

RULES AND REGULATIONS OF THE EXAMINATION BOARD OF ITC MASTER'S PROGRAMMES

APPLICABLE FROM 1 SEPTEMBER 2025 ONWARDS

Faculty of Geo-Information Science and Earth Observation (Faculty ITC)

The Examination Board of ITC Master's programmes

These Rules and Regulations are established by the Examination Board of ITC Master's programmes in accordance with the Dutch Higher Education and Research Act (WHW) Section 7.12b, Point 3.

Applicable for:

- The Master's programme Geoinformation Science and Earth Observation (CROHO number 75014) (M-GEO)
- The Master's programme Spatial Engineering (CROHO number 60962) (M-SE)

and to the courses that are based on or related to the above-mentioned Master's programmes:

- Postgraduate Diploma Course (PGD) from the M-GEO
- Credit-bearing short courses from the M-GEO
- Joint Education Programmes¹
- Bachelor's HTHT Minor Geographic Information System (M-GEO-GIS)
- Bachelor's HTHT Minor Earth Observation (M-GEO-EO)
- Bachelor Minor Adapting to climate change with Spatial Engineering (M-SE)

¹ See EER part 1 M-GEO paragraph K for overview on JEPs



CONTENTS

CONTENTS.....	2
DEFINITIONS	3
SECTION 1: The Examination Board and Her Duties and Powers	3
1.1 The Examination Board	3
1.2 Duties and Powers	3
1.3 General	4
1.4 Meetings	4
1.5 Decisions	4
1.6 Mandates and Committees.....	4
SECTION 2: The Execution of General Tasks and Authorities	5
2.1 Appointment of Examiners	5
2.2 Securing the Quality of Tests and Exams	5
SECTION 3: Student Complaints and Requests	6
3.1 Complaints.....	6
3.2 Requests.....	6
SECTION 4: The Assessment of the Quality of Tests and Determination of Marks.....	8
4.1 Quality of Tests and Marking.....	8
4.2 Assessment of the Quality of Tests	8
4.3 Determination of Marks	9
4.4 Fraud	9
SECTION 5: Changes, Deviations, Appeal and Objections	10
5.1 Conflicts with the Rules and Regulations	10
5.2 Hardship Clause	11
5.3 Appeals.....	11
5.4 Announcement of and Changes in the Rules and Regulations.....	11
5.5 Commencement Date.....	11
APPENDIX 1: Examination Board Annual Calendar	12
APPENDIX 2: Rules of Order for Written Tests	14
APPENDIX 3: Procedures for Remote Tests.....	15
APPENDIX 4: From Score to a Mark	17
APPENDIX 5: Additional Rules for oral testing	19

DEFINITIONS

For a definition of most of the terms used in this document, the reader is referred to the Education and Examination Regulations of ITC Master's programmes (EER). The following terms are used in this document and not defined in the EER:

- Examiner: individual appointed by the Examination Board. The Examiner assures that all assessor(s) involved in the course assess according to the same criteria.
- Assessor: A person appointed by the Examiner who assists the Examiner in the process of assessment;
- Test supervisor: A person who ensures and monitors that the Rules of order for written tests (see Appendix 2) are adhered to during the test;
- UFO: University job classification system;
- Examination Board: When Examination Board is used in this document, the Examination Board of ITC Master's programmes M-GEO and M-SE is referred to;
- TAB = Thesis Assessment Board;
- PAB = Proposal Assessment Board;
- FAAB = Final Assignment Assessment Board;
- Nominal studies: A student finishing the 120EC Master's programme within 2 academic years;
- Study delay: a study delay of more than 3 months.

SECTION 1: THE EXAMINATION BOARD AND HER DUTIES AND POWERS

1.1 THE EXAMINATION BOARD

- 1) The Dean appoints an Examination Board (EB) for each programme or group of programmes. Its members are appointed based on their expertise in the field of that programme or group of programmes, and are involved as lecturer/supervisor, and have expertise in assessment.
- 2) The Examination Board is the body which determines in an objective and expert way whether a student has all knowledge, skills and attitudes that are defined in the EER for awarding the MSc Degree and Certificates. The Examination Board has a say and is involved in all aspects of assessment from policy on assessment via appointment of Examiners to the decision about requests and complaints related to assessment.
- 3) At least one representative of each MSc programme is appointed to the Examination Board.
- 4) The Dean of the Faculty ITC has according to the WHW art. 9.14 set down further regulations on the governance and composition of the Examination Board in the [Faculty Regulations](#).
- 5) The composition of the Examination Board is published on the ITC [Faculty website](#).

1.2 DUTIES AND POWERS

- 1) The Examination Board has the following duties stated in the WHW:
 - i. Establish if a student meets the Programme Learning Outcomes, as stated in the EER (art. 5.4) (WHW Art. 7.12 Par. 2).
 - ii. Presentation of a Diploma as a proof of having fulfilled all programme criteria as defined in EER Art. 1.2.(WHW Art. 7.11 Par. 2; EER Art. 5.4) or a certificate as proof of completing the course programme of the PGD or a short course
 - iii. Quality assurance of tests and exams (WHW Art 7.12b Par. 1a).
 - iv. Determination of rules and directions to determine and monitor the results of tests and exams, within the framework of the EER art. 4.4 (WHW Art 7.12b Par. 1b).
 - v. Granting permission to follow a tailor-made study programme (WHW Art 7.3j; EER Art. 3.5).
 - vi. Granting exemptions from one or more assignments or practical exercises (WHW Art. 7.12b Par.1d and Art. 7.13 Par. 2r; EER Art. 3.4).
 - vii. The taking of sanctions in cases of fraud (see R&R art. 4.4) (WHW Art. 7.12b Par. 2).
 - viii. The Examination Board will determine further rules on the execution of duties and rights as mentioned under sub Paragraphs iii, iv, vi, and vii of this Paragraph (WHW Art. 7.12b Par. 3).
 - ix. Submit an annual report to the Dean (WHW Art. 7.12b Par. 5).
 - x. Appointment of Examiners (WHW Art. 7.12c Par.1; EER art. 5.1.5).
 - xi. Handle requests and complaints submitted by students related to exam procedures (WHW Art. 7.12b Par. 4; EER art. 8.6).
- 2) The Examination Board has the following powers:
 - i. The right of postponement of the declaration of successful completion of the exams (WHW Art. 7.11 Par. 3; EER Art 5.2.).

- ii. The right to extend the validity of tests (WHW Art. 7.13 Par. 2k; EER Art. 4.9).
- iii. The right to deviate in individual cases from the number of times and manner in which exams can be taken (WHW Art. 7.13 Par. 2l; EER Art. 4.5).
- iv. The right to deviate from the public nature of oral tests (WHW Art. 7.13 Par. 2n; EER Art. 4.6).
- v. The right to grant an exemption from a practical exercise. The Examination Board can demand replacement requirements (WHW Art. 7.13 Par. 2t).

1.3 GENERAL

- 1) The Examination Board is independent but works within the framework of the WHW and the framework and rules as defined by the Executive Board of the University of Twente or the Dean of the Faculty ITC (EER). Besides, the jurisprudence of the CBE (Board of Appeal for Examinations) of the UT is followed.
- 2) The Dean appoints the chair of the Examination Board. The Examination Board elects the vice-chair to replace the chair in his/her absence. When both the chair and vice-chair are absent, one of the other Examination Board members acts as vice-chair, the longest sitting member first.
- 3) The Examination Board can decide to mandate specific tasks and responsibilities to the chair, another member, an education support officer, or programme manager.
- 4) For the execution of some specific tasks, the Examination Board may set up a committee or working group, which will execute the tasks on behalf of the Examination Board and will report to the board on this matter.

1.4 MEETINGS

- 1) The Examination Board meets at least eight times per year.
- 2) Meetings are scheduled about once per month. The Examination Board works with an annual cycle that gives an indication what topics are dealt with in which meeting. The annual cycle is an Appendix of this document.
- 3) The meetings and minutes of the Examination Board are not public.

1.5 DECISIONS

- 1) Decisions are taken on the basis of arguments. If this does not lead to agreement the chair can decide to vote. In case the votes are equally divided, the chair has the casting vote.
- 2) In principle decisions are taken by all members together. In case a member cannot attend a meeting, the member may communicate his/her opinion or vote before the meeting.
- 3) All Examination Board members are involved in:
 - i. Decisions on changes to the Rules and Regulations defined in this document;
 - ii. Decisions that directly affect the functioning of the EB;
 - iii. Decisions on documents prepared by the EB such as Instructions for Examiners and the Annual Schedule;
 - iv. Decisions on documents that require formal approval by the EB.
- 4) If Examination Board members cannot be present at a meeting, a decision by a single EB member can be forwarded by e-mail to all other EB members, or the decision is postponed until the next Examination Board meeting.
- 5) Decisions that relate to day-to-day activities and responsibilities by the Examination Board can be taken by three members, including the chair or vice-chair.

1.6 MANDATES AND COMMITTEES

- 1) The following tasks are mandated:
 - i. The handling of the first case of fraud by a student is mandated to the Programme Manager except for fraud in the MSc Research (see Article 4.4.2).
 - ii. The determination if a student meets the programme learning outcomes as stated in the EER (art. 5.2) for the course or programme is mandated to the chair and vice-chair of the Examination Board.
 - iii. Dealing with first instances of complaints on the procedure and format of tests is mandated to the Programme Manager (EER art. 8.6).
 - iv. Issuance of examination letters to the UT exam bureau is mandated to the certification officer of the Bureau Education and Research Affairs (ITC-BOOZ).

- 2) In cooperation with the Faculty Board a Certification Committee (CC) is installed. In the context of this CC, the Examination Board is the official body to approve and authorize the issuance of Diplomas and Certificates for those study programs for which it is responsible (see R&R EB, page 1).

SECTION 2: THE EXECUTION OF GENERAL TASKS AND AUTHORITIES

2.1 APPOINTMENT OF EXAMINERS

The Programme Manager nominates, and the Examination Board appoints Examiners for each study unit. The Examiners are, via the Programme Manager, accountable to the Examination Board.

- 1) The EB (yearly) appoints Examiners for courses;
- 2) The EB specifically appoints Examiners for PABs, TABs and FAABs.

2.1.1 Criteria for appointment of Examiners

To secure the quality of tests and exams all teaching staff of the UT are required to have achieved a full University Teaching Qualification (UTQ) within three years.

The EB decided on the following criteria:

- a) All Examiners are required to have a full University Teaching Qualification within three years. The three years start from the beginning of the contract (as teacher) at the ITC.
- b) Or an equivalent qualification (granted by CELT).
- c) And at least a Master's degree.
- d) Staff can already be appointed as an examiner within the three-year period if they achieved partial certificates of competence 2b (Teaching and Supervising) and competence 3 (Testing & Assessment).
- e) Staff without a UTQ can be the second supervisor for MSc Research as an exception under the following conditions:
 - The person has evidence of sufficient teaching experience in higher education or follows the Competence course 2b: Supervising students, offered by the Centre of Expertise in Learning and Teaching from the University of Twente beforehand;
 - The supervised research is strongly related to the person's research.
- f) For PAB, TAB and FAAB:
 - examiners appointed in a PAB, TAB or FAAB are required to fulfil the criteria mentioned under a) to e).
 - no more than one member does not hold a PhD Degree.
 - no more than one member has an UFO profile without research tasks.
 - The chair of the PAB and TAB needs to be a Faculty ITC (Associate) Professor.
 - The first supervisor needs to be staff member of the Faculty ITC or of a JEP partner. In the latter case, the second supervisor needs to be a Faculty ITC staff member.
 - External examiners should be academic staff members from universities or knowledge institutes, preferably from outside the faculty ITC. When it is unavoidable to nominate examiners from within the faculty ITC, they must come from a different scientific department than that associated with the student's research theme and supervisors. External examiners cannot have participated in any part of the student's research to ensure their judgement is impartial and objective.

The examination board has the authority to make individual exceptions to the criteria as mentioned under Article 2.1.1.

2.2 SECURING THE QUALITY OF TESTS AND EXAMS

- 1) The Examination Board safeguards periodic quality checks of exams, by advising the programme committee to quality-check particular courses (generally based on the marks analysis)
- 2) The Examination Board has defined rules of order for written tests to ensure quality of test taking, which can be found in Appendix 2.

- 3) The Examination Board has defined rules for remote assessments, which can be found in Appendix 3.
- 4) The Examination Board has defined guidelines for converting a test score into a mark, which can be found in Appendix 4.
- 5) The examination Board has defined rules for oral testing, which can be found in Appendix 5.
- 6) Online education (courses): according to EER ITC part 1 M-GEO C-3), A course can be offered (fully) online or in a partly distance mode. In this situation the examiner should take care that the testing for all students is done to comparable standards. Specific rules for testing done in different situations (on campus or remotely) must be clear and mentioned in the test plan of the course. According to EER ITC art. 4.1.5 the EB may lay down further rules and conditions for online testing. Regulations for remote assessment can be found in Appendix 3.
- 7) There must always be a well-considered balance for all learning outcomes of the course, between multiple forms of testing (incl. Essays, presentations, orals and assignments). The examiner of the course is accountable to the EB and must be able to provide information on the students attending and participating in the course.

SECTION 3: STUDENT COMPLAINTS AND REQUESTS

3.1 COMPLAINTS

- 1) Student complaints are first dealt with by the Programme Manager (EER art. 8.6).
- 2) A complaint on the format or procedure of a test or exam should be sent to the Examination Board as soon as possible, but at least within the period of six weeks after the marks have been published.
- 3) Before officially filing a complaint, a student must discuss the issue of complaint with the examiner(s). If the outcome of the discussion with the examiner(s) was unsatisfactory, the student can submit a complaint to the Programme Manager.
- 4) If the student is not satisfied with the decision of the Programme Manager, the student has a right of complaint with the Examination Board when the disagreement is related to the format or procedure of a test or exam or with the Programme Director for all other issues.
- 5) A complaint with the Examination Board will only be accepted if the previous steps of dealing with complaints (complaint has been discussed with the Examiner(s) and has been presented to the Programme Manager for reconsideration) have not led to an agreement;
- 6) Complaints should be sent in writing to the mailbox of the Examination Board (examination-board-itc@utwente.nl).
- 7) The Examination Board can request all relevant materials and correspondence and may hear all parties involved for relevant information, before the final decision is taken and communicated in writing to the student. In case the complaint is supported, the Examination Board will propose remedial actions. If the complaint of the student is rejected, the reasons are described.
- 8) The Examination Board strives to deal with the case within two weeks of receipt of the complaint.
- 9) Regulations on complaints with the Programme Manager can be found in the EER art. 8.6.
- 10) A student may also submit a complaint via the [complaint-desk](#) of the UT.

3.2 REQUESTS

- 1) General EB rules:
 - a) Student requests can only be accepted and handled if the student is formally registered as student of one of the programmes this R&R is applicable for (see page 1);
 - b) Forms are available on the faculty intranet for requests for an additional test opportunity and for the extension of the MSc research phase; all other requests to the examination board should be sent in a timely manner to examination-board-itc@utwente.nl and must contain the following: a concise description of and motivation for the request and a recent study progress overview from Osiris. If adverse personal circumstances are the reason for the request, the student adviser must be informed accordingly; the examination board will seek confirmation of the existence of said circumstances from the study adviser. A description of personal circumstances or evidence thereof should not be shared with the examination board.
- 2) Third test opportunity
 - a) Requests for a third test opportunity should be submitted using the [form](#) available on the Faculty ITC Internet.

- b) Requests for an extra test opportunity are foremost considered and granted to facilitate nominal study. Scheduling of an extra test opportunity is done in agreement between the examiner and the student, considering the availability of the examiner and the study plan of the student.
 - c) Students are granted no more than one extra test opportunity (third opportunity) per academic year. According to (EER art. 4.5.5), an extra test opportunity can only be granted if the test is required to fulfil either: the requirements for the admission to the MSc Research phase of the M-GEO and M-SE programmes; or the requirements for the admission to the Final Assignment of the PGD course; or the requirements to graduate from the Master's programme.
 - d) To be eligible for a third test opportunity the student must have participated in the regular two test opportunities within the current academic year; in exceptional cases the examination board may deviate from this rule.
 - e) A request for one extra opportunity for one test in a study unit to fulfil the requirements for the admission to the MSc Research phase of the M-GEO and M-SE will only be handled by the Examination Board if the request is submitted before the second course week of the 2nd academic year.
 - f) A request for one extra opportunity for one test in a study unit to fulfil the requirements for the admission to Final Assignment of the PGD course will only be handled by the Examination Board after the last scheduled test opportunity of Quartile 3.
 - g) A request for one extra opportunity for one test in a study unit during the second year that hinders the graduation for the Master's programme will only be handled by the Examination Board if it is submitted to the Examination board before week 4 of Quartile 4.
 - h) Requests for an extra test opportunity for a study unit in which the student has committed fraud will be denied.
- 2) Requests for a tailor-made Master's programme (EER art. 3.5) must be made at least three weeks before the start of the deviation from the regular programme. The request should contain the following information: a) a complete overview of the courses the student plans to follow (table with course names, course codes, and programme details); b) confirmation of the relevant programme director(s) and examiner(s) that the student is entitled follow these courses; c) confirmation of the relevant Programme Director at ITC that, by following the proposed course plan, all PILOs will be achieved.
 - 3) Requests for credit transfer must be submitted to the examination board as soon as possible after receiving the grades. This request must contain the formal approval of the Programme Manager, a study progress overview from Osiris containing the course(s) for which credit transfer is (are) requested, information which courses should be mentioned as elective courses in the elective space of the second year of the master programme.
 - 4) Requests for a combined programme will only be handled by the Examination Board if it is submitted before the start of the programme and must contain the following information: an overview of the courses of both programmes in which the overlap between courses is visible (a maximum of 30EC overlap is allowed). The request should mention if a combined thesis is planned; in this case, the following criteria should be observed:
 - a) both research projects need to be clearly visible and contain: a general introduction, at least one distinct research question per programme, per study a specific theoretical and methodological framework, result section, discussion and conclusion;
 - b) in a general introduction you create the expectation of an overarching conclusion; 3) data collected may be used for both research questions;
 - c) the thesis may be defended in a combined colloquium;
 - d) at least one supervisor from each programme must be appointed in the thesis committee;
 - e) both assessment procedures need to be done independently on parts relevant for each master programme.
 - 5) In exceptional cases, the Examination Board can deviate from the number of times and the manner in which tests can be taken (EER art. 4.5.4)
 - 6) In special cases, extension of the MSc Research /Academic and Research Phase beyond the maximum period (of 12 months after proposal defence), without having to update the MSc research proposal, can be requested with the Examination Board using the [form](#) available on the Faculty ITC Intranet. Extension of the MSc Research period /Academic and Research Phase can be given when:
 - a) The main cause of delay has been beyond the control of the student;

- b) The extension could lead to an acceptable thesis in the opinion of the supervisors;
 - c) The student is registered at the University during the extension;
 - d) The request is made at least 4 weeks before the end of the maximum period for the MSc Research/Academic and Research Phase (i.e., 12 months, starting from the successful proposal defence).
 - e) The thesis supervisors consider the thesis topic relevant and up to date.
- 7) A request for postponement of declaring a final examination as successfully passed or postponement presentation of the diploma (EER art. 5.2.6) should be submitted as soon as possible, prior to the MSc defence. The request must contain a motivation and the requested duration of the postponement.
 - 8) Requests regarding the Transitional arrangement of the M-GEO programme (EER Part 1 L) should be made by sending a motivated email to: examination-board-itc@utwente.nl.
 - 9) The Examination Board strives to deal with the case within two weeks of receipt of the request. If this period is not possible the EB will inform the student or staff member.

SECTION 4: THE ASSESSMENT OF THE QUALITY OF TESTS AND DETERMINATION OF MARKS

4.1 QUALITY OF TESTS AND MARKING

The rules in the following Paragraphs 4.2 and 4.3 must be implemented by Examiners while designing and marking tests.

4.2 ASSESSMENT OF THE QUALITY OF TESTS

- 1) The regulations on the Education and Exams of the EER (Section 4) are considered to be a good starting point for high quality tests.
- 2) For the assessment of the quality of tests, the following information should be made available for the Examination Board by the Examiner at request:
 - i. The Test Plan;
 - ii. For each test, a Test Matrix;
 - iii. The actual test(s);
 - iv. The marking scheme of the test(s);
 - v. An analysis of test results.
 - vi. The procedure for determining the mark.
 - vii. Data of student results over the last 2 years.
- 3) In assessing the quality of a test, the Examination Board uses the following criteria:
 - i. A test should be valid:
 - The Test Plan covers all learning outcomes;
 - The test format is aligned with the learning outcomes;
 - ii. A test should be transparent:
 - Students know beforehand what to expect in the test.
 - Before the start of the study unit the Examiner certifies that all information on demands on tests or exams is available through the digital learning environment.
 - Before the start of the study unit the Examiner certifies that assessment criteria for tests and exams are made available through the digital learning environment.
 - iii. A test should be reliable:
 - The test and the constituting questions are of good quality.
 - The marking of the test is conducted in an adequate and reliable manner.
 - Rules regarding use of AI tools should be included in the test plan and instructions of the test
 - For a study unit with multiple assessors the Examiner certifies that all assessors apply the same assessment criteria for a test, and that all assessment criteria are similarly weighted to guarantee uniform and consistent assessment.
 - iv. A test should be doable: A maximum of one test per day is allowed. A written test should not commence within 24 hours of the start of the previous written test.
 - v. Within the courses, tests should have a good division between individual tests and group tests. The guiding principle here is a division of 60% individual testing and 40% group work.
 - vi. To help detect academic misconduct (fraud, plagiarism, unauthorized use of AI) an examiner has the right to perform an additional inspection (oral) to have a student validate that the submitted work is his own.

- vii. The quality and outcome of a test should be the same when there is a different way of teaching an examining (on Campus vs remote).
- 4) The Examination Board is entitled to ask any Examiner at any time to produce evidence on the quality of their tests.

4.3 DETERMINATION OF MARKS

- 1) The determination of the exam result should be based on the Test Plan as defined in the EER, Article 4.4.
- 2) The marking system for tests and exams is defined in the EER, Article 4.1.²
- 3) The Test Plan should clearly explain how tests within a study unit lead to the exam result. It should include weights of the different tests, and if applicable compensation possibilities.
- 4) Test results may be based on either the assessment of an individual or a group.
- 5) In case of a deficiency in a test, the Examiner is entitled to make small alterations to the test, but such alterations may not disadvantage any student. Allowed alterations of a test include changes to the assessment because questions proved to be too difficult, or allowing more time because that the set time period to finish a test is too short or because the test was interrupted; or because of typos or other errors in test material.

4.4 FRAUD

- 1) Fraud is defined in the Student Charter, Art. 6.7. The EB complemented these general regulations with specific regulations. This text is stated in *Italic*.

Cheating/fraud refers to any action or negligence on the part of a student that precludes an accurate assessment of the student's knowledge, understanding and skills.

In any event, the following situations are considered cases of cheating/fraud:

1. During a test or exam, the student uses (any form of) assistance, resources or devices (electronic or technological) other than the ones whose use the examiner or supervisor has permitted prior to the start of the study unit and/or exam or test, or whose use the student knew or ought to have known was not permitted;
2. The student behaves in a manner that before the start of the study unit and/or exam or test was indicated by the examiner or supervisor to be fraudulent, or that the student knew or ought to have known was not permitted. This includes, but is not limited to, situations in which the student:
 - a. procures or receives copies of a test or exam before the test or exam takes place;
 - b. cheats, whether or not by:
 - using cheat sheets (*possessing or having access to unapproved resources*);
 - copying the work of others during the test or exam;
 - allowing others to copy work during the test or exam;
 - sending or receiving (text) messages or photographs;
 - c. communicates (in person or with the aid of electronic or other devices) with someone other than the examiner or supervisor during the test or exam before the work is handed in
 - d. has sources at their disposal that are not allowed during the test or exam, e.g. a mobile phone or a smartphone, with which access can be gained to unpermitted resources;
 - e. uses writing paper other than that provided by the UT for a test or exam, unless this has been expressly permitted;
 - f. visits the bathroom without permission;
 - g. engages in identity fraud, such as pretending to be someone else or being represented by someone else, or allowing someone else to impersonate them during a test or examination
3. The student engages in other kinds of cheating/fraud, such as:
 - a. manipulating research data in (group) assignments;
 - b. falsifying data (for example, by filling in questionnaires or answering interview questions oneself);
 - c. 'free-riding': i.e. not or hardly contributing to a group assignment.
Free riders are individuals who decide not to participate in cooperative learning group

² In Osiris and on the diploma supplement, a comma is used, based on the Dutch grading system (e.g. 7,0)

activities (which often lowers the group's morale, productivity, and effectiveness) and benefit from other students work.

- d. *copying or taking home examination material.*
- e. *contract cheating: hiring a (professional) tutor that produces exam material in the name of the student in return for a (non-)monetary compensation.*
4. **Plagiarism** is a particular kind of cheating/fraud, which occurs when the student uses someone else's work or previous work of their own, without correct referencing. This includes, but is not limited to:
 - a. copying or using (parts of) other people's work (original terms, ideas, results or conclusions, illustrations, prototypes) and presenting it as one's own work; in addition using parts of another text (printed or digital), *work generated by AI or previous work of their own* without referencing (also if minor changes have been made), is considered to be plagiarism;
 - b. using visual and/or audio materials, test results, designs, software and program codes without referencing, and presenting that as one's own original work;
 - c. using verbatim citations without clear referencing or without a clear indication of quotation (e.g., by omitting quotation marks, indentation, empty lines, etc.) and thereby creating the false impression that (part of) these citations is/are one's own original work;
 - d. referring to literature that one has not read oneself (e.g. using references taken from someone else's work);
 - e. using texts that have been written in collaboration with others without explicitly mentioning this to be the case; *or having others – paid or unpaid – write texts for you (ghost writing and/or contract cheating);*
 - f. submitting work that has already been published in whole or in part elsewhere (e.g. work from other courses or educational programmes), without references to the original work.
5. *All other forms of academic misconduct, other than those mentioned above, to be determined by the examination board.*

2) Procedure:

In case of suspected academic misconduct (fraud/plagiarism) the student is informed by the Examiner; the student does not receive a mark or feedback on the work handed in. The Examiner informs the Programme Manager and Examination Board in writing in all cases of suspected academic misconduct using the [Fraud report form](#). The Programme Manager deals with a first case of fraud.

- 3) The Examination Board deals with repeated cases of fraud, and fraud in the MSc Research phase, or Final Assignment exam. The Examination Board hears both parties and decides on proper action.
- 4) Measures or penalties:
The Examination Board can decide that the student is excluded from all tests for a certain period of time, with a maximum of one year. In case of severe or repeated fraud the Executive Board of the University can decide, advised by the Examination Board, to expel the student from the course or programme.
- 5) In case the student has committed fraud in the MSc Research phase or Final Assignment exam and decides to return to finish the exams after exclusion, the Thesis or Final Assignment containing the Academic Misconduct is invalidated, and a new topic for the MSc Research must be chosen.
- 6) In case of a second fraud case: the exam will be graded as a Fail or declared invalid. A completely new assignment on a different topic needs to be done by the student. A repair option is not possible.

SECTION 5: CHANGES, DEVIATIONS, APPEAL AND OBJECTIONS

5.1 CONFLICTS WITH THE RULES AND REGULATIONS

- 1) The Rules and Regulations are formulated within the boundaries of the EER (and student charter). In case of conflict with the EER, the EER has precedence.
- 2) In case other additional regulations and/or measures conflict with these Rules and Regulations, then the Rules and Regulations have precedence.

- 3) In some cases where programmes are taught in conjunction with a partner, the two institutes will agree upon new procedures, to be approved by the Examination Board, which take precedence over these Rules and Regulations. The Programme Manager will inform the students which Rules and Regulations apply.

5.2 HARDSHIP CLAUSE

- 1) The Examination Board reviews the Rules and Regulations on a regular basis.
- 2) In an exceptional case where application of these Rules and Regulations would result in manifest unfairness with respect to a registered student, the Examination Board can decide to depart from these Rules and Regulations.
- 3) In cases not covered by these Rules and Regulations, the Examination Board decides.

5.3 APPEALS

- 1) According to the Dutch Law on Higher Education and Scientific Research, a student can appeal against the decision of an Examination Board to the University's Appeal Board for Exams via the UT Complaints Desk within six weeks after being informed by that Examination Board on the decision.
- 2) According to the Dutch Law on Higher Education and Scientific Research, a student can appeal against a test result to the University's Appeal Board for Exams via the UT Complaints Desk within six weeks after being informed by the Examiner on the result. However, the student first needs to follow and execute the rules laid down in art. 3.1 of this Regulation.
- 3) An appeal to the University's Appeal Board for Exams does not automatically overrule a possible deregistration of a student according to the rules of a fellowship provider. However, a student can ask for a provisional ruling from the University's Appeal Board for Exams pending the decision of this Board.

5.4 ANNOUNCEMENT OF AND CHANGES IN THE RULES AND REGULATIONS

- 1) The Rules and Regulations of the Examination Board are available via the Faculty ITC website.

5.5 COMMENCEMENT DATE

These Rules and Regulations of the Examination Board apply to MGEO and MSE Master's programmes and courses that are offered by the Faculty ITC of the University of Twente and are leading to a MSc Degree, PGD Certificate, or a credit bearing short course Certificate starting from 1 September 2025 onwards and, together with the EER, replace all previous regulations.

APPENDIX 1: EXAMINATION BOARD ANNUAL CALENDAR

This calendar offers an overview of the actions and decisions the Examination Board deals with during the academic year. Some of the topics are discussed in a meeting, others are dealt with via other means.

Scheduling	Actions and decisions
Half September	- Annual report EB to Dean – period 1 September to 31 August
End of October	- Review marks of all Master's programmes study units to oversee trends, signal problems, and select study units for test screening and test carousel. - Follow up on test screenings done in the past academic year. - Review of the Working procedure Examination Board (internal document) - Review test plans of the programmes
End of November	- Approval of Examiners for Quartiles 3 and 4 of this academic year (if needed)
December	-
January	-
February	-
Early March	- Discuss desired changes in the EER from Examination Board perspective and send this to the Portfolio holder Education - Discuss desired changes in the Rules and Regulations of the Examination Board
April	
Early May	- Discuss first draft Rules and Regulations Examination Board
Late June	- M-GEO, M-SE and PGD: Check on marks and decision on award of MSc Degrees and PGD Certificates - Organise a meeting with the Programme Directors and Programme Managers of M-GEO and M-SE to discuss shared points of interest.
July	
Half August	- Approval of Examiners for the new academic year - Approval of final version Rules and Regulations Examination Board

Continuously:

- Requests related to the assessment of study units.
- Requests for deviation of curriculum / exemptions.
- Requests for extra test opportunities for admission to the MSc Research or Final Assignment.
- Requests MSc Research proposal presentations / discontinuation with the research work and Thesis.
- Non-structural issues.
- Approval of Proposal Assessment Boards, Thesis Assessment Board, Final Assignment Assessment Boards.



- Complaints MSc Research proposal presentations / discontinuation with the research work and Thesis.
- Handling of Fraud cases
- Handling of Appeal cases

Meetings with:

- Programme Management
- Certification Committee
- Faculty Board
- Teachers meeting

Supporting information or documents for these items need to be sent to the Examination Board mailbox at least one week before the scheduled meeting. The exact dates of the Examination Board meetings are published on Intranet.

APPENDIX 2: RULES OF ORDER FOR WRITTEN TESTS

This appendix describes the rules of order for written tests taken on-site.

1. Students should be present in the room at least 5 minutes before the start time of the test. Students who present themselves only after the start of the test may be refused to enter the room.
2. Students who come in later than the start time of the test, can only be admitted if they enter before the first student has left the test room.
3. Students may not leave the room during the first 30 minutes or the last 15 minutes of the official period of testing.
4. Students who did not enrol for the test do not have a right to take part.
5. Students should be able to identify themselves during the test. They might be asked to place their student card (or, failing that, a certified ID³) visibly on the table.
6. A bathroom visit is only permitted if approved by the test supervisor. Only one person at a time may be given permission, and should leave their electronic devices (phones, smartwatches) with the test supervisor. Where necessary and feasible, a test supervisor will accompany the student to the bathroom. Bathroom visits will not be permitted during the first 30 minutes and last 15 minutes of the test.
7. If there is a designated area for placing bags and/or coats, all students should place those items there before the start of the test. If there is no such designated area, all students should place their bags and coats under their table.
8. Mobile phones and other (communication) devices must be switched off.
9. Students may only use those resources (books, notes, calculators etc.) that are explicitly approved by the Examiner. Fraudulent use of these resources will be considered attempted fraud and will be reported to the Examination Board.
10. Students are not allowed to communicate directly or indirectly with others during the test. Any violation of this will be considered attempted fraud and will be reported to the Examination Board.
11. Students should follow any additional rules and procedures announced by the test supervisor. Any failure to do so will be reported to the Examination Board.
12. If an on-site written test is conducted digitally online, Remindo⁴ and Chromebooks must be used to prevent student communication. This ensures that students cannot access the entire Internet during the test. Examiners should check current procedures when scheduling exam dates with BOOZ. ITC uses the central examination office (tentamenbureau) services, and exams can only be held in specific, authorised locations.
13. As for all tests, the standard rules for fraud apply also to open-book tests (Art. 4.4).

³ 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

⁴ Please be aware that when using Remindo the Gambling Statistics standard will be switched on. If needed, it can be switched off by clicking the box (or by asking the Remindo staff).

APPENDIX 3: PROCEDURES FOR REMOTE TESTS⁵

FOR ALL REMOTE TESTS

1. For remote tests, a reliable internet connection and video conferencing software have to be employed, to ensure a controlled environment for the assessment.
2. The standard rules for fraud, as defined in the Student Charter (Art. 6.7) and Rules and Regulations art. 4.4 of the Examination Board, apply.
3. The student must provide proof of identity by showing his/her passport, student card, or other certified ID via the webcam. Without showing proof of identity, the test is declared invalid.
4. During a video supported remote test, the student must sit alone in a closed room. Preferably, both the student and the entrance door are in the camera view. All marks obtained in a remote test are preliminary until the Examiner has accepted them as the final marks to be put in the SIS or Osiris.

- a. Each test or assignment should contain the following text to explain this to the students:

The marks obtained from a test will not be automatically registered as the official final marks. Instead, the marks first enter an intermediate stage of "preliminary marks", before becoming "final marks". The transition from a preliminary mark to a final mark requires the decision of the Examiner of the course, based on whether the outcome of this test is deemed reliable enough.

The Examiner may refrain from turning a preliminary mark into a final mark either on an individual basis or collectively, for the entire test. If a preliminary mark is not made final, this means that the test has (with hindsight) been formative and you will get feedback, but not a final mark..

- b. In case the Examiner decides not to convert the preliminary mark to a final mark, an oral test will be offered, unless there is a proven case of fraud.

SCHEDULED ONLINE WRITTEN TESTS

1. Online written tests taken remotely are only allowed in the context of Distance Education.
2. Every remotely proctored online written test should contain the following as a first question. The answer cannot be wrong, but ***the absence of an answer invalidates the test.***

- a. In case the test has an answer form:

Please read the following paragraph carefully and tick the box to acknowledge that you commit to it.

By testing you online in this fashion, we express our trust that you will adhere to the ethical standard of behaviour expected of you. This means that we trust you to answer the questions and perform the assignments in this test to the best of your own ability, without seeking or accepting the help of any source that is not explicitly allowed by the conditions of this test.

Please tick: [checkbox]

- b. In case the student submits his/her answer in his/her own sheet or format:

Please read the following paragraph carefully and copy the text below it verbatim to your answer sheet.

By testing you online in this fashion, we express our trust that you will adhere to the ethical standard of behaviour expected of you. This means that we trust you to answer the questions and perform the assignments in this test to the best of your own ability, without seeking or accepting the help of any source that is not explicitly allowed by the conditions of this test.

Text to be copied: I will make this test to the best of my own ability, without seeking or accepting the help of any source not explicitly allowed by the conditions of the test.

⁵ Remote (online) tests are executed in compliance with the GDPR. see [General Data Protection Regulation \(GDPR\) | Cyber Safety](#)

3. In online written tests that are taken remotely, online surveillance via Teams or an online proctoring software must be used (see EER art. 4.1.5). Recording software is not allowed.
4. A desk scan needs to be conducted at the start of an online written test. Without a desk scan, the test is declared invalid. The examiner needs to check the desk scan of at least five students.
5. The Examiner has to offer a trial test to the students before the actual test, so that the student knows what to expect and to have the software running well before the real test.
6. Students must have access to all materials allowed by the examiner (and only those materials) for the whole duration of the test.
7. Remotely proctored online written tests must be designed in a way that ensures as much as possible that students work by themselves. This can be done with personalised tests. If all students receive the same questions, use should be made of the Canvas option to present questions in a randomized order. In case of multiple-choice questions, the possible answers should also be presented in a randomized order.
8. As soon as possible after the test, but within two working days, the Examiner, together with another assessor, should do a quick oral check with randomly chosen students (10% of the student group approximately, with a minimum of 5 students, 5-10 minutes per student). The goal of this check is to get a first impression of the validity of the test results (e.g. by asking students to explain their answers). It should be made clear to students that the oral interviews are not used for adjusting the mark resulting from the written test. If a student does not show up for this oral check, a replacing student must be randomly selected.
9. Students who do not participate in the random oral check, without a valid reason, will not receive a mark, irrespective of their test result.
10. Based on the quick oral check and the marking of the test, the Examiner can decide to investigate the validity of the test further. In case of suspected academic misconduct, the examiner must immediately initiate a formal process for academic misconduct (fraud/plagiarism), as detailed in R&R EB Article 4.4

HANDING IN MARKED ASSIGNMENTS MADE OFFLINE:

1. An (oral) inspection can be included, which consists of follow up questions on the assignment, to test the authenticity of the assessment. This has to be mentioned in the test plan.
2. Plagiarism detection software has to be used to ensure that the assignment is not plagiarised.

MSC RESEARCH EXAM

1. The MSc Research exam at a distance consists of the following elements:
 - a. Presentation of the MSc Research by the student: The student shall present his/her work digitally. The student shall be in the camera view during the presentation. Through viewing the student, body language can be assessed as this plays a role in the performance.
 - b. Oral defence: This part can take place in the same manner as described above.
 - c. Discussion by the TAB on the marking of the student: The student shall leave the video session, such that the members of the TAB can assess the student separately.
 - d. Feedback to the student: The student is reconnected to the video session, such that feedback can be provided to the student.

APPENDIX 4: FROM SCORE TO A MARK

This appendix offers guidelines for converting a score (points), obtained by the student in a test, into a test mark. The Examination Board thinks it's important that Examiners use comparable methods for establishing a mark to ensure transparency for the student and equality between courses.

At the University of Twente, an absolute caesura method is used, which means that for each test one determines beforehand which score a student must attain at least to pass, called the cutting score: a student with cutting score X gets a 5.5. Based on the cutting score, we determine all the other marks systematically through a transformation operation.

Different transformation operations are in use to convert a score into a mark. The Examination Board advocates choosing between the following methods in which you deliberately start with a decision on the cutting score. Thinking about the cutting score is considered necessary in the test design because this sets the norm for the student and the quality of the Diploma that we hand out.

Examiners often use the 55% limit as cutting score, as a kind of unwritten rule and standard between Examiner and students. However, there are situations in which this is not so optimal:

- When the knowledge or skill assessed is crucial for proper functioning in later tasks. For example, when you do your theory exam for car driving, you need to have a 74% score. You must know all the rules and signs when you are going to drive.
- When the test is very easy or very difficult, the cutting score could be higher or lower than 55% to correct for the test level.

A difficulty with the transformation from a score to a mark is that, in our marking system, we have 5.5 marking-digits to distribute from 0 to 5.5, and 4.5 marking-digits to distribute from 5.5 till 10. The following formulas tackle this issue differently. You can choose one of these to convert the score into a mark.

Formula 1: Linear transformation

$$\text{Mark} = 5.5 + ((s - c) * (4.5 / (m - c)))$$

s = score (points achieved) by student, c = cutting score m = maximum score possible

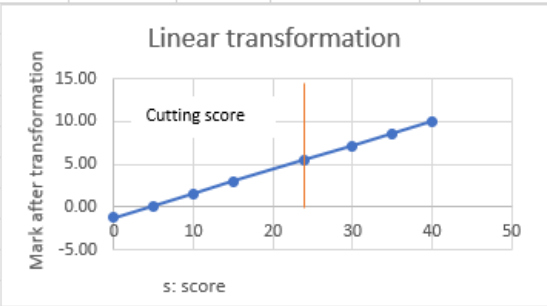
Formula 2: Linear transformation with a twist

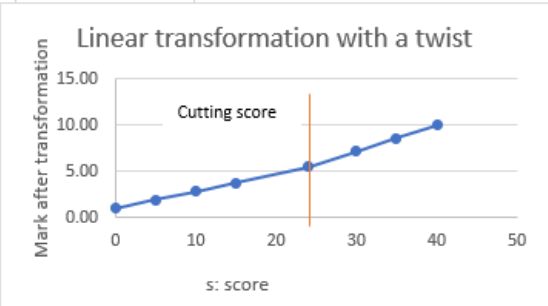
- if score is < cutting score : mark = 1 + s * (4.5/c)
- if score is ≥ cutting score : mark = 5.5 + (s - c) * (4.5/m-c)

s = score (points achieved) by student, c = cutting score m = maximum score possible

In the following example, you can see how this works out in practice. The example is based on a test where the maximum score is 40, The cutting score is 60% of the maximum score (24 points).

			Linear transformation		Linear transformation with a twist		
			$5.5 + ((s - c) * (4.5 / (m - c)))$		if score < cutting score, mark = $1 + s * (4.5/c)$		
					if score >= cutting score, mark = $5.5 + (s - c) * (4.5/m-c)$		
s- student score	m: maximum score in the test	c: cutting score	mark (not rounded off)	mark (rounded)	mark (not rounded off)	mark (rounded)	
0	40	24	-1.25	1	1.00	1	
5	40	24	0.16	1	1.92	2	
10	40	24	1.56	1.5	2.83	3	
15	40	24	2.97	3	3.75	4	
24	40	24	5.50	6	5.50	6	
30	40	24	7.19	7	7.19	7	
35	40	24	8.59	8.5	8.59	8.5	
40	40	24	10.00	10	10.00	10	





There is a website that can be used to calculate marks with these formulas:
<https://omzettingstabel.faistos.nl/>

Unfortunately, it is in Dutch. Here are the translations you need to do the calculation in Dutch:

- Max. Score: maximum score in the test
- Cesuur: cutting score
- Lineair: linear transformation
- Lineair met knik: linear transformation with a twist
- Score: student score on the test
- Cijfer: mark

The contents of this appendix is based on the education seminar on "What are the principles of giving a "good" mark for a test and assignment?" by Helma Vlas from CELT. The full text of her handout on transforming scores into marks can be found on [Intranet](#).

APPENDIX 5: ADDITIONAL RULES FOR ORAL TESTING

1. Individual examining

Oral tests/exams will be executed individually or in group

2. Public nature of oral testing

Oral tests/exams are not public except for proposal and thesis defences unless the examination board decides otherwise.

3. Assessing, reporting and recording

- Assessment must be done by two examiners assessing independently. If this is not feasible a recording of the testing must be made. This must be communicated to the examination board prior to the test.
- Examiners must take measures to prevent academic misconduct in when multiple students take the same oral test. Consult for oral exam characteristics the CELT page: https://www.utwente.nl/en/learning-teaching/assessment/additional-topics/Oral_exam/
- If the examiner makes a recording of the testing the following criteria should be done.
 - a. Informing the students: before testing (in the test plan).
 - b. The recording must contain the following information read aloud by the examiner at the beginning: date, name course and course code, name teacher(s), complete name of the student (sure name, name as know by, student number).
 - c. The retention period of these recordings is equal to the retention period of other tests. (see EER ITC art. 4.11).
- Teachers will inform the student before testing of the specific conditions of this oral test (this also should be mentioned on the Canvas site and in the test plan).
- The recording is done for transparency of the testing and to have the opportunity of complaint, objection or appeal.

4. Term for Assessment

Is based on the EER art 4.8.2: *"In case of an oral test, the Examiner notifies the student within one working day of the result. This provision does not apply if multiple students take the same oral test in the same period. In that case, the Examiner determines the result within one week after the conclusion of the oral tests."*

Additional information

What to consider when choosing an oral exam (advantages, disadvantages, considerations, tips...) ?
See CELT page: https://www.utwente.nl/en/learning-teaching/assessment/additional-topics/Oral_exam/