29 Academic Exam Regulations; Exam protocol master programmes Dronten and Almere

Dronten master Agribusiness development:

Article A. Exams, Assessments and Resits organisation

All assessments and re-sits will be offered in accordance with the exam year schedule, published on intranet. The exam year schedule is determined prior to the start of the academic year. The specific exam schedule for each exam period is derived from the exam year schedule and only contains written and computer exams.
The student is allowed to improve the result of one or more elements of the module by means of resits.
The protocol applies to the master Agribusiness Development.

A.1 Participation in exams, assessments and resits

1. A student can participate in all exams or assessments within a module in case he fulfils the intake requirements for that module.

2. A student participates in exams or module elements that are part of his or her academic programme.

3. Module elements that are assessed with a mark 6 (six) or higher can still be redone by means of a resit.

4. In the event that a student has registered but does not participate in an exam, assessment or resit a mark 1 (one), i.e. fail, will be registered.

5. Students with special conditions are not automatically entitled to receive extra exams, assessments or resit possibilities. The exam committee can, however, decide to grant extra exam, assessment or resit possibilities.

6. A student has at least two possibilities a year (12 month) to complete a module element. However, module elements can be completed every exam period following the regular exam. After 2 years the student needs to redo the entire module element (i.e., follow classes again).
   The student will take part in resits of module elements based on the current academic year's material. After that year the student will discuss the possibilities with the module coordinator to sufficiently pass all elements of the module. The exam committee can allocate an extra exam opportunity.

   Results of a module will expire if the module is not completed within 2 (two) years. The administration office (BO) will check annually to which modules and students this applies. Modules will be replaced by the latest version and students are obliged to redo every element of the new module.

   Resits taken abroad require an additional administration fee, incurred by students who wish to take the resit abroad.

7. *Enrol or withdraw your enrolment for exams, assessments or resits.*
   A regular exam is an exam that is directly offered after the period the module element was taught in for the first time. The Educational Office enables registration for exams, assessments and resits via Osiris in accordance with the exam year schedule.

Students will be automatically enrolled by the administration office, for participation in any of the forms (i.e. assessment, exam, assignment, presentation etc.) of a regular exam.

In order to participate in a resits of an assessment or exam, students need to register themselves via Osiris.

8. *Enrolment after the deadline.*
   Conform the letter of 28-05-2015 written by the Minister of Education, reference number 645693:
   If a student did not enrol for (a) resit(s) for that particular exam period, he or she can still enrol 5 working days prior to the start of the exam period by paying an administrative fee. Students must go to the administration office in order to be assisted with their enrolment. The administrative fee is 15 euro for one exam and 10 euro for each extra exam. Payment must be fulfilled upon enrolment at the administration office.

   During the enrolment time, students can also withdraw their enrolment themselves.

   Same fee and rules apply as mentioned above when withdrawing your enrolment after the deadline for enrolment.

A.2 Planning of exams, assessments and resits

The type of exam within the module is determined in the related module overview and scheduled in the annual exam schedule.

- **Exams:**

There are 5 exam periods in each academic year.
The assessment of trainings and/or practicum, might deviate from the schedule due to practical reasons.
Per exam period, a module element may consist of multiple assessment methods, e.g., a written exam and an assignment. It is possible to redo separate elements of the entire set of assessments. It is not possible to redo only a part of a written exam. When a student enrols for a resit, the previous mark of that assessment element expires.

An exam has a duration of 2 hrs.

Exams are planned according to the year schedule of the master Agribusiness Development published at the beginning of the academic year.

Article B. Exams, Assessments and Resits; execution regulations

B.1 Exam, assessment and resit candidates

1. The starting time of an exam, assessment or resit is indicated in the exam schedule. A student who is not present at the indicated starting time has no right to either enter the examination room or take part in the exam, assessment or resit.

2. A student must bring his university student card and put this visibly on the table when taking an exam, assessment or resit. The student who did not bring his university student card, forfeits his or her right to participate in the exam, assessment or resit.

3. During written exams, assessments or resits students are not allowed to bring a bag, study materials, (a working) mobile phone, graphical calculators or other digital or electronic data-storage devices into the examination room.
   However, only if the title page of the exam, assessment or resit permits the student to bring a specified tool, students will be allowed to bring it with. All tools are subject to a check by the assessors present at the exam, assessment or resit.

4. During written exams, assessments or resits the student is only allowed to make use of official university branded paper provided by the assessors. All available and official papers have to be handed in by the student at the end of the exam, assessment or resit.

5. During the assessment students are not allowed to communicate with each other in any way what so ever.

   Each student is obliged to sign the attendance list at the start and at the end, before leaving, of the exam, assessment or resit.

6. After finalising the exam, assessment or resit the student has to leave the examination room as quietly as possible. He or she is also responsible for maintaining the silence in the area around the examination room. During the exam, assessment or resit, the student is not allowed to leave the examination room.

7. After handing out the examination papers, the student will not receive further information or instructions. If necessary the student can, by means of raising a hand, indicate that he or she has a question. In the event of questions regarding the content, if deemed necessary, a teacher of the module team will answer the question.

B.2 Irregularities

B.2.1 Detection of fraud in written assignments

A teacher who determines fraud in an assignment, possibly by means of Ephorus, will inform the exam committee by handing in evidence.
The standard sanction is that all study results for that module will be made invalid of that specific examination period.
In the event fraud has been determined in a group assignment, the above mentioned sanction will count for all group members.
In the event of repetition, the exam committee will assess the situation and determine the sanction.

B.2.2 Fraud during written examinations

In the event that an exam supervisor notices an irregularity in the assessment room, he or she will fill in a protocol describing the irregularity. The assessment room supervisor will hand over this protocol

to the exam committee. The standard sanction for the student is that all study results for the appropriate module are no longer valid. In the event of repetition, the exam committee will assess the situation and take disciplinary measures. The common sanction is that the committee declares all study results for that assessment term invalid. The exam committee can define a different sanction.

In the event that a supervisor does not register the irregularity until the end of the assessment, the exam committee can decide not to grant the student the certificate, as mentioned in article 7.11 of the law, or the exam committee can decide that it will only offer the certificate after the student has taken a re-sit in the elements the exam committee has identified and the assessment method the committee has identified.

In the event that the exam committee has to take a decision, the committee will hear subsequently the assessment room supervisor and the student. The chairman will inform the student upon his decision, if possible face to face but at least written within 3 working days. The chairman will write a report stating his decision and the facts this decision is based upon.

There are irregularities when a student:

a. uses non-accepted written or printed sources of information or when he is in possession of an electronic device that contains such information stored digitally.
b. derives information from the assessment work of other students,exchanges information in one way or another with fellow students in the examination room
c. deliberately offers other students the opportunity to derive information from theirassessment work, takes along with him (part of) the assessment assignments and assessment paper outside of the assessment room.
d. wears a watch no matter the type
e. records with any type of recording device or photographs/copies examination papers in any way or records audio during oral exams in any way with any type of recording device. Moreover these types of recordings are also not permitted during the check of the exam and during classes, unless the lecturer has given his or her personal permission.

B.2.3 Missing Deadlines

Not meeting deadlines results in a fail for the element for which the deadline was missed. Consequently the fail will be registered for that exam period. Handing in an element after the deadline will only be assessed by the next exam period. The resulting grade will be registered after the following exam period.

B.3 Academic Accommodations

Academic accommodations are put into place to reduce or eliminate a disadvantage as a result of their physical or mental condition. Students receiving academic accommodation are still expected to meet the requirements of the programme. Academic accommodations vary per student and are individually assessed and awarded provided that the student handed in official documentation to the academic accommodations coordinator before the start of any examination period.

The academic accommodations coordinator will officially put academic accommodations in to place for those students who experience a barrier related to physical or mental condition, when:

- The intake has taken place with the academic accommodations officer
- the documentation is in order and states that the student has a disability/ condition and requires accommodations,
- the academic accommodations officer has given his or her official approval.

Students are responsible for academic accommodations at all times, parents/ guardians are only informed with written consent of the student.

Students who experience the following conditions are eligible for academic accommodations:

- Learning disability (i.e. dyslexia, dyscalculia)
- Sensory impairment (i.e. hearing loss, blindness, low vision)
- Mobility

B.4 Assessment of assignments

The assessor has to announce the duration of the assessment (starting time and handing in time) and the accepted supportive devices.

B.5 Supervisors

1. The supervisor has to be present in the assessment room 10 minutes before the start of the assessment;
2. In the event that a supervisor observes irregularities, he has to, after conferring with the exam committee fill in a protocol;
3. The supervisors will hand out the assessment assignments and paper. They will keep an eye on students not taking assessment assignments or other papers that contain information regarding the assessment with them.
4. It is not allowed for supervisors to combine their task with other activities such as reading or communicating with other supervisors.

B.6 The assessment room committee takes care of:

1. the availability of official paper and place-mats in the assessment room;
2. publishing the assessment room schedules at strategic locations in the building;
3. measures that are necessary to make sure the assessment takes place in a proper fashion.

B.7 Conduct and grant

If a student comes into conflict with the University authorities, with the Dutch police, or with the legal system, including the immigration authorities, due to the student's fault, the student's study contract will be terminated. The student then owes Aeres university the portion of any support or contract awarded to him or her up to the moment of the termination of the allocation. Appeal is possible against this decision, with the Board of Directors of the university. The term of appeal is 14 days after the student has been notified of the decision against which the appeal is lodged. The ruling of the appeals committee appointed by the board upon this appeal, after hearing the parties involved, is binding.

B.8 Conflict of interests

In all cases of conflict of interests between the student and the University not specified in these regulations, the course coordinator, manager for international studies and board of directors of the university shall come to a binding decision, after hearing the parties involved.

Article C Registration of results

1. Results will be registered on Osiris.
2. The student receives credit for each module element that is sufficiently assessed.
3. Results of oral exams are registered within 2 working day of the official date of the oral exam.
4. Results of written exams (including assignments) are registered within 10 working days of the official date of the written exam

C.1 Right of consulting the assessment

The student can look into his exam, assignment, assessment or resit upon request. This request has to be submitted to the lecturer within a week after registering the marks. The lecturer will determine when the student can have a look into exam, assignment, assessment or resit.

C.2 Re-assessment

A request for re-assessment can be submitted by the student. The student has to send a formal written request mentioning solid argumentation for re-assessment to the chairman of the exam committee. This request has to be submitted within 2 days after consulting. The chairman of the exam committee will appoint another lecturer for the re-assessment. When an exam, assignment, assessment or resit will be re-assessed the following applies:

- the former grade will be made invalid,
- the exam, assignment, assessment or resit will be assessed as a whole a second time,
- a grade will be determined by the second assessor,
- the resulting grade of the re-assessment is final; the grade can be lower or higher than the original grade.

Almere master Food Systems Innovation:

The FSI Master's programme has chosen programmatic assessment as the most appropriate vision on assessment within this programme.
Programmatic assessment is an approach in which routine information about the learner's competence and progress is continually collected, analysed and, where needed, complemented with purposively collected additional assessment information, with the intent to both maximally inform the learner and their mentor and allow for high-stakes decisions at the end of a training phase. For this, a variety of assessment instruments are usually used. Programmatic assessment is quite different from more traditional assessment programs with the typical 'module-test' building blocks focussing almost entirely on assessment of learning.
The master programme wants to deliver a reflexive professional and this fits in perfectly with the foundations of programmatic assessment.

In order to be able to determine the progress of the student, programmatic testing uses data points, low stakes and high stakes instead of exams and assignments that are graded.

The data points include assignments, conversations, internship activities, etc. on basis of which students collect feedback on their progress with regard to the learning outcomes they are working on for this specific assignment. This feedback can come from peers, teachers, an internship supervisor or professionals from the field. It is important that students can work on the learning outcomes at different times and in different ways. It is also important that the data points consist of feedback on different types of products and actions, in order to give a complete picture.
This is ensured within the FSI master's programme.

During a low-stakes moment, the student and her/his tutor look at how she/he is progressing on the various learning outcomes she/he has been working on and thus on the final qualifications.
These are moments when students receive feedback that goes beyond the product or activity.
During these formal moments, the mentor can discuss with the student what he or she needs to do in order to progress and be able to reach all learning outcomes and thus the final qualifications at the end of the master programme.

A high-stakes moment is a summative evaluation in which a panel (portfolio committee) decides, based on the data points and low-stakes moments, whether a student will be awarded credits: all or nothing ('high stakes'). To decide whether the student has reached all Final Qualifications the panel will use the analytical rubric (see appendix 2).
The FSI Master's programme has chosen for one high stake moment at the end of the year.
The panel consists of two subject teachers and one external subject expert.
The panel first looks at the big picture: the low-stakes moments. If necessary, it zooms in further so that the individual data points become visible. Where necessary, it will zoom in further again so that

the separate products (assignments, activities) are visible in order to come to a valid assessment of the student.
The student must include enough data points in the student portfolio to paint a reliable picture.

For this 1-year FSI master's programme, a total of 17 data points have been established, 14 of which are fixed. With these 14 data points the student works on the various learning outcomes (see OER Competences).
In addition, the student fills in three data points himself, in consultation with the tutor. The data points must also be related to a variety of assignments and activities. With sufficient and diverse data points, the image of what the student is capable of and whether this meets the final qualifications becomes clear and sharp.

During the academic year, a student builds a portfolio containing a variety of evidence related to achieving the learning outcomes and final qualifications. In this portfolio, the data points (or feedback on products, on knowledge, on attitude, on actions and always related to the learning outcomes) are essential.
Not obtaining grades, but obtaining meaningful feedback stimulates the student to remain in continuous 'learning mode'. In order to support this process (which is possibly new for the student) and to train him, a tutor guides the student throughout the year.
On a regular basis, the tutor has conversations (including the low-stakes moments) about the data points that the student adds to his portfolio. The tutor supports the student in making and refining his own action plan so that the student can take control of his own learning process. Because peer feedback is also very valuable in programmatic testing, students and their mentor work together regularly. Here, among other things, they get the chance to provide each other with peer feedback. This can be feedback on assignments, work attitude, knowledge or skills.

In the end, a student has a portfolio with 14 well-defined data points and 3 self-completed data points. In addition, the student can add extra data points, for example when he has worked extra-curricularly on specific learning outcomes or has collected extra feedback on her/his performance from more cooperation partners than required.
Whether the student can demonstrate, on the basis of this portfolio, that she/he has met all the final qualifications and can therefore graduate, should not be a surprise for the student at the end of the process.
Gradually during the year, everyone's reflection on the student's overall picture should have provided sufficient insight into the status of the final qualifications to be achieved.
The student should have had sufficient opportunity to remediate where necessary during the master programme. Moreover, each learning outcome recurs several times, which gives the student several opportunities to demonstrate that she/he has met the standard for a specific learning outcome.

In Appendix 1 the above process is summarized and visualized.

Appendix 1

In figure 1 the student journey is visualized. The master programme is divided in to 3 periods (1. Introducing and Experiencing, 2. Exploring and Creating, 3. Internship and Masterproof.
During this student journey students gather feedback on different assignments (the so called data points) related to specific learning outcomes (Figure 2). The students discusses her/his progress related to the learning outcomes and thus the final qualifications with the tutor during the year (figure 3).

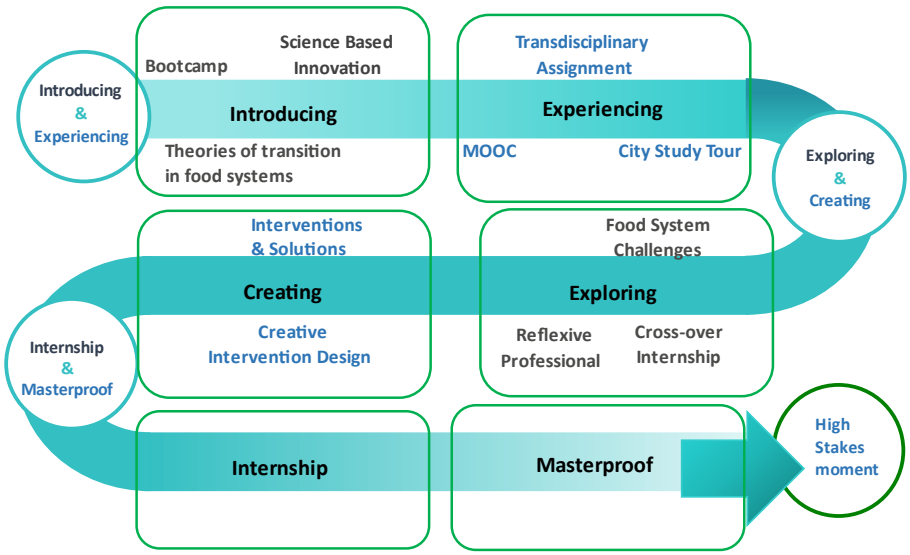

Figure 1: Student journey in modules.

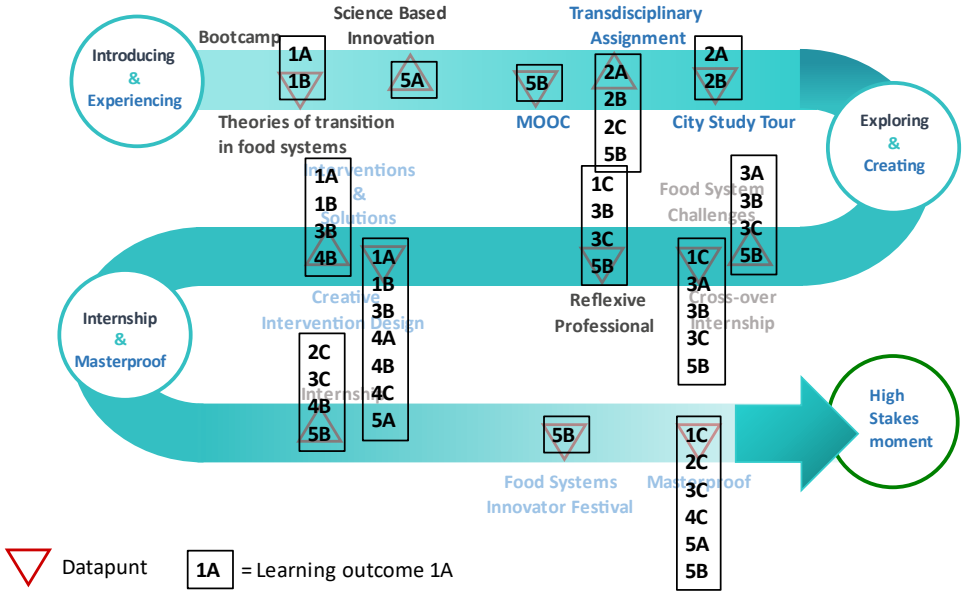

Figure 2: Datapoints during the student journey.

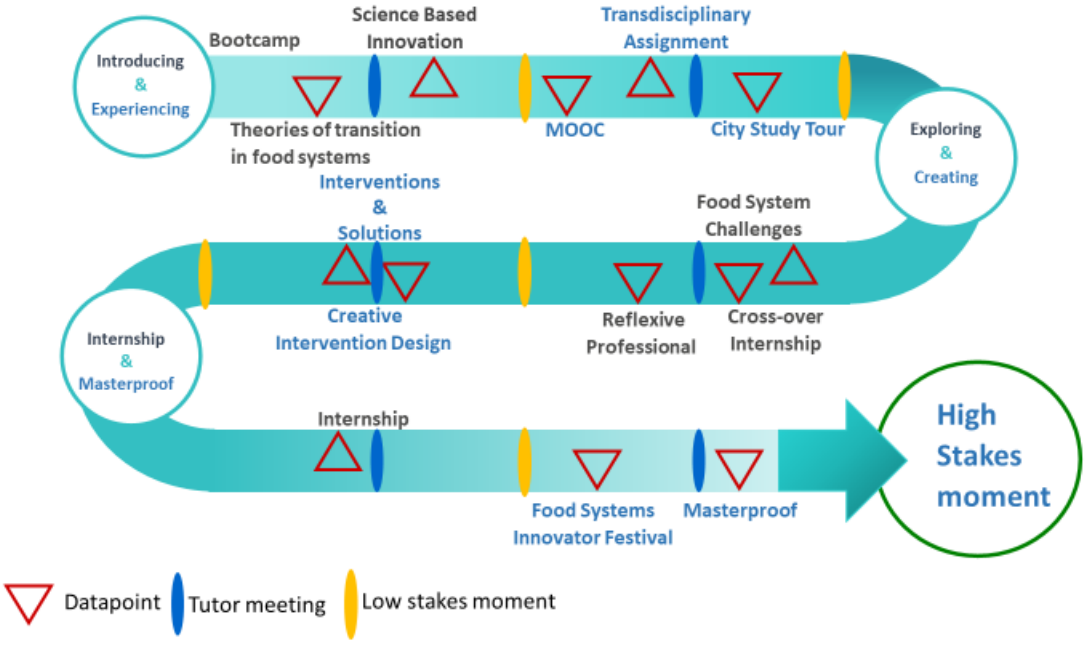

Figure 3. Tutorship and low stakes moments during student journey

Appendix 2

MFSI Analytical Rubric – Learning outcomes

Final Qualification 1 Think systemically in complex situations in food systems		
Areas of concern *Improvement possible to reach the standard*	**Criterion** *You have met the standard*	**Well advanced** *You have exceeded the standard*
LO 1A demonstrates knowledge about theories of systems thinking		
- Transition theories and system innovation approaches are wrongly or insufficiently explained	Transition theories and system innovation approaches well explained.	- Indepth knowledge of transition theories and system innovation approaches is demonstrated and explained excellently.
LO 1B applies system thinking to understand transitions in the food system		
- The systemic nature of food systems is insufficiently addressed. - System thinking is not adequately applied to concrete examples.	Explains the systemic nature of food system transitions and applies this to concrete examples and food system challenges.	- System thinking is applied in very thorough and creative ways to food system challenges.
LO 1C analyses a complex multilevel food system challenge from a transitional perspective		
- Transition theory concepts and models are not or incorrectly applied. - The food system challenge analysis is superficial and incomplete, lacking proper arguments and conclusions.	Transition theory concepts and models are applied in a complete analysis of a food systems challenge.	- Transition theory concepts and models are practiced sophisticatedly in a detailed, elaborate and convincing food systems challenge analysis. - Theoretical shortcomings or blindspots and suggestions for theoretical development are appointed.
Final Qualification 2 Approach complex food system challenges in different contexts, involving all stakeholders		
Areas of concern *Improvement possible to reach the standard*	**Criterion** *You have met the standard*	**Well advanced** *You have exceeded the standard*
LO 2A involves relevant stakeholders in relation to (project) goals		

- Steps taken do not match with the aim of reaching stakeholder involvement or alignment. - The process has led to confusion or other emotional responses that do not facilitate the goal of reaching consensus/ a shared vision/ joint future goals and the way to approach it. - Collaboration has led to unmotivated stakeholders.	Appropriate steps are taken to involve stakeholders in the process. Stakeholders are both informed and involved in (relevant aspects of) the (innovation) process. Effort is taken to make stakeholder commit themselves to the project and to let them understand their role and responsibilities in the process. Basic stakeholder alignment has been reached or appropriate steps are taken in case reaching alignment is overambitious.	- The process has led to consensus and a feel of togetherness about the goal(s) and process. - Sensitivity for stakeholder norms, values and commitment was clearly present - Stakeholders still do not align, but the attempts to reach alignment have been very sophisticated - Stakeholders are motivated by being involved.
LO 2B acts upon various cultural, geographical and historical contextual factors influencing food system challenges		
- Cultural, geographical and historical contextual factors are not or insufficiently recognized. - Understanding of the relevance for the contextual factors for the development or approach of a food system challenge is lacking.	Relevant cultural, geographical and historical contextual factors are recognized and illustrated. Consequences for a specific food system challenge are mapped and analysed, and demonstrably taken into consideration in the proposed food system challenge approach.	- Minor and major cultural, geographical and historical contextual factors are recognized and illustrated in detail. - The relevance of different factors for a specific food system challenge are mapped and analysed, and vice versa. - The relation between the contextual factors and the food system challenge is woven into a well-founded food system challenge approach.
LO 2C integrates a well-grounded analysis of stakeholders and contexts in an action plan		
- The stakeholder analysis is incomplete or incorrect. - Cultural, geographical and historical contexts are not or poorly recognized and not taken into consideration. - The integration of both analyses into the action plan is partial and flawed.	The analysis of stakeholders offers a complete and correct overview of relevant stakeholders. The analysis is integrated into a stakeholder approach as part of an action plan for a real-life challenge. Significant cultural, geographical and historical contexts are recognized and taken into account in the action plan. The relevance and the consequences of these analyses are integrated and applied within the action plan.	- The stakeholder analysis offers an extensive and detailed overview of stakeholders and their relevance. - Significant cultural, geographical and historical contexts are analysed thoroughly and explained sophisticatedly. - In the action plan the extensive analyses of both the stakeholders and contexts are meaningfully integrated. - The action plan offers a detailed proposal for optimal stakeholder collaboration and

		takes different and relevant contexts in to account.
Final Qualification 3 Distil the challenges in the food system from different perspectives and at different scale levels		
Areas of concern *Improvement possible to reach the standard*	**Criterion** *You have met the standard*	**Well advanced** *You have exceeded the standard*
LO 3A evaluates food system challenges as defined by different normative frameworks (a.o. SDG) and future visions		
- No normative frameworks, main themes or overarching visions are recognized, nor is the relation to food system challenges. - Application of the scope that different frameworks offer is lacking completely or incorrect.	Different normative frameworks, main themes and overarching visions are recognized. The relevance of different framework is identified and a fitting framework for evaluation of a specific challenge is selected, and applied.	- Normative frameworks, main themes and overarching visions are well-understood. - A well-found evaluation of the pros and cons of the different approaches is included. - A fitting framework for evaluation of a specified challenge is selected and applied; suggestions for improvement of the framework are made.
LO 3B compares the impact of food system challenges at different scale levels		
- Various relevant impacts of different innovation pathways are not clearly identified and / or not adequately valued. - Different scale levels are not or not fully identified. - The wrong scale level(s) is identified in relation to the food challenge.	The impact of different innovation pathways for diverse food system challenges is adequately identified and valued for effectivity and applicability. In doing so, the student takes into account and switches between different scale levels.	- The impact of different innovation pathways is identified and valued in an excellent and/or creative manner. - Student takes into account and switches easily between different scale levels, and also addresses synergies and trade-offs between different scales.
LO 3C integrates different visions and perspectives		
- Interdisciplinary characteristics, rules, norms and values are not or poorly recognized and not taken into consideration. - Different stakeholder perspectives and visions are insufficiently taken into account and not integrated a common vision. - Knowledge from various disciplines isn't integrated adequately.	Interdisciplinary characteristics, rules, norms and values are recognized and explained. Different perspectives and visions are taken into account and integrated. Knowledge from various disciplines is adequately integrated.	- Interdisciplinary characteristics, rules, norms and values are recognized and explained sophisticatedly, as is the relevance for the proposed approach and action plan. - Different stakeholder perspectives and visions are very well addressed and integrated in a common, shared vision

		- Transdisciplinary knowledge is fully integrated and perfectly merged into one another.
Final Qualification 4 Develop and implement solutions that contribute to fundamental food system change towards sustainability		
LO 4A weighs the trade-offs and ethical consequences of transition pathways		
- Trade-offs of certain choices for the food system of its stakeholders are not or wrongly addressed. - There is not enough attention for relevant ethical values as part of the development of a food system intervention(plan), analysis, action or advice.	The results include a relevant statement of the trade-offs of certain choices for the food system and its stakeholders. Relevant ethical values related to (a.o) technology, culture and society are sufficiently taken into account as part of development of a food system intervention(plan), analysis, action or advice.	- Trade-offs of certain choices for the food system and its stakeholders are well reasoned to come to a thoughtful decision - All relevant ethical values are thoughtfully taken into account and smoothly incorporated in the intervention(plan), analysis, action or advice.
LO 4B translates challenges to possible interventions for solutions		
- Incomplete evaluation - No suggestions - No transfer between domains or situations	Current interventions evaluated for impact. Student does creative suggestions for improvement or alternatives. Transfer of existing concepts from one domain to another or to another situation.	- Solid, well-thought out evaluations and recommendations - High level of creativity/originality - Transfers existing concepts from one domain to another; clear added value
LO 4C creates innovative solutions as an answer to current food system challenges		
- Lack of innovativeness - High level of unfeasibility - The design process hasn't been followed - Lack of stakeholder involvement	The solution is a clear, feasible and innovative answer to a current challenge. No steps in the process are omitted. Stake holders are concerned in the design process.	- High level of innovativeness - Clear contribution to a healthy food system and society - High level of stakeholder support
Final Qualification 5 Apply relevant skills to contribute to science based innovation in the food system as a professional and creative change maker		
Areas of concern *Improvement possible to reach the standard*	**Criterion** *You have met the standard*	**Well advanced** *You have exceded the standard*
LO A applies design based and science driven research skills		

- Lack of cohesion between question, methods and analysis - Lack of originality - Lack of validity, reliability and suitability	Student shows to be able to formulate a well-articulated and original research and/or innovation proposal related to a food systems challenge. Validity, reliability and suitability are acceptable. Design based research approach is included where relevant.	- High level of originality/innovativeness, is non-standard - Contribution to existing methodology/society/science - Method is fully substantiated, and described transparently
LO B demonstrates and reflect upon professional skills		
- Entrepreneurial methods and models are not applied, an entrepreneurial mindset is missing. - Knowledge of and sensitivity to intercultural differences is lacking or flawed, fitting communication methods and skills are absent. - Projects are managed unprofessionally or traditionally, insight in needed tasks and ongoing developments is lacking. - Knowledge about change management is absent, integration of change management in planning or project design is absent or incomplete. - Insight in (own) leadership characteristics is lacking, judgement and application of fitting leadership styles is missing. - Strategic advice is missing, incomplete or flawed.	Projects and processes are managed professionally and agile. Good people as well as process skills have been shown. Pro-active and innovative entrepreneurial behaviour is shown. A good level of intercultural sensitivity is present as well as the ability to use change management techniques and apply a suitable leadership style to reach commitment for future goals or implementation of innovations. Provides others with strategic advice about innovation in the food system; defines changes and opportunities in relation to sustainable and long term goals.	- Shows to be sensitive to what is needed in people management during a project or process of change and acts accordingly. - Sees windows of opportunity and matches goals and opportunities. - Picks up (intercultural) signals between actors and takes differences into account. - Shows flexible leadership. - Anticipates on what is necessary to reach commitment for future goals. - Has a clear future vision and is able to translate this into useful strategies.