



## Education and Examination Regulations 2021– 2022

For the Master Programme in Sanitation

Approved by the Rectorate of IHE Delft



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## Chapter 1. Definition of terms

The following terms are defined in the context of these regulations:

<b>Academic Appeals Board:</b>	the committee as stipulated in article 7.60 of the Act;
<b>Act:</b>	the Higher Education and Scientific Research Act ( <i>Wet op Hoger Onderwijs en Wetenschappelijk Onderzoek</i> );
<b>Assessment (summative):</b>	is the evaluation of a student's achievement on a course or topic leading to a mark. Assessments can have different formats, such as (written and oral) examinations, assignments, presentations etc.
<b>Blind marking:</b>	the student information is hidden from the examiner while they are marking the examination;
<b>Consent agreement:</b>	a negotiated agreement of examining committee members to an examination which resolves the disputed issues;
<b>Co- mentor:</b>	a staff member from an external institute or different chair group within IHE Delft involved in the daily direction of a student during the MSc thesis research phase;
<b>Degree:</b>	a degree as stipulated in article 7.10a. of the Act;
<b>Diploma:</b>	a written proof of evidence as stipulated in art 7.11 of the Act that a student has passed all programme requirements;
<b>Diploma supplement:</b>	a written document as stipulated in art 7.11/4 giving information about nature and content of the programme and the results obtained by the student for each component of the programme;
<b>ECTS:</b>	the European Credit Transfer and Accumulation System: a standard for comparing the study attainment and performance of students of higher education across the European Union and other collaborating European countries;
<b>ECTS credits transfer:</b>	the procedure of granting credits to a student for studies completed at another institute;
<b>Examination:</b>	a written or oral assessment for a part of the module as stipulated in art 7.10/1 of the Act;
<b>Examination Board:</b>	the committee as stipulated in article 7.12 of the Act;
<b>Examination period:</b>	designated days in the academic calendar during which written or oral examinations take place;
<b>Examination committee:</b>	committee assessing the MSc thesis proposal and the MSc thesis work;
<b>(External) Examiner:</b>	a person who sets and marks examinations to test students knowledge or proficiency
<b>Fraud:</b>	a deception deliberately practiced in order to secure unfair or unlawful gain;
<b>Mentor:</b>	staff member involved in the daily direction of a student during the MSc thesis research phase;
<b>Module:</b>	a self-contained programme unit with specified learning objectives, as stipulated in article 7.3 of the Act; can also be offered as a short- or online course.
<b>Module plan:</b>	a document describing a.o. the learning objectives, content, didactic methods and assessments. Modules plans are part of the study guide;
<b>Observer:</b>	a person who is present at an oral examination in order to monitor and listen to what happens;
<b>Online short course:</b>	a module offered as an online certificate course;

<b>Peer review:</b>	is the evaluation of work by one or more people of similar competence to the producers of the work (peers);
<b>Plagiarism:</b>	the practice of taking someone else's work or ideas and passing them off as one's own;
<b>Practical:</b>	a practical educational activity as stipulated in article 7.13, paragraph 2, clause d of the Act, taking one of the following forms: <ul style="list-style-type: none"> <li>• the writing of a report or thesis;</li> <li>• producing a report, study assignment or design;</li> <li>• conducting a test or experiment;</li> <li>• performing an oral presentation;</li> <li>• participating in groupwork, fieldwork or a fieldtrip;</li> <li>• conducting a research assignment; or</li> <li>• participation in other educational activities that aim to develop specific skills;</li> </ul>
<b>Programme evaluation:</b>	the formal evaluation of the student performance before graduation (in the Act: <i>examen</i> );
<b>Study Guide:</b>	a reference document for a specific programme containing generic and programme specific information, which students need to know throughout their programme;
<b>Short course:</b>	a module offered as a face-to face certificate course;
<b>Student:</b>	a person who is registered in a study programme and sits for assessments;
<b>Supervisor:</b>	(associate) professor responsible for the work of student during the MSc thesis research phase.
<b>Taught part:</b>	part of the study programme consisting of taught modules and courses;
<b>Research part:</b>	part of the study programme consisting of an individual research work by the student leading to a MSc thesis, based on an approved research proposal.

## Chapter 2. General Information

### Article 1 Scope of the regulations

- 1.1 The present regulations apply to the education offerings and assessments within the Master programme in Sanitation referred to hereafter as ‘the programme’.

The programme is executed by the IHE Delft Institute for Water Education, Delft, the Netherlands, referred to hereafter as ‘the Institute’.

### Article 2 Aim of the programme

- 2.1 The aim of the master programme is for students to acquire knowledge, insight and skills that are required for them to function as independent professionals within their field of study and to be appropriate candidates for further study towards a research career.
- 2.2 The final qualifications of the master programme graduates are listed in Appendix A.

### Article 3 Full-time/part-time

- 3.1 The master programme is offered on a full-time basis.

## Chapter 3. Content of the Programme

### Article 4 Constitution of the programme

- 4.1 The constitution of the programme is described in the study guide.
- 4.2 The learning objectives of all modules, the content and assessment methods are described in the module plans.

### Article 5 Participation

- 5.1 The attendance and active participation of students is required for all scheduled curricular activities, assessments and the practicals of the programme in which they are registered.

## Chapter 4. Assessments

### Article 6 Timing, formats and duration of assessments

- 6.1 Assessments tests whether a student has met the learning objectives.
- 6.2 A module is assessed through (a combination of) written and/or oral examinations, assignments and presentations as described in the module plans of the study guide.
- 6.3 The sequence of the modules and its assessments will take place according to the order described in the study guide.
- 6.4 Students can sit for a module assessment max three times during the programme execution.
- 6.5 The date and time of the written and oral examinations are announced in the programme schedules. Written and oral examinations take place during the examination periods indicated in the academic calendar.
- 6.6 The duration of a written examination may not exceed three hours and is scheduled to take place in a morning or afternoon session. In case the examination consists of two or more different parts, a break of 15 minutes is allowed, provided that all examination work of the first part(s) is collected by the invigilators before the break.
- 6.7 In the case of a combination of an oral and written examination of a module, the maximum total duration of the combined examination shall not exceed three hours.

### Article 7 Re- assessments

- 7.1 Re-assessment consists of re-taking one or more failed assessments as described in the assessment part of the module plan, as is required to achieve a successful module result.  
Taking part in re-assessments is required if:
  - one of the assessments scores is lower than 5.0 or marked as a 'fail';
  - the module mark is a fail (lower than 6.0). In this case one or more assessments for which a mark lower than 6.0 has been obtained can be re-taken.  
Taking part in re-assessments is not allowed if:
  - the module mark is a pass (6.0 or higher) and all assessments are scored 5.0 or higher
- 7.2 Dates and times of written re-examinations are announced in the programme schedules.
- 7.3 The dates and times of further written and oral re- examinations are set by the module coordinator in collaboration with the programme coordinator and the Education Bureau.
- 7.4 The format of a re- assessment may deviate from that of the first assessments for the same module.
- 7.5 All re-assessments must be completed before the MSc proposal defence.

## **Article 8 The organisation of the examinations**

- 8.1 Examinations are carried out according to the Examination Procedures as described in annex B of these regulations.
- 8.2 Students are expected to be in the examination room 10 minutes before the scheduled start of the exam. They will not be allowed to enter the examination room after the scheduled start of the examination.
- 8.3 Misreading the date, time or room allocation are not accepted as legitimate reasons for absence from an examination or for arriving too late.
- 8.4 Students who suffer from a physical or sensory impairment are offered the opportunity to take examinations such that, as much as possible, account is taken of their disability. If required, an expert will be consulted for advice.

## **Article 9 Oral examinations**

- 9.1 Oral examinations are taken individually (only one student at a time). During oral examinations, a second staff member is present as an observer. In case of absence of a second staff member, the oral examination is recorded for reference purposes and kept on file for 12 weeks.
- 9.2 Oral examinations are non-public, unless stated otherwise in the module plan or current regulations.

## **Article 10 MSc proposal defence**

- 10.1 The MSc thesis proposal defence is an oral examination during the examination period indicated in the academic calendar. The examination consists of a presentation of the proposal, and a discussion with the examination committee. The examination committee consists of the supervisor and the mentor of the student. The examination is open to public attendance and discussion.
- 10.2 To be allowed to sit for the MSc proposal defence, students must have successfully completed all modules
- 10.3 The MSc thesis proposal defence is assessed as a pass or a fail. In the case of a fail, the student may defend his/her thesis proposal one more time within two weeks after the first attempt before the same examination committee as stipulated in article 10.1. In the case of an unsuccessful second attempt the student is not allowed to embark on their MSc thesis work.

## **Article 11 Replacement of modules and transfer of credit points**

- 11.1 Replacement of a module by a course followed elsewhere and transfer of credit points is generally not granted. In exceptional cases, the Examination Board may evaluate a request and conclude to grant a transfer of credit points, after receiving a favourable recommendation from the programme committee

## **Article 12 Absence from examinations and late submission of assignments**

- 12.1 Absence from an examination or late submission of an assignment must be reported by the student to the programme coordinator before the examination takes place, and

in case of an assignment before the date of submission. Absence is allowed if the student missed a substantial part of the education relevant for the examination and/or the examination itself due to:

- a. medical reasons, to be confirmed by student counsellor or a statement by a doctor;
- b. serious personal circumstances beyond control of the student which should be supported by written evidence as far as possible.

- 12.2 For cases in which the programme coordinator, in agreement with the module coordinator, decides that the absence from an examination or the late submission of the assignment is justified, the student shall sit the examination or submit the assignments as soon as is reasonably possible.
- 12.3 For cases in which the programme coordinator, in agreement with the module coordinator, decides that the absence from an examination or the late submission of the assignment is not justified, a mark of 1.0 will be recorded.

### **Article 13 Fraud**

Fraud during written or oral exams

- 13.1 Any assessment must be taken by the student him or herself. Never by someone else.
- 13.2 If a student is caught in an attempt to take unfair advantage during a written or oral examination, the invigilators or examiners inform the Academic Registrar who submits a written report to the Examination Board after investigation of the incident, and after having had a discussion with the student.
- 13.3 An examiner who observes or suspects fraud during the marking of examination work is required to submit a substantiating report to the Examination Board via the module coordinator.
- 13.4 If the Examination Board, after investigation of the incident as described in articles 13.2-13.3, concludes that there has been a case of fraud, the offender will be given a mark of 1.0 for the examination work.
- 13.5 If a student commits severe or repeated fraud, the Examination Board may decide to withdraw the student the right to sit for one or more examinations for a determined period with a maximum period of one year.
- 13.6 In case of severe or repeated fraud the rectorate, upon advice of the Examination Board, may also decide to permanently terminate the registration of the student concerned.

Plagiarism

- 13.7 Plagiarism is a special act of fraud.  
In case plagiarism is detected in assignments, articles, essays or thesis work, reference is made to the sanctions mentioned in the policy note "Plagiarism prevention and penalties for plagiarism offences"

## Chapter 5. Results of Assessments

### Article 14 Assessment and notice of assessment results

- 14.1 Assessment results (including the thesis examination) are represented on a scale of 1.0 to 10.0, with one decimal of accuracy. Marks 6.0 and higher indicate a pass. The following grading scale is used:
- |               |            |
|---------------|------------|
| 9.0 - 10.0    | Excellent  |
| 8.0 - 8.9     | Very good  |
| 7.0 - 7.9     | Good       |
| 6.0 - 6.9     | Sufficient |
| 5.9 and below | Fail       |
- 14.2 The mark for a module is determined by the weighted average of the results of the various assessments. The weights for each assessment are stated in the module plan. The minimum mark that should be obtained for each assessment is 5.0. Marks between 5.0 and 5.9 can be compensated by higher marks of other assessments in the same module.
- 14.3 After a successful re-sit of an assessment, the mark for the module is recalculated according to the weighted average of the assessment results. The highest mark obtained (first assessment or re-sit) for an assessment will be used. However, the maximum module mark which can be awarded when there has been a re-assessment is 7.0.
- 14.4 Students will be informed on the outcome of their module mark and assessments as soon as possible, but at least two weeks before the planned re-assessments.
- 14.5 The examination committee for the thesis examination shall determine the result immediately after the defence. The mark shall be formally communicated to the student before the diploma awarding by the Education Bureau.

### Article 15 Period of validity

- 15.1 The result of a module, if successful, is valid for an unlimited period of time.
- 15.2 Notwithstanding paragraph 1 of this article, the period of validity for which the Examination Board takes module results into account for the programme evaluation is four years.

### Article 16 Right to inspection of assessments

- 16.1 Students may, upon their own request, peruse their assessment work within ten working days after they were notified of the result.
- 16.2 Where a practical is part of a module, the work for that part may be returned to the students when all assessments of the module are fully completed.

### Article 17 Study progress and study advice

- 17.1 All study results that are required for evaluating the performance of the students, are recorded by the Education Bureau on behalf of the Examination Board.
- 17.2 Students can view their individual study progress in the electronic study information system.

## Chapter 6. Thesis Examination

### Article 18 The organisation of the thesis examination

- 18.1 Students can sit the thesis examination only if all other modules required to obtain the degree have been successfully completed.
- 18.2 All students have to submit the examination version of the thesis report on or before the date as annually announced by the Examination Board, and defend their thesis in the designated period of the academic calendar
- 18.3 The thesis will be assessed by a thesis examination committee consisting of three members: an IHE professor as the chairperson, the IHE mentor and maximum one independent examiner.  
Associate professors with UTQ can also be supervisors and chair the MSc examination Committees.

In special circumstances the IHE MSc thesis examination committee may consist of more than three members (but not more than four):

if the research work is co-mentored

- by a staff member from another chair group at IHE Delft, or
- by a staff member from another institute, or
- by any invited academic expert with a position at another university;
- by a PhD researcher, in which case an additional IHE staff member will be appointed as the first mentor in the committee.

In the case of a double degree or joint degree programme, where the MSc research work is carried out under co-supervision of staff members of the partnering institutes, the number of committee members may deviate from the IHE rules.

Independent examiners:

- a) are not involved in the preparation of the thesis work
  - b) must be capable of reaching an independent judgement of the quality of the MSc thesis and the student without having any personal interest in this judgement and that of the other members of the examination committee.
  - c) are from outside the institute or are in exceptional cases from another chair group within the institute, and are not involved in the supervision of the research work.
  - d) have to possess at least a Master degree.
- 18.4 After submission, the thesis will be assessed by the members of the examination committee, including a check on plagiarism. If the examination committee concludes that the thesis is unfit to be successfully defended, they may propose to the student to accept a fail without the thesis defence. The student is given the opportunity to re-sit as per Article 18.5. The student can also decline the offer and ask for the thesis defence to be organised anyhow.
- 18.5 If the outcome of the thesis examination, including the defence, is a fail, the examination can be repeated once. The examination committee will detail the reasons for the failure in writing and clarify what is required to pass the exam. The student has to finalize the work without further supervision nor financial support.

The thesis shall be re-submitted and the defence shall be done within three months after the date of the first defence session and will, in principle, be done in front of the same MSc Examination Committee as for the first attempt. The examination can take place via videoconference.

- 18.6 The maximum recorded mark for a re-sit of the thesis examination is 7.0.
- 18.7 The MSc thesis work shall be assessed according to the MSc thesis assessment criteria as outlined in appendix D.
- 18.8 The mark for the thesis examination is based on the following components
1. Knowledge and understanding of the subject and answers to questions
  2. Originality, analysis and interpretation
  3. Organisation, style, presentation
  4. Creativity, independence, work planning and critical attitude
- which are assessed via a written MSc thesis report, an oral presentation, and an oral examination. The latter includes the ability of the student to satisfactorily answer questions from the examination committee. The oral presentation of the thesis research has a maximum duration of 30 minutes and is followed by a maximum 30 minutes oral examination discussion with the examining committee.  
The oral presentation is open to public attendance and discussion.
- 18.9 The decision on a final mark for the thesis examination in principle will be based on a consensus of the examination committee. In the case of insurmountable disagreements the chair of the examination committee takes a decision.
- 18.10 In case a student fails to meet the requirements of art. 18.2 because of a force majeure as supported by substantiating documents, extension of this period may be granted by the Examination Board on request by the student through his/her mentor.

## Chapter 7. Criteria, degrees and certificates

### Article 19 Evaluation of the programme

- 19.1 The student has fulfilled the requirements for the programme evaluation if s/he has met the following criteria:
- Successfully completed all modules at IHE Delft
  - Obtained a minimum of 70 ECTS credits.
- 19.2 The student has successfully completed the programme evaluation if the Examination Board takes a decision to that effect.

### Article 20 Awarding of degrees and certificates

- 20.1 Master of Science degree.  
Students who have successfully completed the programme evaluation requirements will be awarded the Master of Science degree. The degree is signed by the Chair of the Examination Board, the Rector of the Institute and the Academic Registrar. In addition to the degree certificate, the graduate receives a degree supplement stating the results achieved and credit points for each component of the programme.
- 20.2 Certificate of Graduate Study.  
Students who fail to meet the master programme evaluation requirements and have accumulated a minimum of 35 ECTS credits will be awarded a certificate of graduate study. Registration as student will be terminated.
- 20.3 Certificate of attendance.  
Students who fail to meet the master programme evaluation requirements, or who suspend or terminate their registration, will be issued a certificate stating the result achieved and credit points for each successfully completed component of the programme, and the period of registration. The Certificate of Attendance is signed by the Course coordinator and the Academic Registrar.
- 20.4 If a student re-registers within 4 years after termination and meets (after assessment(s)) the requirements of an MSc degree, s/he is obliged to return the certificate as mentioned under art 20.2 and art 20.3.
- 20.5 With reference to art 20.4, if a student re-registers within 4 years with the aim to obtain an MSc degree, s/he has to re-take in full all failed and missed modules. Re-registration is only possible for a subsequent academic period.

### Article 21 Criteria for MSc degree with distinction

- 21.1 An MSc degree with distinction can be awarded upon recommendation of the examination committee. The recommendation is made in recognition of the exceptional performance by the student and is submitted with motivation to the Examination Board for consideration. Recommendations are admissible if the following minimum criteria have been met:
- the candidate obtained a mark of 8.5 or higher for the thesis examination, and
  - a weighted average mark at IHE Delft of 8.0 or higher for all modules in the taught part of the programme that are assessed on a numerical scale, conform article 14.1.
- 21.2 The student will be awarded an MSc degree with distinction if the Examination Board takes a decision to that effect.

## Chapter 8. Appeals

### Article 22 Grounds for appeal

- 22.1 Students have the right to appeal to the Examination Board against an assessment result, if
- there existed circumstances affecting the student's performance of which the examiner in question was not aware when a decision was taken, and which could not reasonably have been presented at the time;
  - there was a procedural error/irregularity or other inadequacy on the part of the IHE of such a nature as to cause doubt as to whether the result would have been different had there not been such an irregularity;
  - there exists evidence of prejudice or bias on the part of the examiners making the decision.
- 22.2 Students have the right to appeal to the Academic Appeals Board against a decision of the Examination Board or a decision of the Registrar, not being a decision about an appeal as referred to in Article 23.2.a.

### Article 23 Procedure for appeal

- 23.1 A student shall first attempt to resolve the problem with the decision making body or person that has taken the disputed decision. If mediation is required, the role of mediator will be assigned to the programme coordinator.
- 23.2 a) If the appeal concerns a decision taken by an Examiner or an MSc Examination Committee, the appeal shall be submitted to the Examination Board within 3 weeks following the date on which the decision was made known. It should be submitted by the student in writing, stating the grounds for appeal and enclosing appropriate documentation, including an account of the attempt to resolve the case amicably.  
b) The decision of the Examination Board is final and binding. It cannot be submitted for appeal to the Academic Appeals Board.
- 23.3 a) If the appeal concerns a decision taken by the Examination Board - not being an appeal as referred to in Article 23.2 - or a decision taken by the Academic Registrar, the appeal shall be submitted to the Academic Appeals Board within 3 weeks following the date on which the decision was made known. It should be submitted by the student in writing, stating the grounds for appeal and enclosing appropriate documentation, including an account of the attempt to resolve the case amicably.  
b) The decision of the Academic Appeals Board is final and binding.
- 23.4 Pending the outcome of the appeal procedure, the initial (contested as per appeal) decision will remain in force and will be implemented
- 23.5 Reference is made to Appendix E for a detailed description of the appeal procedure.

## Chapter 9. Final Articles

### Article 24 Amendments

- 24.1 To amend any part of the regulations except the annex "MSc Modules: names, credits & assessment methods" will require:
- 1) an advice from the Exam Board, followed by
  - 2) a decision by the Rectorate.

To amend the annex "MSc Modules: names, credits & assessment methods" will require:

- 1) a positive advice from the concerned Programme Committee and
- 2) a decision by the examination Board.

- 24.2 No amendments shall be made in relation to the ongoing academic year, unless there is reasonable expectation that the amendment will not disadvantage the students.

### Article 25 Unforeseen situations

- 25.1 Situations which are not foreseen by the present regulations will be decided on by the Examination Board, where necessary after consultation with the programme committee concerned.

### Article 26 Publication

- 26.1 The Rectorate is responsible for the timely publication of these Examination Regulations, and any amendments thereof.

### Article 27 Period of application

- 27.1 These regulations take effect for the cohort 2021 – 2022. Approved by the Rectorate of IHE Delft

## Appendix A Qualifications of Graduates

Below the general final qualifications relevant to all Master programmes of IHE Delft, and the specific final qualifications for the Sanitation Master:

### ***Knowledge and Understanding***

Graduates will have knowledge and understanding of:

- The relationship between sanitation practices and public health;
- Analytical methods to determine the characteristics of faecal and septic sludge;
- The need for and the promotion of behavioural change in the context of sanitation practices;
- Sanitation systems, services and related decision support tools;
- Treatment processes and technologies;
- Governance structures and regulatory frameworks, policy making and stakeholder interactions;
- Options for financing sanitation interventions and the valorisation of end products;
- Sanitation under emergency conditions.

### ***Applying Knowledge and Theory (general research and problem solving skills)***

Graduates will be able to

- Perform a comprehensive inventory (technical, socio-economic) of the sanitation situation on household, city and regional level;
- Identify potential interventions that lead to an improved sanitation situation from a public health and socio-economic perspective;
- Develop and design technically and financially feasible sanitation solutions in a stakeholder inclusive approach;
- Prepare, implement and monitor viable sanitation projects;
- Advise on the development of appropriate governance framework and management arrangements of sanitation systems;
- Conduct research, independently or in a multidisciplinary team, including the formulation of research questions and hypotheses, the selection and application of research methodologies and techniques, and the preparation of a research plan;
- Evaluate results of research and integrate these into creative problem solving tasks;
- Contribute to the further development of knowledge and theory.

### ***Making Judgements (general academic reasoning ability)***

Graduates will be able to:

- Critically analyse and evaluate a range of options and alternatives for sanitation solutions under different socio-economic, cultural and governance contexts;
- Select relevant research, ideas and approaches from the literature and other sources and evaluate their potential for application, integration and/or further development;
- Critically discuss, evaluate and judge prior research, ideas and approaches carried out by others as well as their own research and its results, implementation feasibility and risks;
- Distinguish main issues from minor ones in the above;
- Integrate ethical issues encountered in professional practice;
- Arrive at well-founded, original conclusions and/or solutions, recommendations and limitations.

### ***Communication***

Graduates will be able to:

- Communicate, debate and defend, clearly and systematically, findings and generated insights, and provide rational underpinning of these in writing and in oral presentations to a variety of audiences of various cultural backgrounds, and employing the appropriate information and communication technologies;
- Show empathy and open-mindedness in order to (learn to) understand differences between their own culture and other cultures and to bridge these differences constructively within multi/interdisciplinary teams.

### ***(Learning) Skills***

Graduates will be able to:

- Contribute as a flexible and creative member in interdisciplinary teams in developing sanitation solutions;
- Manage sanitation programmes and projects with an awareness of their own leadership qualities and potential;
- Renew and expand their knowledge and skills on their own initiative and into directions under their own guidance.

## Appendix B Examination Procedures

### GENERAL RULES

Students taking part in an examination are expected to have taken notice of these procedures and are expected to understand the implied meaning of these procedures.

### WRITTEN EXAMINATIONS

#### PROCESS:

1. the student brings his student card and displays it on his table;
2. the invigilator verifies the card and confirms attendance by the student by ticking the box of the student on the attendance list;
3. students hand in their exam papers at the end of the session; this is their own responsibility;
4. invigilators bring the exam papers to the Education Office (immediately after the exam);
5. Education Officers verify which exam papers have been received and record this on a list;
6. the list produced by the Education Officers serves as the evidence that the exam papers have been handed in;
  - a. if exam papers get lost and they have been recorded on the list of Education Office, IHE Delft has the responsibility to propose an adequate alternative assessment to the student.
  - b. if a student claims that an exam paper got lost and the exam paper is not recorded on the list of Education Office, then the Institute considers the exam paper not to have been handed in by the student. There will be no alternative assessment proposed.

**Invigilators:** The invigilators (examination supervisors) ensure proper conduct of the examination and maintain order in the examination room. They will announce the beginning and the duration of the examination, and will warn the students 10 minutes before the ending of the examination.

**Communication:** During the examination, students are not allowed to exchange materials or to communicate with other students. If something is unclear, students have to inform the invigilator, who will contact the programme coordinator, the examiner or education officer if necessary.

**Attendance list:** Students are considered to have taken part in an examination from the moment they receive the examination papers from the invigilators, whether or not they submit any answers.

**Bags:** Bags and carrying cases, including penholders, are to be placed along the side of the room before the start of the examination.

**Exam paper:** Answer and scratch paper will be provided to the students. Students provide the answers in clearly readable English, with proper indication of the question label. All answer papers must carry the student number and locker number of the student. Unreadable answers or unidentified answer papers may be discarded for assessment by the examiner.

**Pen:** Students are required to bring the necessary writing and drawing tools. The answer papers to be submitted must be written with a pen, a pencil is not allowed.

**Dictionary:** The use of a printed language dictionary without any additional written annotations is allowed (all languages are allowed). Invigilators are allowed to check the dictionaries for hand-written annotations during the exam (spot checks while they are walking around). Electronic dictionaries are not allowed.

**Calculators:** Only self-contained calculators with a single-line display or dual-line display are allowed, provided that these devices are battery operated, that any audio functions are switched off, and that these devices are exclusively built for calculation purposes only and do not have internet access.

**Cell phones:** Use of cell phones is not allowed and must be switched off.

**Other materials:** The use of materials other than listed above, including blank paper, texts, laptops,

computing and communication devices, personal audio and video devices, of any kind, is not allowed. Examiners may nevertheless allow students to use specified text matter or other effects in a so-called 'open book' examination. These materials shall not include previous or example examinations and solutions.

**Toilet visit:** Only one student at a time will be allowed by the invigilator to leave the examination room for a short visit to the lavatory, except during the first 15 and the last 15 minutes of the examination. Examination materials and requirements may not be taken outside the examination room. Before leaving the examination room, students have to hand over their cell phone to the invigilator.

**Submission of exam papers:** Students who finish the examination at least 15 minutes after the start and at least 15 minutes before the ending of the examination are allowed to submit their work to the invigilator and quietly leave the examination room.

Students have to ensure that all required papers are submitted to the invigilator. Papers cannot be submitted after the student has left the examination room.

#### **ASSIGNMENT REPORTS AND INDIVIDUAL DISCUSSIONS**

For designated subjects students have to submit an assignment report, which will be assessed as part of the subject examination. The examiner may discuss the assignment report with the student as part of the assessment.

The examiner will set a deadline for submitting assignment reports. The deadline cannot be set at a date after the examination period for the subject, as indicated in the academic calendar. Students submit assignments to either the lecturer or the responsible coordinator.

## Appendix C MSc modules: names, credits & assessment methods

Type	Term	Code	Name	Coordinator	Credits	Studyload	Written examination closed book	Presentation	Lab report	Oral examination	Homework	Written examination open book	Assignment
Compulsory	202122T01	M3856	Sanitation Systems and Services	K. Veikusharova, PhD	3	80	40	40					20
Compulsory	202122T02	M3674	Analysis of Sanitation Flows	C. Furlong, PhD, MSc	1.5	40			70				30
Compulsory	202122T02	M3677	Sanitation & Public Health	C. Furlong, PhD, MSc	3	78		0					100
Compulsory	202122T02	M3681	Leadership and Collaboration for Sanitation Change	E. Fantini, PhD, MA	2.5	72					30		70
Compulsory	202122T03	M3670	Sanitation Technology	F. J. Rubio Rincón, PhD, MSc	7.5	210	60						40
Compulsory	202122T05	M3845	Sanitation Governance	A.S. Boakye-Ansah, PhD	4.5	126						40	60
Compulsory	202122T06	M3676	Sanitation Financing	Dr. S. Singh	3	84	40						60
Compulsory	202122T06	M3871	Behaviour Change & Advocacy	K. Veikusharova, PhD	3	78		40					60
Compulsory	202122T07	M3682	Emergency Sanitation	C.M. Hoojijmans, PhD, MSc	3	92	60						40
Compulsory	202122T08	M3675	Project Management	Dr. S. Singh	3	84							100
Compulsory	202122T08	M3870	Teamwork Skills Development	K. Veikusharova, PhD	2.5	60							100
Compulsory	202122T09	M3672	Research Theory and Practice	K. Veikusharova, PhD	30.5	66				100			
Compulsory	202122T09	M3678	Research Methods for Sanitation	C. Furlong, PhD, MSc	3	80							100
				Total number of credits:	70								

## Appendix D MSc thesis marking guidelines

Criterion 1	9.0 - 10.0 Excellent	8.0 - 8.9 Very Good	7.0 - 7.9 Good	6.0 - 6.9 Sufficient	5.9 and below Fail
<b>Knowledge and understanding of the subject and answers to questions</b>	An excellent and informative introduction, well-researched, with appropriate and key references. Evidence of critical thinking. Clear aims and objectives, within an overall context, which identifies knowledge gaps. Sets the scene for the research succinctly and elegantly. Gives answers that are internally consistent, with plausible explanations for observations. Clearly explains the logic steps in reasoning. Shows ability to distinguish major and minor points. Not only answers the question, but is able to discuss various aspects of possible answers.	Good project background, with reference to key literature. A logical framework that identifies the research objectives, but may lack some thoroughness, or comprise a limited series of research questions. It might be competent but a little mundane.  Gives answers that are internally consistent, with plausible explanations for observations. Clearly explains the logic steps in reasoning. Shows ability to distinguish major and minor points.	Covers the main areas, but has minor flaws in logic or omissions of important detail, or minor flaws in structure. Aims and objectives comprehensible, but maybe slightly over or under ambitious, and/or lacking in clarity or precision. Objectives may be unrealistic. Gives answers that are internally consistent, with plausible explanations for observations. Clearly explains the logic steps in reasoning	Generally lacks some coherence; may be poorly referenced, but includes at least the major points relevant to the research. Aims and objectives no more than adequate. Gives answers that are internally consistent but do not give plausible explanations for observations. Reasoning shows logic.	Poorly structured, with significant omissions of key background literature. No logical progression. Fails to set the context of the project. Research question not developed into appropriate or testable hypotheses. Gives answers that are not internally consistent and gives wrong or doubtful explanations for observations made. Reasoning based on illogical assumptions, feelings, beliefs.

Criterion 2	9.0 - 10.0 Excellent	8.0 - 8.9 Very Good	7.0 - 7.9 Good	6.0 - 6.9 Sufficient	5.9 and below Fail	
<b>Originality, analysis and interpretation</b>	Methods	Well-chosen and entirely appropriate and often novel methods identified clearly. Clear and easy to follow procedures and techniques. Where appropriate, good site description, with informative figures, maps, diagrams etc.	Appropriate actions and methods identified and detailed. Where appropriate, setting of research well described with relevant figures, maps, diagrams etc.	Methodology generally sound but with some lapses in detail of methods, and/or proposed analysis. Figures, maps or diagrams may be poorly produced, or not clear in the context of the research	Significant gaps in methods, or methods not always appropriate to the research questions, or very difficult to comprehend. Lapses in detail in parts of methodology. Figures, maps and diagrams may be absent or poorly produced.	Methodology vague and poorly detailed. No obvious understanding of methodology relevant to research theme. Figures, maps and diagrams may be poorly produced or absent.
	Results	These are well analysed and presented with clarity, with clear and comprehensive relationship to the research questions.	Results reported well and with clarity. Some minor lapses in summary of findings. Shows ability to address methodological short-comings.	Results comprehensible, generally linking with the research questions. Figures and tables convey adequate meaning, providing a summary of at least some of the key findings.	Some flaws in analysis, but the general essence of the key findings conveyed.	Obvious flaws in analysis. Difficult to follow the results and, analysis. Presentation careless and poor summary of the key findings
	Discussion	Elegant and well structured, placing the results in the context of the international literature and demonstrating a clear understanding of their significance, and/or shortcomings. Show some new ideas and novel interpretation.	Identifies the key finding and relevance of these to some key literature. A well-ordered sequence to the chapter to produce a logical framework.	Recognises some interesting findings, but may be limited in placing these into a wider context. At least some use of key literature. There will likely to be some repetition with the results section.	Some repetition of the results section, with minimal context to wider understanding and relevant literature.	Largely a repetition of results. Fails to identify key findings and/or their wider significance. Little logical framework and lacking any individual ideas or interpretation.

<b>Organisation, style, presentation and communication</b>	Writing elegant and succinct. Uses precise language and correct terminology throughout. Figs and Tables well laid out to a publishable quality with accurate and succinct legends.	A clear and well-written report that is technically proficient.	A generally well-written report that is understandable. Uses appropriate terminology. Occasional spelling or grammatical errors. Presentation generally neat	Language generally clear and uses correct terminology, but with some misunderstandings and lapses in grammar or spelling. Presentation and use of tables and figures may be sloppy.	Sentences and/or paragraphs poorly constructed. Language inexact or ambiguous. Contains numerous grammatical and spelling mistakes.
------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------

Criterion 4	9.0 - 10.0 Excellent	8.0 - 8.9 Very Good	7.0 - 7.9 Good	6.0 - 6.9 Sufficient	5.9 and below Fail
<b>Creativity, independence, work planning and critical attitude</b>	Student self-motivated and independent. Engages in intelligent discussion and responds well to suggestions.	Significant help may be given, but students show ability to learn from suggestions and develop ideas and research approaches accordingly.	Needs clear guidance and support, but gradually develops the required competencies.	A need to repeat instructions a number of times. Generally finds taking initiative difficult, and limited self-reliance.	Lacks motivation, or much ability to develop competencies. Shows little self-reliance or interest in the topic.

## Appendix E Appeal procedure

A student has the right to lodge an appeal against:

- decisions by examiners, the MSc Examination Committee, or the Examination Board;
- termination of registrations by the Academic Registrar.

NB: An appeal against the decision of an Examiner or an MSc Examination Committee is lodged with the Examination Board. The Examination Board's decision is final and binding, and can therefore not be appealed against with the Academic Appeals Board.

Before starting an appeal procedure, the student has the obligation to attempt to solve the case amicably with the body or person who took the disputed decision.

### Appeal against the decision of an Examiner or an MSc Examination Committee:

1. The appeal shall be submitted in hard copy to the Examination Board (via its secretary) within 3 weeks following the date on which the decision was made known.
2. The appeal must be signed by the student (= appellant) and contain at least the following:
  - a. name and address, degree programme and student number of the appellant;
  - b. details of the Examiner or MSc Examination Committee concerned;
  - c. a clear description of the decision against which the appeal has been lodged, on submission of a copy of the decision, if possible, or, if the appeal has been lodged against a refusal to decide, a clear description of the decision which should have been taken in the appellant's opinion;
  - d. the grounds of the appeal;
  - e. an account of the initiatives taken by the appellant to come to an amicable agreement with the decision maker.
3. The chair of the Board will inform the appellant of any omissions on the appellant's part and will invite him to rectify these within a period of time to be set by the chair. In the event that the appellant fails to rectify the omissions on his part, the appeal may be declared inadmissible.
4. The Examination Board may decide to hear the concerned parties.
5. The Examination Board will take a decision within three (3) weeks of receipt of the letter of appeal and inform the parties concerned accordingly in writing, stating whether the initial decision is to be upheld or a new decision taken.
6. The decision of the Examination Board is final and binding.

### Appeal against the decision of the Examination Board or the Academic Registrar:

1. The appeal shall be submitted in hard copy to the Academic Appeals Board (via its secretary) within 3 weeks following the date on which the decision was made known.
2. The appeal must be signed by the student (= appellant) and contain at least the following:
  - a. name and address, degree programme and student number of the appellant;
  - b. details of the body or person who has taken the contested decision;
  - c. a clear description of the decision against which the appeal has been lodged, on submission of a copy of the decision, if possible, or, if the appeal has been lodged against a refusal to decide, a clear description of the decision which should have been taken in the appellant's opinion;
  - d. the grounds of the appeal;
  - e. an account of the initiatives taken by the appellant to come to an amicable agreement with the decision maker.
3. The chair of the Board will inform the appellant of any omissions on the appellant's part and will invite him to rectify these within a period of time to be set by the chair. In the event that the appellant fails to rectify the omissions on his part, the appeal may be declared inadmissible.
4. The Academic Appeals Board may decide to hear the concerned parties.
5. The Academic Appeals Board will take a decision within four (4) weeks of receipt of the letter of appeal and inform the parties concerned accordingly in writing, stating whether the initial decision is to be upheld or a new decision taken.
6. The decision of the Academic Appeals Board is final and binding.

## Appendix F Procedures when using eCampus for assessments

### GENERAL RULES

Students taking part in an examination are expected to have taken notice of these procedures and are expected to understand the implied meaning of these procedures.

Electronic examinations take place in lecture rooms A4, A5 and B6

In the examination room

1. The student brings his/her own laptop to the examination room.
2. When the examination takes place in rooms A4 and A5, students for safety reasons have to connect their laptops with the available network cables in that room instead of using the less stable Wi-Fi.
3. The student brings his/her student card and displays it on the table.
4. A check of attendance is required to proof that the student has taken part in the examination. The invigilator (examination supervisors) verifies the student card and confirms attendance by the student by ticking the box of the student on the attendance list.
5. The invigilators ensure a proper conduct of the examination and maintain order in the examination room. They will announce the beginning and the duration of the examination, and will warn the students 10 minutes before the ending of the examination.
6. The invigilators will instruct the students to log in to the safe browser environment for the examination.
7. At the start of the examination the invigilator announces the password to the students to get access to the examination.
8. The programme will automatically save all answers during an examination every 5 minutes. However during the examination students are strongly advised to save his/her current answers as well various times before the final submission to prevent loss of work in case the server goes down. Students remain responsible for the final submission of their work.
9. For a situation where the time of an examination expires without the final submission, for example when the server is not available on that specific moment, a grace period has been set where attempts can be submitted even after the deadline, but questions cannot be answered/changed.
10. When the laptop of the student stops working correctly, the student can restart the computer and will arrive at the same place in the examination. (this will also work when restart/login is made on a different machine).
11. At the end of the examination the invigilators return the attendance list to the Planning Office.

Other issues:

**Bags:** Bags and carrying cases, including penholders, are to be placed along the side of the room before the start of the examination.

**Dictionary:** The use of a printed language dictionary without any additional written annotations is allowed (all languages are allowed). Invigilators are allowed to check the dictionaries for hand-written annotations during the exam (spot checks while they are walking around).

Electronic dictionaries are not allowed.

**Calculators:** Use of calculators is not allowed and must be switched off. A scientific calculator inside the safe browser environment is available.

**Cell phones:** Use of cell phones is not allowed and must be switched off

**Communication:** During the examination, students are not allowed to exchange materials or to communicate with other students. If something is unclear, students have to inform the invigilator, who will contact the programme coordinator, the examiner or planning officer if necessary.

**Other materials:** The use of materials other than listed above, including blank paper, texts, of any kind, is not allowed.

Examiners may nevertheless allow students to use specified text matter or other effects in a so-called 'open book' examination. These materials shall not include previous or example examinations and solutions.

**Toilet visit:** Only one student at a time will be allowed by the invigilator to leave the examination room for a short visit to the lavatory, except during the first 15 and the last 15 minutes of the examination. Examination materials and requirements may not be taken outside the examination room. Before leaving the examination room, students have to hand over their cell phone to the invigilator.

## Appendix G Studying with a disability

Adjustments to the benefit of students with disabilities or chronic illnesses

1. Upon a written and substantiated request to that effect, students with disabilities or chronic illnesses may be eligible for adjustments in teaching and examinations. These adjustments are coordinated to the situations of the students as much as possible, but they may not alter the quality or level of difficulty of a subject or the study programme. Facilities to be provided may include modifications to the form or duration of examinations and/or practical exercises to suit individual situations or the provision of practical aids.
2. Requests as mentioned in section 1 must be accompanied by a recent statement from a physician or psychologist or, in cases involving dyslexia, from a testing office registered with BIG, NIP or NVO. If possible, this statement should include an estimate of the extent to which the condition is impeding the student's academic progress.
3. Decisions concerning requests for adjustments relating to educational facilities are taken by the Chair of the Programme Committee. Decisions concerning adjustments relating to examinations are taken by the Examination Board.
4. Adjustments to examinations can involve the following or other matters:
  - form (e.g. replacing a written test with an oral test or vice versa, testing the required material in the form of interim examinations or granting exemptions to the attendance requirement);
  - timing (e.g. additional time for an examination, or a change to the distribution of examinations across the examination period, granting exemptions to admission requirements or extending the period within which a component must be completed);
  - aids permitted during testing (e.g. English-Dutch dictionaries for students with dyslexia);
  - location (taking the examination in a separate, low-stimulus space).
5. Adjustments in educational facilities could include:
  - providing modified furniture in teaching and examination spaces;
  - providing special equipment (e.g. magnification or Braille equipment for students with visual impairments and blindness or loop systems and individual equipment for students with hearing impairments and deafness);
  - providing more accessible course material;
  - providing special computer facilities (e.g. speech-recognition or speech-synthesising software);
  - providing a rest area.

## Appendix I Plagiarism prevention and penalties for plagiarism offences

<b>Policy note</b>		
<b>Plagiarism prevention and penalties for plagiarism offences</b>		
Last update: 08-06-2020 15-09-2020 26-10-2021	Approval by Rectorate on date: 25-01-2018	Author(s): Education Bureau

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### Introduction

Plagiarism is the practice of taking someone else's work or ideas and passing them off as one's own.<sup>1</sup> This act is considered as academic fraud. Plagiarism is against the principle of academic integrity and is therefore not accepted.

In principle all text based summative assessments<sup>2</sup> will be checked on plagiarism, including the research proposal and the MSc Thesis. Depending on the number of offences the consequences become more severe.

When plagiarism is established either during the course of the study or after the completion of the study, the Examination Board will be informed. As from the second offence the Examination Board shall examine the cases of established plagiarism individually. After examining all evidence, the Examination Board shall issue a penalty, in accordance to the severity of each case. The penalty might include in most severe cases, interdiction to complete the program of study or withdrawal of already awarded titles or certificates. For all offences an administrative record will be added to the plagiarism offence dossier<sup>3</sup>.

### Prevention

Due to several factors amongst which limited exposure to academic research or the student's educational background, a student may not perceive plagiarism as an offence.

Therefore, the institute will ensure the following:

- Explain what plagiarism is. Students are made aware of good academic practice and how to avoid plagiarism through courses on writing and referencing skills.

---

<sup>1</sup> Oxford English Dictionary

<sup>2</sup> Summative assessments are all assessments that contribute to the final mark of the module .

<sup>3</sup> The plagiarism offence dossier is a cohort related excel file for identified cases of plagiarism containing Name of student, Offence number, Module name, etc. In that folder official letters will be stored as well. This file folder is stored and maintained by the Course Administration on behalf of the Examination board.

- ii. The student handbook contains information related to plagiarism and the consequences for committing it.
- iii. The consequences for committing the act of plagiarism are clear.

### Student's declaration of own work

Every time an assignment and a Master Thesis is submitted through e-Campus or otherwise, the declaration of own work must be acknowledged. The declaration of own work consists of the following text:

"I confirm that all the work I shall submit during my study for assignments, reports and my master thesis shall be my own except where indicated, and that:

1. I have read and understood the Plagiarism Rules & Regulations in the module sections and Study Guide;
2. I have clearly referenced all sources;
3. I have referenced and put in inverted commas all quoted text (from books, web, etc.);
4. I have given the sources of all pictures, data, etc. that are not my own;
5. I did not make any use of the essay(s) of any other student(s) either past or present;
6. I did not seek or use the help of any external professional writing agencies for the work;
7. I acknowledged in appropriate places any help that I have received from others (e.g. fellow students, technicians, statisticians, external sources);
8. I understand that any false claim for any of the above will mean that the work in question will be penalised in accordance with the IHE Delft regulations;
9. I hereby grant IHE Delft, and Turnitin a non-exclusive licence to make an electronic copy of the work and make it available for assessment and archiving purposes."

### Framework of penalties for plagiarism offences for course work assignments (including research proposal)

If plagiarism is suspected, the student is offered the possibility to discuss this allegation first with the examiner.

If plagiarism is established, the module coordinator checks with the Course Administration if there is already a historical record of plagiarism.

#### 1<sup>st</sup> offence

1. If plagiarism is established, the examiner shall exclude the plagiarized sentences and paragraphs from marking the assignment. Accordingly, the final mark shall be given by evaluating exclusively the student's own work and not the plagiarized paragraph(s).
2. In case a substantial amount of work is plagiarized, a mark of 1.0 will be given by the examiner. The examiner shall request the student to submit a new assignment/proposal a.s.a.p. This will count as a second attempt in the examination regulations.
3. The Examination Board shall be informed accordingly as well as Course Administration.
4. A formative interview shall be scheduled with the student and the module coordinator and/or the examiner in order to emphasize the importance of avoiding plagiarism, and to explain and give feedback on what was plagiarised.
5. If two assignments are submitted before a formative interview has taken place between the module coordinator and the student then both will be part of a first offence. If the submission date of the second (plagiarized) assignment is after the formative interview has taken place for the first case of plagiarism, then the second assignment should be considered a second offence.
6. A record (mention) of the incident shall be added to the plagiarism offence dossier (see <sup>3</sup>), archived under the responsibility of the Examination Board.

### 2<sup>nd</sup> offence

1. The assignment shall be marked with 1/No Pass for containing plagiarism.
2. The module coordinator (in consultation with the examiner) shall report the case to the Examination Board as per [Similarity Assessment Report](#), including its annexes.
3. The module coordinator informs Course Administration by email <sup>4</sup> about the 2<sup>nd</sup> offence of the student.
4. A formative interview shall be scheduled with the student and the module coordinator and/or the examiner.
5. The Module coordinator submits a formal warning letter to the student (in cc: to the Examination Board) to be stored with the plagiarism offence dossier (see <sup>3</sup>).

### 3<sup>rd</sup> offence

1. The assignment shall be marked with 1/No Pass for containing plagiarism.
2. The module coordinator (in consultation with the examiner) shall report the case to the Examination Board as per [Similarity Assessment Report](#) including its annexes.
3. The module coordinator informs Course Administration by email <sup>4</sup> about the 3<sup>rd</sup> offence of the student. The Examination Board shall investigate the extent and the nature of plagiarism, formulate a judgement, and apply the Education and Examination Regulations. The Examination Board shall decide on the follow-up depending on the severity of the case.
4. A formal letter by the Examination Board with its decision shall be sent to the student and stored with the plagiarism offence dossier (see <sup>3</sup>).

### Procedure plagiarism check for course work assignments, including research proposal

STEP 1:	Have Turnitin generate the Similarity Index Report (SIR).
STEP 2:	Filter settings: In order to ensure IHE-wide consistency in the examination of the Similarity Index Report (SIR) as generated by Turnitin, the following filter settings should be applied: - excluding bibliography - excluding quotations - excluding matches that are less than 7 words
STEP 3:	After having applied the filter settings, For assignments and course work: the examiner and module coordinator receive the Similarity Index Report (SIR).
STEP 4:	The examiner and/or module coordinator have the obligation to carefully examine the Similarity Index Report (SIR) as generated by Turnitin, regardless of the similarity percentage.
STEP 5:	The examiner and/or module coordinator, examine the SIR and identify the suspect sources. They decide whether there are grounds to suspect plagiarism. When the similarity index $\geq 20\%$ the chance of plagiarism is higher. If plagiarism is suspected, the student is offered the possibility to discuss this allegation first with the examiner.
STEP 6:	In case plagiarism is established:

	<p>Module coordinator checks with Course Administration (see <sup>3</sup>) if there is a previous offence in the plagiarism offence dossier, and acts according to one of the following situations:</p>
STEP 7:	<p><b>1<sup>st</sup> offence</b></p> <ol style="list-style-type: none"> <li>1. If plagiarism is established, the examiner shall exclude the plagiarized paragraphs from marking the assignment. Accordingly, the final mark shall be given by evaluating <u>exclusively</u> the student's own work and not the plagiarized paragraph(s).</li> <li>2. In case a substantial amount of work is plagiarized, the examiner may request the student to submit a new assignment/proposal a.s.a.p.</li> <li>3. The module coordinator informs in any case Course Administration and the Examination Board by email <sup>4</sup> about the 1<sup>st</sup> offence of the student.</li> <li>4. A formative interview shall be scheduled with the student and the module co-ordinator and/or the examiner in order to emphasize on the importance of avoiding plagiarism</li> <li>5. A record (mention) of the incident shall be added to the plagiarism offence dossier (see <sup>3</sup>).</li> </ol>
	<p><b>2<sup>nd</sup> offence</b></p> <ol style="list-style-type: none"> <li>1. The assignment shall be marked with 1/No Pass for containing plagiarism</li> <li>2. The module coordinator (in consultation with the examiner) shall report the case to the Examination Board as per <a href="#">Similarity Assessment Report</a>, including its annexes.</li> <li>3. The module coordinator informs Course Administration by email <sup>4</sup> about the 2<sup>nd</sup> offence of the student.</li> <li>4. A formative interview shall be scheduled with the student, the module coordinator and/or the examiner.</li> <li>5. The Module coordinator submits a formal warning letter to the student (in cc: to the Examination Board) to be stored with the plagiarism offence dossier (see <sup>3</sup>).</li> </ol>
	<p><b>3<sup>rd</sup> offence</b></p> <ol style="list-style-type: none"> <li>1. The assignment or proposal shall be marked with 1/No Pass for containing plagiarism.</li> <li>2. The module coordinator (in consultation with the examiner) shall report the case to the Examination Board as per <a href="#">Similarity Assessment Report</a>, including its annexes.</li> <li>3. The module coordinator informs Course Administration by email <sup>4</sup> about the 3<sup>rd</sup> offence of the student.</li> <li>4. The Examination Board shall investigate the extent and the nature of plagiarism, formulate a judgement, and apply the Education and Examination Regulations. The Examination Board shall decide on the follow-up depending on the severity of the case.</li> <li>5. A formal letter by the Examination Board with its decision shall be sent to the student and stored with the Plagiarism offence dossier (see <sup>3</sup>).</li> </ol>

<sup>4</sup> The email contains Full name student, Student no., Module name, Assessment type (assignment, research proposal or Msc Thesis) and number of offence.

## Framework of penalties for plagiarism offences for MSc Master Thesis

1. The Master Thesis shall be marked with 1 for containing plagiarism.
  2. The case shall be forwarded to the attention of the Examination Board, which shall decide on the following steps according to the severity of the case.
  3. A formal letter by the Examination Board with its decision shall be sent to the student and stored with the Plagiarism offence dossier.
- When, in the academic judgement of the examiner/module coordinator, the identified plagiarism is allocated to poor referencing techniques, it might be penalized as such rather than plagiarism.
  - When a similarity index report is higher than 20%, this should in all cases be forwarded to the attention of the Examination Board.
  - Plagiarism in Master Theses, detected after graduation: the decision to revoke the award rests with the Examination Board.
  - All offences and the minutes of the formative interview will be filed with the plagiarism offence dossier, archived under the responsibility of the Examination Board.
  - As a rule all written and marked proposals and Thesis should be submitted to Turnitin for a similarity report.
  - All teaching staff shall receive training on the usage of Turnitin and the interpretation of the similarity reports.

## Procedure plagiarism check for MSc Master Thesis

STEP 1:	Have Turnitin generate the Similarity Index Report (SIR).	
STEP 2:	<p>Filter settings:</p> <p>In order to ensure IHE-wide consistency in the examination of the Similarity Index Report (SIR) as generated by Turnitin, the following filter settings should be applied:</p> <ul style="list-style-type: none"> <li>- excluding bibliography</li> <li>- excluding quotations</li> <li>- excluding matches that are less than 7 words</li> </ul>	
STEP 3:	After having applied the filter settings, The Mentor and the Chair of the Examination Committee receive the SIR.	
STEP 4:	Mentors (and/or Chairs of Examination Committees) have the obligation to carefully examine the Similarity Index Report (SIR) as generated by Turnitin, regardless of the similarity percentage.	
	If the similarity index < 20%	If the similarity index ≥ 20%
	The mentor and/or the Chair of the Examination Committee shall examine the SIR and identify the suspect sources. They decide whether there are grounds to suspect plagiarism and to subsequently report the case to the Examination Board as per <a href="#">Similarity Assessment Report</a> , including its annexes.	The mentor and/or the Chair of the Examination shall report the case to the Examination Board as per <a href="#">Similarity Assessment Report</a> , including its annexes.
STEP 5:	The mentor informs course administration.	
STEP 6:	The Examination Board shall investigate the extent and the nature of the copied sections of the thesis, check the number of previous offences, formulate a judgement, and apply the Education and Examination Regulations.	
STEP 7:	A formal letter by the Examination Board with its decision shall be sent to the student and stored with the plagiarism offence dossier (see <sup>3</sup> <b>Error! Bookmark not defined.</b> ).	

## ANNEX 1: Similarity Assessment Report

This report is used by the Module coordinator (assignments) and the Mentor and/or the Examination Committee (MSc Thesis (proposal)) for submission to the Examination Board.

<b>Student's Name</b>	
<b>Student Number</b>	
<b>Specialisation</b>	
<b>Any other relevant registration information</b>	

<b>Assessment type (please tick one of the boxes)</b>	<input type="checkbox"/> Textbased formative assignment (assessments that contribute to the final mark of the module) <input type="checkbox"/> Research proposal <input type="checkbox"/> MSc Thesis
<b>Document title</b>	
<b>Date of submission</b>	
<b>For assignments: Name examiner</b>	
<b>and/or</b>	
<b>Name module coordinator</b>	
<b>For MSc Thesis (proposal): Name Mentor</b>	
<b>and</b>	
<b>Name Chair of the Examination Committee</b>	
<b>Date of the Turnitin Similarity Index Report</b>	
<b>SIR score</b>	

<b>Reflection on SIR, including a description of the extend of use of other sources and how it affects the quality of the work</b>	
<b>Recommendation how the found similarities should affect the thesis/assignment evaluation</b>	

<b>Report completed by:</b>	<b>Date:</b>
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**Annexes:** Please provide the Similarity Index Report and an overview of the original sources which were found to have been plagiarised by this work.