

**Rules and Regulations (R&R)**  
**bachelor and master programmes**  
Erasmus School of Social and Behavioural Sciences  
2024-2025

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## **SECTION 1 - GENERAL PROVISIONS**

### **Article 1. Applicability of these policy rules**

1. These regulations apply to the 2024-2025 academic year and govern the exams and final examination of the bachelor and master programmes at the Erasmus School of Social and Behavioural Sciences (ESSB), with the exception of the Erasmus University College's Liberal Arts and Sciences bachelor programme. These rules and regulations apply to all students enrolled in these programmes, as well as to students enrolled in other programmes who are taking components of the above-mentioned programmes. The regulations are also binding for the Examination Board ESSB and examiners working for ESSB. If reference is made to the law, reference is made to the Higher Education and Scientific Research Act (Dutch: WHW). In the application of these Rules and Regulations, the General Administrative Law Act (Dutch: Awb) will be followed in so far as not excluded by the WHW or other specific legislation.
2. If this regulation and the translated version contradict each other, the Dutch text will prevail.

### **Article 2. Definitions**

Unless stated otherwise, the same definitions will be used in these Rules and Regulations as formulated in the Education and Examination Regulations (EER) of the Erasmus School of Social and Behavioural Sciences (ESSB). Additionally, the following definitions are applicable:

- a. Valid mark: a valid mark is a result that fulfils the minimum standard as defined in the program's EER. A valid mark is not necessarily the same as a passing mark (see article 17 R&R).
- b. Valid partial mark: a valid grade for a subtest belonging to an examination component that meets the minimum standard as described in article 15 of these Rules and Regulations.
- c. Corrector: tutor, PhD candidate or other academic staff who, within the frameworks adopted by the coordinator, assists in assessing test components taken by a student.
- d. Digital learning environment: the systems used within EUR and ESSB such as (but not limited to) Canvas, MyEUR, Osiris, digital test system.
- e. Repeater student: a student who does not take courses nominally (because the course was not passed the first time or because the student did not attend the course the first time).

### **Article 3. Working method of the examination board**

1. The duties of the examination board are set out in articles 7.11, 7.12, 7.12b and 7.12c of the Higher Education and Research Act (WHW).
2. All additional duties of the examination board are specified in the Faculty Regulations.
3. The examination board is also governed by internal regulations which describe the internal division of duties and responsibilities and the way in which tasks are to be executed..
4. Requests to the examination board must be submitted by students via an online contact form, accompanied by any relevant attachments. The examination board aims to take a decision no later than within the statutory term for decision-making of 8 weeks and informs the student via student email.
5. If a decision cannot be given within the statutory term, the examination board will inform the student within that period, specifying a reasonable term within which the student can expect a decision.
6. A request that relates to participation in or exemption from a course must be substantiated and submitted no later than 8 weeks before the start of the course in question via a completed online contact form to the examination board, including all the required attachments. Incomplete and/or late applications will not be considered, with the exception of late applications for courses that start before October 15<sup>th</sup> of the academic year in question.

## SECTION 2 - EXAMINERS

### Article 4. Appointing examiners

1. Commencing the provisions of article 7.12c of the Higher Education and Scientific Research Act, the Examination Board ESSB appoints examiners for the purpose of administering examinations and determining the results of these examinations. For this purpose, it has adopted the criteria as stated from the second to the fifth paragraph of this article.
2. Academic staff with a position at the EUR who meet the qualification criteria (in accordance with the Collective Labour Agreement (CLA) for Dutch Universities) are competent to act as examiners:
  - professors
  - associate professors
  - assistant professors
  - other academic staff
3. Additional criteria are included in Appendix VIII regarding the authority to act as examiner for the assessment of the bachelor and master theses.
4. The examination board may deviate from the criteria in part 2 and may also appoint other persons as examiners, including external candidates and persons working at the faculty on the basis of a hosting agreement. In principle, PhD candidates and tutors act as correctors, whereas it is the examiner, appointed by or on behalf of the director of the department as a tutorial or course coordinator, who ultimately bears responsibility for testing and assessment.
5. Examiners are independent and have the required expertise. The independence of an examiner is ascribed by law. Examiners are qualified as having the required expertise if they possess the required academic qualifications and the required examining qualifications. The examining qualifications are expressed in the minimum requirement that the examiner has obtained a University Teaching Qualification (UTQ. Dutch: BKO) or an Examining Qualification (Dutch: BKE) or has received previous exemption from these qualifications by the department. Examiners working at the master EMPO have a BKO+, where additional training has been received covering giving feedback at a certified competency level.
6. The examination board verifies that the examiners meet the expertise requirements. To this end, it shall receive a substantiated request from or on behalf of the Department Director for the appointment of a particular candidate as an examiner, no later than in the first week of the academic year to which the appointment will relate.
7. In cases where the intended examiner does not (yet) have the required qualifications, consultations will take place between the director of the department and the examination board to discuss a conditional appointment. A conditional appointment is an appointment under conditions to be determined later that could be related to the working method and professionalisation of the candidate involved.
8. The examiners will receive a letter from the examination board stating that they have been appointed as examiners and the duration of their appointment.
9. The examination board may revoke an appointment if it has serious cause to do so. Serious cause exists in any case where the examiner repeatedly fails to comply with laws and regulations or the rules and regulations of the examination board, if the examiner should commit fraud, or if the examiner's competence in the area of testing (construction, taking, assessment) has repeatedly proven to be of insufficient quality.
10. Complaints about examiners can be submitted to the examination board..
11. If the content of the complaint is of such a nature that another body within the faculty is competent, the examination board will forward the complaint whilst simultaneously notifying the submitter of the complaint.
12. The complaint will be handled with due observance of article 7.12b, part 4 of the WHW and Chapter 9 of the General Administrative Law Act (hereafter: Awb).
- 13.

## **Article 5. Safeguarding the quality of tests and examinations**

1. An assessment policy and an assessment plan for each programme will be prepared by or on behalf of the vice dean of education. These will contain a systematic description of all tests and how they relate to the intended learning outcomes and final qualifications. The assessment policy and assessment plan will serve as a framework in which tests will be developed and conducted. The examination board advises the education management in this regard. Complementary to the assessment policy and assessment plan, the examination board draws up a test protocol with respect to the construction, holding, assessment, analysis and administration of examinations and test results. This protocol is binding for examiners.
2. The examination board monitors the quality of testing with the support of the test committee. In that context, the examination board periodically inspects the operation of the PDCA quality cycle regarding testing by education management and, complementary to this, compliance with policy and regulations related to testing and (quality of) testing. Additional to the test protocol, the examination board may set binding guidelines and assessment standards for tests and examinations for this purpose.
3. The examination board may determine before, during or after an examination that an exam must be (re)taken in a different manner or at another time. This is possible in the event of established or well-founded suspicions of irregularities, such as:
  - large-scale or organized fraud that renders the exam results unreliable and make it (at the moment)impossible to determine which individual students are, or are not, involved;
  - a technical defect in digital testing that makes the exam results unreliable.
4. In case of irregularities where the examination has been taken in whole or in part, the examination board may decide that the exam cannot be assessed for the student(s) concerned and must therefore be declared invalid or that the assessment must be declared invalid. The same applies if it appears or has become apparent at any time that the examination or the organization and procedures surrounding the examination do not meet the requirements set by the test plan, test policy or other regulations.

## **SECTION 3 - RULES FOR TEST REGISTRATION AND PROPER CONDUCT DURING TESTS**

### **Article 6. Rules for participating in tests**

1. EUR's Disciplinary Rules for Written Examinations apply to exam registration and proper examination procedures, with the exception of the ESSB-specific rules set out below. EUR's Disciplinary Rules for Written Examinations can be found on <https://www.eur.nl/en/education/practical-matters/examinations>. The Code of Conduct for online tests also apply to online exams (see Appendix VII for this). In the event of conflicting rules and/or guidelines, the rules set out in the Rules and Regulations of ESSB's Examination Board prevail.
2. Insufficient attendance for a subject with mandatory participation (attendance requirement ) may lead to exclusion from the examination and re-sit of the subject and subsequent subjects, as set out in article 18
3. For components for which an mandatory participation has been set, only students who have been present at all meetings of a component (or who have complied with attendance in accordance with article 18) are entitled to have the result of said component established.
4. The Educational Office enrolls all students who follow the programme nominally, and who are registered for a course, for the regular test (course enrolment = test enrolment).
5. If a test is taken on campus without proper registration prior to the test, or valid enrolment for the programme, the student who participates in the test takes the test at her/his/their own risk. Participating in online tests at your own risk is not possible.. Access to a test, assessment of the test, and registration of the test result cannot be guaranteed to students without proper registration. Generally, no result will be registered without proper prior registration.

## **Article 7. Rules for retaking courses and tests for students repeating courses**

### **A. Rules for repeating courses**

1. Bachelor-1 students who are allowed to repeat courses based on the binding study advice, may take every component of the bachelor-1 year until after completion of the bachelor-1.
2. Bachelor-2, bachelor-3 and master students may only retake courses if permitted by the EER.
3. The repeating student (student who repeats courses and tests) must register him/herself for the courses still to be passed, after which registration for the test is arranged by the education office (course/tutorial registration = test registration also applies here). Students who only want to resit a block test, without wanting to partake in the course again, must register themselves for participation in the test via the digital learning environment of the programme.
4. The following rules apply to all students who retake courses:
  - a. Students who retake courses and who have already attended all (necessary) meetings of a course (or who have complied with attendance in due observance of article 18), are not obliged to register in the next academic year for attendance of a block/practicum that they still have to complete (see art. 7B, second paragraph).
  - b. Students who retake courses and who choose to register for participation in a block/tutorial are not obliged to attend the meetings (albeit again) or expected in order to comply with all other obligations of that block/period/tutorial, if those elements have already been passed. However, they must register for the course and for the tutorials in order to be registered for the test and to thereby meet the attendance requirement (where applicable).
5. Students who choose to participate in a course/period/ tutorial (and thus attend the sessions) have to register themselves via the programme's digital learning environment no later than one month before the start of each course, period or tutorial they wish to retake. Once the registration period has passed, the right to participate in a course/period/ tutorial expires..

### **B. Rules for participating in tests for courses that are retaken**

1. The period and method for registering for the test will be announced in the relevant programme's digital learning environment. The student registers for the components still to be passed and thereby also for the exam/assignment. Course/tutorial registration (by the student) = test registration.
2. For components with an attendance requirement, only the student who has attended all meetings of a component (or who has met the attendance element in compliance with article 18) is entitled to have the result of the relevant examination component established. The student registers for a test via the digital learning environment in the manner described in article 6.
3. The rules for registration and participation for students who retake courses are similar to the rules as described in article 6.

## **Article 8. Functional impairment**

Students who experience physical or mental impairment may use specific facilities in order to support their educational activities, and may take tests in a manner adapted as much as possible to their functional impairment, in line with the conditions set out in the EER. Students are expected to submit a request to use these facilities to the student advisor as soon as possible, at the latest 1 month before the start of the next component. Such a request should include a written statement by an organ authorised for validating the impairment.. Based on the student advisor's recommendation, the examination board will make a decision regarding the allocation of the required facilities. The student advisors have been mandated by the examination board to decide on, and allocate, said facilities. Students may only appeal to certain allocated facilities if application of these facilities is operationally feasible. Please note: the awarding of certain facilities is separate from (self) enrolment for a test or exam.

## Article 9. Expired

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## Article 10a. Exemptions, substitute courses and electives

### A. General

In line with the conditions set out in the EER, the examination board can grant a student exemption for an exam component. The student has to submit a request to the examination board to this end.

1. A request for exemption can only be assessed if the student is enrolled in a programme and has been assigned to an examination programme.<sup>1</sup>
2. Exemption can only be granted based on (complete) components that were successfully completed (a pass mark  $\geq 5.5$ ) and that represent at least as many EC as the component for which exemption is requested. A component can only be submitted once as a basis for exemption. A component that has been successfully completed cannot be submitted for multiple exemptions.
3. A request for exemption must be submitted no later than 8 weeks before the start of the component concerned, stating reasons, by completing the examination board's online contact form, and including all the necessary documentation. Requests that are incomplete and/or submitted too late cannot be processed, with the exception of later requests relating to components starting before October 15<sup>th</sup>.
4. Requests related to the choice of minor and/or the choice of an elective may also be submitted after completion of the minor and/or elective. The student accepts to bear the risk of the examination board rejecting the request in that case.
5. The examination board may request additional information from examiners before taking a decision regarding a request for exemption.
6. An exemption granted will not be given a mark. Exemptions are registered in Osiris as 'EX'.
7. Exemptions are not included in the calculation of the grade average, e.g. in order to determine the distinction.
8. Identical components with the same course code that were previously successfully completed at the ESSB are automatically included in the examination programme. Components that were successfully completed at the ESSB and are identical in terms of content, study load and level but that have a different name and/or course code are also regarded as identical components. However, these components are only included in the examination programme at a student's request.
9. No rights may be derived from exemptions that were previously granted to other students.
10. A conditional approval of an exemption based on a course that has yet to be taken is valid for 1 year (12 months).

### B. Bachelor programmes

11. Notwithstanding part 8 of this article, no exemptions are granted in bachelor-1.
12. In bachelor-2 and bachelor-3, exemption may be granted based on courses that are similar in terms of content and level.
13. Exemption for the minor may be granted based on a programme at university of applied sciences level completed in the Netherlands or (a combination of) university-level components completed in the Netherlands that are equivalent to the minors in EUR's minor register in terms of study load and level. The programme concerned or (a combination of) university-level components may not overlap with the EUR's programme curriculum. Exemption may also be granted for the minor based on a programme completed abroad if this is at least equivalent to the Dutch university of applied sciences level.<sup>2</sup> The implementation rules set out in Appendix IV (Minors) apply.
14. Exemption for the elective in bachelor-3 Psychology can only be granted based on a completed programme at university of applied sciences level or a completed university-level course at minimally bachelor-2 level that does not overlap substantively with the programme's standard

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<sup>1</sup> Different regulations apply to the pre-masters. See part C of this Article.

<sup>2</sup> This is determined by the central Admissions Office or by Nuffic/IDW.



curriculum and that represents at least a similar number of ECs. Exemption may also be granted for the elective in bachelor-3 Psychology based on a programme completed abroad if it is at least equivalent to the Dutch university of applied sciences level.<sup>3</sup>

15. Exemption will not be granted for the bachelor thesis. This also applies to the internship in the bachelor programme.

C. (Pre-)Master programmes

16. Notwithstanding part 8 of this article, no exemptions are granted for components in the (pre)master programme.
17. Notwithstanding part 16 of this article, a supplement to the EER shall apply, stating that an exemption for the elective in the master programme Public Administration may be granted based on a completed course in a programme accredited in the Netherlands, provided it is similar in terms of content, study load and level to the component that will be exempted.

**Article 10b. Studying abroad**

1. Students are given the opportunity to take courses (go on exchange) at partner universities abroad.
2. International exchange is handled by the Exchange Office of ESSB's Marketing, Recruitment and Admissions (MRA) Team. A student is permitted to take part in an international exchange programme if he/she/they has completed bachelor-1. If a student does not satisfy this condition, he/she/they is not allowed to take courses abroad in order to obtain credits for the elective courses. Though students are not obliged to complete the bachelor-2 before they go on an international exchange, this is recommended in view of the entry requirements for bachelor-3 components that are set out in the EER.<sup>4</sup>
3. In order to qualify for an international exchange programme, a student needs to submit a request to ESSB's Exchange Office in the academic year preceding the international exchange year in a timely manner and in accordance with the timeline given in the digital learning environment.
4. For students going on exchange abroad the rules and guidelines mentioned on the digital learning environment apply: <https://my.eur.nl/en/essb/exchange/outgoing-exchange/bachelor-exchange/selecting-courses>
5. Per programme, an academic coordinator will assess the choice of electives from outgoing students on behalf of the examination board, considering the predetermined criteria, and approve a "Study Plan" by mandate of the examination board.
6. Each change or deviation from the approved "Study Plan", before or during the exchange, must be submitted to the Academic Coordinator for approval. Correspondence is handled by the Exchange Office..
7. After completion of an international exchange programme, the obtained certificates (transcript of academic records) of the courses that were taken, and other relevant documents are submitted to the Educational Office through the Exchange Office. On behalf of the examination board, the educational office will, based on these certificates, include the courses taken abroad in the examination programme of the study programme, provided these are courses for which prior approval has been granted. If the space within the examination programme which is available for exchange has already been filled in another way (for example by obtaining a minor), the exchange courses will not be included in the examination programme but printed on a separate document and added to the diploma.
8. Courses taken by a student for the purpose of language acquisition cannot be submitted for compensation of components of the programme's examination programme.

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<sup>3</sup> This is determined by the central Admissions Office or by Nuffic.

<sup>4</sup> Article 4.2 of the EER for ESSB's Bachelor programmes. Participation in an international exchange programme does not legitimise exceptions to the entry requirements.

9. A course obtained at a foreign university will be registered as an alphanumerical component, to which a 'P' (Pass) will be assigned as the result.
10. Courses that were successfully completed at a foreign university are not a factor in the determination of the 'cum laude' or 'summa cum laude' distinction.
11. Courses completed and/or ECs obtained abroad at a host university with which the ESSB does not have an exchange agreement ('free movers'), without prior consultation, are not included in the students' examination programme, nor in the grade administration.

## **SECTION 4 – FRAUD & MISCONDUCT**

### **Article 11. Forms of fraud and misconduct**

1. 'Fraud' is understood to mean: the acts or omissions of a student that make it impossible for the examiner and the examination board to form a sound opinion of the knowledge, understanding and skills that the student has acquired or of the knowledge, understanding and skills of fellow students.
2. Students should avoid even the appearance of fraud during an exam. If a student accidentally breaks the rules, they should immediately report this to the invigilator.
3. The following events are considered to be fraud:
  - i. acquiring knowledge of the questions or assignments in a certain examination prior to that examination;
  - ii. assuming another person's identity or having another person assume one's identity during a test;
  - iii. consulting information sources (e.g. books, syllabi, notes written on one's own paper, on the skin or on textile, programmable calculators, mobile phones, smartphones and any other electronic devices that could contain information) during a test that are not specifically approved on the cover sheet, or having these sources within reach. Mobile phones, smartphones, etc must be and remain turned off and are not allowed to be taken into the bathroom;
  - iv. copying from fellow students during a test or exchanging information with them, in whatever form, inside or outside the exam room. Enabling someone to commit fraud also qualifies as fraud;
  - v. exchanging the question and/or answer sheets that were handed out with others or taking and/or copying question and/or answer sheets without permission;
  - vi. making alterations in previously submitted answer scripts during an exam review;
  - vii. committing plagiarism, which is understood as: copying more than a few words for a (group) assignment, portfolio-component, thesis or other form of text that forms part of an examination, from one's own or someone else's work, verbatim or in translation or whilst paraphrasing, without showing this by means of quotation marks or another clear typographical tool, even if a correct and traceable bibliographical reference is included. ;
  - viii. making it partly or completely impossible, through whichever acts or omissions, to form a sound opinion of a student's knowledge, understanding and skills in any other way or form<sup>5</sup>;
  - ix. fraud also includes the inclusion of untraceable sources in a text, even if the text does visibly cite them. Also, errors in source citation, such that the source as represented does not exist, or the insertion of sources that exist but have no apparent substantive relationship to the content discussed are also considered fraud.
  - x. assuming another person's identity or having another person assume one's identity at mandatory tutorials;
  - xi. collaborating without permission on the report of an individual assignment;
  - xii. inciting to commit, taking part in and attempting fraud is also considered fraud, as meant by these regulations.

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<sup>5</sup> See Appendix V (Collusion: when collaboration becomes fraud) for a more detailed explanation of (the limits of) collaboration.

The following are likewise prohibited:

- xiii. taking part in a test without being authorized to do so;
  - xiv. all forms of behavioural misconduct all forms of misconduct as set out by the Dutch University Code of Integrity;
4. Academic achievements consisting of written work may only be evaluated in credits once.
  5. Students are not permitted to submit (part of) a previous thesis, assignment or any other form of text already written for the student's present or previous programme at or outside the faculty a second time in the same course or for a different course, without first consulting and obtaining the approval of the examiner (with respect to the part for which the text is submitted a second time, or is intended to result in credits a second time). Nor are students permitted to use any part of a previous assignment, modified or otherwise, when writing a thesis, assignment or any other text for the purpose of obtaining credits for it a second time, without first consulting and obtaining the approval of this examiner.
  6. In addition to the general obligation to provide clear source referencing, students are under a special obligation to be completely transparent at all times when re-using their own work and can be held explicitly accountable on this point.
  7. Misconduct includes inappropriate behavior as described in the Code of Conduct for ESSB Students (see appendix VI)
    - a.

#### **Article 12. Sanctions for fraud and misconduct**

1. Students who act in violation of the rules set out in this section, the rules for (online) exams set out in article 6, or of the Code of Conduct referred to in Appendix VI, are guilty of fraud or misconduct.
2. In determining a sanction, a student's study progress is taken into account. The further in the study programme, the more a student is expected to be aware of the rules and regulations
3. If there is suspicion of fraud during or in connection with an examination, the invigilator or examiner will inform the student of this suspicion as soon as possible. The invigilator or examiner makes a note of this on the student's submitted work and confiscates any proof. The student will be given the opportunity to complete the exam and submit their work.
4. The invigilator reports the detected or suspected fraud immediately after completion of the test by means of a standard reporting form to the Student Administration's Department for Exam Administration Team. Any proof should also be enclosed. If the student refused to hand over any proof, this will be included on the form. The Student Administration's Department for Exam Administration Team forwards the report form filled in by the invigilator, together with any proof, to the examination board immediately after the examination period.
5. If, following submission of a test component, fraud is detected or seriously suspected (e.g. because the answers correspond with another version of the test component), the examiner reports this to the examination board. Any proof should also be enclosed. The examiner informs the student about the report and the withholding of a mark until after the examination board has assessed the suspicions. See also article 15, paragraph 5. The examination board will contact the student when the report is examined. Part of the assessment by the examination board may include inquiry after the student's knowledge, understanding and skills by the examiner, regarding the assessed component.
6. If, following submission of a (group) assignment, report or thesis, plagiarism is detected or seriously suspected (e.g. with a plagiarism scanner), the examiner reports this to the examination board. Any proof should also be enclosed. The examiner informs the student about the report and the withholding of a mark until the examination board has assessed the suspicions. See also article 15, paragraph 5. The examination board will contact the student when the report is examined.

Part of the assessment by the examination board may include inquiry after the student's knowledge, understanding and skills by the examiner, regarding the assessed component.

7. Depending on the seriousness of the committed fraud or misconduct, including repeated fraud, the examination board can impose sanctions on the student, including the following in any case:
  - a. a reprimand;
  - b. invalidation of the (group) assignment concerned;
  - c. invalidation of the test (component) concerned;
  - d. imposition of an educative/reflective assignment
  - e. invalidation of the thesis concerned;
  - f. exclusion from the test concerned for at most 1 year;
  - g. exclusion from one or more tests;
  - h. a combination of the above-mentioned measures;
  - i. a proposal to the Executive Board to terminate enrolment in the programme concerned.
8. If fraud or plagiarism is detected in a group assignment, this will be attributed in equal measure to each individual group member. The burden to prove otherwise rests on each individual group member.
9. The examination board will comprehensively assess the suspicions before making a decision.
10. If a student whose major is not at the ESSB is found to have committed plagiarism or fraud, the examination board of the programme concerned will be informed.

#### **Article 13. Judicium abeundi (expired<sup>6</sup>)**

### **SECTION 5 - THE ASSESSMENT AND REQUIREMENTS FOR SUCCESSFUL TEST COMPLETION**

#### **Article 14. Assessment standards**

1. The assessment of written tests will be carried out on the basis of model answers and norms wherever reasonably possible.
2. At least 60% of a final mark must be attributed to individual performances unless the Examination Board has granted exemption from this rule. This means that any individual assignments shall have a weight of at least 60% in the final grade, or, in the case of group assignments with a greater weight than 40%, a proportionate part of their assessment must be based on individual input. Different students in the group can be given different marks.
3. The method of assessment must be transparent enough to enable students to determine how their individual assessment and their test results have been established.
4. In the event that a test is conducted by more than one examiner and the results are assessed by several examiners, these examiners must ensure that this is done based on the same standards. If necessary, the examination board will assign primary responsibility for the assessment to a single examiner.

#### **Article 15. Establishing the results of a test**

1. The results of a test comprising of partial grades will be established taking the following into account:
  - a. The final marks will be expressed as a numerical score rounded to one decimal place on a scale from 1.0 to 10.0.
  - b. A test consists of a maximum of three partial marks, not including the attendance requirement (also referred to as mandatory participation). A partial mark may consist of several components; there is no minimum mark for such components. Exceptions to this rule are only allowed with permission of the programme director and examination board.
  - c. Each of the partial marks will be ascribed a specific weight. The ascribed weights are listed in the course guide or the course manual.

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<sup>6</sup> See appendix VII EER for Master students or appendix IV for Bachelor students.

- d. If a subject is assessed by means of more than one test, the rule applies that each test is rounded off separately to one decimal place, and the final grade is rounded off to one decimal place. All other intermediate calculations are not rounded off. When rounding, the first decimal is rounded up if the second decimal is a 5 or higher and rounded down if the second decimal is a 4 or lower.
- e. The following minimum partial grades have been established for the ESSB study programmes that work with partial grades:

	Psychology	Pedagogical Sciences	Public Administration	Management of International Social Challenges	Sociology
Bachelor 1	4.5	4.5	4.5	4.5	4.5
Bachelor 2	4.5	4.5	4.5	4.5	4.5
Bachelor 3 <sup>7</sup>	5.5	4.5	4.5	4.5	4.5
Premaster	at OU <sup>8</sup>	4.5	4.5 <sup>9</sup>	n.a.	4.5
Master	5.5	5.5	4.0	n.a.	4.0

- f. Partial grades lower than the minimum partial grades indicated in the table above are considered invalid.
  - g. For students who started the programme before 2022-2023 and have not yet completed Bachelor-1 or Bachelor-2 and who have access to assessments of components belonging to the old curriculum, the minimum partial grades from article 15 R&R 2021-2022 will be applicable.
  - h. If a test consists of partial tests, a student who has admission to the test is also admitted to all relevant partial tests. For the bachelor and master theses, different regulations may apply, to be determined by the thesis coordinator and set out in the course manual. If a student has not taken a partial test, no final result will be determined for the test in question.
  - i. If the course manual, the Canvas environment, or the initial pages of an assignment or test indicates that students must meet certain conditions, no result will be established if these conditions are not met.
  - j. In written assignments, the quality of language and spelling may be taken into account in the assessment if this is indicated in the course manual. Failure to meet the quality requirements in terms of language and spelling may only lead to the absence of substantive assessment of the assignment if the lack of quality renders the content of the work incomprehensible.
  - k. A substantial deviation from the required length of a written assignment can lead to the assignment not being assessed substantively.
  - l. In the event of illegible handwritten texts (such as answers to open questions in a written examination), no result shall be established. The legibility of the handwriting is assessed by the examiner. The student will receive the opportunity to meet the required conditions by means of a resit.
2. Alphanumerical results will be given in Osiris in the following cases:
- a. Students who are registered for a test but who have not taken the test do not receive a result.
  - b. Students who are enrolled for a course but have not taken all the test components will receive 'NF' (Not Fulfilled) for the relevant test component(s).
  - c. In case a mark is not a grade, students who have completed a component are awarded either a 'P' (Pass); 'F' (Fail); 'FUL' (Fullfilled) or 'NF' (not fullfilled)
  - d. Students who have been granted an exemption by the examination board will be awarded 'EX' (Exemption);
  - e. When a student has participated in an online test, and it is impossible to determine a result due to circumstances, a CBD (Cannot be determined) may be registered.

- f. Test results obtained abroad will be registered as 'P' (Pass).
  - g. If fraud has been established, the result will be registered as 'FR' (Fraud).
3. If a student is not allowed to take a test, any results given for the relevant test will be declared invalid. This is also the case if, for example, a student is not allowed to enrol for a course or tutorial because the associated EC's have already been awarded (article 4.1, paragraph 5 of the EER).
  4. If a written test is not taken under the supervision of an invigilator, such as an assignment or thesis, the examiner must carry out a plagiarism check. The examiner has to determine whether there is any suspicion of plagiarism. In case of suspicion of plagiarism, the examiner must report this to the examination board and will not determine a result. The examiner informs the student of the notification and the withholding of the result.
  5. The procedure for establishing grades is as follows:
    - a. If, on the basis of interim test results, there are any indications that the results are invalid, remarkably high or remarkably low, the examiner must inform the test committee immediately. The examiner will provide the test committee with an analysis of possible reasons for the results.
    - b. After consulting the test committee, the examiner will determine the test results per student;
    - c. The examiner informs the Educational Office of the final grades within the period specified and these grades are then processed in Osiris.
    - d. Students are informed of their grades
    - e. After the grades have been established, the examiner retains the right to change the results if there are valid reasons for doing so, in principle no later than before the end of the academic year in which the relevant test or resit was taken. If this is the case, the examination board must be notified in order to implement any changes. Any corrections after inspection of the test may only be made to the benefit of the student. These corrections are immediately passed on to the education office and are processed in Osiris, after which the student is informed about this.
  6. In all cases, marks are only established if the student is enrolled in the programme when the test was taken.

#### **Article 16. Exam review procedure**

1. Students who have taken a written or digital test or a resit of a written or digital test are offered the opportunity to inspect their assessed work at least five working days before the second test opportunity (resit).
2. Notwithstanding the time-limit specified in part 1, summer re-sits (June/July) must be inspected in good time, though no later than 5 working days before the start of the new academic year.
3. The exam review is organised by the Educational Office on behalf of the examiner. The examiner shall in any case make available an explanation of the contents of the test or resit in the form of an indication of answers and the applied assessment standards.
4. Registration for test inspection is mandatory. Rules before and during the inspection can be found here: <https://my.eur.nl/nl/essb/tentameninzage>.
5. The test inspection does not serve as a test evaluation, but is offered to provide students with clarity on the correct answers and to give students the opportunity to check whether obvious or unassuming mistakes have been made in the allocation of the credits, or in establishing the grade.

#### **Article 17. Requirements for passing tests for courses in the programme**

1. In case the compensation scheme, as described in the EER, does not apply, the tests for the courses in the programme (see the relevant EER for these courses) will be deemed to have been passed if these tests are concluded with at least a 5.5. For the master programme EMPO (mandatory) data points are attached to courses that must be included in the portfolio.
2. In the master programme EMPO it applies that for examination components, master-1 and master-2, as described in the EER of the program, each at one time 60 credits (EC) are awarded, if

the outcome of the portfolio assessment on the relevant examination component, performed by a decision committee in accordance with the decision protocol, is sufficient.

3. Following article 7.12b, paragraph 3 of the WHW, the examination board may decide, subject to conditions it will set, that not every interim test needs to be passed in order to determine that the final examination has been passed.

#### **Article 18. Absence at tutorials or practical training sessions during the bachelor and master**

1. Students must attend all sessions of a curriculum component in order to satisfy its requirements. As such, the tutorial group meetings and practical training sessions count as a practical exercise (article 7.13, second part under d and t, of the WHW).
2. In the master, as an exception to part 1, a student does not have to attend all tutorial group meetings of a course in order to satisfy the requirements of that course. The programme director, at the request of the course coordinator, may decide to deviate from this policy and stipulate through the course manual that attendance for the tutorial group meetings of that course is mandatory.
3. At the request of the tutorial coordinator, the programme director of the master programme may decide to deviate from the policy described in part 1 and determine through the tutorial manual that attendance for the meetings of a tutorial is not mandatory.
4. In case of absence, a student must have a valid reason. All absences are registered within the digital learning environment. A student who arrives late may also be registered as absent. This is at the discretion of the lecturer or tutor.
5. Students who missed one or more tutorial meetings/practical training sessions can still satisfy the requirements of a component if at least 80% of the tutorial group meetings/practical training sessions of the component was attended.<sup>7</sup>
6. A student who has attended less than 80% of the meetings during a block in which attendance was not a partial grade may be invited to make an appointment with the student advisor to explain the absence.
7. A student who has attended less than 80% of the number of meetings during two consecutive education blocks in which attendance was not a partial grade may be excluded from participating in tests in the following blocks (see EER Bachelor Programmes, article 4.3). Before proceeding to exclusion, the student will be invited a second time (see part 6) to make an appointment with the student advisor to discuss the absence. If the student accepts the invitation of the student advisor and if the student advisor finds that there are valid reasons for the absence, the student may still take the test. A valid reason is, in any case, understood to be a cause that lies in personal circumstances, as described in the EER Bachelor programs, article 7.4 part 11.
8. A student who has been excluded from participation in tests for the reasons mentioned in paragraph 7 will still be given the opportunity to meet the attendance requirements in the block preceding the block in which participation in tests was excluded. If the student succeeds in showing sufficient improvement, exclusion from participation in tests may be withdrawn.
9. For some tutorials, as set out in the relevant tutorial manual, one or more sessions may be compulsory (so-called 'test meetings'). If these sessions are missed, the tutorial cannot be completed unless it is possible to retake the test meetings.
10. If a student has attended all the meetings of a component for which attendance was a partial grade (or has not missed more than the maximum number of meetings considered permissible) but has not passed the examination, the student is not required to attend the meetings again in the next academic year and the student will be permitted to participate only in the examination of the component.
11. A more detailed version of the department's absence policy is included in Appendix III. This policy also applies to the minors at this faculty.

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<sup>7</sup> If an examination component comprises ≤7 tutorials/practical training sessions, non-attendance of 1 tutorial/session is allowed. If a course comprises more than 7 tutorials/sessions, 2 absences will be allowed.

12. A student who, due to activities for a representative advisory body (Faculty Council, University Council, Programme Committee) or study-related activities organized by Cedo Nulli, cannot satisfy the attendance requirement, may submit a request to the examination board for a customized arrangement.
13. A student who, due to personal circumstances (see article 7.4 paragraph 11 of the EER Bachelor programmes), cannot comply with the attendance requirement mentioned in part 1 and who also misses more meetings than is considered permissible as described in part 5, in case of a curriculum component for which attendance is a partial grade, has to report this in a timely manner to the student advisor. The study adviser may make a customized arrangement taking into account the regulation as described in Appendix III for curriculum components for which attendance is a partial grade. The notification is considered timely if the student advisor is informed within 20 working days after the start of the circumstances.

#### **Article 19. Resits**

1. The EER stipulates how many courses may be retaken during a particular study phase. A full resit covering all components and learning goals is offered for all courses a student wishes to retake in accordance with these regulations. The master programme in EMPO is subject to its own resit regulation, as described in the EER.
2. Obtained partial grades remain valid only if the examination of a course remains unchanged from when the partial grade was first obtained. In case of alterations in the course examination, the partial grade will remain valid for one academic year after obtaining.
4. In line with article 8.1 of the EER bachelor and master programmes, the examination board may consider an extra test opportunity. Grounds for considering an extra test opportunity are set out in Appendix IX Partial grades for a minor are valid at any case in the current and subsequent academic year; however, admission to said minor in the following academic year cannot be guaranteed
5. Partial grades obtained for the research proposal of the bachelor or master thesis may expire after the current academic year, if the thesis coordinator decides as such and this is set out in the course manual.
6. If an examination component of the curriculum is dropped, students who have already taken but not yet passed that component will be offered a transitional arrangement consisting of two test opportunities for the dropped component in the first academic year in which the component is no longer offered.
7. In cases where the weighting of partial tests within an exam component has been changed and the student has obtained at least one partial result, not being attendance, in the previous academic year, the examination board may allow the student to take the missing partial tests 'old style', to be taken if the component consists of several partial tests and partial marks already obtained are (still) valid and the weighting of the missing partial tests has remained the same or has been increased.
8. If a test comprises of several partial grades, each partial grade can be retaken, in line with article 15 and Appendix II EER bachelor (Appendix III for the master EER). If an assignment component consists of several parts, it is not necessary to arrange separate resits for each part and the resit may take another form.



### **Article 20. Professional conduct**

1. The Psychology programme includes professional behaviour as an exam component in Bachelor-3.<sup>8</sup>
2. Each professional conduct examination component per bachelor year, has to be passed with at least a 5.5 or higher on average<sup>9</sup>. There is no valid mark threshold for partial results within professional conduct.
3. Students with a failing (partial) result for professional conduct may be advised to report to the student advisor.
4. The professional conduct component has one retake opportunity per undergraduate year during the summer term.
5. The professional conduct component is registered for incoming exchange students but does not factor into the registration of the courses they have taken within the faculty.

### **Article 21. Bachelor and master theses, internship**

The rules regarding the bachelor and master theses of the programmes and carrying out internships are included in Appendix I.

## **SECTION 6 - THE EXAM**

### **Article 22. The Final exam**

1. If all /exam components of the curriculum have been passed or an exemption has been granted for these examination components, the examination board shall determine that the examination has been conducted and completed.
2. The examination board will establish whether all the requirements have been fulfilled in order to award the relevant certificate to the student following the programme.
3. The examination board will determine the grade for the final examination after the examinations associated with the programme and other examination components have been completed. The examination board can grant the Examination Administration a mandate for the abovementioned competencies.
4. As soon as the examination board determines that the examination has been taken (see part 1), the degree will be awarded. In exceptional cases, the student may request the examination board to postpone the degree award. The examination board may grant the student an exception, if the student, with permission (see Appendix II), follows a full second specialisation. In addition, the examination board can grant the student an exception if the student, approved by the study programme, still carries out educational activities within ESSB that are included in the examination programme, approved by the examination board.
5. Trying to improve already passed and sufficient results is not a valid reason for postponing the awarding of degrees, with the exception of the Master's thesis.

### **Article 23. Certificates and statements**

1. As proof that the final exam has been passed, a certificate is awarded by the examination board after the Executive Board of the Erasmus University or the mandated officer has declared that the procedural requirements that apply to the issue of the certificate have been met.
2. One certificate shall be awarded for each programme.
3. The grade list that comprises part of the certificate lists the components corresponding to the examination. For the master programme EMPO, the courses belonging to the examination components are listed.
4. The examination board adds an English-language diploma supplement to the certificate that conforms to the agreed-upon European standard format.

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<sup>8</sup> For students who do not nominally follow the Pedagogical Sciences or Psychology programme, professional behavior can still be part of the examination programme.

<sup>9</sup> See footnote to art. 20, paragraph 1.

5. The certificate, the grade list and the diploma supplement will be signed by the chair of the examination board.
6. The procedure for applying for a certificate is explained in the digital learning environment. On behalf of the examination board, the Examination Administration issues the certificate, the related grade list and the supplement to the student in person, unless the student opts for the plenary diploma ceremony.
7. Students who have passed more than one test but who cannot be awarded a certificate may ask the examination board to issue a statement issuing in any case the examinations that have been passed. This statement concerning the study results that have been obtained is issued by Examination Administration on behalf of the examination board. Students in the master programme EMPO are exempted from this possibility, with the exception of the overview of courses of examination part master-1, if the portfolio assessment on the examination part in question, as described in article 17, part 2, is at least sufficient.

#### **Article 24. (*Summa*) cum laude judicium**

The (*summa*) cum laude distinction may be awarded for the bachelor or master exam, with the exception of the master exam of EMPO, if all of the following conditions have been met:

1. The distinction is based on the weighted average of the final grades, whereby the student did not repeat any marked component<sup>10</sup>.
2. The weighting is based on the relative share of the examination component in the programme, expressed as the number of credits (ECs) assigned to this component.
3. If the weighted average of the final grades for all the examination components is equal to or greater than the score of 8.25 and if the lowest obtained grade is not below 6.5, the *cum laude* (excellent) distinction is awarded. The bachelor thesis must also be given at least a 7.5. A grade of at least 8.0 must be obtained for the master thesis.
4. If the weighted average of the final grades for all the examination components is  $\geq 9.00$  and if the lowest obtained grade is higher than  $\geq 6.5$ , the *summa cum laude* (excellent) classification/distinction is awarded. The bachelor thesis must also have been given a grade of at least a 9.0. This also applies to the master thesis.
5. Exemptions and any *Pass* registrations (P) do not factor into the determination of the distinction.
6. If a student believes to be eligible for a (*summa*) cum laude registration, the student should check immediately after receiving the diploma that this is correctly issued. If this is not the case, the student must immediately contact the examination board so that, if necessary, a rectification can be carried out.

### **SECTION 7 – FINAL PROVISIONS and commencement/implementation of provisions**

#### **Article 25. Hardship clause and right to appeal**

1. When dealing with a substantiated written request, the examination board may deviate/can derogate from the provisions of these rules and regulations if the rejection of the request would result in an unfairness of a preponderant nature.
2. An appeal against decisions by the examination board or examiners may be lodged with the Board of Appeal for Examinations (in accordance with Section 7.61 of the (Dutch) Higher Education and Research Act) of the institution where the person concerned is registered.
3. Appeals against the examiner's mark cannot be lodged with the Examination Appeals Board. Nor can the student request the examination board to form an independent opinion regarding an obtained result. Without prejudice to article 8, part 4, subsection 3(b) of the (Dutch) General Administrative Law Act, students can only lodge an appeal against the manner in which the final grade was arrived at with the Examination Appeals Board, within 6 weeks after registration of the grade in Osiris.

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<sup>10</sup> If the resit opportunity is the first time the test is taken, the grade obtained is not considered a resit of the test

**Article 26. Revising the rules and regulations**

1. The rules and regulations that apply to the current academic year will not be revised during the academic year unless this is not detrimental to the students' interests.
2. In the event that nationally binding measures relating to, but not limited to, public health, affect the provisions in these rules and regulations, the examination board may implement relevant changes. Changes will be made in the light and spirit of the existing provisions of these rules and regulations.

**Article 27. Commencement**

These rules and regulations will commence on September 1, 2024 as adopted on August 31, 2024 by the Examination Board ESSB. A translation into Dutch of these Rules and Guidelines is available. In case of any discrepancy between the English translation and the Dutch version, the Dutch version will prevail.

## **Appendix I – Bachelor and master theses, internship**

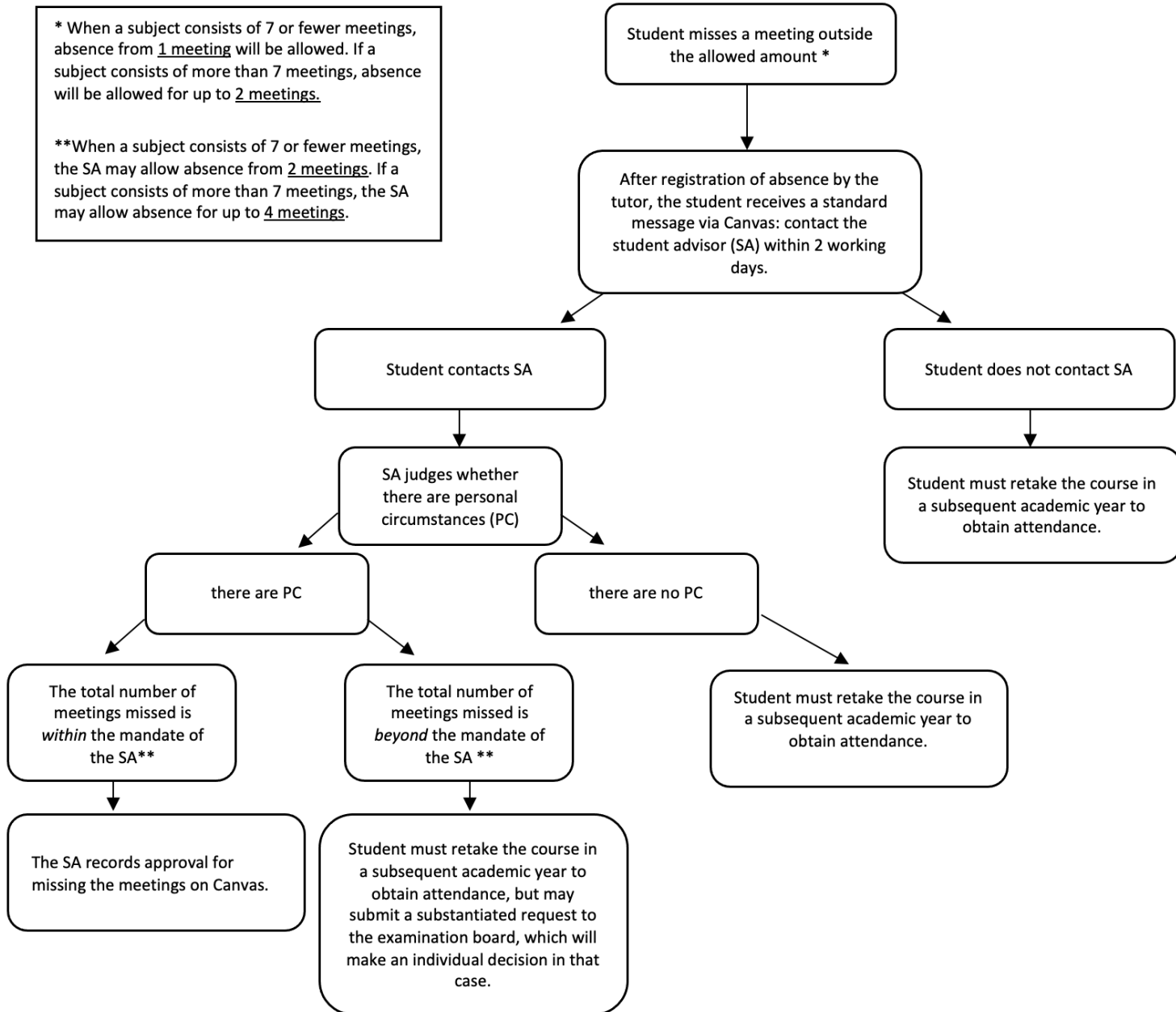
1. The internship and thesis track of the programme are only open to students with a valid registration and who meet the entry requirements as specified in the EER of the program. Appendix III of the EER specifies for which bachelor programmes the examination programme includes an internship track.
2. Both the thesis and the internship report are individual pieces of work that must be written independently by the student.
3. Both the thesis and the internship report must be submitted electronically in order to establish the authenticity of what has been written.
4. The thesis and internship of the EMPO master's programme are assessed as unsatisfactory, satisfactory or good; no separate credits are awarded. The thesis does count in the portfolio assessment of the relevant exam component.
5. The guidelines, rules, procedures, and assessment criteria of the internship and the thesis programme, are published via the digital learning environment. The student is obliged to observe the guidelines, rules and procedures for internship and thesis that are described in the learning environment.
6. By entering the internship, the student commits to conducting the internship to the best of her/his/their/ abilities, taking into account the provisions of part 5 and the Integrity and Code of Conduct of the EUR as well as the Code of Conduct ESSB (Appendix VI). If it appears that this condition is not being met, the tutor supervisor in consultation with the institution supervisor and/or the second assessor may request the examination board to end the internship prematurely.
7. The general rules regarding the assessment of the thesis are included in Appendix VIII.
8. The internship evaluator is appointed as an examiner at the EUR and cannot be an external evaluator.
9. Situations not covered by these rules are reviewed and decided on by the examination board.

## **Appendix II Extra courses/Second area of specialisation - bachelor or master programme**

1. Students are allowed to take one or more extra courses, insofar as there is capacity within the study programme. To this end, the educational management determines annually, no later than September 30<sup>th</sup>, how many (additional?) places are available for students in the next full academic year, in addition to the capacity required for nominal students and students who are retaking courses.
2. From October 1<sup>st</sup> until August 1<sup>st</sup> of an academic year, students can submit a request to take one or more extra courses via the contact form at the educational office. The available capacity within courses are allocated based on the order in which these requests are submitted, until the additional/allocated places are filled.
3. Admission to take extra courses is subject to the following conditions:
  - a. the student must meet the entry requirements or admission requirements that apply to the particular subject or specialisation. Such requirements are issued in the Education and Examination Regulations; and
  - b. any curriculum changes that affect the relevant course or specialisation. Such changes are announced through the Education and Examination Regulations.
4. Taking extra courses is at the student's own responsibility and risk, e.g. in case of conflicting schedules.
5. Extra courses are not part of the regular examination program.
6. An overview of results obtained for extra courses is printed on a separate document and added to the diploma.
7. Notwithstanding part 6, should a student complete a full second specialization with permission from the educational office, the extra courses for this second specialization will be included as extra-curricular on the grade list attached to the diploma.
8. Only when a student has permission from the Educational Office to pursue a full second specialization, and if the student anticipates completing the first specialization earlier than the second specialization the student must submit his or her own request for deferral of degree completion to the ESSB Examination Administration. The Educational Office will inform students of the procedure to be followed to end the deferral of degree completion after completing the second specialization.

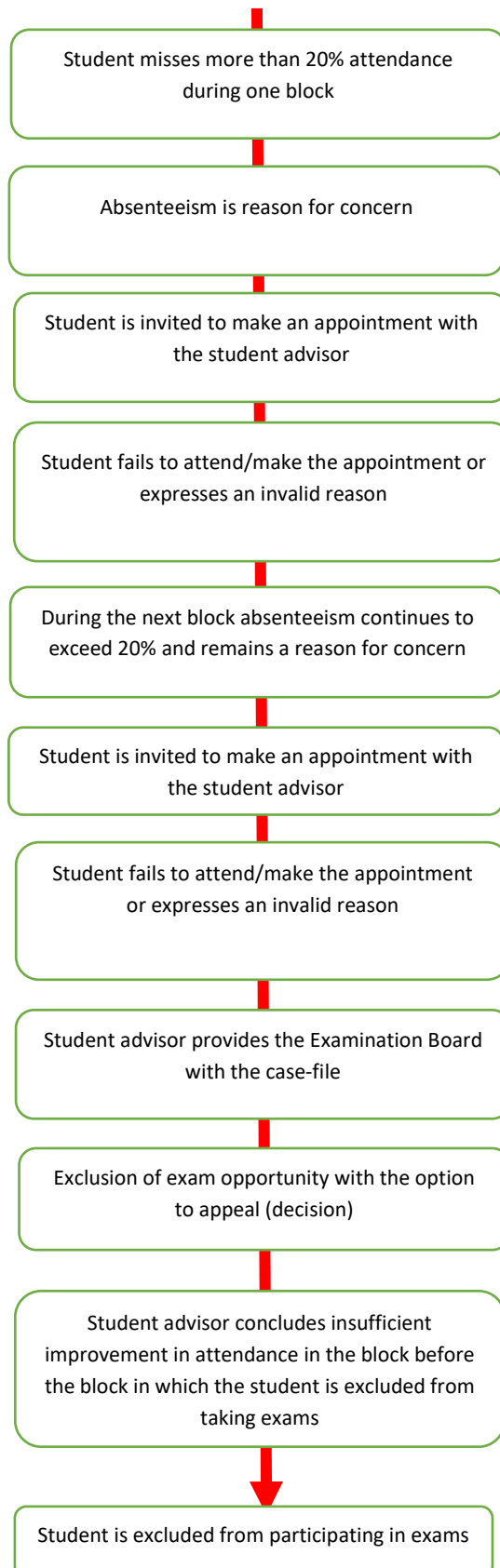
### Appendix IIIa Flowchart absence policy when attendance is a partial grade

Attendance at educational meetings where attendance counts as a partial grade is recorded by the tutor on Canvas. Article 18 in these Rules and Regulations describes the rules regarding attendance. In case of excessive absence, the flowchart below describes the consequences.



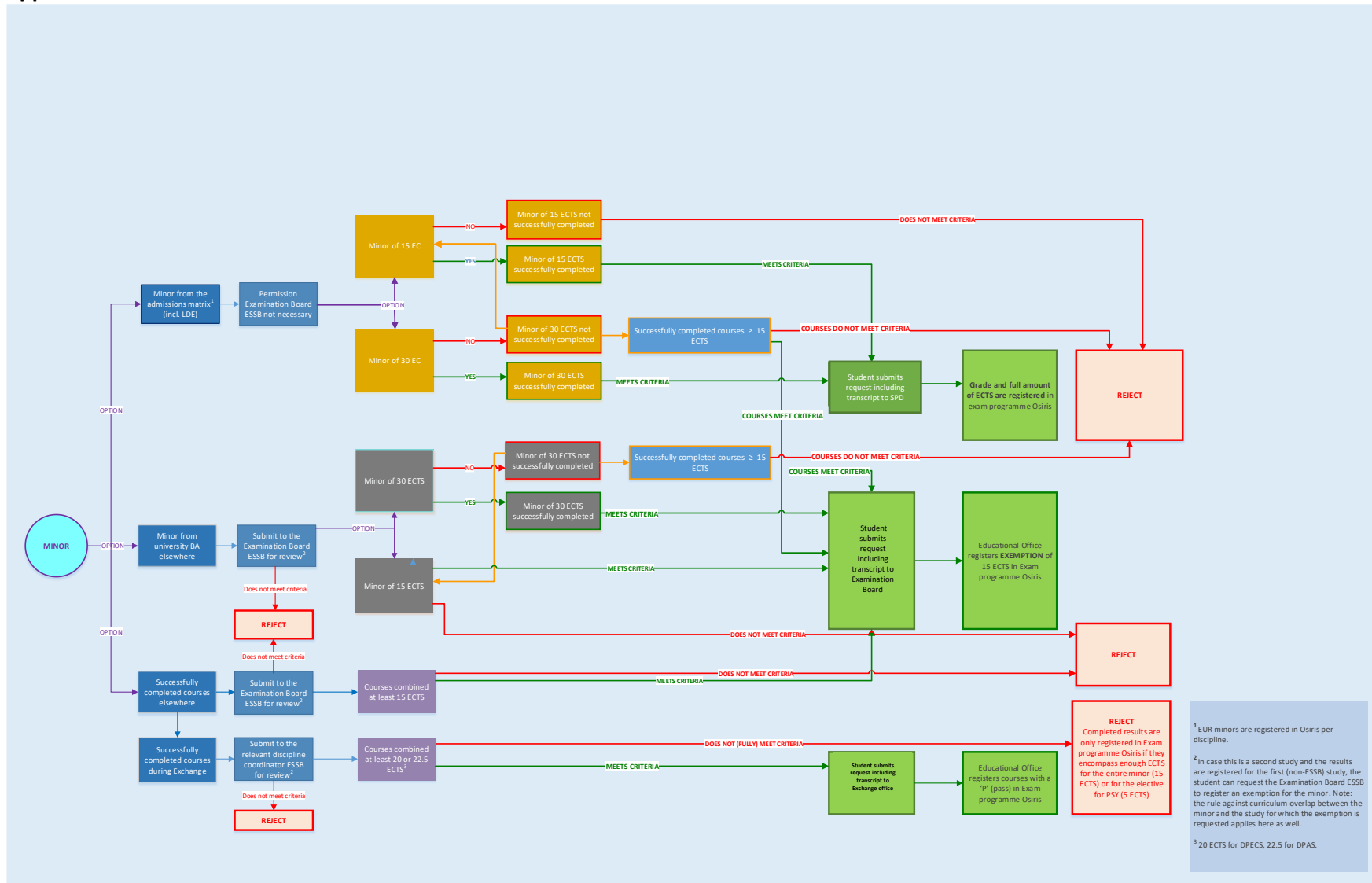
### Appendix IIIb Flowchart absence policy when attendance is not a partial grade

Attendance at educational meetings for which attendance does not count as a partial grade is registered in Canvas by the tutor. Article 18 in these Rules and Guidelines describes the rules on attendance. In case of excessive absence, the flowchart below describes the consequences.



This flow chart shows the circumstances under which exclusion from participation in tests is effected. Students who are not invited, or who manage to meet the attendance requirements in the following block, are not excluded from taking a test.

## Appendix IV Minors





## Appendix V Collusion: When collaboration becomes fraud

Within the boundaries of the assignment students are allowed to work together with other students. It is also permitted to ask others for feedback on one's own work, for example to assess whether one's arguments are easy to follow or to spell check the work. More importantly, sharing thoughts and ideas is an important feature of academic work. However, it is also important to ensure that one's own work is still a clear reflection of one's own ability.

Please bear in mind the following guidelines:

- In case of an individual report, including an individual report based on group work, results, (for example in the case of jointly collected research data), the student must individually write a personal report in his or her own words.
- The student is responsible for work that he or she submits and is therefore personally responsible for ensuring that the work reflects his or her own ability.

When collaboration becomes too intense, students run the risk of collusion. Collusion is a form of fraud and any suspected collusion will be referred to the examination board. This may lead to sanctions.

What is collusion?

- Collusion means: accepting an unreasonable amount of help from a third party, either a person or constituting artificial intelligence applications, (such as, but not limited to, Chat GPT), resulting in the submitted work no longer representing a genuine elaboration of the assignment by the individual student.
- Examples of collusion are:
  - Rewriting another's report into one's own words (i.e. sharing assignments).
  - Generate reports or answers on tests by applying sources using artificial intelligence (such as, but not limited to, Chat GPT). It remains collusion when these obtained outcomes are represented in one's own words.
  - Having a data analysis performed by someone else and then presenting this as one's own work.
  - Submitting a report that has been rewritten by someone else (for example someone from a thesis writing agency), whereby the work of the other person goes further than only providing feedback, so that the report is more a representation of the other person's ability than of one's own ability.
- There is no collusion when:
  - The assignment is a group product, where different students make their own contribution, combine these and then put the names of all the students on the report. *Please note! The bachelor thesis may be based on group work, but always remains an individual product. It must therefore be written in your own words.*
  - Some parts of individual reports may be similar (without being exactly the same) because these parts could be the result of group work (for example the method section of theses which are based on the same thesis project).
  - A student requests feedback which would enable them to improve their own report (for example because the feedback highlights linguistic errors or lack of clarity in the argumentation).

## Appendix VI Code of Conduct for ESSB Students

1. Within the context of their programmes, students must behave in a manner befitting a good student and refrain from inappropriate behaviour while registered as a student. This applies specifically, but not exclusively, to situations where exam components or other programme components require actions and/or skills to be carried out or exercised on persons (patients, clients or students/pupils). This also applies to situations where a student has contact (as part of the programme) with persons who are present at and/or work in the institution (such as a health care or educational institution) where the student is following or is expected to follow part of the programme.
2. In this regard, 'inappropriate behaviour' is understood to mean i.a.: oral or written (online) discriminatory, insulting, hurtful or otherwise negative remarks, or insolent or extremely impolite verbal behaviour, or belligerence, or no or too little respect, lack of decency or hygiene, or violation of the duty of confidentiality, or fraudulent practices, forgery of documents, fraud, deliberate deception, or unacceptable behaviour, including sexual harassment, or violation of privacy. This includes behaviour that is in violation of EUR's Integrity Code.
3. Students are not allowed to start, take part in or resume a programme component or to take a test if this conflicts with the EER, the Rules & Regulations of the examination board or a decision by the examination board. In case of doubt, the student should ask the examination board for information.
4. The examination board is authorised to take appropriate measures in the form of sanctions in the situations referred to in the above-mentioned paragraphs, either directly or indirectly through the Dean or institutional management. In addition to and in support of the first and second part and to clarify what may be expected of students in the bachelor and master programmes, the faculty has issued guidelines regarding client-specific skills and contact with clients. These guidelines are set out in a document that, if necessary, is revised before the start of the academic year and that can be accessed on and downloaded from the digital learning environment. These guidelines apply to all students who are in contact with clients as part of the programme.

## **Appendix VII: ESSB's Examination Board's 2024-2025 Rules of conduct for online tests**

EUR's general Disciplinary Rules for Examinations and ESSB's Rules & Regulations (R&R) for Bachelor and Master Programmes, which contain a separate section on fraud and misconduct, apply to ESSB students who take tests.

The rules and criteria set out herein still apply to written online tests, even if these are not taken in a controlled environment. The main criteria are:

- Only students who are entitled to take a test can do so.
- The test serves to assess the knowledge, understanding and skills of individual students. Students therefore take the test individually and under their own name.
- To ensure that each student is aware of the rules, an integrity statement is required with each written test. If a student does not agree to the integrity statement, the test is invalid and cannot be graded.
- Students are not allowed to have contact with fellow students regarding the assessment during the test and up to 45 minutes after the end of the designated test time. This means, for example, that it is not allowed to hold discussions about the test on social media within the above-mentioned timeframe, not even after completing the test.
- When asked, every student has to be able to identify himself/herself/themselves by showing at least one of the following IDs to the invigilator: a driving-licence, an ID card or a passport.
- It is forbidden to consult information sources or use other tools during the test that were not approved in advance by the lecturer and that are not specified on the cover sheet. This also applies to calculators if these are not identified on the cover sheet as having been approved.
- It is forbidden to use mobile phones, smartwatches and headphones during the exam.
- It is forbidden to work together with others during an exam.
- Test questions are not allowed to be copied and/or disseminated in any way of form.
- A violation of (one of) the above rules will be considered fraud and can be punished by the examination board, resulting in possible invalidation of the exam concerned and/or exclusion from one or more subsequent exams.

In addition, in case of exams with online supervision (online proctored exams) practical rules regarding the test environment, the manner of logging in and identifying oneself and toilet visits will be applied. You are expected to follow all the relevant additional guidelines that are provided.

The examination board is authorised to declare test results invalid in case the evaluation of the test administration shows that irregularities have occurred during the test.

## Appendix VIII Assessment rules for theses

### 1 Bachelor thesis

The general rules for assessing bachelor theses are set out below. Further specifications can be found in the thesis manuals of the various programmes. These specifications may not conflict with these rules.

Assessment of the bachelor thesis:

- The thesis is assessed by the thesis supervisor and an independent assessor who is not involved in the day-to-day supervision.
- The thesis supervisor and the independent assessor for the bachelor thesis should be appointed as examiner at the EUR and be active in the discipline of the relevant programme or in a related discipline.
- If the thesis supervisor is not a staff member with a doctorate (e.g. a tutor, doctoral candidate or external assessor from the field), the independent assessor should always be a staff member with a doctorate of the programme.
- If the thesis supervisor is not a staff member with a doctorate or a doctoral candidate of the programme or a related discipline at the EUR, the examination board will decide whether or not to appoint him/her/their as examiner. In this case, the examination board applies the following criteria: the person should at least have a master degree in a relevant discipline, have demonstrable affinity with, and knowledge of, academic research and have demonstrable expertise in the thematic area of the thesis.
- The assessment is based on criteria (assessment form) that are set out in the course guide or can be accessed in the digital learning environment.
- The thesis supervisor checks the thesis for plagiarism before the assessment is made.
- The thesis supervisor fills in an assessment form and suggests a final grade.
- The independent assessor fills in, independently of the thesis supervisor, an assessment form and suggests a (recommended) final grade.
- The thesis supervisor and second assessor discuss their assessments and determine the final grade.
- The final opinion/conclusion is recorded in the final assessment form. This form is based on the forms of the thesis supervisor and the second assessor and, if necessary, an extra (third) assessor.
- The programme shall install assessment procedures internally considering the above rules in this appendix, which shall in any case include the conditions under which an extra (third) assessor may be necessary for the assessment of a thesis.

### 2 Master thesis

The general rules regarding the assessment of the master thesis are set out below. Further specifications can be found in the thesis manuals of the various programmes. These specifications may not conflict with the rules below.

Assessment of the master thesis:

- The master thesis is assessed by the thesis supervisor and an independent assessor who is not involved in the daily supervision.
- The thesis supervisor and independent assessor in the master phase are employed as examiner at the EUR and are active in the discipline of the relevant programme or in a related discipline.
- If the thesis supervisor is not a staff member with a doctorate (which is usually the case with academic lecturers and doctoral candidates),
  1. he/she/they will act as corrector during the assessment of theses, i.e. will work under the supervision of an examiner. If the thesis supervisor is a doctoral candidate, this is usually the (co-)supervisor.

2. the independent assessor should always be a staff member with a doctorate of the programme.
- Assessors from outside the EUR (external assessors) must be appointed as examiners by the examination board. In this case, the examination board applies the following criteria: the person has a PhD in a relevant discipline and has demonstrable expertise in the field of the thesis.
  - In case of external assessors, the independent assessor has to be a staff member with a doctorate of the programme.
  - The assessment is based on criteria (assessment form) that are set out in the course guide or can be accessed in the digital learning environment.
  - The thesis supervisor checks the thesis for plagiarism before the assessment is made.
  - The thesis supervisor fills in an assessment form and suggests a final grade.
  - The independent assessor fills in, independently of the thesis supervisor, an assessment form and suggests a (recommended) final grade.
  - The thesis supervisor and the independent assessor discuss their assessments and determine the final grade.
  - Notwithstanding the above, the thesis of the master programme EMPO will be assessed as insufficient, sufficient or good and no grades will be awarded for the thesis.
  - The final assessment is recorded in the final assessment form based on the forms of the thesis supervisor and second assessor, and if necessary an extra (third) assessor.
  - The programme shall install assessment procedures internally considering the above rules in this appendix, which shall in any case include the conditions under which an extra (third) assessor may be necessary for the assessment of a thesis.

## **Appendix IX Examination Board ESSB Grounds on which the ESSB Examination Board may grant an additional testing opportunity**

1. In line with the current Education and Examination Rules of the bachelor and (pre)master programmes, the examination board may decide to allow an extra test opportunity. This includes an extra submission opportunity or extended deadline for a written assignment, report or thesis. This extra opportunity can be granted in cases of severe circumstances. This appendix serves as an elaboration of the hardshipclause described in article 8.1 EER.
2. In order to process a student request for an extra test opportunity the request made to the examination board has to be complete and submitted timely. A request for an extra test opportunity may be submitted when:
  - a. there are severe circumstances, which are notified to the student advisor within 20 workdays of the start of the circumstances, as mentioned in part 3a to d, combined with significant study delay, as described in part 8;
  - b. there are confirmed organisational or technical issues during an exam, or when submitting an assignment, on the part of the university, and which lead to serious negative implications for the study progress of a student.
3. Whilst examining the request, the examination board uses the following criteria on the part of the student:
  - a. the presence of severe personal circumstances, as meant in the Higher Education and Scientific Research Act (WHV), which are acknowledged by the student advisor and supported by evidence. This may concern:
    - severe chronic illness/disability/impairment (physical or mental)
    - functional impairment (temporary or permanent)
    - pregnancy or delivery
  - b. exceptional family circumstances
  - c. presence of EU Topsport status
  - d. membership of the university council, faculty council, FMO, board of a department or educational programme
4. The examination board uses the following criterion in its assessment on the part of the program: a preventable shortcoming that is extremely detrimental to study progress. The interpretation of the shortcoming is at the discretion of the examination board.
5. Generally, no extra test opportunity, or submission opportunity or extended deadline for written assignments or reports or theses will be considered if:
  - a. the student has not used the regular test opportunities or submission opportunities, notwithstanding the presence of known severe personal circumstances or circumstances outside the control of the student
  - b. the argument being that this is the last open examination component in the programme, which hinders graduation or admission to a (pre)master.
  - c. the conditions for participating in test opportunities are not met (EER, Appendix II)
6. The student adds to a request for an extra test opportunity or submission opportunity the following: current evidence that substantiate and support the personal circumstances mentioned. In case of an extra submission opportunity request or extended deadline request, the name of the course coordinator, examiner or thesis supervisor must be included.
7. From the evidence presented it needs to be clear how the circumstances have impacted preparation

for or participation in the test or the submission of the assignment. This includes not being able to utilize a submission opportunity to hand in an assignment or report or thesis.

8. If the examining of the request of an extra test opportunity gives rise to include study delay in the reviewing, the examination board will also consider the extend of study delay. A request can only be considered in case of significant study delay. Significant study delay within the programme counts from 24 weeks onward.

- a. for students who study nominally the amount of study delay will be measured from August 31<sup>st</sup> in the year the student is expected to graduate.
- b. for students not studying at a nominal level, the amount of study delay is measured from the moment the one-before-last exam result is published in Osiris.
- c. for students not studying nominally the utilization of the regular test opportunities in the current academic year are considered.
- d. the examination board also considers any measures timely taken by the student in order to prevent study delay.

9. In case the examination board grants a request for an extra test opportunity, the student will be awarded an extra test opportunity or submission opportunity or extended deadline, for just one exam component, to be utilized in the current academic year. This limit does not apply to possible extra test opportunities which arise as the confirmed result of organisational or technical failings on the part of the university, during one or both test opportunities.

10. Next to the above-mentioned criteria, the examination board must observe if it is practically feasible to organise an extra test opportunity. Should it become apparent that it is not possible to organize an extra test opportunity, the extra test opportunity will not be granted.

11. A granted extra test opportunity or extra submission opportunity, or extended deadline will, insofar possible, be planned in the academic year in which the request is submitted, or, in the earliest possibility in the following academic year. The examination board cannot guarantee in any way the granted extra test opportunity or submission opportunity be organized in the same academic year in which the request has been submitted.