**Quick SCAN FOR EXAMINATION BOARDS**

***In case your study programme is designated for further investigation (trail) into the functioning of its Examination Board, are you prepared to answer the questions of an ITK committee in a convincing way? Are you able to support your answers with evidences and examples? The set of questions below - although not an exhaustive list - can be used as a checklist.***

1. **Does your Examination Board (EB) function independently, expertly and professionally?
This is evident from…**
2. **Is there clarity about the roles, tasks and responsibilities of all actors involved in the organization of education (such as the Dean, programme director, Programme Committee, lecturers, examiners )?** Are you satisfied with the mutual coordination and cooperation? What might be points for improvement?
What kind of support do you get and/or need from your Dean and/or from the CvB to fulfil your role, carry out your tasks, and realize desired improvements? Are you satisfied with the support you get? What might be points for improvement?
3. **Can you describe the working procedures of your EB?**How does decision-making take place? How often do you meet? Which EB tasks are mandated, why, and how and where are mandates documented? For example, who is responsible for signing students’ diplomas? How are reactions to individual student requests handled, communicated, and documented? Who is responsible for checking student’s ECTS records before the graduation colloquium? In what ways and which signals of problems within study programmes end up with the EB, and how / which concrete actions are taken (prepare examples)?

1. **Has your EB produced an annual report each year?**What concrete actions have been taken on the basis of those reports? What is the role of those reports in the PDCA cycle of your study programmes? Provide examples of how your role and/ or way of working evolved and describe your experience gained over the past 6 years?
2. **Has your EB drawn up rules and regulations (R&R’s) for testing and assessing?** Are these R&R’s made available for students and examiners? How do you ensure that they know, understand and apply these rules? What are specific protocols for preventing and dealing with fraud? For test taking?
3. **How is the appointment of examiners regulated?**What are the roles of the progr. director your study programme and your EB in this process? Have profiles/criteria been drawn up to ensure that the required expertise is guaranteed? What is the procedure? How are checks carried out? What are the protocols / procedures to appoint examiners who do not (yet) meet all required criteria? How do you inform teachers about their appointment as examiners? How are examiners from other study programmes appointed in your programme?
4. **To organize examination requires many administrative measures and well-functioning procedures and processes. How does your EB supervise this?**
5. **What measures are taken by the *programme management/ pd* to ensure that the quality of all types of exams are up to standards? What kind of (extra) measures do you apply *as the Examination Board* to guarantee the quality of written individual tests/ individual and group assignments / project work, etc., and the way they are assessed?** Provide examples of what you did in recent years, and the impact of your measures? What are points for improvements in the work of your EB regarding the quality of exams?
6. **What measures are taken by the *programme management / pd*  to ensure that the quality of theses (bachelor / master) are up to standards? What kind of (extra) measures do you apply as the *Examination Board* to guarantee the quality of theses?** How do you guarantee that the results are assessed in a transparent and reliable way? Provide examples of what you did in recent years to monitor and improve assessment of theses, and the impact of your measures? What are points for improvements in the work of your EB regarding the quality of theses?
7. **In what way can your EB guarantee that the students under your EB responsibility, who graduate, have achieved all the intended learning objectives and thereby the final qualifications of the programme?**
8. **General questions:**
	* **What are still challenges? Ideas or plans for specific activities in the nearby future?**
	* **How do you position developments in the work of your EB within the country-wide debates about the role and position of EBs?**