

RULES & GUIDELINES 2019-2020

OF THE EXAMINATION BOARD OF THE FACULTY OF ELECTRICAL ENGINEERING, MATHEMATICS & COMPUTER SCIENCE

INTRODUCTION – 18 JULY 2019

The Rules & Guidelines (R&G) are established by the Examination Board of the faculty of Electrical Engineering, Mathematics & Computer Science (EEMCS). They serve as a regulatory framework for the Examination Board EEMCS and the individual exam inspectors in all the educational programmes of the faculty EEMCS

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SECTION 1 – GENERAL

ARTICLE 1.1: DEFINITIONS & ABBREVIATIONS

Academic misconduct	are actions or omissions on the part of the examinee that preclude an accurate assessment of his or her knowledge, skills and competences, e.g. cheating, in tests or applications for exemptions, or fraud, including plagiarism, data falsification/ fabrication and deliberate attempts to influence the result of an examination
AXIE	General sub-committee of the Examination Board EEMCS
EB	Examination Board of the faculty EEMCS
Exam	assessment of the knowledge, skills and competences of the participating candidates, as well an evaluation of the results of the assessment (art. 7.10 WHW). A test or exam may consist of several parts.
Examinee	participates in an exam to show proof of knowledge, skills and competences acquired.
Examiner	constructs exams for the assessment of knowledge, skills and competences of examinees, and develops assessment tools for consistent marking by multiple graders. The examiner is appointed by and responsible for providing information about the exam to the Examination Board.
Exam supervisor	(a.k.a. exam inspector or invigilator) supervises written exams according to prescribed procedures.
Grader	marks exams within the given guidelines by the examiner and under the final responsibility of the examiner.
Guideline	may, with a statement of reasons, be deviated from in exceptional cases.
Instruction/ Rule	cannot be deviated from.
OXIE	programme-specific sub-committee of the Examination Board EEMCS
Study Unit	A programme component as defined in Article 7.3, paragraphs 2 and 3 of the Higher Education and Research Act. Each study unit is concluded with an exam.
TER	Teaching & Examination Regulations
WHW	Dutch Higher Education and Research Act (<i>Wet op het hoger onderwijs en wetenschappelijk onderzoek</i>)

ARTICLE 1.2: DUTIES AND POWERS

These Rules & Guidelines (R&G's) are set within the framework of the Dutch Higher Education and Research Act (WHW) and the Teaching and Examination Regulations (TER) for the relevant programmes of the faculty of EEMCS.

The duties and legal powers of the Examination Boards are defined in Chapter 7 of the WHW. The WHW states that the Examination Board is the body that objectively and professionally assesses whether a student meets the conditions laid down in the TER with regard to the knowledge, insight and skills required to obtain a degree (see art. 7.12 par. 2 WHW).

According to the WHW, the duties and legal powers of the Examination Board EEMCS include:

1. To grant a degree certificate and supplement (art. 7.11 WHW);
2. To assess individual student requests for exceptions to the TER (art. 7.12b WHW);
3. To grant permission to a student to take a flexible programme (art. 7.3h WHW);
4. To appoint examiners (art. 7.12c WHW);
5. To set regulations and directions for assessment, within the framework of the TER (art. 7.12b, par. 1b WHW);

6. To safeguard the quality of the organization and the procedures of assessment (art. 7.12b, par. 1, sub e WHW);
7. To assess cases in which there is a suspicion of fraud, and to determine the consequences if fraud has occurred (art. 7.12b, par.2 WHW);
8. To provide advice to the Faculty Board concerning the adoption, amendment or periodic assessment of the TER (art. 7.12b, par. 1 WHW);
9. To prepare an annual report about the board's activities to the Faculty Board (art. 7.12b, par.5 WHW).

ARTICLE 1.3: GENERAL TASKS

1. To exercise other powers as specified in the TER
 - a. To change the public nature of an oral examination
 - b. To apply the hardship clause
2. To give advice on the faculty assessment policy
3. To give advice on the degree programme assessment plan
4. To give advice on the draft TER
5. To give advice to the Executive Board on the removal of a student
6. To consult with other Examination Boards and the Faculty Board

SECTION 2 – ORGANISATION

ARTICLE 2.1: SUBCOMMITTEES AND PROGRAMMES

The Examination Board EEMCS (EB) consists of programme specific subcommittees (OXIE's) and a general subcommittee (AXIE). The latter addresses all issues which affect multiple programmes. The seven OXIE's are listed below, including the degree programmes that fall under their responsibility:

OXIE APPLIED MATHEMATICS (OXIE AM):

- Bachelor Applied Mathematics (B-AM)
- Master Applied Mathematics (M-AM)

OXIE BUSINESS INFORMATION TECHNOLOGY (OXIE BIT)

- Bachelor Business Information Technology (B-BIT)
- Master Business Information Technology (M-BIT)

OXIE CREATIVE TECHNOLOGY (OXIE CREATE)

- Bachelor Creative Technology (B-CREATE)
- Master Interaction Technology (M-ITECH)

OXIE COMPUTER SCIENCE (OXIE CS)

- Bachelor Technical Computer Science (B-CS)
- Master Computer Science (M-CS)

OXIE ELECTRICAL ENGINEERING (OXIE EE)

- Bachelor Electrical Engineering (B-EE)
- Master Electrical Engineering (M-EE)

OXIE EMBEDDED SYSTEMS (OXIE EMSYS)

- Master Embedded Systems (M-EMSYS)

OXIE SYSTEMS & CONTROL (OXIE SC)

- Master Systems & Control (M-SC)

ARTICLE 2.2: APPOINTMENT OF MEMBERS EXAMINATION BOARD EEMCS

1. Members of the EB are appointed by the Faculty Board for a term of two years for one or more specific subcommittees. They can subsequently be reappointed twice (art. 4 par. 7 of the EEMCS' Faculty Regulations);
2. Members of the EB, except for the external member, are member of the academic staff of the UT (in Dutch: Wetenschappelijk Personeel or WP)
3. Members of the EB, except for the external member, have a PhD degree in a field related to the degree programmes covered by the EB.
4. Members of the EB must have either a UTQ certificate (or equivalent), an SQE certificate, be dispensed or exempted from the UTQ certification requirement, or be in the process of acquiring a UTQ or SQE certification, in which case the timeline of finalizing must be indicated.
5. Each degree programme must be represented in the EB by at least one of their examiners who is active in the OXIE responsible for that program;
6. The chair of the AXIE is also chair of the entire EB;
7. An external member with assessment expertise is appointed in the EB and active in the AXIE.

ARTICLE 2.3: MEETINGS

1. The EB publishes a yearly calendar of the AXIE and OXIE meetings on the website;
2. The meetings of the OXIEs and AXIE are not public;
3. Minutes of the meetings are not public;
4. During OXIE meetings:
 - a. the study adviser(s) can be invited when student specific cases are discussed;
 - b. a member of the programme management can be invited when quality assurance related issues are discussed.
5. When a student submits a request which directly involves a member of the OXIE, this member will have no vote in the decision. The OXIE can decide to discuss the case without this member present.

ARTICLE 2.4: MANDATES

1. If a committee, working group or any other body can take decisions on behalf of the EB, this mandate shall be clearly defined in writing to members of this commission / working group / other body. All mandates are listed in Appendix 1 to these R&G's. The appropriate OXIE will be informed of all decisions taken by these bodies in writing.

ARTICLE 2.5: REPORTING

1. The EB has a minimum of three meetings a year with the Vice-Dean of Education.
2. The EB writes an annual report to the Faculty Board.
3. The annual report consists of at least:
 - 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

SECTION 3 – CERTIFICATES AND TRANSCRIPTS

ARTICLE 3.1: DEGREE CERTIFICATES

1. The EB is the body that safeguards that a student meets all conditions of knowledge, insight and skills (art. 5.2 TER) before issuing a degree certificate (art. 7.11 par. 2 WHW) and a supplement providing information about the nature and content of the degree programme (art. 7.11 par. 4 WHW).
2. Degree certificates and supplements are signed by the chair of the OXIE or, if absent, by one of the (other) members of this OXIE. If mandated by the EB, the certificate can also be signed by the examiner of the final project.

ARTICLE 3.2: SPECIFICATION OF EXCELLENCE / SPECIFIC DISTINCTION

1. Requirements for a specification of excellence or specific distinction, e.g., cum laude, on the degree certificate are defined in the programme-specific appendices to the TER.
2. The EB safeguards that the student meets these requirements (art. 5.4 par. 4 TER).
3. The OXIE may, in exceptional cases, deviate from the requirements in the TER applicable.
4. The EB advises the programme directors on the requirements for, e.g., cum laude.
5. If a student has passed an honours programme for excellent students recognized by the Executive Board, this will be indicated on the supplement.

SECTION 4 – REQUESTS & COMPLAINTS

ARTICLE 4.1: GENERAL

1. Students seeking an exception to the TER have to send in a written request in English, using the application form on the website of the EB.
2. Requests are only handled if submitted a week before the date of the meeting of the OXIE in question and accompanied by all required and relevant documentation. Requests have to be well motivated. Information on required documentation are published on the website of the Examination Board.
3. A complete and detailed study progress overview (SPO) from Osiris has to be added by the student in all cases.
4. Students are strongly advised to consult their study advisor before submitting a request.
5. If a request is submitted because of personal or medical circumstances, these circumstances must be discussed with the study advisor and underlying documentation including medical statements, has to be provided. The study advisor has to acknowledge these circumstances to the OXIE or the underlying documentation has to be provided to the OXIE.
6. The study advisor needs to receive permission in writing from the student to acknowledge or share medical information with the OXIE.

ARTICLE 4.2: DECISIONS OF OXIES REGARDING STUDENT REQUESTS

1. Decisions are taken in a meeting or via e-mail correspondence;
2. Decisions can be taken only if at least half of the members take part in the discussion and are taken by a majority decision. In case of a tie, the chair decides;
3. In urgent cases, a decision can be taken even if there are not enough members available for a discussion or if the chair deems the decision routine.
4. All decisions are filed in accordance with the Regulation Record Management University of Twente 2015, accessible to all OXIE members.
5. OXIEs can ask advice from staff or external experts, either before the meeting or by inviting them to the meeting.

6. The OXIE will inform the student about its decision in writing or via (UT-student) email within 5 working days of the date the decision was taken, but no later than eight weeks after receipt of the request. If the decision cannot be taken within eight weeks, the OXIE will inform the applicant and will specify a reasonable period within which the decision can be met. An appeals clause will be included in the writing.;
7. In case of an incomplete or inadequate request, a recovery period can be set. If this period is exceeded, the request will be withdrawn from consideration. The decision period shall be suspended from the day the applicant is invited to restore the request until the day on which the request is restored or if the recovery period has expired unused.

ARTICLE 4.3: SPECIFIC REQUESTS

4.3.1 DEGREE RELATED REQUESTS

DEG1- Award of a degree:

1. Students who are about to finish the final requirements for their degree have to apply for the degree examination using the degree programme's examination application form.

DEG2 - Deviation from the guidelines for Cum Laude:

1. A request for a deviation from the guidelines for Cum Laude ('with distinction') laid down in the TER must be made before the degree is awarded¹.
2. Additional, programme-specific requirements are written down in the programme-specific appendices to/ sections of the TER.

DEG3 - Postponement of a degree:

1. The request to postpone the final degree audit and the presentation of the certificate has to include the reason(s) for postponement, the preferred duration of postponement, and if applicable in case of extra-curricular courses, a written consent by the degree programme. The maximum duration of postponement is 12 months.
2. If no postponement has been approved, then the OXIE can decide to award the degree even if the student has not applied for the award of the degree.
3. The power to grant postponements is mandated to the registrar of the OXIE.

DEG4 - Issuance of a written transcript:

1. The power to issue a certified grade lists is mandated to the Student Services' helpdesk.

4.3.2 PROGRAMME RELATED REQUESTS

PROG1: Flexible / Elective degree programme

1. A request for a flexible / elective degree programme (art. 7.3h WHW, art. 3.5 TER) has to be discussed beforehand with the programme management of the related degree programme. The outcome of the discussion should be mentioned in the request of the student.
2. The OXIE decides on the request by the following criteria:
 - a. the relevance to the student;
 - b. difference of at least 30 EC (excluding minor space) with related degree programme;
 - c. cohesiveness;
 - d. level;
 - e. the way in which programme Intended Learning Outcomes of the related degree programme are fulfilled.

¹ The decision to grant a deviation from the guidelines does not automatically mean that a cum laude is awarded: certain conditions might be imposed which still have to be met.

PROG2 - Free minor:

1. The power to approve individual minor programmes is under certain circumstances mandated to the programme coordinator. The circumstances and procedure for exercising this power are described in Appendix 1 of these R&G.
2. In terms of 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;
3. The proposal must not overlap with compulsory or elective study units (or portions thereof) of the student's degree programme;

PROG3: Other programme deviations

1. Any deviation from the regular programme is subject to approval by the OXIE. This pertains for instance to the replacement of (partial) mandatory study units by equivalent ones in the Bachelor, or to a selection of study units that deviates from the conditions of the programme-specific MSc-TER.
2. For master programmes, the power to deviate from the programme has been partially mandated to programme coordinators or the programme mentor in the case of a specialisation. The circumstances and procedure for executing this power are described in Appendix 1 of these R&G's.
3. Successfully taken interim examinations for study units, either before or after passing the final examination of a degree, that are not part of the degree programme, but which could have been part of the degree programme, will be examined upon request, in the form of an extended examination. As proof that the extended examination has been completed successfully, the OXIE can, upon request, issue a separate statement.

PROG4: Double degree

1. Students can request approval of a programme that leads to a degree in two separate degree programmes at the UT, or to a combination of an UT degree and a degree at another (partner) academic institution.
2. A request for a double degree has to be discussed beforehand with the programme management of the related degree programmes. The outcome of the discussion should be mentioned in the request of the student.
3. Requests for approval for an MSc double degree programme have to comply with the criteria specified in art. 3.6 of the MSc TER, Faculty Section.
4. Requests for approval of a BSc double degree programme, other than the pre-specified double degree programmes in the programme specific appendices to the BSc TER, need to comply with the following criteria:
 - a. The requested programme of courses represents an amalgamation of two (possibly) separate degree programmes and satisfies the requirements relating to the Programme Intended Learning Outcomes of both degree programmes;
 - b. The two-degree programmes incorporate a maximum of 60 ECs of common courses. This not only includes study units that are part of both programmes, but also courses for which an exemption has been granted for one programme on the basis of results achieved as part of the other programme.
 - c. A 15 EC minor component has to be part of the double degree programme.

4.3.3 STUDY-UNIT RELATED REQUESTS***UNIT1: Exemption for a (partial) study unit***

1. Exemption for a (partial) study unit is granted if the OXIE is convinced that the student
 - a. has successfully completed a course component as part of a previous university or higher professional education programme that is equivalent in terms of both content and level; or
 - b. has demonstrated through his/her work and/or professional experience that he/she has sufficient knowledge and skills with regard to the relevant course component.
 - c. Students may be exempted from the requirement to participate in practical exercises if they can demonstrate that they have reason to believe that doing so will give rise to a moral dilemma. In such cases, the OXIE will decide whether the component can be carried out in another manner to be determined by the OXIE.
2. A request for an exemption has to be accompanied by formal evidence (e.g., diplomas and literature studied) and has to be approved beforehand by the examiner of the study unit or module component. In case the exemption is granted, the credits of the exempted (component of the) study unit will be registered in OSIRIS with a "VR" (in Dutch: Vrijstelling). If the exemption is based on the results of another course within this university or another Dutch university then the OXIE might decide to change the student's programme by replacing the exempted unit by this earlier passed course with the corresponding grade.
3. Instead of granting an exemption, the OXIE may decide that the student should instead do an extra replacement unit; in particular if the original study unit is part of a programme that has already been awarded with a degree.

UNIT2: Dispensation of prior knowledge requirements

1. Some courses (for instance, internships and the final projects of a degree programme) have prior knowledge requirements, which may involve specific other study units that have to be passed first, or (in the case of a final project) a number of credits that has to be accrued. A student may request dispensation of these rules.

UNIT3: Deviation from the test schedule

1. Any deviation from the test schedule of a study unit is subject to approval by the OXIE. This pertains for instance to extra test or exam opportunities
2. If a student fails to pass (part of) a study unit because of exceptional personal or medical circumstances, the OXIE may grant in exceptional cases an extra exam or test opportunity in addition to the regular opportunities scheduled in any academic year, all depending on the specific situation of the student;
3. If a student has finished his/her studies except for one exam or test, the OXIE may also grant an extra exam or test opportunity. The OXIE decides on the request taking into account:
 - a. whether the student meets other requirements for the study unit;
 - b. whether the next regular exam or test opportunity is within six months after obtaining the last but one exam;
 - c. whether the student sat the exam or test at least (if possible) two times and attained a score of at least 4.0;
 - d. in case specific personal circumstances are involved that caused the student not to pass the exam or test, the study advisor has to be informed by the student about these circumstances beforehand and has to confirm them to the OXIE.
4. An extra exam or test opportunity is only given once for one specific exam or test per academic year.
5. When granted an extra exam or test opportunity, this extra opportunity is only valid until the next regular exam or test opportunity.

6. If exceptions are granted as a rule, they should instead be part of the rule, i.e., the test schedule itself should be modified, subject to the conditions imposed in the TER, by the examiner so as to take this into account.
7. In special cases, for purpose of repair, the examiner is mandated the authority to decide to ask a student or group of students to supplement a study unit exam (see Appendix 1).
8. If two exams are taken at the same time, students can request a quarantine procedure, in which a situation is created for a student to take exams consecutively in isolation. The study advisor has been mandated to approve requests for a quarantine procedure (see Appendix 1).

UNIT4: Extension of the validity of partial result

1. In case a test result of a partial study unit has a limited validity according to the programme-specific appendix to the TER, the OXIE can extend its validity on an individual basis. A request has to be submitted within 10 weeks after obtaining the test result and has to include the proposed period of extension and a study plan.

UNIT5: Facilities for examinees with a functional impairment

1. Examinees with a functional impairment can apply for facilities and arrangements according to the procedure described on the SACC website².
2. Study advisors can approve the examinee's request for facilities on behalf of the Faculty Board (Appendix 1) but can decide that the student should send a request to the OXIE if the requested facilities might influence the effectiveness of testing the student's qualifications during an exam.

4.3.4 OTHER REQUESTS

OTHER1: Other requests

This is the type to be used for student requests when none of the other types apply.

SECTION 5 – EXAMINERS AND EXAM INSPECTORS

ARTICLE 5.1: APPOINTMENT

1. The OXIE appoints one or more examiners per unit of study upon recommendation by the programme director, at least two weeks before the start of the course. The programme director is responsible for delivering relevant information about the examiners to be appointed in a timely fashion.
2. In case of an urgent appointment during the academic year, the programme director delivers a short letter to motivate:
 - a. the necessity of the appointment;
 - b. the examiners expertise.
3. For each study unit an examiner is appointed. If the study unit consists of several partial exams, examiners might be appointed for each partial study unit. However, in the latter case there is also an examiner who is responsible for the overall study unit.

ARTICLE 5.2: CRITERIA FOR APPOINTMENT

1. The examiner is a member of the academic staff of the UT (in Dutch: Wetenschappelijk Personeel or WP)
2. The examiner must have either a UTQ certificate (or equivalent), an SQE certificate, is dispensed or exempted from UTQ certification, or is in the process of acquiring a UTQ or SQE certification, in which case the timeline of finalizing must be indicated.

² <https://www.utwente.nl/en/ces/sacc/personal-circumstances/>

3. In case the exam is taken in English, the examiner must meet the conditions for English language proficiency as set in the UT language policy (C1/C2) or is presently exempted.
4. The examiner for units of study in MSc programmes has a PhD degree in a field related to the master programme.
5. The examiner for units of study in BSc programmes holds at least an MSc or Ir. degree and holds preferably a PhD degree or is conducting PhD research.
6. The OXIEs have the authority to make exceptions to these requirements.
7. The OXIEs have the authority to terminate the appointment of an examiner before the end of the appointment term in case he or she fails to adhere to the rules and guidelines for assessment set out in the TER and these R&Gs. The OXIE motivates its decision to the programme director.
8. If people are involved in grading, for example student assistants, who do not satisfy the requirements outlined above in item 3, 4 or 5, the examiner needs to take additional measures to ensure the quality of the test as outlined in Article 6.2.

ARTICLE 5.3: ADDITIONAL CRITERIA FINAL PROJECTS

1. The final project committee consists of at least two examiners,
 - a. of whom at least one holds a PhD for bachelor final projects.
 - b. of whom both hold a PhD for master final projects.
2. Third parties can be advisors to the final project committee.
3. Additional programme-specific requirements can be found in the programme specific appendices to the TER.

SECTION 6 – ASSESSMENT

ARTICLE 6.1: GENERAL

1. The BSc and MSc TERs give instruction on course descriptions and assessment schemes (art. 4.4 BSc and MSc TER) and put time restraints on the grading and publication of grades of assessments (art. 4.6 BSc. and MSc. TER)
2. If a study unit is primarily based on group work then the assessment (and the associated test scheme) will explicitly include measures to ensure that that each individual student has participated in a satisfactory manner.
3. If it becomes apparent that a mistake has been made concerning the ability to complete the test within the available time, the clarity of the question or the level / difficulty of the test, the examiner may apply adjusted marking standards. These new marking standards must not affect the examinees adversely and the examination board has to be notified if the changes can affect the grade of the exam by more than 1.0 grade point.
4. In accordance with the European General Data Protection Regulation, assessment results are only shared with the examinee, relevant bodies in the university organization, and the accreditation authorities, unless explicitly allowed by the examinee. The assessment results can be published individually on the Electronic Learning Environment (Canvas) sites of the unit of study where the assessment took place.
5. Additional guidelines for assessment defined in the assessment policy of the Faculty of EEMCS are adopted automatically insofar these guidelines are not in violation with the independence of the EB.

ARTICLE 6.2: DEPLOYMENT OF TEACHING ASSISTANTS

1. In some situations, teaching assistants may be deployed as graders.
2. The following conditions must be met:
 - a. the student assistant has, to the examiner's judgment, a good level of understanding of the subjects underlying the tests;
 - b. the examiner has drawn up detailed instructions for grading the tests;
 - c. the examiner has personally assessed several assignments in advance and discussed these with the student assistant(s);
 - d. marks of 5.0 and 6.0 must be reviewed by the examiner;
 - e. once the marking is complete, the examiner will carry out a random check to ensure the marking is appropriate;
 - f. a student assistant will inform the examiner of any conflicts of interest and will exempt him/herself from grading the test in question.
 - g. the examiner takes steps to ensure the careful handling of the material to be assessed by the student assistant(s).

ARTICLE 6.3: SAFEGUARDING ASSESSMENT QUALITY

1. In safeguarding assessment quality, the OXIE focuses on the levels of the Quality Pyramid of Contemporary Testing and Assessment³:
 - a. assessment policy
 - b. programme assessment plan (incl. Programme Intended Learning Outcomes) and transitional arrangements for older generations / cohorts;
 - c. interim examinations and test tasks, based on test tables and/or matrices, module descriptions, student evaluations and reports of a test-committee (incl. link between learning goals and final attainment targets), with special attention to final projects, based on evaluation forms, reports, and reassessments of theses;
 - d. organisation of assessments;
 - e. ability to test, based on qualifications of examiners (appointment based on requirements as determined in art. 5.2 of these R&G's).
2. The OXIEs have at least three meetings per year with the programme management to discuss assessment quality, of which minutes are made by the OXIE and shared with the programme management.

ARTICLE 6.4: ORGANISATION & PROCEDURES

1. Appendix 3 of these R&Gs describes the rules of order, rules in the event of an emergency and procedure regarding written tests.

SECTION 7 – ACADEMIC MISCONDUCT

ARTICLE 7.1: SCIENTIFIC INTEGRITY

1. Students are expected to apply the standards of scientific integrity to their work. Standards of scientific integrity are described in the European Code of Conduct for Research Integrity⁴ and the Netherlands Code of Conduct for Research Integrity⁵.
2. Academic Misconduct is defined in Section 9 of the Students' Charter of the University of Twente.

³Inspectie van het Onderwijs (Feb. 2016). De Kwaliteit van de Toetsing in het Hoger Onderwijs.

⁴https://ec.europa.eu/research/participants/data/ref/h2020/other/hi/h2020-ethics_code-of-conduct_en.pdf

⁵<https://www.nwo.nl/en/policies/scientific+integrity+policy/netherlands+code+of+conduct+for+research+integrity>

ARTICLE 7.2: PREVENTION & REPORTING ACADEMIC MISCONDUCT

1. To prevent academic misconduct:
 - a. Students are informed about what is considered academic misconduct, rules for citation and procedural rules for written and interim examinations (Appendix 2 of these R&Gs) by the programme management at the start of their studies;
 - b. Students are informed by the examiner about the application of plagiarism checkers where applicable;
 - c. Examinees are informed which materials and devices are allowed for every specific test by the examiner at the start of teaching.
2. Appendix 3 of these R&Gs describes the general procedures to investigate suspicions of academic misconduct arising during assessments.
3. If academic misconduct is found to have occurred, the test/interim examination will in any event be declared invalid and the OXIE may deprive the student of the right to sit one or more tests, interim or other examinations to be specified by the OXIE, for a period to be set by the OXIE (at most one year).
4. If academic misconduct has occurred in group work, measures can be allocated equally to all group members whenever it is unclear who in the group is responsible for the misconduct
5. Students who provenly committed academic misconduct can be excluded from a specification of excellence.
6. In cases of serious academic misconduct, the Executive Board may, on the OXIE's recommendation, permanently terminate the enrolment of the student concerned in the degree programme.

SECTION 8 – DEROGATION AND CHANGES

ARTICLE 8.1: CONFLICT WITH THE RULES & REGULATIONS

1. The guidelines and instructions stated in these R&Gs have been formulated within the framework of the TER. If they conflict with the TER, the provisions in the TER prevail.
2. If other supplementary regulations and provisions conflict with these R&Gs, the provisions in these R&Gs prevail.

ARTICLE 8.2: DEROGATION AND CHANGES

1. In cases of demonstrably compelling unreasonableness or unfairness, the EB may allow deviation from the provisions of these R&Gs.
2. In case of a clear and apparent mistake in the publication of a test or exam result, all parties, including the student, have the obligation to report the mistake as soon as possible to one another and to cooperate in finding a solution for any consequences that are to the disadvantage of the student.
3. The EB will decide in cases which are not mentioned in these R&Gs.
4. The EB will evaluate these R&Gs on a yearly basis. Changes in these R&Gs are published on the website of the EB. Changes of these R&Gs during the academic year cannot be to the disadvantage of students.

ARTICLE 8.3: APPEALS & COMPLAINTS

Students can submit an appeal against the decision of the examiner and/or an OXIE in writing to the Student Services' Complaints Desk at the university's Centre for Educational Support within 6 weeks of notice of the decision.

ARTICLE 8.4: PUBLICATION

These R&Gs are published on the Examination Board's website.

ARTICLE 8.5: ENTRY INTO FORCE

These R&Gs will enter into force on 1 September 2019 and replace the R&G's of 3 September 2018.

APPENDIX 1 MANDATES

1.1 SUPPLEMENTARY ASSIGNMENTS

1. In special cases, for purpose of repair, the examiner is mandated the authority to decide to ask a student or group of students to supplement a study unit exam (not meaning organizing an extra re-sit).
2. **Guideline:** To be considered for a supplementary assignment, the final mark must be at least 5,0.
3. Decisions must be reported, accompanied by supporting arguments, to the OXIE. As a minimum, the report will indicate:
 - a. which examinee(s) have taken part in which supplementary assignments, and;
 - b. whether a student has participated in both the test and a re-sit, and;
 - c. for what reason(s) each individual examinee took part.

1.2 MINOR COMPONENT

1. The power to deviate from the minor course options has been mandated to the programme coordinator.
2. The programme coordinator must apply the criteria indicated in the programme's programme-specific appendix to the TER (e.g. paradigm shift, academic level, number of ECs of cultural courses allowed).
3. In case of exchange-minor component(s) the student is allowed to take courses in their field of study. In that case the programme coordinator has to check with an examiner of his/ her programme whether overlap between the proposed minor courses and compulsory and elective modules exists.
4. Decisions must be reported, accompanied by supporting arguments, to the OXIE. As a minimum, the report will indicate:
 - a. student name and student number, and;
 - b. composition of the minor component(s), and;
 - c. how the contents of the minor component(s) fulfil the criteria for the minor component set out in the programme's programme specific appendix to the TER (e.g. paradigm shift, academic level, number of ECs of cultural courses allowed).
5. If the proposed composition of the minor component does not meet the minor criteria, the mandate is no longer valid, and the programme coordinator must provide a substantiated recommendation to the OXIE about the proposition.

1.3 FACILITIES FOR STUDENTS WITH A FUNCTIONAL IMPAIRMENT

1. Students can request facilities from the programme in case of a functional impairment via the study-advisor, as mandated by the Faculty Board. These arrangements are in principle for the duration of one academic year:
2. If a student requests facilities for a study-unit exam then the OXIE will be consulted if these facilities require modifications of the test-scheme of the study-unit and goes beyond standard arrangements (e.g. extra time, separate room, software to convert documents into an accessible format).
3. Decisions must be reported to the OXIE (Art. 7.1 par. 7 BSc TER).

1.4 QUARANTINE PROCEDURE

1. If two exams are taken at the same time, students can request a quarantine procedure, in which a situation is created for an examinee to take exams consecutively in isolation. The study advisor has been mandated to approve requests for a quarantine procedure.
2. A student is entitled to a break (with supervision) between exams of 25% of the time of the longest exam.
3. Decisions must be reported to the OXIE.

1.5 EXEMPTIONS & COURSE REPLACEMENTS FOR MSC STUDY UNITS

1. The power to grant exemptions and course replacements for study units has been partially mandated to the programme coordinator or programme mentor of specialisations.
2. The programme coordinator may approve specific course replacements, that have been previously approved by the OXIE. The programme coordinator notifies the OXIE about the granted approval.
3. The programme mentor of a specialization has been mandated to grant up to 10 EC worth of exemptions and course replacements for study units based on guidelines provided by the OXIE.
4. If the granting would exceed 10 EC, the mandate is no longer valid, and the programme mentor must provide a substantiated recommendation to the OXIE about the proposed exemptions and course replacements.
5. Before granting an exemption, the programme mentor must
 - a. check whether the student has requested previous exemptions and course replacements.
 - b. request advice from the examiner(s) concerned.
6. The replacement and deviating elective courses are written down in the agreement between the programme mentor and student on the content of the course programme. A copy of the agreement is sent to the OXIE.

1.6 PUBLIC NATURE OF ORAL EXAMINATIONS

1. According to art. 4.5 par. 1a TER the programme management has been mandated the power to deviate from the public nature of oral interim examinations.
2. The OXIE specifically mandates the power mentioned under par 1. to the programme coordinator.
3. The programme coordinator will act in accordance with art. 4.5 par. 1a TER and in consultation with the programme director.
4. Decisions must be reported, accompanied by supporting arguments, to the OXIE.

1.7 POSTPONEMENT ISSUING OF CERTIFICATES

1. The power to postpone the issuing of certificates has been mandated to the registrar of the OXIE.
2. The registrar will act according to TER art. 5.2 par. 3 and 4.
3. Decisions must be reported, accompanied by supporting arguments, to the OXIE.

1.8 ISSUING OF WRITTEN STATEMENTS

1. The power to issue written statements (e.g. grade lists) to students, to whom certificates cannot be issued, has been mandated to the Student Services' helpdesk.
2. The Student Services' helpdesk will sign the statement on behalf of the OXIE, ensuring that all the study units included have been passed.

APPENDIX 2: RULES OF ORDER DURING WRITTEN TESTS

This appendix describes the rules and procedures to be followed for written tests⁶ taken at the University of Twente. It applies to tests in those degree programmes of which the Examination Board has adopted these rules as part of their Rules and Guidelines.

2.1 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 exam supervisor is a person supervising the examination. They may be one and the same person.

2.2 GENERAL 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 exam supervisor 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 ID⁷) visibly on the table at the start of the examination.
5. A brief bathroom visit is only permitted if approved by the exam supervisor. Only one person at a time may be given permission. Where necessary and feasible, an exam supervisor will accompany the student to the bathroom⁸. 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 exam inspector (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 exam inspector. 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 OXIE.
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 OXIE.
9. The examination officially starts and ends at the instigation of the exam supervisor. When the end is announced, all students should stop writing. Students should follow the procedure for handing in their results as announced by the exam supervisor.
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.

⁶ Written tests include those that are taken digitally

⁷ 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

⁸ 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 exam supervisor

11. Students should follow any additional rules and procedures announced by the exam supervisor. Any failure to do so will be reported to the OXIE.

2.3 RULES IN THE EVENT OF EMERGENCIES

1. If an emergency arises or threatens to arise during or shortly before an interim examination, the exam supervisor will be authorized to take action and the students must follow the instructions of the exam supervisor. Written tests include those that are taken digitally
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 exam 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.

2.4 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 exam supervisor. 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 exam supervisor. After doing so, they should remain seated until the end of the examination.
4. The end of the examination is announced by the exam supervisor. All students should stop writing at that moment. (But see Clause 6.)
5. After the end of the examination has been announced, the exam supervisor will collect the outstanding results. All students should remain seated as long as the exam supervisor 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 exam supervisor announces the regular end of the examination.

APPENDIX 3: PROCEDURE FOR SUSPECTED ACADEMIC MISCONDUCT

1. If academic misconduct is suspected:
 - a. By observing irregularities during a written test, the exam supervisor will inform the student of this observation and, if applicable, will collect evidence such as (unauthorized) notes. Public discussion and commotion should be avoided. The student may continue the test or choose to stop; in the latter case, the work should be handed over to the exam supervisor.
 - b. By detecting plagiarism via a plagiarism detector in a written assignment, report or thesis, the exam supervisor will suspend marking, inform the examinee(s) about his findings and that this will be reported to the OXIE.
2. the exam supervisor writes a (brief) report describing the assignment, his/her findings, the student(s) involved and the circumstances and if applicable proof of evidence. This report is submitted to the OXIE. The OXIE will address this report in the next board meeting.
3. The student(s) and the exam supervisor will be given an opportunity to be heard by the OXIE.
4. After the hearings, the OXIE will determine whether academic misconduct has occurred and what measures will be taken.
5. 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 by the OXIE.

APPENDIX 4: PROCEDURE FOR APPOINTING EXAMINERS

1. In week 1 of the preceding quartile the Executive Secretary sends a request to all Programme Directors to provide their OXIE with a list of examiners to be appointed no later than week 5 of the preceding quartile. The list contains per study unit:
 - a) Names of examiners involved;
 - b) The qualifications per examiner, meaning academic title, status of UTQ or equivalent certification, English level;
 - c) If a proposed examiner does not meet the required qualifications, the programme director has to provide an additional argumentation as to why he/she feels the proposed examiner is capable of assessing students in a reliable, valid and transparent manner.
2. If by week 6 of the preceding quartile the OXIE has not received the requested information, a reminder is sent to the Programme Director and Vice-Dean Education.
3. In week 9 of the preceding quartile the examiners are appointed, receiving a formal letter from the Examination Board containing important information on their rights and duties as an examiner.
4. The Exam Office of the Bureau of Educational Affairs (BOZ) receives per study unit a list of appointed examiners. Only marks from appointed examiners are registered in Osiris.
5. If by week 9 of the preceding quartile no information has been received by the OXIE, the examiners from the previous academic year are re-appointed.