Guidelines for Teachers at ICIS

Erik Barendsen, Thom Wiggers, Peter Achten
p.achten@cs.ru.nl

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1 Introduction

Links: 1. https://www.radboudnet.nl/science/education/:
lecturer information.

2. https://www.radboudnet.nl/science/education/step-by-step-plan-for-courses/:
lecturer step-by-step overview.

3. https://www.ru.nl/courseguides/science/rules-requests/education-regulations/:
Education and Examination Regulation (EER).

This teacher's handbook is written to guide teachers through the different rules and regulations, to help solve some common problems and to establish some best practices. We suggest new teachers to read the full handbook, but we also invite experienced teachers to glance over the text, especially Section 7 to see if their understanding of the rules is current.

This text is based on the Rules and Regulations of the Examination Board, the Education and Examination Regulations (EER) (see links 3) and the current practice.

The first section contains general information about the organizational structure of the research and education institute. The order of the remaining sections correspond roughly with the chronological order of tasks that you encounter as a teacher with respect to a course.

Besides reading this text from top to bottom, you should be able to easily search this text in those cases where you encounter an uncommon situation. At the start of each section you find the relevant tools and web pages. You can find a similar overview in the Centre of Educational Services web pages for lecturers (see links 1 and 2). In the first sections, we will discuss how courses are set up and what information systems need to be fed the right information. We then describe how to handle the preparation of the course, such as setting up Brightspace and getting Student Assistants. Next, we discuss some special points of attention during the course. We extensively cover the rules of examinations and how to organise them. Finally, we describe how courses are evaluated, the role of co-determination and how to address some special cases when the curriculum changes.

Note for readers: This document reflects the current state of affairs. We have taken great care to collect up to date information, and this document will be updated frequently. In case you find outdated information, or have suggestions for improvement, then please send an e-mail to p.achten@cs.ru.nl.

2 General information

Links:
1. https://www.ru.nl/en/:
   The Radboud University home page.

2. https://www.ru.nl/science/:
   The Faculty of Science home page.

3. https://www.ru.nl/courseguides/science/practical-information/
   faculty-science-general-information/student-participation/
   programme-committees/:
   The Programme Committee (OLC).

4. https://www.ru.nl/courseguides/science/practical-information/
   faculty-science-general-information/examination-board/:
   The Examination Board.

5. https://thalia.nu/:
   The study association Thalia home page.

6. https://www.ru.nl/publish/pages/1005164/rules_and_regulations_of_the_
   examination_boards_of_the_faculty_of_science_of_the_radboud_university_.pdf:
   The Rules and Regulations.

7. https://www.ru.nl/en/about-us/policies-and-codes-of-conduct/:
   The Radboud University Integrity and Conduct rules.

8. https://www.ru.nl/en/students/services/guidance-and-advice/counsellors/
   radboud-university-confidential-advisors/:
   Information about confidential advisors for Radboud staff and students.

9. https://www.radboudnet.nl/science/about-faculty/confidential-advisors/:
   Information about confidential advisors at Science faculty.

10. https://www.radboudnet.nl/science/faculty-services/faculty-services/
    education-centre-owc/:
    Education Centre, involved in student guidance and implementation of teaching.

Within the Faculty of Science (link 2) of Radboud University (link 1), the education Institute for Computing Science and Information Sciences is responsible for the bachelor Computing Science, the master Computing Science, and the master Information Sciences. The Education Board is assembled as follows:

- Director of Education

- Coordinator of Education (liaison with Education Centre, link 10)

- Programme coordinators (bachelor Computing Science, master Computing Science, master Information Sciences)

- Student assessors

- Study advisors (liaison with Education Centre, link 10)

The Programme Committee (OLC, link 3) is composed of six teachers and six students. The OLC is tasked, by law, to advice the Education Board about anything having to do with education, both when asked and by their own initiative. They are also involved in the course evaluation cycle (Section 8).

The Examination Board (link 4) is responsible for many of the formal aspects of the educational programme and its execution. The Rules and Regulations (link 6) describe how the Examination Board interprets the EER (link 3).

The study association Thalia (link 5) organizes many activities for all students who are involved with one of the educational programmes of Computing Science and Information Sciences. They also organize events for teachers and students, one example being the annual bachelor thesis market in which students, teachers, and companies meet to discuss research topics for the bachelor thesis.

Students and staff are expected to adhere to the Radboud University Integrity and Conduct rules (link 7). We treat each other and the outside world with respect and integrity. As a teacher you have the special responsibility to act as a role model for your students and peers and take initiative when necessary. Radboud University offers many ways to get and provide help. You can (advise students to) contact the study advisors, Examination Board, Education Board, confidential advisors (link 8, 9).

3   Teacher assignment to courses

Links: 1. https://www.radboudnet.nl/science/education/step-by-step-plan-for-courses/scheduling-and-planning/yearly-planning-cycle/:
Overview of the year cycle of the faculty.

After determining the curriculum for next year (deadline December 1!) the Education Board will determine the task distribution for individual courses (see links 1).

Teacher roles We distinguish the following special roles amongst the teachers of a course:

- *Course coordinator*: assumes responsibility for the content and execution of the course, and is also the person the Education Board communicates with. Only in exceptional cases this role is fulfilled by a staff member who is not actively involved in the course.

- *Examiner*: assumes responsibility for the examination and grading of a course, and is also the person the Education Board communicates with. This role is assigned officially by the Education Board, and approved formally by the Examination Board. For one thing, the Examination Board checks whether all examiners are formally qualified to university standards (*University Teaching Qualification*, in Dutch: BKO / UKO). Normally, the course coordinator is also examiner, and the Examination Board usually follows the suggestion of the Education Board as an implicit nomination.

Logistic course requirements Normally the course coordinator receives a request from the Centre of Educational Services to provide the logistic course requirements. This is part of the *course scheduling inventory* phase. These concern, amongst others, when contact hours need be scheduled (lectures, seminars, etc.), practical (computer) exercises and type of lecture rooms and facilities, whether video recordings need to be made or can be reused, and if you require student assistants. In the Centre of Educational Services this information is used by the team of schedulers to create a faculty-wide schedule. Shortly before the start of a new course unit (usually semester), the course coordinator receives a mail with the request to check the created schedule. It is good practice to do this right away to enable the schedulers to create corrections as soon as possible.

4 Description of courses

> **Tools:**   1. https://osiris.ru.nl/osiris_cursusinvoer/faces/pages/Start.jsf: OSIRIS-catalogue.
>
>   2. https://www.radboudnet.nl/science/education/step-by-step-plan-for-courses/course-description-and-prospectus/: Explanation of the prospectus.
>
> **Links:**   1. https://www.ru.nl/courseguides/science/: Prospectus site.

The course coordinator is responsible for the course description. The education coordinator sends a request by e-mail to provide the course description in the appropriate system. Currently, this system is *OSIRIS-catalogue* (see tools 1, 2). It is paramount to stick to the deadline.

Purpose The course description is published in the course prospectus (see links 1) and as such is a major source of information for students to determine which course to take the next period. The description should be comprehensible for students who are not yet familiar with the course content.

Describe clearly what is expected of the students. This does not only concern the way the course is organised (meetings, lectures, seminars, etc.) but also what the students will learn in the course and how this is tested ("how can you show that . . . ").

Teaching goals and examination This part of the course description has a *formal status*. The Examination Board formally settles the examination rules based on your course description. The combination of teaching goals and examination description serves to establish the validity of the exams in the study.

Be schematic and clear when describing teaching goals and examination. Write down teaching goals in an operational style, in terms of 'observable' activities, instead of "knowledge of . . . " or "understands . . . ". A helpful way to write teaching goals is to start them with *"At the end of this course the students can . . . "* and continue with a bullet-wise summary of each of the activities the students will be skilled in. Write down how the teaching goals are assessed, for instance by means of a (written or oral) exam, midterm exams, projects, and so on. If the exam consists of several parts, write down exactly how the final verdict is obtained.

As of 2018, the above regulations must be formalized within Osiris. This concerns, amongst others, the relative weights of all course components that contribute to a final grade. The course coordinator is responsible for the correct formalization in Osiris. Be very careful: *you can not stray from this once the course is running.* These kind of changes involve the Examination Board (section 6).

Mandatory components Write down what the course structure is and indicate which components are mandatory and do not forget to include this as a condition to take part in the examination. It is not customary to make lecture-attendance mandatory. Exceptions are when examination and lecturing mutually interact (and happen to be the only cases for students to actually show that they have achieved the course goals). Examples are presentations or student-peer-reviews. The rule of thumb is to make a course component mandatory only when it is clear that it supports the students in the above mentioned way. If in doubt, you can consult the Examination Board.

5 Preparation of courses

Tools: 1. https://brightspace.ru.nl/

Links: 1. https://www.radboudnet.nl/science/education/step-by-step-plan-for-courses/request-student-assistant/computing-information-sciences/: Student assistants

2. https://www.ru.nl/science/news-agenda/agenda/academic-schedule/: Year overview.

Your courses are available on Brightspace (see tools 1). As a rule of thumb, your students must be able to find all relevant course information via Brightspace.

When to use Brightspace *Always* communicate with students via Brightspace: mails from Brightspace are sent to the official RU-mail-addresses of the registered students. Every student who has registered is added as *Student* in Brightspace. This information is nightly updated.

You can use Brightspace to make course material available and to publish and hand in assignments, but this is not mandatory. If you prefer to use another medium then it is mandatory to place a link on Brightspace to this other medium. In *Administration:RU Course Prospectus* a link to the prospectus is automatically created, so this is a natural location to direct students to your preferred site.

Student assistants When providing the course data, the course coordinator has indicated whether student assistants are required (section 3). At that stage this information is used for planning and budget. Before the start of a course the course coordinator is informed how many student assistants can be deployed. You are responsible for recruiting student assistants. Usually these will be the same student assistants as in previous iterations of the course, and most often replenished with talented new student assistants. The best way to find student assistants is to ask them personally. This is more effective than sending a general call for assistants among your students. Once committed, you can send the names and student numbers of the student assistants to the Centre of Educational Services which takes care of the contracts and makes sure that they have access to Brightspace (see links 1).

Planning Student appreciate it if you provide a complete planning of lectures, seminars, practical exercises, deadlines, etc. at the start of your course. Do not forget to take holidays / lecture-free days into account. These can be found in the year overview of the faculty (see links 2).

6 Execution of courses

Tools: 1. https://roombooking.ru.nl/:
Site to book rooms only for exceptional ad hoc cases(!). You will need an internal billing number (*kostenplaatsnummer*), ask your section's managementassistant.

Links: 1. RoosteringNWI@science.ru.nl: contact address of the faculty exam and lecture room scheduling. Use this method to book rooms for your course that should appear in the schedule.

2. https://www.ru.nl/courseguides/science/rules-requests/education-regulations/:
At bottom of page, you find an in-depth explanation of what is understood as plagiarism and fraud (*"Regulations on fraud"*).

3. fnwi.examcies@science.ru.nl: contact address Examination Board.

4. https://www.ru.nl/lecturers/education-ict/web-lectures/:
Explanation about video recordings of lectures.

5. https://www.ru.nl/lecturers/education-ict/web-lectures/faq/:
Frequently asked questions concerning video recordings.

In this section we discuss all manner of things that you can encounter during the process of giving a course.

The kick-off lecture It is a good custom to use the kick-off lecture to explain to the students how the course is structured, who the lecturers / student assistants are, what is expected of the students, and what they can expect from you. The examination rules are also important to mention and explain here. The way of examination and the determination of the final grade has already been detailed in the course description (see section 4).

Changing the exam rule(s) In case you need to change the exam rule(s) you need to be very careful. These rules have been authorised by the Examination Board. *Always* consult the Examination Board first to motivate and explain the change of exam rule(s). If this is granted, then make sure that all students are informed and explain why the change of exam rule(s) is necessary (students are allowed to appeal against the change of exam rule(s) in case of absent motivation). Do this by discussing the change of exam rule(s) during a plenary lecture *and* send all students an e-mail via Brightspace.

Fraud FRAUD (SUCH AS PLAGIARISM) IS NOT ACCEPTABLE. This must be made clear to students in every possible way: discuss integrity requirements that are relevant for your course and / or area of expertise. See links 2. If your course has components that somehow contribute to the final grade you must always be attentive to fraud. Typical examples are (group) assignments, projects, exercises. Instruct your student assistants to be aware of this.

If you discover irregularities that suggest fraud, you **must** provide a written notification to both the student and the Examination Board (links 3). They will speak with the student and formally decide, within twenty working days, whether it is fraud and on any measures that should be taken.

It is important to not take your own action, since only the Examination Board has full insight into the dossier of the student. This also makes sure that students are treated equally across different courses.

Students having problems The course lecturers are often the first persons to observe that a student has problems with the studies. This can be apparent in several ways: a student

obtains insufficient grades during exercises, does not attend meetings, and so on. This is obviously harder to detect in a large group of students, but still often one can detect these students. Try to speak with the student to check if these issues are related to your course specifically, in which case you can try find a solution with the student. If you suspect that the issues are not course related (or you fail to get in touch with the student), then you can direct the student to the study advisor or inform the study advisor of this student. For first year students there are two additional points of contact: the mentor or tutor (who can provide extra help such as remedial teaching).

Ad hoc scheduling Lecture and exam schedules are created at the faculty level. These have been created using the course data that were already provided (section 3). In case you require extra rooms for your course, for instance for organizing an extra meeting, contact the scheduling service of the faculty 1. The advantage of this method is that the meeting will appear in the online course schedule, and is thus visible to your students. For cases that do not concern your students, for instance for meetings with your student assistants, you can book a room yourself (tools 1).

First-years teachers meetings If you are a lecturer of first-year course then you will receive an invitation of the study advisor to participate in the first-years teachers meetings. In these meetings the current state of affairs of the courses is discussed, the performance of students, and keeping course deadlines balanced, amongst things.

The first-year students have been assigned to staff members, known as mentor. Keep contact with these mentors (you might be one yourself) to get informed quickly about issues with students, courses, and other stuff.

Making video-recordings available Many lectures are video-recorded as a 'web lecture'. This has already been indicated by the course coordinator (see section 3). However, you still need to make the video recording available to your students (see links 4, 5). You receive an e-mail with instructions how to add the web lecture to Brightspace.

Students with lacking preliminary knowledge The description of the expected preliminary knowledge is used by students to determine whether they are well prepared for your course. Sometimes one or more students fail to meet these requirements. For the other students this may slow down the course or hazard an in depth treatment of the course subjects. Talk with the student(s) that may show this lack of preliminary knowledge and advise them how to remedy this.

If your course is part of the premaster program then it is likely that some of your students are registered as *'HBO-doorstromers'*. It is almost unavoidable that the preliminary knowledge of these students does not match with the knowledge of regular bachelor students. However, premaster students are often highly motivated and keen on doing extra stuff to remedy lack of knowledge. They can also call upon the tutor for extra aid. Consult the tutor in order to provide custom made support.

7 Examination

Courses are completed with an examination[1]. An overview of exam related information from the Centre of Educational Services can be found at links 1.

7.1 Types of examinations

The following kinds of exams are allowed:

1. written (and digital) examinations and/or

2. oral examinations and/or

3. presentations and/or

4. tests of proficiency and/or

5. the fabrication of some product or text.

Combinations of these types are allowed. Students and teachers may also request the Examination Board to take examinations in another way.

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[1]Dutch: *tentamen*. The EER (link 3) speaks of *interim examinations* to clarify the difference between *tentamens* and the formal final examination that results in the diploma. For simplicity, we will omit "interim".

There should, in general, be at least **two opportunities** to take an exam per year, unless the examination is a practical exercise. In principle, only limit the number of attempts if redoing the practical work is impossible or impractical.

7.2 Assessment and notification of grades

Oral examinations Oral examinations should be done with two examiners. Alternatively, a sound recording can be made. The grade should be determined and announced to the student on the **same day** as the exam. The student should be provided with a written confirmation. If students are to be assessed in groups, the Examination Board should provide permission.

Written examination Written exams concern all exams in which students need 'pen and paper' to complete the exam.

Digital examination The Radboud University has adopted *Cirrus* for digital examination. For further information, please see tools 2.

Quality While developing a textual exam by yourself or together with your colleague-lecturers, let a colleague critically review the questions. This four-eyes principle is a long-standing policy that has prevented many issues from reaching the students.

Create the *toetsmatrix* that registers which *leerdoel* is covered in which part(s) of the exam. The *toetsmatrix* and *leerdoelen* need to be stored in the *cursusdossier* anyway, so this is not a waste of work (Section 8). In addition, it helps you in deciding whether or not the exam is sufficiently representative of the course material.

Decide on the relative weights of the exam questions and make them explicitly visible in the exam text.

Of each exam question, prepare the expected answers and a first version of a *correction model* that can be used during grading. This correction model has to be uploaded in the *cursusdossier* as well, so this again saves you time.

Distribution and surveillance of bachelor and master exams Surveillance of bachelor and master exams is always performed by the Centre of Educational Services. Make sure to adhere to the regulations that are described in links 2. In particular links 2 explains what you should supply and where exams should be delivered.

Students with disabilities For students who have some kind of impairment (for example dyslexia), allowances will be made to help them if possible (links 5). Examples of such allowances are granting extra time for the exam, enlarged copies of the exam, or the use of a laptop. Bachelor students must have applied two weeks in advance at the Centre of Educational Services to make use of these allowances. Master students must get a form at the Centre of Educational Services and give it to you so that you know which students are in such kind of situation. You contact the Centre of Educational Services to inform them about the number of students.

Grading Grades should be between 1 and 10, where 10 is the highest possible assessment. Only whole and half grades can be given, except for the grade of 5.5, which should be rounded to either 5 or 6. The results "passed" and "failed" may also be awarded.

Composite grading In case the final grade of a course is determined by a final exam (or several partial exams) as well as other partial results (e.g. practical, seminars, presentation), a final sufficient grade cannot be obtained if the result of the final exam (or the average of the results of the partial exams) is less than 5.0.

Homework exercises, for which the main goal is teaching rather than assessment, may only account for a *maximum of 10%* of the final grade.

Grade notification All grades must be entered in *Osiris* (tools 1). An extensive description of how to do this is links 6. Be aware of the following. Students who did not participate in the exam should receive result *'ND'* (*niet deelname*) or *'AFM'* (*afgemeld* in case the student has notified that she can't participate in the exam beforehand). You must *validate* the grades in order for them to get registered and become available to your students. There are two ways to do this: *(i)* print, sign and deliver the results on paper (*"Afdrukken en verzenden"*) to the Centre of Educational Services; *(ii)* use the tiqr app for automatic validation, which saves you the trouble of printing, signing, and delivering paper results (links 6). Never make grade-lists public that contain student names and their grades. This is private information.

Grade deadlines The grades should be provided to the Centre of Educational Services within **15 business days (first-year exams: 10 business days)** of the day the examination was written.

Limited time in fourth quarter: for *first-year* exams in the *fourth quarter* the grades have to be announced within 5 business days after the exam, and at least 9 days before any resits.

Overdue grading: in case it is not possible to complete the assessment within the specified time, the Examination Board may extend the time allowed for assessment by 10 days. Notify the students of any delays.

Inspection by students When announcing the grades, try to also announce when students can inspect their work. Students may inspect their assessed work on request for at least 30 days after the results have been been announced. They may also take home a copy of the work if they want to. The student should have access to the questions and assignments, and if possible the grading standards.

7.3 Special cases and rules

By exam in the following section any kind of exam is meant.

Exemption A student may request to be exempted from a course if they have taken a similar course or can show that they have obtained the knowledge and skills through work experience. They have to contact the Examination Board for this. They can find the form at links 7. You might be consulted by the Examination Board during this process.

Fraud and plagiarism If you discover irregularities that suggest fraud, you are **obligated** to provide a written notification to both the student and the Examination Board (links 8). They will speak with the student and formally decide, within twenty working days, whether it is fraud and on any measures that should be taken.

It is important to not take your own action, since only the Examination Board has full insight into the dossier of the student. This also makes sure that students are treated equally across different courses.

Period of validity Exams (results) are valid forever. This means that once a satisfactory result has been registered for a course, the course does not need to be taken again, and that further attempts are resits. Note that this includes cases such as where the student has already taken the course during high school.

Record keeping Any written parts of the exams, such as the test, papers and assignments, should be kept by the examiner for at least two years after the exam has taken place.

Re-taking examinations Any examination can be taken again, but note that most recent result always counts, even if it is lower or the student registered for the exam but didn't participate in the exam(!). Any student has, in general, two attempts at an exam. For the number of attempts per year, see subsection 7.1.

Printing large volume exams In case your course has a fairly large number of exams that need to be printed, it is worth your while to have them printed by the *Facilitair Bedrijf, Print en Druk*. You can submit an exam completely digitally via links 4 for which you need an account (your u-number and password). Upload the exam, check the proof, and enter the address where the exam should be delivered. Your management assistent knows which *'kostenplaats'* should be entered. The exams will be printed and delivered to your office or management assistant in a sealed box. Please note that this should be done at least one week in advance of the actual exam.

8 Course evaluations

Links: 1. https://www.radboudnet.nl/science/education/step-by-step-plan-for-courses/course-evaluation/:
Overview of the evaluation-cycle.

2. https://www.radboudnet.nl/science/education/step-by-step-plan-for-courses/course-dossier/:
How to find and store your course evaluation files.

Evaluation cycle In Dutch higher education there is a strong tradition of co-determinance (*medezeggenschap*), where students are not only consumers, but also have a voice in shaping the education programme. To monitor and keep improving the quality of education there is a continuous process of evaluation. Students automatically receive a questionnaire after a course has ended, which allows them to give feedback on the course and how it was taught. These evaluations are provided through the tool *Alice*.

Please encourage students to fill in these evaluations! This improves the response and will make the results of the evaluation more meaningful. Showing what has been done with the results of previous evaluations, demonstrates that these evaluations are in fact used and beneficial.

In the questionnaire students can indicate what they liked about a course and the teachers, and where they see opportunities for improvement. Teachers are also expected to write an evaluation. In this evaluation they should also respond to the remarks of the course participants. An overview of the process and pre-made forms can be found in link 1.

The Programme Committee (*Opleidingscommissie*, OLC) checks if the evaluation has been done properly and look for concrete proposals for improvement, if necessary. They also look if previously proposed improvements have been implemented. If the OLC finds an evaluation unsatisfactory, they will send this to the Education Board. The Education Director will then contact the teachers involved. When the OLC has finished evaluating courses, the teacher's evaluation and the OLC remarks are sent to the students who have completed the questionnaire.

Course files Of each course a *course file* is automatically created on the network drive (see links 2). The course coordinator *must fill in* the files once the course is (about to) finish. The course coordinator receives an e-mail after the first exam opportunity (after the students have filled in an online course enquiry). Course files are only considered to be complete if each and every folder within the course file has at least one *pdf* document.

Programme Committee Evaluations are checked by the Programme Committee (OLC) and graded. The OLC is composed of six teachers and six students. These students are appointed to the committee each year after official elections. The OLC is tasked, by law, to advice the Education Board about anything having to do with education, both when asked and by their own initiative.

Points of improvement that should be taken up with the Education Board The Programme Committee does read the teacher's evaluation, but it can't act on it. If changes are needed in for example the curriculum, the Rules and Guidelines for Exams, or the assignment of teaching tasks, the teacher should pose that question to the Education Board. Examples of this are the ordering of courses, making attendance mandatory, prequisite knowledge or prequisite courses that should be put into the EER, extra student or teaching assistants, or assistance of extra teachers.

9 Curriculum changes

> **Links:** 1. https://www.radboudnet.nl/science/education/step-by-step-plan-for-courses/scheduling-and-planning/yearly-planning-cycle/:
> Overview of the yearly planning cycle of the faculty.

The common 'life cycle' of a course is that it is given in more or less the same way and structure by the same team of lecturers. It gets improved and changed, which is usually documented and motivated in the course files and teacher's evaluations in particular. In this section you find the rules that are related with deviating from this life cycle (new course, end of life, and transition rules).

Changing course: if the course evaluation or other reviews give rise to changes in your course that may affect the programme, then please note that this must have been done well before the deadline of determining the new programme (see links 1).

New course: the Education Board and your research department manager have appointed you as course coordinator or colleague lecturer of a new course. The course teaching goals and final terms have already been determined by the Education Board and made public in the study program and study guide. Unless there are highly exceptional situations, these can not be strayed from.

Transition rules: because of curriculum changes it may happen that your course receives a changed status / placement within the study program. The Education Board determines the transition rules that are associated with your course. These are published in the EER.

A course is not given in a study year: if a course is not given in study year x then in study year x at least *one written* exam opportunity must be offered. Hence, if you teach this course, then in study year x you will have to create, at least once, a written exam, monitor it, and grade it (see section 7).

End of course: if a course is given for the very last time in study year x, then in study year $x + 1$ there must be at least one exam opportunity. Hence, if you teach this course, then in study year $x + 1$ you will have to create, at least once, an exam, monitor it, and grade it (see section 7).

Pre-master programs: the pre-master programs for *'HBO-doorstromers'* are determined every study year. If you teach such a course, or your master course is a successor course, and the

course evaluation urges you to check the pre-master program, then notify the Education Board.