiner)
Article 4.7	Period of validity	2	HERA (R&G, Art 3.4)	
Article 4.8	Subsequent discussion and inspection			--
Article 4.9	Retention period			--
<i>Section 5</i>	<i>Examination</i>			
Article 5.1	Examination Board		HERA	
Article 5.2	Examination	4 + 5	HERA	
Article 5.3	Degree			
Article 5.4	Degree certificate	4	HERA	(R&G 2.8 and 3.9a)
<i>Section 6</i>	<i>Student guidance and student progress evaluation</i>			
Article 6.1	Study progress overview			
Article 6.2	Student guidance			
Article 6.3	Student progress evaluation			
Article 6.4	Student progress evaluation for multiple degree programmes			
<i>Section 7</i>	<i>Students with disabilities</i>			
Article 7.1	Students with disabilities			
<i>Section 8</i>	<i>Amendments, transitional arrangements, objections and appeals</i>			
Articles 8.1/8.3	Conflicts, errors, modification			
Article 8.4	Transitional arrangements	5+ 6		Approval Deviate from number of examinations
Article 8.5	TER assessment			
Article 8.6	Appeals and Objections			
Article 8.7	Hardship clause	this appendix		
Articles 8.8/8.9	Publication and entry into force			

* In the MSc TER the sections the sections are the same, articles may deviate.

Appendix 1.3a: Division of duties and mandated duties

Duties and powers which are not included in this table have been mandated to the general sub-committee, AXIE (for duties across degree programmes). Note: If a decision has consequences across disciplines, this must always be submitted to the general sub-committee.

X = mandate 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>AXIE Gen. sc.</i>	<i>OXIE*** Prog-rel. sc.</i>	<i>Miscellaneous</i>	<i>Period</i>
1	Adoption of R&G (annually, once TER guidelines are established)	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 for safeguarding quality	7.12b	2.3		X	adv		
	Executing 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 academic misconduct cases					X		
	Requests by individual students							
8	Flexible programme		3.2			X		
	Deviation from course options in the minor component	TER 3.2	3.2a			X	PC****	
9	Exemptions	7.12b(1)(d) 7.13(2)(r)	3.3			X	PC (Master's)****	
10	Extension of period of validity for interim examinations*	7.13(2)(k)	3.4			X	PC****	
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	PC****	
13	The postponement of issuing certificates	7.11(3)	3.7				registry	
14	Issuance of written statements (=certified transcript of records)	7.11(3)	3.8				registry	
15	Hardship clause (see also R&G, Appendix 1.2)	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 four 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

**** PC: Programme Coordinator

Appendix 1.3b: Instructions for duties mandated by the Examination Board

N.B. (see also Article 10.3 of the General Administrative Law Act): 'Mandate' means the power to take decisions in the name of an administrative body (the Examination Board) or to exercise powers in the administrative body's name. An administrative body may mandate a power, unless a statutory provision states otherwise or the nature of the power is incompatible with mandate. The power to sign specific documents may be mandated, unless provided otherwise by law or the nature of the power is incompatible with mandate. The decision must show that the administrative body itself took the decision.

A power will in any event not be mandated 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 mandate; (c) deciding appeals; or (d) reversing or denying approval of decisions by other administrative bodies.

If the Examination Board mandates powers, it will still be ultimately responsible for the decisions taken by the party to which the mandate has been given. If the mandated party is not operating under the responsibility of the mandate provider (the Examination Board), the mandate must be accepted by the mandated party and, where appropriate, the party under whose responsibility he or she is operating. The power must be mandated in writing.

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

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

The following instructions have been given concerning mandate granted by the Examination Board:

- The sub-committees will carry out the duties and powers mandated to them in accordance with the R&G.
- (R&G, Article 3.2a) The ***power to deviate from the course options in the minor component*** has been mandated to the Bachelor Programme Coordinator. The coordinator must apply the criteria indicated in Article 3.2a of the R&G. The mandated 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 MSc programmes*** has been mandated to the Programme Coordinator.
 1. The mandated party must check whether the student has requested previous exemptions.
 2. If, by granting an exemption, the number of credits (EC) for which the student has received exemptions would exceed 15, the mandated power is no longer valid and the mandated party must provide a substantiated recommendation to the programme-related subcommittee of the Examination Board about any proposed exemptions.
 3. When exemptions are granted on behalf of the Examination Board, or advice is to be given, further advice will always be requested from the examiners concerned.
 4. The mandated party will ensure that the relevant programme-related Examination Board is informed of the mandated decision.
 5. The decision will be included in the Examination Board's list of decisions.

Note 1: For exemptions for BSc programmes, the Programme Coordinator will be asked to give advice in accordance with the instructions above.

Note 2: Exemptions for tests will always be granted by the relevant programme-related sub-committee.
- (R&G, Article 3.6) The ***power to deviate from holding oral interim examinations and tests in public*** has been mandated *partly* 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 mandated. The mandated party will act in consultation with the Programme Director.
- (R&G, Article 3.7) ***The power to postpone the issuing of certificates*** has been mandated to the Examination Board's registry. The registrar 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 mandated to the Examination Board's registrar. The registrar will sign the statement on behalf of the Examination Board after ensuring that all the study units included have been passed.

Appendix 2.2: Safeguarding the quality of interim and other examinations

N.B.: It has been agreed with the Programme Directors that quality assurance for all degree programmes will be harmonized and that a faculty-wide quality assurance system will be approved, consistent with the aspects that the Examination Board has decided to safeguard. As soon as this has been determined, the criteria and processes applied by the Examination Board will be included in this appendix.

At least 3 times a year, a meeting is scheduled between the Programme Director and the programme-related subcommittee of the Examination Board. Before the meeting, the Programme Director provides the committee with the necessary information. The information describes how the degree programme takes care of the quality of the assessment.

- **October:** Meeting to discuss the quality of second semester testing and, where applicable, the assessment and level of final assignments
Required information: pass rates, average grades, screened tests, test analyses, intended improvement actions and other aspects related to assessment quality (such as student opinion). Also, any aspects regarding the quality of assessment and level of final assignments can be discussed
- **April:** Meeting on the quality assurance of first semester testing and the assessment and level of final assignments if applicable (info: see Oct).
- **June:** Discussion on quality of and changes in test plan and of proposal to appoint examiners (incl. qualifications).
Required information: (adapted) test plan (including test schedules), proposal to appoint examiners (MISUT report, maybe per semester)

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

To properly safeguard the quality of the organization of, and procedures concerning, interim and other examinations, the Examination Board will provide advice to the management of the degree programmes for which the Examination Board has been established, concerning the following topics:

- Rules of order during examinations (including identification);
- Regulations concerning academic misconduct and measures to prevent academic misconduct;
- Rooms to be used for written tests;
- Instructions for invigilators during written tests;
- The procedure for making copies of written tests;

Appendix 4.2: Use of teaching assistants to help in assessing tests

1. In some situations, teaching assistants may be used to help in assessing tests.
2. Several conditions must be met:
 - the assistant masters, in the examiner's judgment, the relevant subject to a level of at least 8;
 - the examiner has drawn up detailed instructions for marking the tests;
 - the examiner has personally assessed several assignments in advance and discussed these with the assistant;
 - marks of 5 and 6 must be reviewed by the examiner;
 - once the marking is complete, the examiner will carry out a random check to ensure the marking is appropriate;
 - the examiner takes steps to ensure the careful handling of the material to be assessed
3. Final assignments will not be marked by teaching assistants.
4. The Examination Board must always be informed that teaching assistants have been used with regards to assessment.

Appendix 4.5: Rules of order for written tests.

This appendix describes the rules and procedures to be followed for written tests¹⁰ taken at the University of Twente. It applies to tests in those study programmes of which the Examination Board has adopted these rules as part of their Rules and Guidelines.

Terminology

- A *test* is the actual set of questions and assignments that the students have to answer and perform. The *examination* refers to the process in which they do so.
- An *examiner* is the person responsible for setting the test and (afterwards) for assessing the results. In contrast, an *invigilator* is a person supervising the examination. They may be one and the same person.

Rules

1. Students may enter the room from 15 minutes prior to the official start time of the examination, and will be admitted until at most 30 minutes after the official start time.
2. Students may not leave the room during the first 30 minutes or the last 15 minutes of the official period of examination.
3. Students who did not enrol for the examination do not have a right to take part and may only do so if there are enough seats and test copies available. The invigilator may ask students who did not enrol to leave the room, during the first 30 minutes after the official start time of the examination.
4. Students have to identify themselves during the examination by placing their student card (or, failing that, a certified ID¹¹) visibly on the table at the start of the examination.
5. A brief bathroom visit is only permitted if approved by the invigilator. Only one person at a time may be given permission. Where necessary and feasible,¹² an invigilator will accompany the student to the bathroom. Bathroom visits will not be permitted during the first 60 minutes and last 30 minutes of the examination.
6. If there is a designated area for placing bags and/or coats, all students should place those items there before the start of the examination. If there is no such designated area, all students should place their bags and coats under their table. Mobile phones, smart watches and other devices that are not explicitly approved by the examiner (see next point) must be placed in the bags and switched off.
7. Students may only use those resources (books, notes, calculators etc.) that are explicitly approved by the examiner. Any violation of this (including the possession of unauthorised resources that are not actually used) will be considered attempted fraud and will be reported to the Examination Board.
8. Students are not allowed to communicate directly or indirectly with others during the examination. Any violation of this will be considered attempted fraud and will be reported to the Examination Board.
9. The examination officially starts and ends at the instigation of the invigilator. When the end is announced, all students should stop writing. Students should follow the procedure for handing in their results as announced by the invigilator.
10. Unless decided differently, all examination papers, including questions, answer sheets and scrap paper, should be handed in by the students before they leave the room at the end of their examination.
11. Students should follow any additional rules and procedures announced by the invigilator. Any failure to do so will be reported to the Examination Board.

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.

¹⁰ Written tests include those that are taken digitally

¹¹ This applies to students who forgot their student card or (in rare cases) do not yet have one. A certified ID is a passport, driver's license, or any other official proof of identity that bears both the student's name and a photograph

¹² Accompanying students to the bathroom may not be necessary, as in Therm where the bathrooms are not accessible from anywhere but the examination room, and it may not be feasible, as in cases where there is only a single invigilator

2. If emergencies arise or threaten to arise shortly before an interim examination, the following will apply:
 - a) The examination will be postponed immediately.
 - b) The examiner will set a new examination date in consultation with the Programme Director.
 - c) The new date for the interim 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.
3. If an emergency occurs or is expected to occur during an interim examination, the following actions must be taken, if possible:
 - a) those present must immediately leave the examination room on instruction from the responsible body or the examination supervisor;
 - b) students will leave any examination work done in the examination room (students should indicate their names and student numbers on all the examination work at the start of the examination);
 - c) if the examination has already begun, the examiner will, in consultation with the Programme Director, determine what has to be done with the tests;
 - d) if the examiner based on paragraph 3c is not able to determine a mark, a resit is organized for the affected students within one month (not counting holiday months) of the interim examination interrupted by the emergency, provided they had registered for the aforementioned examination.
4. The rules regarding emergencies will also apply to emergency drills.

Procedure for handing in written tests

This is a general procedure to hand in results of a written test. Note that this *only* applies to tests that are taken on paper, in contrast to the rules-of-order for written tests above (which also applies to tests taken digitally).

1. Students who have finished the test more than 15 minutes before the end of the examination may raise their hand and have their results collected by the invigilator. After doing so, they should collect their belongings and leave the room quietly.
2. Students who have left the room after handing in their results should immediately move outside audible range.
3. Students who have finished the test during the last 15 minutes of the examination may raise their hand and have their results collected by the invigilator. After doing so, they should remain seated until the end of the examination.
4. The end of the examination is announced by the invigilator. All students should stop writing at that moment. (But see Clause 6.)
5. After the end of the examination has been announced, the invigilator will collect the outstanding results. All students should remain seated as long as the invigilator is doing this. As soon as all results have been handed in, students should collect their belongings and leave the room quietly. (See also Clause 2.)
6. The rules above apply *mutatis mutandis* to students who are entitled to extra time. In particular, they need not stop writing when the invigilator announces the regular end of the examination.

Procedure for reporting fraud

This is a general procedure to deal with suspicions of fraud arising during written tests.

1. In case the invigilator observes irregularities during the examination, he/she will inform the student of this observation and, if applicable, will collect evidence such as (unauthorized) notes. Public discussion and commotion should be avoided.
2. The student may continue the test or choose to stop; in the latter case, the work should be handed over to the invigilator.
3. The invigilator writes a (brief) report describing his/her observations, the circumstances, the amount of work already performed and the time. This report is submitted to the examiner, who in turn submits it to the Examination Board.

4. The Examination Board will address this report in the next board meeting. In principle, the student will be informed of the decision no later than 6 weeks after the suspicion of fraud has arisen. Exceptions can be made in complicated cases that need further investigation of the Examination Board.