

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

APPLICABLE FROM 1 SEPTEMBER 2022 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 conform 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 these Master's programmes:

- Postgraduate Diploma Course (PGD) from the M-GEO
- Credit bearing short courses from the M-GEO
- Bachelor's Minor Geographic Information System (GIS)
- Bachelor's Minor Earth Observation (EO)



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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:

- Assessor: A person 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 implemented 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 is referred to.
- Nominal studies: A student finishes the Master's programme within 2 academic years.
- Open-book test: a "written examination during which a student is permitted to consult references to answer questions calling for organisation, analysis, or judgment, rather than memorisation" (Merriam Webster dictionary).

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 particular programme or group of programmes, involvement as lecturer/supervisor, and 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) For each Master's programme, at least one member 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 Internet.

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 (WHW Art. 7.12 Par. 2).
 - ii. Presentation of a Diploma or Certificate as a proof of completing all exams (WHW Art. 7.11 Par. 2; EER Art. 5.4).
 - iii. Quality assurance of tests and exams (WHW Art 7.12b Par. 1a).
 - iv. Determination of rules and directions to determine and judge the results of tests and exams, within the framework of the EER (WHW Art 7.12b Par. 1b).
 - v. Granting permission to follow a tailor-made study programme (WHW Art 7.3d; EER Art. 3.6).
 - 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 (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 for examining and judging tests (WHW Art. 7.12c Par.1).
 - xi. Handle requests and complaints submitted by students related to exams (WHW Art. 7.12b Par. 4).
- 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 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).
- vi. The right to grant an exemption, if necessary with replacement of specific parts of the study unit, from the obligation to take part in a practical exercise to get admission to sit a test (WHW Art. 7.13 Par. 2t; EER Art. 3.4).

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. Besides, the jurisprudence of the CBE (Board of Appeal for Examinations) of the UT is followed.
- 2) The Dean has appointed 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 advise 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 on 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 Plan;
 - 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 once to 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 (Article 4.6).
 - ii. The determination if a student meets the programme learning outcomes as stated in the EER 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.
 - 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) The Examination Board installed the Certification Committee.
 - i. The Certification Committee reviews and updates the Certification Policy of the ITC Master's Programmes; ensures compliance with UT regulations for certification, and develops and maintains the working procedures for the execution of the certification documents. The committee chair is a member of the Examination Board, and committee members are invited by the committee chair and are approved by the Dean.
 - ii. The Certification Committee consists of representatives from the Examination Board, the Course Directors, Bureau Education and Research Support (Faculty ITC-BOOZ) and an education specialist and prepares the documents and procedures for approval by the Dean. The Examination Board is responsible for managing this process. The certification officer of Faculty ITC-BOOZ is the point of contact for developments at UT central regarding certification.

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 in its Annual cycle (see Appendix 1). The Examiners are, via the Programme Manager, accountable to the Examination Board.

2.2 SECURING THE QUALITY OF TESTS AND EXAMS

- 1) To secure the quality of tests and exams, Examiners are required to have a University Teaching Qualification or an equivalent qualification and at least a Master's degree. For the time being, people with dispensation for the UTQ are treated equally to people having one. Staff members who have started their UTQ process will be exempted from the UTQ requirement for the three years they are allowed to take to complete their UTQ. Exemption from this requirement can be given under circumstances.
- 2) It is the task of the EB to establish if the student has met the programme's learning outcomes sufficiently before handing out the Diploma. The EB considers that taking too many tests in an online format endangers the value of the Diploma received. The EB will review the reliability of conducted online tests after each academic year and may decide on an extra overall test for the first year of the studies.¹
- 3) Students who do not follow the UT's guidelines on Covid-19 are excluded from the on-site test.¹
- 4) For PAB, TAB and FAAB no more than one member does not hold a PhD Degree. No more than one member has an UFO profile without research tasks. In exceptional cases the Examination Board can deviate from this. 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 a JEP partner. In the latter case, the second supervisor needs to be a Faculty ITC staff member. The external examiner should come from a different department or organisation than the supervisors.
- 5) Postdocs without a UTQ can be the second supervisor for MSc Research as an exception under the following conditions:
 - a. The Postdoc has teaching experience in higher education or follows the Supervision course, offered by the Centre of Expertise in Learning and Teaching from the University of Twente beforehand;
 - b. The supervised research is strongly related to the Postdocs research.
- 6) The Examination Board performs periodic quality checks of exams, if needed by delegating a review to an external expert on the subject matter of the exam.
- 7) The Examination Board has set rules of order for written tests to ensure quality of test taking, which can be found in Appendix 2.
- 8) The Examination Board has defined procedures for remote assessments, which can be found in Appendix 3.
- 9) The Examination Board has defined guidelines for converting a test score into a mark, which can be found in Appendix 4.

SECTION 3: STUDENT COMPLAINTS AND REQUESTS

3.1 COMPLAINTS

- 1) Student complaints are first dealt with by the Programme Manager.

- 2) 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.
- 3) 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, Proposal Assessment Board or Thesis Assessment Board and has been presented to the Programme Manager for reconsideration) have not led to an agreement;
- 4) Complaints should be sent in writing to the mailbox of the Examination Board (examination-board-itc@utwente.nl).
- 5) A complaint on the format or procedure of a test or exam should be sent to the Examination Board within the period of three weeks after the marks have been published.
- 6) 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.
- 7) The Examination Board should deal with the case within two weeks of receipt of the complaint.
- 8) Regulations on complaints with the Programme Manager can be found in the EER.

3.2 REQUESTS

- 1) Requests for a tailor-made Master's programme, exemption or credit transfer have to be made at least three weeks before the start of the deviation from the regular programme.
- 2) 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, taking into account the availability of the examiner and the study plan of the student.
- 3) A request for one extra opportunity for one test in a study unit to fulfil the requirements for the admission to the MSc Research of the M-GEO and M-SE will only be handled by the Examination Board before the second course week of the 2nd academic year.
- 4) A request for one extra opportunity for one test in a study unit to fulfil the requirements for the admission to the Final Assignment of the PGD course will only be handled by the Examination Board after the last scheduled test opportunity of Quartile 3.
- 5) 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 when it is submitted to the Examination board before week 4 of Quartile 4 in Year 2.
- 6) It is not possible to request an extra test opportunity for a study unit in which the student has committed fraud.
- 7) Requests for a third test opportunity should be submitted using the [form](#) available on the Faculty ITC Intranet.
- 8) In special cases, extension of the MSc Research /Academic and Research Phase beyond the maximum period, without having to update the MSc research proposal, can be requested with the Examination Board using the [form](#) available on the Faculty ITC Intranet.
- 9) 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 2 weeks before the end of the maximum period for the MSc Research/Academic and Research Phase.
- 10) All requests, other than the third test opportunity and extension, should be sent in writing to the mailbox of the Examination Board (examination-board-itc@utwente.nl).
- 11) The Examination Board should deal with the case within two weeks of receipt of the request.

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

4.1 QUALITY OF TESTS AND MARKING

The rules in Paragraphs 4.2 and 4.3 are expected to be implemented by Examiners in designing and marking tests. The Examination Board will use these as guidelines when evaluating tests and exams.

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 3 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 in line with the learning outcomes that have to be assessed;
 - 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 adequate and reliable.
 - 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.
- 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 4.1-9.
- 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) The exam result is based on an individual or group assessment.
- 5) In case of a deficiency in a test, the Examiner is entitled to alter the test but such alteration may not disfavour the student. Assessment criteria may be changed by the Examiner but changes may not disfavour the student. Alteration of a test can be, for instance, because questions may prove to be too difficult, or that the set time period to finish a test is too short.

4.4 FRAUD

- 1) Fraud is defined in the EER.
- 2) In case of detected fraud the student is informed by the Examiner; the student does not receive a mark or feedback on the quality of the work handed in. The Examiner informs the Programme Manager and Examination Board in writing in all cases of fraud using the [Fraud report form](#). The Programme Manager and Examination Board deals with a first case of fraud. The Examination Board deals with repeated cases of fraud, and fraud in the MSc Research, Academic and Research phase, or Final Assignment exam. The Examination Board hears both parties and decides on proper action.
- 3) 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.
- 4) In case the student has committed fraud in the MSc Research, Academic and Research phase or Final Assignment exam and decides to return to finish the exams after exclusion, the old Thesis or Final Assignment is invalidated and a new topic has to be chosen.

- 5) In case of a second fraud case, a new assignment 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. In case they are in conflict with the EER, then the EER has precedence.
- 2) In case other additional regulations and/or measures are in 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.
- 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.
- 2) Changes in the Rules and Regulations are also published via the Faculty ITC website.

5.5 COMMENCEMENT DATE

These Rules and Regulations of the Examination Board apply to all 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 2022 onwards and, together with the EER, replace all previous regulations.

APPENDIX 1: EXAMINATION BOARD 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 1 September
End of October	- Review marks of all Master's programmes study units to oversee trends, signal problems, and select study units for test screening - Follow up on test screenings done in the past academic year. - Review of the Rules of procedure Examination Board - Review test plans of the programmes
End of November	- Approval of Examiners for Quartiles 3 and 4 of this academic year
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
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.
Half August	- All programmes: Approval of Examiners for Quartiles 1 and 2 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.
- Non-structural issues.
- Approval of Proposal Assessment Boards, Thesis Assessment Board, Final Assignment Assessment Boards.
- Requests/complaints MSc Research proposal presentations/ discontinuation with the research work and Thesis.
- Requests for extra test opportunities for admission to the MSc Research or Final Assignment.

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 ID¹) 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. 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. In case the on-site written test is taken using a laptop, the Respondus Lock-down browser needs to be used to prevent communication between students. This makes it impossible to give students access to the whole Internet during a test.
13. As for all tests, the standard rules for fraud apply to open-book tests. For clarification: it is not allowed to copy/ paraphrase text from an external source, including the course materials, without proper referencing.

¹ 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

APPENDIX 3: PROCEDURES FOR REMOTE TESTS

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 EER and Rules and Regulations of the Examination Board, still apply.
3. The student has to provide proof of identity by showing his/her passport, student card, or other identity proving document via the webcam. Without showing proof of identity, the test is declared invalid.
4. During a video supported remote test, the student has to 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

5. Online written tests are only allowed in the context of Distance Education.
6. Every 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.

7. In the online written tests, the Proctorio software has to be used. Live proctoring using videoconferencing software is not allowed.
8. 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.
9. 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.
10. Online written tests have to be open book tests. Students should have access to the (digital) learning material during the test while the proctoring software Proctorio is running.
11. Online written tests have to 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.
12. As soon as possible after the online written 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 has to be randomly selected.
13. Students who do not participate in the random oral check, without a valid reason, will not receive a mark, irrespective of their test result.
14. Based on the quick oral check and the marking of the test, the Examiner can decide to investigate the validity of the test further.

The [Canvas course for staff](#) provides additional information on online assessment.

HANDING IN MARKED ASSIGNMENTS MADE OFFLINE:

15. An oral test can be included, which consists of follow up questions on the assignment, to guarantee the authenticity of the assessment.
16. Plagiarism detection software has to be used to ensure that the assignment is not plagiarised.

MSC RESEARCH EXAM

17. 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 where the cutting score should be 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

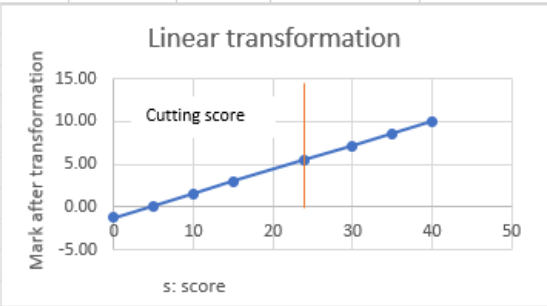
Formula 2: Linear transformation with a twist

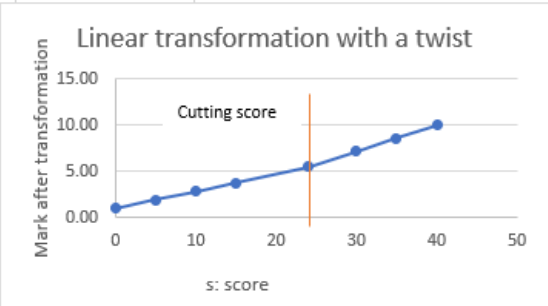
- if score is < cutting score : mark = 1 + s * (4.5/c)
- if score is ≥ cutting score : mark = 5.5 + (s - c) * (4.5/m-c)

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
- Cesaar: 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](#).