

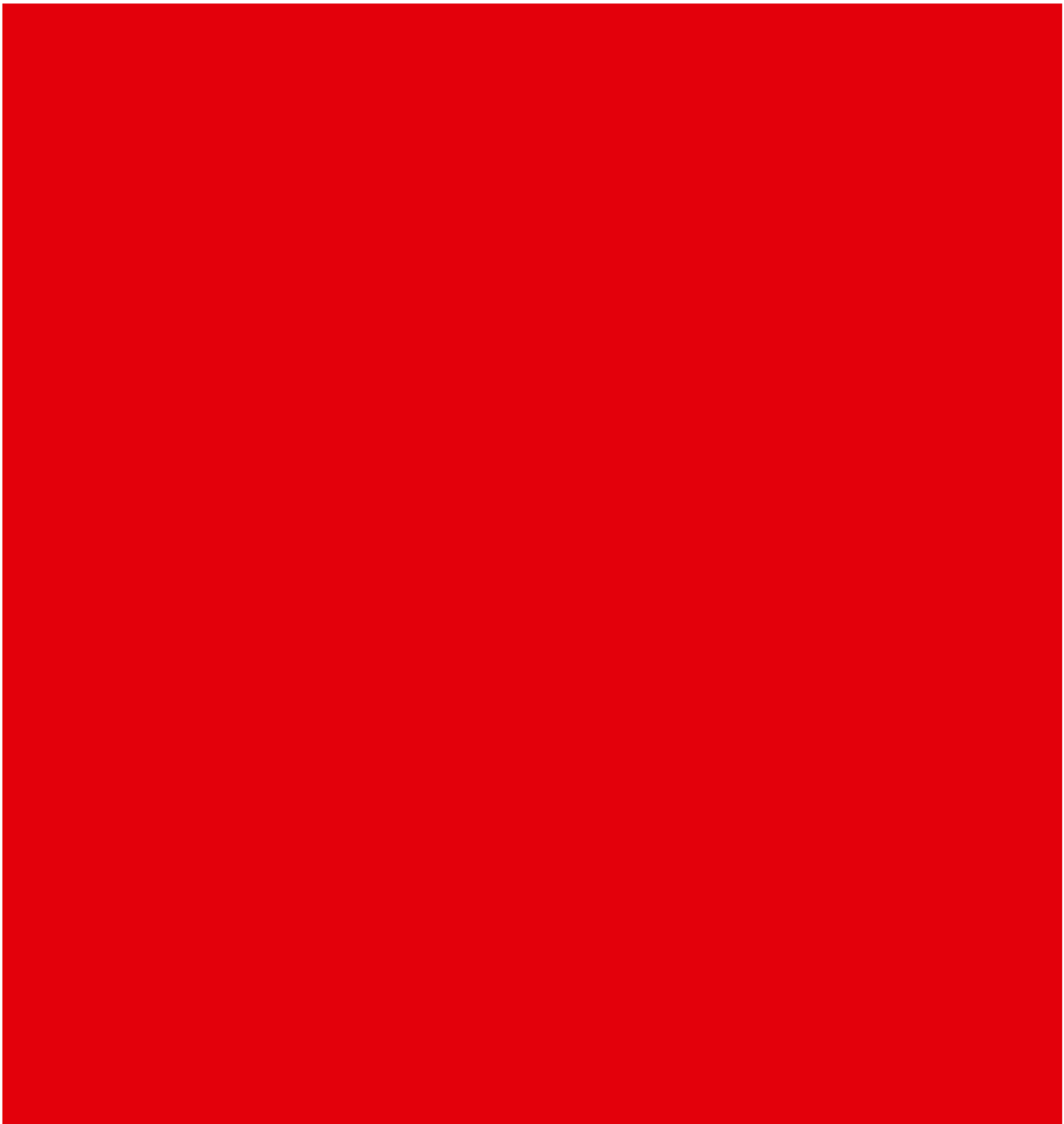
Radboud Universiteit



Faculty of Social Science

# **Rules and Regulations Examination Board 2024-2025**

## **Social and Cultural Science**



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# 1 RULES AND REGULATIONS EXAMINATION BOARD

## Article 1. Scope

The following is in regard to the rules and regulations (hereinafter referred to as R&R) introduced by the Examination Board for the Master's degree programme in **Social and Cultural Science research master** to ensure a smooth procedure during all interim examinations and related units of study.

## Article 2. Definitions

Any terms used in the present regulations have the same meanings given to them in the regulations applicable by or by virtue of the Higher Education and Research Act (hereafter WHW -Wet Hoger onderwijs en Wetenschappelijk onderzoek- ), [the Radboud University Structure Regulations](#) and [the Radboud University Educational Quality Assurance Handbook](#).

The following definitions apply in these R&R:

1. Education and examination regulations: the education and examination regulations of the programme mentioned in article 1 established by the dean of the faculty, hereinafter referred to as the EER.
2. Examination Board: the Examination Board of the programme mentioned in article 1 of this regulation.
3. Examiner: the person designated by the Examination Board to administer interim examinations and establish their result (WHW 7.12c).
4. Study units: the components of the study programme (WHW 7.3) (also referred to as courses or subjects) as laid down in the Research Master EER 9.4, of which the examination must be passed in order to obtain the Research Master's qualification.
5. Examination: the entirety of interim examinations, resulting in a Research Master's degree certificate.
6. Interim examination: an evaluation of the student's knowledge, understanding and skills concerning a specific educational unit and the assessment given for this evaluation by at least one of the examiners appointed by the Examination Board (WHW 7.10). The term 'interim examination' is a collective term for all the tests that occur during a programme, described in more detail in the EER (4.1, sections 1 and 2) and in the course guide.
7. Module examination: The interim examination of a study unit can consist of multiple module examinations, which are also called 'partial tests'.
8. Resit: An opportunity to retake or resit an interim examination (WHW 7.10, section 1). Where these regulations refer to interim examination, this term also includes resits, unless explicitly stipulated otherwise.
9. Invigilator: supervises on behalf of the examiner the smooth running of the interim examination.
10. Student: the person preparing to take the Research Master's examination and registered to do so.
11. Examinee: the person who is taking or has taken the Research Master's examinations.
12. STIP: The Student Information Point is the first point of contact for students, once they are enrolled in one of the programmes of the Faculty.
13. Working day: Monday to Friday, with the exception of public holidays as specified in the CAO of Dutch Universities and the collective free days designated by the Executive Board, as listed in the [Radboud University Academic Calendar 2024-2025](#).
14. Facilities: additional facilities for education or interim examinations that students with a specific need for help or functional limitation can obtain upon request and after approval from the Examination Board (EER 4.1, section 5).

## Article 3. Composition and procedures of the Examination Board

1. The Examination Board consists of three or five members, appointed on the basis of their expertise in the field of the study programme referred to in article 1. At least one of the members is associated with the study programme as a lecturer. At least one of the members is not employed as such by the programme.
2. The chair and the other members of the Examination Board are appointed for a period of four years by the faculty dean, after consultation with the relevant programme director and after input from the other members of the Board.
3. The Examination Board appoints one of its members as vice chair, who substitutes the chair during their absence.

4. The chair and the secretary are charged with the daily affairs of the Examination Board and are either jointly or independently authorised to act on behalf of the Examination Board.
5. The secretary shall prepare meetings and ensure the implementation of decisions.
6. The student advisor is an advisor to the examination board.
7. The Examination Board meets once every 6 weeks, on average.
8. Decisions are made by majority vote and should preferably be unanimous.

#### **Article 4. Performance of duties of the Examination Board**

1. The Examination Board shall establish whether the requirements for the Research Master's examinations have been met (EER 4.12) and awards distinctions (see R&R Article 9).
2. The Examination Board processes students' requests within a period of 6 weeks at most.
3. The Examination Board decides on the granting of exemptions from a unit of study, based on the EER 2.4 and having consulted the examiner (see R&R Article 7).
4. The Examination Board appoints examiners at least once per year to conduct interim examinations and determine the results of the study units listed in the EER. The registration of examiners shall take place in OSIRIS. Archiving lists of examiners signed by the Examination Board is carried out by the STIP.
5. The Examination Board stimulates the testing competence of examiners by, among other things, offering the guidelines for the proper performance of their duties (Radboud University Educational Quality Assurance Handbook, 3.4.2).
6. The Examination Board is responsible for assuring the quality of the interim examinations and assessments (WHW 7.12b). Accordingly, the Examination Board randomly checks the quality of interim examinations afterwards, according to procedure laid down in the testing policy or delegates this to a testing (advisory) board, which reports its findings to the Examination Board (Radboud University Educational Quality Assurance Handbook, 3.4.2).
7. The Examination Board is responsible for quality assurance of the graduating projects (thesis, internship report). To this end, the Examination Board assesses a random selection of graduation projects. This assessment may also be conducted by a testing (advisory) board, which reports its findings to the Examination Board (Radboud University Educational Quality Assurance Handbook, 3.4.2).
8. The Examination Board draws up an annual report of its activities. The Examination Board provides the dean with this report (WHW 7.12b, section 5).

#### **Article 5. Specific duties of the examiner**

1. Examiners should follow the programme's testing policy, as laid down by the Programme Director, and are familiar with the EER and these R&R.
2. If requested, the examiner must provide the Examination Board with information on the interim examination and the manner of assessment (WHW 7.12c).
3. The examiner determines the interim examination formats of the units of study (EER 4.1), taking into account the testing program of the degree programme, and publishes these in the course guide.
4. In module examinations: the examiner determines the relative weight of the partial examination(s) with regard to the final grade and publishes this in the course guide, before the start of the academic year.
5. The examiner develops the (module) interim examinations, derived from the learning objectives of the study unit, taking into account the validity, reliability, comprehensibility and feasibility of the interim examination and assessment (Radboud University Educational Quality Assurance Handbook, 3.4.2).
6. In case of interim examinations with multiple choice and/or open questions, the examiner will make a representative sample of questions available to students at least one week before the interim examination takes place, as specified in the EER 4.1, section 7.
7. The examiner shall ensure the orderly conduct of interim examinations.
8. The examiner determines in advance what aids students are allowed to use during an interim examination, announces them in a timely manner and repeats this information on the cover page of the interim examination.
9. With regard to sections 7 and 8, the invigilator present is authorised to act on behalf of the examiner.
10. The examiner establishes the (module) result in line with the EER 4.7 or 4.8 and is ultimately responsible for proper

registration of results in OSIRIS-Docent (EER 4.9.1).

11. The examiner provides access to the interim examination papers and the student's assessed work, as laid down in the EER (4.10) and in accordance with the inspection protocol.
12. In case of suspicion of fraud, the examiner will report this immediately to the Examination Board, in line with the Regulations on Fraud Radboud University ([Appendix 1](#)).

## Article 6. Proceedings of interim examinations

### 1. Interim examination admission

The Examination Board establishes whether a student meets the conditions for admission to the interim examination or to one or more components thereof.

### 2. Dictionary use

The language the interim examination is held in is laid down in the EER 4.4. For interim examinations held in English, the use of a translating English-Dutch or English-students native language dictionary is permitted.

### 3. Place and time of written interim examinations

1. Rules on the assessment method and their scheduling are laid down in the EER 4.1.
2. Students should inform themselves of current interim examination dates in their [personal schedule](#) and of deadlines to submit other testing projects via the Brightspace course.
3. No changes to date or time can be made within 15 days of the examination. This can be deviated from in the following two cases: If there is agreement between the students involved, the examiner and the Examination Board or in case of force majeure, according to the assessment of the Examination Board.

### 4. Registration and participation

1. Rules on registering for and cancelling interim examinations are laid down in the EER 4.5 and 4.6.
2. In the exceptional case that timely registration or de-registration in OSIRIS is not technically possible, the student may ask the STIP to carry out the registration or de-registration.
3. If the registration period for the resit has expired, participation in the resit is no longer possible. A student who wants to appeal to the 'hardship clause' (Article 10 of these regulations) must contact the Examination Board.
4. The Examination Board decides on the granting of [examination facilities](#) (EER 4.1, section 5), on the advice of the student advisor and/or student dean.
5. A student has participated in an examination of a unit of study if the student submitted test materials, started a digital interim examination, wrote their name on the interim examination sheet, submitted question sets to the invigilator or if the invigilator has signed off the student on the attendance list.

### 5. Rules for taking interim examinations

1. The dean has laid down the Internal Regulations in order to ensure the smooth running of affairs during interim examinations in the RU interim examination rooms. Examiners and students should be familiar with these rules. In order to provide adequate and clear information, these house rules have been included in Appendix 2 of these regulations.
2. To ensure the smooth operation of digitally administered interim examinations, students should familiarise themselves with the procedure of [Taking a Digital Assessment](#).
3. In case the invigilator or e-support report a technical flaw during a digital interim examination, the Examination Board may invalidate the interim examination (results).

### 6. A third interim examination opportunity

At the student's request, the Examination Board may decide to grant an extra opportunity for an interim examination in addition to the regular interim examination and resit scheduled for the academic year.

### 7. Fraud regulations

1. To prevent fraud during interim examinations and examinations as referred to in WHW 7.12b the Radboud University Executive Board has adopted certain regulations. Examiners and students should be familiar with these rules. These stipulate the procedure used by the Examination Board when investigating suspected

fraud, as well as the remedial measures and sanctions available to the Examination Board. These are included as [Appendix 1](#) to these regulations.

2. If fraud is established by the Examination Board, the Examination Board may determine, in addition to Article 5 of the Regulations on Fraud on an individual basis, not to declare the interim examination in question invalid and/or not to include the finding of fraud in the student's student file.
3. If fraud has been established by the Examination Board, the Examination Board may impose different sanctions on the student on an individual basis in the form of additional obligations or other binding measures, in addition to the provisions of Article 6 sections 1a through d of the Regulations on Fraud.

#### 8. Rules on the results of interim examinations

1. Rules on the results of interim examinations are laid down in the EER 4.7 and the EER 4.8. These rules do not apply to module examinations. Provisions regarding the completion of module examinations of specific units of study are included in the course manual.
2. If an interim examination has been taken more than once, the last result obtained for the interim examination will apply (EER 4.6, section 5).
3. The examiner ensures that the result of an interim examination is registered in OSIRIS and made available to the Examination Board.
4. STIP is responsible for the registration of the results of Research Master's examinations in OSIRIS. Bureau Diploma Services registers which certificates are awarded to an examinee.

#### 9. Taking interim examinations abroad

1. For students who are studying abroad when an interim examination takes place, it is possible to take the interim examination at the same time, provided this is done in accordance with the [FSS protocol](#).
2. For a student, as referred to in the previous section, for whom simultaneous interim examination abroad is not possible, an alternative interim examination may be an option.
3. The Examination Board may restrict the conditions that apply for the permission mentioned in sections a and b.
4. Results obtained abroad are recorded as 'sufficient' if the unit of study was successfully completed, or 'insufficient' if the unit of study was not successfully completed.
5. If the study load of the units of study to be included differs from the provisions of the EER, conversion takes place. For this conversion, the Examination Board uses [the conversion table](#) agreed upon within the university.

### **Article 7. Procedure for exemption and integration of study units in the examination programme**

1. An interim examination result obtained prior to enrollment in the study programme can be recognised by the Examination Board at the request of the student by means of an exemption.
2. Exemption requests must be submitted in writing to the Examination Board and supported by the necessary information.
3. Before making its decision, the Examination Board shall consult the concerned examiner.
4. The Examination Board processes the request within 6 weeks at the latest.
5. The Examination Board may attach conditions to its decision to grant an exemption in part or in full.
6. Interim examination results *previously* obtained, *prior* to registering for the study programme, are recorded in OSIRIS as exemptions (EX) and not as corresponding (non-)numerical results. This holds for compulsory study units in the programme as well as for electives.
7. Interim examination results obtained *elsewhere*, *while* registered for the study programme are recorded in OSIRIS as corresponding (non-)numerical results if these are only included in the diploma application for this study programme. In case an obtained result has been or will be filed in another diploma application, then the result should be recorded as exemption (EX) and not as a (non-)numerical result.

### **Article 8. Determination of examination results**

1. The Examination Board establishes the results of the Research Master's examination at the student's request.
2. An examination shall be dated on the date of the last successfully passed interim examination, as long as the

Research Master's examination is requested within four weeks after the last interim examination at the latest. If four weeks or more have passed, the examination date will be the day on which the Research Master's examination was requested.

3. To prove that the Research Master's examination has been passed, the Examination Board will award a qualification (diploma). The qualification is signed by the chair and secretary or by two substitute examiners who have been appointed by the Examination Board for this purpose. The awarding of the qualification takes place in public, unless the Examination Board determines otherwise in special cases.
4. The parts of the examination and the results obtained shall be stated on the back of the certificate or on a supplement forming part thereof.
5. If applicable, extra curricular study units that do not belong to the examination programme will be mentioned in the supplement, provided the student passed these study units while registered for the programme. In case an obtained result has been or will be filed in another diploma application, then the result will not be included in the supplement. Also, extra curricular exemptions will not be included in the supplement.

#### **Article 9. Distinction awarding procedure**

With due observance to Article 2.1 of the EER, the Examination Board awards a [distinction](#) if the conditions are met. Following examination requests OSIRIS determines a distinction based on rules as stated in the EER. If a student is not automatically considered for a distinction, but believes they are eligible for one based on the applicable criteria, the student may submit a request to the Examination Board. The Examination Board can decide to deviate from the proposed OSIRIS judgement.

#### **Article 10. Unforeseen circumstances and hardship clause**

1. In all cases not adequately provided for in these regulations, the decision lies with the Examination Board.
2. The Examination Board is authorised to make an exception to the EER and these R&R in individual cases and in a well-founded manner.

#### **Article 11. Objection procedure for interim examination components**

1. If a student disagrees with the assessment of an interim examination, they may lodge an appeal with the [Examination Appeals Board](#). This appeal must be lodged within six weeks after the announcement of interim examination results.
2. In order to prevent or expedite the above mentioned procedure, the student can first contact the relevant examiner during or after the inspection or follow-up with a request for further information or re-evaluation or contact the Examination Board. If this means that the term of 6 weeks is likely to be exceeded, the student may lodge a 'pro forma' appeal with the Examination Appeals Board in which they request the appeal be postponed.

#### **Article 12. Complaints procedure**

1. Complaints and appeals pertaining to the course of events during an interim examination or resit can be filed with the Examination Board.
2. To be submitted complaints and appeals must meet the following format requirements:
  - a. a written and signed letter (either sent by email or not);
  - b. on behalf of one individual (no group letter);
  - c. containing a personal argumentation (no standard letter).

Only complaints and objections that meet these formal requirements will be processed.

#### **Article 13. Amendments of these R&R**

Amendments of these R&R that apply to the current academic year will only be made if they - in all fairness - do not harm the interests of the examinees.

#### **Article 14. Coming into effect**

These Rules and Regulations enter into force on 2 September 2024.

Thus decided by the Examination Board of the degree programme **Social and Cultural Science research master.**



## Appendix 1

### Regulations on Fraud Radboud University

#### Paragraph 1 Introductory provisions

##### *Article 1 Purpose and scope of these regulations*

To prevent fraud during interim examinations and bachelor/master examinations as referred to in article 7.12b WHW, relating to the education and examination in the degree programme mentioned in article 1.1 of this R&R, the dean of the faculty of Social Sciences of Radboud University (hereinafter: RU), adopts the following regulations.

##### *Article 2 Definitions*

The terms that are used in these regulations - in so far as these terms are also used in the Higher Education and Research Act (Wet op het Hoger onderwijs en Wetenschappelijk onderzoek, hereinafter: WHW) - have the same meaning that is given to these terms in the WHW or the EER.

#### Paragraph 2 Definition fraud, procedure and sanctions

##### *Article 3 Definition of fraud*

1. At RU, fraud is understood to mean any act or omission by a student which, in its nature, is intended to have as an effect that proper assessment of the knowledge, understanding and skills of that student or another student, is made fully or partially impossible.
2. Fraud is in any case understood to mean:
  - a. fraud when taking written interim examinations, including
    - having materials available which are not permitted under the House Rules Examinations Rooms RU Regulations (Regeling Huisregels Tentamenruimten RU);
    - copying or exchanging information;
    - passing oneself off as someone else, or being represented by someone else during interim examinations;
  - b. fraud when producing theses and other papers, including
    - plagiarism in the sense of using or copying someone else's texts, data or ideas without complete and correct source references, plagiarism in the sense of copying the work of another student and presenting this as one's own work and other specifically academic forms of plagiarism; insofar as it leads to the description in paragraph 1.
    - fabricating (making up) and/or falsifying (distorting) research data;
    - submitting a thesis or another paper that was written by someone else.
  - c. other fraud in the context of interim examinations or examinations, including
    - taking possession of assignments, answer keys and the like, prior to the time the interim examination or examination is to take place;

- changing answers to assignments in an interim examination or examination after it has been handed in for assessment;
  - providing incorrect information when applying for an exemption, extension of validity period, and the like, of an interim examination or an examination.
3. An attempt to commit fraud will also be seen as fraud for the purpose of these regulations.

*Article 4 Procedure for establishing fraud*

1. When fraud is suspected, the examination board or the examiner immediately informs the student of this suspicion. If the suspicion of fraud is established when the interim examination or the examination is administered, the examination board or the examiner will allow the student to complete the interim examination or the examination.
2. The examination board or the examiner may order the student to make any material related to the suspicion of fraud available to them.
3. For the purposes of the provisions in paragraphs 1 and 2 of the present article, examiner is also understood to mean the invigilator or any other RU member of staff.
4. The examination board or the examiner drafts a report of the suspicion of fraud. If the examiner drafts the report, he will send this report to the examination board without delay.
5. The examination board makes the report referred to in article 5 available to the student without delay and then starts an investigation into the matter. The examination board provides the student with the opportunity to respond to the report in writing. The examination board hears both the examiner and the student.
6. Within four weeks following the date the report was made available to the student, the board of examiners decides whether fraud was actually committed. The examination board informs both the student and the examiner of their decision in writing. The four-week period may be extended by two weeks.

*Article 5 Remedial action*

If the examination board has established fraud:

- a. the examination board declares the relevant interim examination or examination invalid, and
- b. the examination board includes a statement in the student's student file that it has established fraud and, if applicable, which sanctions have been imposed.

*Article 6 Sanctions*

1. If the examination board has established fraud has been committed, the board may:
  - a. determine that the student may not sit one or more interim examinations or examinations during a period to be set by the examination board, which period will be a maximum of one year;
  - b. determine that no distinction will be awarded on the degree certificate;
  - c. make a recommendation to the Dean of the Honours Academy that the student should not be admitted to the honours programme of the university or the faculty or recommend that the student's participation in the honours programme of the university or the faculty should be ended.

2. If the examination board has established that serious fraud has been committed, the board may also
  - a. make a recommendation to the executive board that the student's registration for a programme should be terminated with definitive effect.
3. After the examination board has established that serious fraud has been committed, the executive board - upon examination boards' recommendation - may terminate the student's registration for a programme with definitive effect.
4. The sanctions as referred to in this article are imposed as from the day following the date the student is notified of the decision that sanctions are imposed.

### **Paragraph 3 Transitional provisions**

Does not apply.

### **Paragraph 4 Final provisions**

#### *Article 7 Decisions and legal protection*

1. Decisions pursuant to these regulations may be sent to the student digitally and/or by email.
2. The student can appeal against any decision made under these regulations, within six weeks following the date on the relevant decision, by lodging a notice of appeal at the Examinations Appeals Board (College voor Beroep van de Examens [CBE]).

#### *Article 8 Adoption, medezeggenschap and amendment*

1. These regulations are adopted by dean.
2. In so far as the content of these regulations relates to the duties and powers of the degree programme's examination board, the content must also be confirmed by that examination board.

#### *Article 9 Effect*

These regulations take effect on 1 September 2019. These regulations will then replace any previous regulations.

#### *Article 10 Publication*

1. The dean ensures the appropriate publication and possible amendments of these regulations.
2. For the purpose of appropriate and clear provision of information to students and prospect students, the dean includes these regulations, every year, as an appendix to the Education and Examination Regulations (Onderwijs- en Examenregeling, OER) and as an appendix to the Rules and Guidelines (Regels en Richtlijnen, RR) of the programme.

## Appendix 2

### Regulations on Examination Rooms Radboud University

#### Paragraph 1 Introductory provisions

##### *Article 1 Purpose and scope of the regulations*

For the proper course of events during interim examinations and bachelor/master examinations relating to the education and examination of the degree programme mentioned in article 1.1 of this R&R that are administered in examination rooms at the Radboud University (hereinafter: RU), the dean of the faculty of Social Sciences of the RU adopts the following regulations.

##### *Article 2 Definitions*

The terms that are used in these regulations - in so far as these terms are also used in the Higher Education and Research Act (Wet op het Hoger onderwijs en Wetenschappelijk onderzoek, hereinafter: the Act) or the Education and Examination Regulations of the degree programme (hereinafter: the EER) - have the same meaning that is given to these terms in the Act and the EER.

##### *Article 3 Examiners and invigilators*

For the administration of examinations, the examination board of the degree programme as mentioned in article 1 (above) has appointed one or more examiners. The examiners appointed as referred to in paragraph 1 are responsible for the supervision and execution of the provisions in these regulations. On behalf of the examiner(s) appointed, one or more invigilators may be present in the examination rooms, assigned by or on behalf of the executive board. When invigilators have been assigned, at least one appointed examiner is also present in the examination room or, as appropriate, available on call.

##### *Article 4 Instructions by the executive board*

1. These regulations include instructions in the sense of article 7.57h of the Act. In view of the executive board's mandating decision dated 15 May 2019, the dean is authorised to adopt these instructions on behalf of the executive board. The student is obliged to comply with the instructions laid down in these regulations.
2. A student who fails to comply with any instructions under these regulations may be denied access to the examination room by or on behalf of the examiner. Non-compliance with the instructions may also lead to a suspicion of fraud in the sense of the Regulations on Fraud (*Regeling Fraude*).

##### *Article 5 Guidelines for examiners*

These regulations include instructions in the sense of Article 7.12b of the Act. The examiner is obliged to comply with the instructions laid down in these regulations.

##### *Article 6 Instructions by examiners for students*

1. The examiner may give instructions, in the context of the instructions described in these regulations, to a student in the RU examination room if a concrete situation should be cause for this. The student is obliged to comply with these instructions.
2. The student who fails to comply with the instructions referred to in paragraph 1 may be denied access to the examination room by or on behalf of the examiner. Non-compliance with the instructions may also lead to a suspicion of fraud in the sense of the Regulations on Fraud (*Regeling Fraude*).

## **Paragraph 2 House Rules**

### *Article 7 Admission to the examination room and leaving it*

1. With respect to entering and leaving the examination rooms, the following applies:
  - a. the examination room is accessible for the student at least 15 minutes before the examination starts;
  - b. except in the circumstances described in paragraphs c and d of the present article, the student is no longer admitted into the examination room after the examination has started;
  - c. the student who arrives too late at the examination room is given the opportunity, 15 minutes following the start of the examination, to be as yet admitted into the examination room;
  - d. the student is permitted to use the toilet during the examination;
  - e. the student is not allowed to leave the examination room within the first 30 minutes following the start of the examination.
2. In special circumstances the examiner may act contrary to the provisions in paragraph 1. If the provisions in paragraph 1 are departed from, the student will be informed of this in due time.

### *Article 8 Student ID*

1. In the examination room the student must be able to furnish proof of identity, at any time, by producing a valid identity document.
2. The student who cannot furnish proof of identity as laid down in the first paragraph of the present article will not be admitted into the examination room or can as yet be denied access to that room.

### *Article 9 Start and duration of the examination*

The examiner starts the examination at the time scheduled. If the examination starts at a later moment in time because of relevant circumstances, the examiner ensures that the scheduled duration of the examination can be fully used by the student.

### *Article 10 Materials permitted in examinations*

1. When taking the interim examination, the student is not allowed to have materials available that serve or could serve as auxiliary materials for the examination paper, unless the use of that material has been explicitly permitted by the examiner before the start of the examination.

2. Materials for the purpose of these regulations include, amongst other things: textbooks and dictionaries, notes and lecture notes, and watches, laptops, tablets, telephones and other smart device's and/or wearables.

*Article 11      Handing in examination papers*

1. When the examination ends, the student is obliged to hand in the examination paper.
2. The student may also be required to hand in other examination materials, such as examination question papers and/or note paper used during the examination.

*Article 12      Peace and order, furniture and fixtures in the examination room*

1. Coats, satchels, bags, etc. must be put away in compliance with the examiner's instructions.
2. In order to prevent interference with the WIFI signal, any devices that are present in the examination room, such as watches, laptops, tablets, telephones, and any other devices or smart devices and/or wearables, must be switched off in compliance with the examiner's instructions.
3. Without prejudice to the provisions in the previous paragraphs, the examiner ensures, both during and after completion of the examination, that any measures are taken as required for adequate surveillance and for maintaining the necessary peace and order in the examination room.
4. Whenever an examination is administered, the examination room has at least one clock which is clearly visible for each student.
5. Eating and drinking is allowed during the examination, unless this should prevent appropriate surveillance and/or maintaining the necessary peace and order.

**Paragraph 3      Transitional provisions**

Does not apply.

**Paragraph 4      Final provisions**

*Article 13      Departure from rules and house rules*

In special circumstances the examiner may depart from the provisions in these regulations.

*Article 14      Adoption and amendment*

1. These regulations are adopted and amended by the dean.
2. In so far as the content of these regulations relates to the duties and powers of the programme's examination board, the content must also be confirmed by that examination board.

*Article 15      Effect*

These regulations take effect on 1 September 2019. These regulations then replace any previous regulations.

*Article 16          Publication*

1.        The dean ensures the appropriate publication and any amendments of these regulations.
2.        For the purpose of appropriate and clear provision of information to students and prospective students, the dean includes these regulations, every year, as an appendix to the Education and Examination Regulations (Onderwijs- en Examenregeling (OER). The examination board includes these regulations accordingly as an appendix to the Rules and Guidelines (Regels en Richtlijnen (RR)) of the programme that are laid down by that board.

Thus, adopted by the dean on June 26, 2019 and ratified by the examination board.

FSW, november 2023

Het inzagerecht bij tentamens is vastgelegd in de Onderwijs- en Examenregeling (OER), artikel 4.10 (studiejaar 2023-2024). Hierin is een aantal bepalingen opgenomen die het recht op inzage in de tentamenopgaven en het eigen beoordeelde werk en recht op uitleg over de beoordelingsnormen regelen. Dit zijn ook de onderwerpen die wettelijk gezien opgenomen dienen te worden in de OER. Deze bepalingen gaan echter niet in op wat er moet en wat er toegestaan is *tijdens* de inzage. Dit document legt een aantal aanvullende afspraken vast over de organisatie van de inzage bij FSW.

### Doel van de inzage

Om tot goede afspraken te komen over de nadere invulling van de inzage is het van belang om het doel van de inzage helder te hebben. Binnen FSW vinden we het belangrijk dat de inzage niet alleen tot doel heeft dat de student kan zien hoe de beoordeling van diens werk tot stand is gekomen, maar dat de student de gelegenheid heeft om te leren van de fouten die diegene gemaakt heeft. Daarmee is de inzage dus uitdrukkelijk bedoeld als leermoment.

### Afspraken met betrekking tot inzage

De onderstaande afspraken hebben betrekking op een aantal voorwaarden waaraan de inzage moet voldoen.

1. Gegeven het bovenstaande doel van de inzage dient de student in de gelegenheid te worden gesteld om iets te leren van diens gemaakte werk. De docent *hoeft* het tentamen dus niet (al dan niet collectief) te bespreken, als de student maar de gelegenheid krijgt om desgewenst inhoudelijke vragen te stellen over het gemaakte werk. Dat kan eventueel ook achteraf. Verder is het van belang dat in het geval van een multiple choice tentamen, de student het volledige juiste antwoord kan inzien (en dus niet alleen, je had antwoord B maar het had antwoord D moeten zijn). Anders wordt er niet aan de voorwaarde voldaan dat de student daadwerkelijk iets kan leren van diens fouten.
2. Een student mag tijdens de inzage aangeven dat diegene het niet eens is met de beoordeling, maar de docent hoeft niet ter plekke daarover in discussie te gaan of te besluiten om het cijfer aan te passen. Een herbeoordeling dient de student aan te vragen bij de examencommissie.
3. Het is studenten niet toegestaan aantekeningen te maken, tenzij hier expliciet toestemming voor is gegeven door de examinerator.
4. In principe geldt dat er één inzagemoment is. Zoals in de OER van FSW geregeld is, kan een student bij aantoonbare overmacht de examencommissie verzoeken om een extra gelegenheid te organiseren waarop de student inzage heeft in diens tentamen. De examinerator bepaalt wanneer dit moment plaatsvindt, met dien verstande dat de inzage plaatsvindt uiterlijk vijf werkdagen voorafgaand aan het hertentamen (zie OER artikel 4.10.7). De student is verantwoordelijk om binnen deze termijn te verzoeken om een extra inzagemoment. Zoals in de OER is vastgesteld (artikel 4.10.3) dient bij elke inzage een examinerator of iemand anders met inhoudelijke kennis van de cursus aanwezig te zijn.
5. Voor al het bovenstaande geldt als aanvullende voorwaarde dat studenten weten wat ze kunnen verwachten bij de inzage. Daarom is het van belang dat er binnen de opleiding voor alle cursussen op dezelfde wijze wordt gecommuniceerd naar studenten over de inzage. Daarbij gaat het om de plaats en tijd van communiceren (bijvoorbeeld: bij het verstrekken van andere praktische informatie over het tentamen op Brightspace).



De docent heeft de keuze op welke wijze diegene invulling geeft aan de bovengenoemde voorwaarden.

Als het gaat om de wijze van terugkoppeling:

- De docent kan ervoor kiezen om de inzage via een (collectieve) bespreking van het tentamen te laten verlopen, al dan niet aan de hand van de modelantwoorden. Voor digitale toetsen wordt het zo ingesteld dat studenten de toets inzien op de volgorde van het oorspronkelijk aangeleverde tentamen (niet gerandomiseerd).
- Een andere mogelijkheid is om de student ter plekke óf achteraf vragen te laten stellen over de inhoud van het werk.
- Docenten kunnen ervoor kiezen van tevoren al informatie over het tentamen te delen, bijvoorbeeld door vragen waar slecht op gescoord is eruit te pikken en extra toe te lichten.
- Terugkoppeling over aanpassingen aan de beoordelingsnormen behoren bij de uitleg over deze normen, die onderdeel zijn van de inzage. Dit geldt bijvoorbeeld ook voor het niet laten meetellen van bepaalde vragen.

Als het gaat om het behandelen van vragen van studenten:

- In de nieuwe toetssoftware (ANS) zal straks de mogelijkheid zijn voor studenten om in het systeem opmerkingen toe te voegen aan vragen en antwoorden tijdens de inzage. Die komen dan bij de docent terecht. Deze functie kan gebruikt worden om studenten vragen te laten stellen over het gemaakte werk (dan hoeft de docent die niet tijdens een plenaire inzage te behandelen) en/of om de student te laten aangeven wanneer ze van mening zijn dat er iets niet in orde is met de normering of een bepaalde vraag. Aan docenten is de keuze om al dan niet met deze functionaliteit te gaan werken.  
NB. Op dit moment wordt er bij sommige opleidingen/cursussen gewerkt met een schriftelijk formulier hiervoor. In alle gevallen is het van belang dat er binnen de opleiding afspraken gemaakt worden over bij wie dit formulier dan terecht komt en welk vervolg dat dan krijgt, inclusief op welke termijn een student reactie hierop krijgt. De examinator lijkt de meest aangewezen persoon hiervoor. Mocht een student daarna het nog niet eens zijn met de beslissing over diens cijfer, kan deze bij de examencommissie of College van Beroep voor de Examens (CBE) terecht.

Specifiek voor digitale tentamens zijn er een aantal mogelijkheden:

- Voor gesloten vragen is altijd de 'aanvullende informatie' voor de student zichtbaar: de student kan dan de toetsvragen, het eigen antwoord en het juiste antwoord inzien. Voor open vragen heeft de docent keuze in wat getoond kan worden. Het tonen van de aanvullende informatie, ook bij open vragen, zal een groter leereffect kunnen sorteren. Dat vraagt wel van de docent dat deze informatie plus instructies over de instellingen aangeleverd wordt bij het aanmaken van de toets. In het veld 'antwoordmodel' kunnen de modelantwoorden getoond worden. 'Annotaties' kan de feedback bevatten die de beoordelaar in de toetssoftware getypt heeft bij het antwoord van de student. Per vraag kan ook in het veld 'criteria' worden vastgelegd op welke specifieke delen van een antwoord deelscores kunnen worden behaald.
- Een aantal cursussen Academische Vaardigheden maakt gebruik van de mogelijkheid een online inzage open te zetten waar studenten zelfstandig, vanaf een eigen computer kunnen inloggen. Dit is voor andere cursussen ook mogelijk, maar vraagt wel dat er een apart moment wordt gepland waar studenten ook hun vragen kunnen stellen. (Zoals hierboven gezegd wordt dit met de komst van ANS anders: studenten zouden dan ook in het systeem

zelf hun vragen kunnen stellen. De docent kan daar dan op een eigen gekozen moment op antwoorden.)

- Voor digitale tentamens waarbij de inzage in het Comeniusgebouw is ingepland is het mogelijk om surveillanten in te zetten. Dit dient van tevoren aangevraagd te worden bij het tentamenteam. Hier zitten wel kosten aan verbonden.

Ten aanzien van de communicatie over de inzage:

- Het ligt voor de hand om dit via Brightspace te doen, maar de opleiding kan er ook voor kiezen om dit in alle cursushandleidingen te laten opnemen. De inzages voor digitale toetsen die in het Comeniusgebouw plaatsvinden staan ook in het persoonlijk rooster van de student én van de betrokken examinerator.
- Wanneer de inzage niet in het Comeniusgebouw plaatsvindt of als het om een papieren tentamen gaat, kan de docent een apart moment roosteren (i.o.m. de roosteraars). Deze komt dan ook in het persoonlijk rooster te staan.

### Organisatie van de inzage en (digitale) ondersteuning

#### *Papieren tentamens:*

De docent plant met de roosteraar een tijdstip en een ruimte voor de inzage, liefst voor aanvang van de cursus. De tentamens zijn op de dag van de inzage door de docent op te halen bij het tentamenteam. Na afloop worden ze gearchiveerd door de docent volgens de regels van de opleiding.

#### *Digitale tentamens:*

Het tentamenteam vraagt bij de docent uit wanneer ze de inzage graag zouden plannen. Het tentamenteam stemt dit vervolgens af met de roosteraars en koppelen de tijd en plaats terug aan de docent. De digitale inzage wordt dan ingesteld en klaargezet door het tentamenteam. Standaard wordt er 45 minuten ingepland, maar dat kan ook korter of langer. Dit kan aangevraagd worden bij het tentamenteam.

Wanneer docenten de digitale inzage op afstand kiezen, dienen ze – net als bij een papieren tentamen – zelf met de roosteraars een tijdstip en ruimte te regelen waarop studenten vragen kunnen stellen over het gemaakte werk. De digitale inzage op afstand wordt ook door het tentamenteam ingesteld en klaargezet in de toetssoftware.

#### *Overige toetsvormen (essays, verslagen, papers etc.)*

Voor dergelijke toetsvormen wordt geen apart (collectief) inzagemoment geroosterd. Studenten krijgen feedback via een beoordelingsformulier. Op individueel verzoek van de student kunnen ze een afspraak maken met de docent om aanvullende vragen te stellen.

### Tentamenantwoorden als persoonsgegevens

Sinds een uitspraak uit 2017 van het Europees Hof van Justitie zijn antwoorden van een student op een tentamen aangemerkt als persoonsgegevens. Als zodanig mogen studenten een kopie van hun antwoorden opvragen, net zoals zij dat voor andere persoonsgegevens kunnen doen. Het opvragen van een kopie is niet bedoeld als extra inzagemoment en staat los van het recht op inzage in het gemaakte werk. Het recht op inzage geregeld in de Wet op het hoger onderwijs en wetenschappelijk onderzoek (WHW). Het mogen opvragen van persoonsgegevens valt onder de Algemene verordening gegevensbescherming (AVG).

Als studenten hiernaar vragen, kan de docent ze verwijzen naar de [Functionaris Gegevensbescherming](#), die dergelijke verzoeken afhandelt. Ook de eventuele opmerkingen van de examinerator op het gemaakte werk zijn aangemerkt als persoonsgegevens. De tentamenvragen zijn expliciet geen persoonsgegevens en kunnen ook niet opgevraagd worden door de student. Tevens heeft de student geen recht op rectificatie van hun antwoorden (onjuiste antwoorden zijn immers 'correcte persoonsgegevens').

## Protocol inspection

FSS, November 2023

The right to inspect examinations is laid down in the Education and Examination Regulations (EER), article 4.10 (academic year 2023-2024). This article contains a number of provisions regulating the right to inspect examination questions/assignments and one's own assessed work and the right to explanation of assessment standards. These are also the topics that should be legally included in the EER. However, these provisions do not address what must happen necessarily and what is allowed *during* inspection. This document lays down some additional agreements on the organisation of inspection at FSS.

## Purpose of inspection

To come to good agreements about the details of inspection, it is important to be clear about the purpose of inspection. At FSS, we think it is important that inspection not only allows students to see how their work has been assessed, but also gives them the opportunity to learn from their mistakes. Inspection is therefore explicitly intended as a learning opportunity.

## Agreements regarding inspection

The agreements below relate to a number of conditions that the inspection must meet.

1. Given the above purpose of inspection, students should be given the opportunity to learn something from their work. The teacher does not *have to* discuss the examination (collectively or otherwise), as long as the student is given the opportunity to ask questions about the content of the work. This may also be possible afterwards. Furthermore, it is important that in the case of a multiple choice examination, the student can see the complete correct answer (and not just, you had answer B but it should have been answer D). Otherwise, the condition that students can actually learn something from their mistakes is not met.
2. A student may indicate during the inspection that they do not agree with the assessment, but the lecturer does not have to discuss it on the spot or decide to adjust the grade. A re-assessment should be requested by the student from the examination board.
3. Students are not allowed to take notes unless explicitly authorised by the examiner.
4. In principle, there is one inspection opportunity. As stipulated in the FSS EER, a student may, in case of demonstrable force majeure, request the examination board to organise an extra opportunity for them to view the examination. The examiner determines when this time takes place, on the understanding that the inspection takes place no later than five working days prior to the resit examination (see EER article 4.10.7). The student is responsible for requesting an extra moment of inspection within this period. As stipulated in the EER (article 4.10.3), an examiner or someone else with substantive knowledge of the course must be present at every inspection.
5. For all the above, an additional requirement is that students know what to expect at the inspection. Therefore, it is important that communication to students about the inspection is the same within the programme for all courses. This includes the place and time of communication (for example: when providing other practical information about the examination on Brightspace).

The teacher has the choice of how they fulfil the above conditions.

When it comes to the method of feedback:

- The teacher may choose to allow inspection via a (collective) discussion of the exam, whether or not using the model answers. For digital tests, it is set so that students view the test in the order of the originally delivered exam (not randomised).
- Another possibility is to have the student ask questions about the content of the work on the spot or afterwards.
- Teachers can choose to share information about the exam in advance, for example by picking out questions that were answered poorly and explaining them in more detail.
- Feedback on adjustments to assessment standards belong to the explanation of these standards, which are part of the inspection. This includes, for example, not allowing certain questions to be counted.

When it comes to dealing with questions from students:

- The new assessment software (ANS) will soon include the ability for students to add comments in the system to questions and answers during inspection. These will then reach the teacher. This function can be used to let students ask questions about the work they have completed (then the teacher does not have to deal with them during a plenary inspection) and/or to let the student indicate when they think something is wrong with the standardization ('normering') or a particular question. It is up to teachers whether or not to use this functionality.

NB. At the moment, some programmes/courses use a written form for this purpose. In all cases, it is important that agreements are made within the programme about to whom this form should be sent and what the follow-up will be, including the time frame in which a student will receive a response. The examiner seems the most appropriate person for this. Should a student then still disagree with the decision on his mark, he can turn to the examination board or the Examination Appeals Board (CBE).

There are a number of options specifically for digital exams:

- For closed questions, the 'additional information' is always visible to the student: the student can then see the test questions, their own answer and the correct answer. For open questions, the teacher has a choice in what can be shown. Showing the additional information, also for open questions, will have a greater learning effect. This requires the teacher to provide this information plus instructions on the settings when creating the exam. Model answers can be shown in the 'answer model' field. 'Annotations' can contain the feedback the assessor has typed into the test software for the student's answer. For each question, the 'criteria' field can also define which specific parts of an answer can be given partial scores.
- A number of Academic Skills courses use the option to open up an online inspection where students can log in independently, from their own computers. This is also possible for other courses, but requires scheduling a separate time where students can also ask their questions. (As mentioned above, this will be different with the advent of ANS: students would then also be able to ask their questions in the system itself. The lecturer can then answer them at a time of their own choosing).
- Invigilators can be used for digital exams where the examination is scheduled in the Comenius building. This should be requested in advance from the examination team. This does incur costs.

Regarding communication on inspection:

- The obvious way to do this is via Brightspace, but the programme can also choose to have this included in all course manuals. The inspections for digital tests taking place in the Comenius building are listed in the student's personal timetable as well as that of the examiner concerned.
- If the examination is not held in the Comenius building or if it is a paper examination, the teacher can schedule a separate time (in consultation with the schedulers). This will then also appear in the personal timetable.

### Organisation of inspection and (digital) support

#### *Paper exams:*

The teacher plans a time and room for the inspection with the scheduler, preferably before the start of the course. Examinations can be collected by the lecturer from the examination team on the day of the inspection. Afterwards, they are filed by the lecturer according to the rules of the course.

#### *Digital exams:*

The examination team asks the teacher when they would like to schedule the inspection. The examination team then coordinates this with the schedulers and let the teacher know the time and place. The digital inspection is then set up and prepared by the examination team. By default, 45 minutes is scheduled, but it can be shorter or longer. This can be requested from the examination team.

When teachers choose digital remote viewing, they should - as with paper exams - arrange their own time and space with the schedulers for students to ask questions about the work they have completed. Digital remote viewing is also set up by the exam team and prepared in the testing software.

#### *Other test forms (essays, reports, papers, etc.)*

No separate (collective) inspection is scheduled for such forms of testing. Students receive feedback via an assessment form. At the student's individual request, they can make an appointment with the teacher to ask additional questions.

### Examination answers as personal data

Since a 2017 ruling by the European Court of Justice, a student's answers to an examination are considered personal data. As such, students may request a copy of their answers, just as they can for other personal data. Requesting a copy is not intended as an additional moment of inspection and is separate from the right to inspect the work produced. The right of inspection is regulated in the Higher Education and Research Act (WHW). Being allowed to request personal data is covered by the General Data Protection Regulation (AVG).

If students ask about this, the teacher can refer them to the [Data Protection Officer](#), who handles such requests. Any comments made by the examiner on the completed work are also classified as personal data. Examination questions are explicitly not personal data and cannot be requested by the student. Also, the student has no right to rectification of their answers (after all, incorrect answers are 'correct personal data').