

# **RULES & GUIDELINES 2020-2021**

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

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### **INTRODUCTION**

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 supervisors in all the educational programmes of the faculty EEMCS

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## SECTION 1 – GENERAL

### ARTICLE 1.1: DEFINITIONS & ABBREVIATIONS

Academic misconduct	actions or omissions on the part of the student 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.
Assessment plan	the relation between the PILOs and the assessment of units in the curriculum of a degree programme. The assessment plan makes clear when and how (elements of) the PILOs are assessed in the study units of the curriculum.
AXIE	General sub-committee of the Examination Board EEMCS
Calamity	a long-term situation, in which the Rules and Guidelines can no longer be performed as such, as a result of a decision taken by the national government or the Executive Board.
EB	Examination Board of the faculty EEMCS.
EER	Education & Examination Regulations
Emergency	an unexpected short-term event requiring immediate action.
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). An exam may consist of only one or a number of tests.
Examiner	constructs one or more tests for the assessment of knowledge, skills and competences of students, 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 proctor or invigilator) supervises written exams according to prescribed procedures.
Final examination	a programme concludes with a final examination. A final examination is deemed successfully completed if the study units belonging to a programme have been completed successfully.
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.
Learning objective	e.g. intended learning outcome
OXIE	programme-specific sub-committee of the Examination Board EEMCS
PILO	Programme Intended Learning Outcome (e.g. final qualification)
Student	participates in an exam to show proof of knowledge, skills and competences acquired.
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.
Table of specifications	table in which the test items/tasks are related to the study unit's learning objectives and the points per item/task are represented.
Test	an evaluation of the knowledge, understanding and skills of the student, as well as the assessment of the results of this evaluation. A test is a part of an exam. If a study unit has only one test, this coincides with the exam for the unit in question.

Test schedule	a schedule where the learning objectives of the study unit are presented in relation to all the tests. In addition, the assessment methods are described as well as the weight they have regarding the final grade.
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 (EER) 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 EER 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 EER (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 EER (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 EER (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 EER
  - a. To change the public nature of an oral test
  - b. To apply the hardship clause
2. To give advice on the assessment policy
3. To give advice on the assessment plan
4. To give advice on the draft EER
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, 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. A yearly calendar of the AXIE and OXIE meetings and annual general EB meeting is published on the EB website;
2. The meetings of the OXIE's 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 being 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. The current 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 chair of the EB and executive secretary have a minimum of three meetings a year with the Vice-Dean of Education.
2. The EB writes an annual report which is discussed with 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 EER) 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 EER.
2. The EB safeguards that the student meets these requirements (art. 5.4 par. 4 EER).
3. The OXIE may deviate from the requirements in the applicable EER given special circumstances.
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 UT's Executive Board, this will be indicated on the diploma supplement.

## SECTION 4 – REQUESTS & COMPLAINTS

### ARTICLE 4.1: GENERAL

1. Students seeking an exception to the EER have to send in a written request in English, using the application form on the website of the EB.
2. Requests are only handled at a specific meeting of the relevant OXIE when submitted at least one week prior 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 OXIE'S REGARDING STUDENT REQUESTS

1. Decisions are taken in an (online) meeting or via e-mail correspondence. For the latter, private information is avoided as much as possible and information is shared via files on secure file servers.
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, and are accessible to all OXIE members.
5. The OXIE 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 two weeks 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 EER must be made before the degree is awarded.

#### ***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 EER) 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 learning objectives of the related degree programme are fulfilled.

### ***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 learning objectives 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-EER.
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 exams 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 EER, 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 EER, 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 PILOs of both degree programmes;
- b. Two-degree bachelor programmes consist of at least 240EC.
- 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.
2. 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.
3. A request for an exemption has to be accompanied by formal evidence (e.g., diplomas and literature studied) and a recommendation by the examiner of the study unit or module component needs to be included. 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.
4. 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 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 test, the OXIE may also grant an extra 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 test opportunity is within six months after obtaining the last but one exam;
  - c. whether the student sat the 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 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 test opportunity is only given once for one specific test per academic year.
5. When granted an extra test opportunity, this extra opportunity is only valid until the next regular 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 EER, 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 tests or exams are taken at the same time, students can request a quarantine procedure, in which a situation is created for a student to take tests or 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 EER, 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 students with a functional impairment**

1. Students with a functional impairment can apply for facilities and arrangements according to the procedure described on the SACC website<sup>1</sup>.
2. Study advisors can approve the student'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 a test or 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 SUPERVISORS**

### **ARTICLE 5.1: APPOINTMENT**

1. One or more examiners per unit of study are appointed by the EB 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 tests, examiners might be appointed for each part of the 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, or is in the process of acquiring a UTQ or SQE certification, in which case the timeline of finalizing must be indicated.
3. In case the test or 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.

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<sup>1</sup> <https://www.utwente.nl/en/ces/sacc/personal-circumstances/>

4. An examiner for units of study in MSc programmes holds a PhD degree in a field related to the master programme.
5. An 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 EB has the authority to make exceptions to these requirements which is mandated to the relevant OXIE.
7. The EB has 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 EER and these R&Gs which is mandated to the relevant OXIE. The chairman motivates its decision to the programme director(s).
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 EER.

## **ARTICLE 5.4: ADDITIONAL CRITERIA ORAL TEST**

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 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 EER) and put time restraints on the grading and publication of grades of assessments (art. 4.6 BSc. and MSc. EER)
2. If a study unit is primarily based on group work then the assessment (and the associated assessment plan) 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 students adversely and the examination board has to be notified if the changes can affect the grade of the test or exam by more than 0.5 grade point.
4. Additional guidelines for assessment defined in the assessment policy of the Faculty of EEMCS are adopted automatically unless the EB explicitly decides otherwise.
5. In written exams, the maximum number of points obtainable will be indicated for each question.

### **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 (or inbetween) 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 EB focuses on the levels of the Quality Pyramid of Contemporary Testing and Assessment<sup>2</sup>:
  - a. assessment policy
  - b. assessment plan (incl. PILOs) and transitional arrangements for older generations / cohorts;
  - c. tests, based on table of specifications, 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 these;
  - 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 OXIE has 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.

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<sup>2</sup>Inspectie van het Onderwijs (Feb. 2016). De Kwaliteit van de Toetsing in het Hoger Onderwijs.

## 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 Integrity<sup>3</sup> and the Netherlands Code of Conduct for Research Integrity<sup>4</sup>.
2. Academic Misconduct is defined in Section 9 of the Students' Charter of the University of Twente.

### ARTICLE 7.2: 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 exams (Appendix 2 of these R&Gs) by the programme management at the start of their studies;
  - b. Students are informed by the programme management at the start of their studies that plagiarism checkers can be used where applicable;
  - c. Students are informed which materials and devices are allowed for every specific test by the examiner at the start of teaching.
2. Appendix 4 Art. 4.1 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/exam 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. Forms of academic misconduct are described in Appendix 4, Art. 4.2 of these R&Gs.
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. In case a written test is taken remotely during a calamity, and an academic misconduct among a group of students is determined via, for instance, statistical analysis, and the examiner is not able to identify each and every individual student committing the academic misconduct, the written test can be declared invalid for all or a specific group of students after consulting the responsible OXIE.
6. Students who provenly committed academic misconduct can be excluded from a specification of excellence.
7. 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 – PRIVACY

### ARTICLE 8.1: ASSESSMENT RESULTS

1. In accordance with the European General Data Protection Regulation, assessment results are only shared with the student, relevant bodies in the university organization, and the accreditation authorities, unless explicitly allowed by the student.
2. The assessment results can be published individually on the Electronic Learning Environment (Canvas) sites of the unit of study where the assessment took place.

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<sup>3</sup>[https://ec.europa.eu/research/participants/data/ref/h2020/other/hi/h2020-ethics\\_code-of-conduct\\_en.pdf](https://ec.europa.eu/research/participants/data/ref/h2020/other/hi/h2020-ethics_code-of-conduct_en.pdf)

<sup>4</sup><https://www.nwo.nl/en/policies/scientific+integrity+policy/netherlands+code+of+conduct+for+research+integrity>

## **ARTICLE 8.2 RECORDINGS**

1. Oral tests are recorded, for quality control or for processing an appeal by the student, when only one examiner is present.
2. In accordance with the European General Data Protection Regulation, recordings are only accessible by the student, relevant bodies in the university organization, and the accreditation authorities, unless explicitly allowed by the student.
3. The recordings are removed after one calendar year. The examiner is responsible to ensure that these recordings are deleted.
4. A student can refuse an oral test with a recording, however might be offered an alternative assessment method at a later date possibly resulting in study delay.

## **SECTION 9 – DEROGATION AND CHANGES**

### **ARTICLE 9.1: CONFLICT WITH THE RULES & REGULATIONS**

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

### **ARTICLE 9.2: 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 9.3: APPEALS & COMPLAINTS**

1. 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 9.4: PUBLICATION**

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

### **ARTICLE 9.5: ENTRY INTO FORCE**

These R&Gs will enter into force on 1 September 2020 and replace the R&G's of 3 September 2019.



## 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 an 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 student(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 student 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 EER (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 there is an 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 EER (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 an 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 EER).

## 1.4 QUARANTINE PROCEDURE

1. If two exams are taken on-campus at the same time, students can request a quarantine procedure, in which a situation is created for an student 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 test or 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 previously requested exemptions and/or 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 EER the programme management has been mandated the power to deviate from the public nature of oral test.
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 EER 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 EER 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 ON-CAMPUS WRITTEN TESTS

This appendix describes the rules and procedures to be followed for written tests<sup>5</sup> 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 ID<sup>6</sup>) 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 bathroom<sup>7</sup>. 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 supervisor (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 supervisor. 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.

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<sup>5</sup> Written tests include those that are written on a digital device (e.g. chrome book) in the exam room

<sup>6</sup> 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

<sup>7</sup> 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

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 exam supervisor. Any failure to do so will be reported to the OXIE.

## 2.3 RULES IN THE EVENT OF EMERGENCIES FOR ON-CAMPUS EXAMS

1. If an emergency arises or threatens to arise during or shortly before an exam, the exam supervisor will be authorized to take action and the students must follow the instructions of the exam supervisor.
2. If emergencies arise or threaten to arise shortly before an exam, the following will apply:
  - a. The examination will be postponed immediately if the emergency is not resolvable within a reasonable timeframe.
  - b. The examiner will set a new examination date in consultation with the Programme Director.
  - c. The new date for the exam, 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 exam, 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. 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 date of the exam interrupted by the emergency. This will be published through the usual channels within three business days.
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.

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: ASSESSMENT RULES DURING A CALAMITY

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

### 1. RULES OFF-CAMPUS TESTING

1. Off-campus testing is only allowed in case of a calamity where organizing a test on campus is no longer feasible.
2. Long-term off-campus testing might compromise the ability of the examination board to certify that students achieve the programme intended learning outcomes (PILOs). In accordance with article 7.10 WHW, part 2, the examination board might have to introduce an additional investigation to certify whether students have achieved the PILOs even though the students has passed all required tests. The latter arises if too many of the tests do not have the required reliability due to off-campus testing.
3. If an individual student cannot participate in the on-campus test due to circumstances related to the calamity then the student is in this case not entitled to an extra exam opportunity. In case of hardship, the student can appeal to the examination board for an extra exam opportunity.
4. If on-campus testing is only possible for a subset of students and a substantial number of students can not participate in the on-campus testing then, parallel, off-campus testing can be introduced. In this case, students can only participate in the off-campus test after prior permission from either the examination board or a person mandated by the examination board to take these decisions. Moreover, the off-campus test can be different in content and style to adhere to the different circumstances in which the exam is conducted.

### 2. ORAL EXAMS

1. Oral exams can be held via a video link.
2. For an oral exam, 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.
3. According to the EER by default oral exams are public. If oral exams are introduced during a calamity as a replacement or addition to written tests then the oral exams are, by default, closed for outsiders.

### 3. RULES OF ORDER FOR OFF-CAMPUS EXAMS

1. Students are responsible for having a working internet connection, a working computer with a webcam/microphone if needed.
2. Students should be provided with a method to test their computer, internet connection and associated software to ensure everything is in working order.
3. In case of a hand-written exam, students can download the written test from 5 minutes prior to the official start time of the examination until at most 30 minutes after the official start time.
4. In case of a hand-written exam, students are to upload their written test within 15 minutes after the end time of the examination by taking pictures of their work and uploading them in a single combined PDF file. In case the time limit is exceeded, the exam might be declared invalid by the examiner.
5. Students may only use those resources (books, notes, calculators etc.) that are explicitly approved by the exam supervisor. Any violation of this will be considered attempted academic misconduct and will be reported to the examination board.
6. Students may not take the exam in each others vicinity (different house, same house but different room is only allowed in case of house mates).

7. Students are not allowed to communicate directly or indirectly with others than the exam supervisor during the examination. Any violation of this will be considered attempted fraud and will be reported to the examination board.
8. Students should follow any additional rules and procedures announced by the exam supervisor. Any failure to do so will be reported to the examination board.
9. Students might have to identify themselves during the examination by placing their student card (or, failing that, a certified ID) and extra time card visibly in front of the webcam 5 minutes prior to the the official start time of the examination.
10. The examiner can enforce the use of software to monitor the student during the exam using a microphone/webcam.
8. If the examiner has objective grounds to seriously question the reliability of an off-campus test, then the test results might be invalidated for all or a group of students after consulting the responsible OXIE.

## **4. RULES IN THE EVENT OF EMERGENCIES**

1. If an individual student is affected by an emergency (such as failing internet/computer/software), the student must contact the exam supervisor as soon as possible, but no later than the deadline for submitting the exam. The exam supervisor will be authorized to take action and the students must follow the instructions of the exam supervisor. If the issue cannot be resolved the student will receive no grade. The student is in this case not entitled to an extra exam opportunity. In case of hardship, the student can appeal to the examination board for an extra exam opportunity.
2. If an emergency, affecting 25% or more of the students taking the exam, arises or threaten to arise shortly before or during an exam, the following may apply:
  - a. The time limit is extended for the affected students, or
  - b. the test will be postponed for the affected students.
  - c. In case the test is postponed, the examiner will set a new examination date in consultation with the Programme Director.
  - d. The new date for the test, which will be binding. This will be published through the usual channels within three business days.

## APPENDIX 4: PROCEDURE FOR SUSPECTED ACADEMIC MISCONDUCT

1. Table 1 provides an overview of forms of academic misconducts.
2. If academic misconduct is suspected, the exam supervisor or examiner informs the student about the observed irregularities, collected evidence if applicable, procedure for reporting the misconduct to the OXIE and suspends marking pending investigation.
3. In case of observed irregularities during a written test, after being informed by the exam supervisor or examiner the student may continue the test or choose to stop; in the latter case, the work should be handed over to the exam supervisor.
4. the exam supervisor or examiner 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 OXIE meeting.
5. The student(s) and the exam supervisor will be given an opportunity to be heard by the OXIE. In case the student admits the committed misconduct upfront, a hearing may not be necessary.
6. After the hearings, the OXIE will determine whether academic misconduct has occurred and what measures will be taken.
7. 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.

Table 1. Forms of academic misconduct

Categories of academic misconduct	Forms of academic misconduct
<b>A. Cheating:</b> a form of academic misconduct, whereby students apply dishonest means, methods or behaviour to obtain an unlawful benefit or advantage.	1. collaborating on a test or assignment without prior approval;
	2. communicating about the test with any party other than the invigilators during the test while that test is underway;
	3. having any paper at hand other than that provided by the university for the test, unless otherwise indicated;
	4. using cheat sheets or crib sheets or preprogramming a calculator to contain answers or other unauthorized information;
	5. copying the work of others during a test; monitor the test of a fellow student (via a camera behind the student with a view on his computer screen);
	6. using, or attempting to use, unauthorized resources and aids, such as the internet, a mobile telephone, a smart watch, or smart glasses, a virtual machine (a simulation of an extra PC hosted within the usual computing environment), software that provides answers, etc.;
	7. Claiming to be another person during a test or having someone else impersonate you (by letting a person monitoring or controlling your pc).



Table 1. Forms of academic misconduct

Categories of academic misconduct	Forms of academic misconduct
<p><b>B. Plagiarism:</b> using someone else's work without proper referencing and thereby violating the intellectual property rights of that other person. Plagiarism includes, but is not limited to:</p>	<ol style="list-style-type: none"> <li>1. Using verbatim citations without attribution or a clear indication (by, for example, omitting quotation marks, indentation, leaving white space) and thereby creating the false impression that (part of) these citations are one's own original work</li> <li>2. citing literature that one has not read oneself (for example, using references taken from somebody else's work)</li> <li>3. using texts that have been written in collaboration with others without explicitly mentioning this</li> <li>4. 'Free-riding'; i.e. not contributing equally to a group assignment without acknowledgement</li> <li>5. using (parts of) other people's work (original terms, ideas, results or conclusions, illustrations) and presenting this as one's own work; if parts of another text (printed or digital) are used without attribution (and even if small changes are made), plagiarism has occurred</li> <li>6. (re-)submitting one's own work that has already been published in whole or in part elsewhere (e.g. work from other courses or educational programmes), without reference to the original work (self-plagiarism)</li> <li>7. using visual or audio material, test results, designs, software and program codes with-out attribution and thereby presenting this as one's own original work</li> </ol>
<p><b>C. False Information and Representation, Fabrication or Alteration of Information</b></p>	<ol style="list-style-type: none"> <li>1. Failing to identify yourself honestly in the context of an academic obligation.</li> <li>2. Fabricating or altering information or data and presenting it as legitimate.</li> <li>3. Providing false or misleading information to a teacher, member(s) of the examination board, or any other university official;</li> </ol>
<p><b>D. Theft or damage of intellectual property</b></p>	<ol style="list-style-type: none"> <li>1. sabotaging or stealing another student's assignment, book, paper, notes, experiment, project, electronic hardware or software.</li> <li>2. improper access to, or electronically interfering with, the property of another person or the university via computer or other means.</li> <li>3. obtaining a copy of a test or assignment description prior to start of the test or publication by the teacher;</li> </ol>
<p><b>E. Alteration of University documents</b></p>	<ol style="list-style-type: none"> <li>1. forgery of an instructor's signature on a letter of recommendation or any other document;</li> <li>2. submitting an altered transcript of records to or from another educational institution or employer;</li> <li>3. putting your name on another student's test or assignment</li> <li>4. altering a previously graded test or assignment for purposes of a grade appeal or of gaining points in a re-grading process.</li> </ol>
<p><b>F. Complicity</b></p>	<ol style="list-style-type: none"> <li>1. letting other copy your work during the test or examination;</li> <li>2. writing an assignment or portion of it for another student;</li> <li>3. taking a test for another person;</li> <li>4. offering work to other students, knowing it will be submitted as theirs;</li> <li>5. letting a third party monitor a test (via a camera behind the student with a view on the computer screen);</li> <li>6. lending one's proof of/digital identity for participation in tests by others;</li> </ol>

Table 1. Forms of academic misconduct

<b>Categories of academic misconduct</b>	<b>Forms of academic misconduct</b>
<b>G.</b> Course materials	1. Selling, distributing, website posting, or publishing course materials information provided by a reader, or using them for commercial purposes without permission from the teacher.

## APPENDIX 5: PROCEDURE FOR APPOINTING EXAMINERS

8. In week 1 of the preceding quartile the Executive Secretary provides the programme management with a list of previous year's examiners of courses and modules the programme in question is responsible for, with the request to check the list and inform the Executive Secretary about changes in study units and/or examiners. 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;
9. 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.
10. If by week 6 of the preceding quartile the Executive Secretary has not received the requested information, a reminder is sent to the Programme Director and Vice-Dean Education.
11. 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.
12. 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.
13. If by week 9 of the preceding quartile no information has been received by the Executive Secretary, the examiners from the previous academic year are re-appointed.

## APPENDIX 6: PROCEDURE FOR CALAMITIES

1. Changes in assessment during the quartile due to calamities must be approved by the programme management beforehand (EER 20-21, Art...).
2. GUIDELINE: the OXIE must be consulted on issues affecting the quality of assessment;
3. The programme management must inform the OXIE of approved changes in assessment of courses or modules as soon as possible;
4. Especially, for longer lasting calamities, the OXIE might detect threats to the overall quality of assessment of the PILOs. In that case, the OXIE may issue additional directions to the programme management regarding assessment of courses or modules.