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EDUCATION AND EXAMINATION CODE
2016-2017 ACADEMIC YEAR
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PART I – PREAMBLE

SCOPE

§1. The present Education and Examination Code is intended as a minimal framework for the education and evaluations at Ghent University Global Campus (GUGC) in Songdo, Korea and may be complemented with specific provisions by the Campus Council.

Departures from the Education and Examination Code can only be granted by the Board of Governors of Ghent University in response to a substantiated request from the Campus Council. The Board of Governors of Ghent University expressly determines the period of validity of the granted departures.

The Education and Examination Code, the Campus Council’s supplements thereto, and any departures approved by the Board of Governors of Ghent University are to be communicated to students in electronic format.

§2. On the date of approval of the Education and Examination Code for the academic year 2016-2017 by the Ghent University Board of Governors, the education and examination regulations at GUGC - in addition to the aforementioned Code - are also governed by:

- The 2016-2017 electronic course catalogue¹;
- The regulations pertaining to the appropriate use of the network and the computers that are managed by the ICT Department (DICT) of Ghent University as approved by the Computer Committee on 25 August 1994²;
- The regulations pertaining to the appointment of the lecturers and co-lecturers for the course units and their temporary replacement, as approved by the Board of Governors at its meeting on 23 May 2013³;
- The regulations concerning research and collaboration at Ghent University, as approved by the Board of Governors at its meeting on 19 April 2002;
- The General Research and Collaboration Regulations, as approved by the Board of Governors of the Ghent University Association at its meeting on 15 October 2013⁴;
- The Disciplinary Regulations for Students, as approved by the Board of Governors at its meeting on 10 November 2006⁵.

§3. By requesting (re-) enrolment, students declare themselves to be in agreement with the stipulations of the current education and examination code.

§4. For outgoing exchange students with a main enrolment at Ghent University, the unabridged education and examination code of the receiving institution applies for the education and examination procedures (with the exception of the final deliberation decisions) of the course units belonging to the individual learning agreement.
ACRONYMS AND ABBREVIATIONS

EDUCATION QUALITY CONTROL UNIT (EQCU)
EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)
GHENT UNIVERSITY (UGent)
GHENT UNIVERSITY GLOBAL CAMPUS (GUGC)
STUDENT ADMINISTRATION AND MONITORING SERVICE (SAMS)
LIST OF DEFINITIONS

**Alternating course unit**: course unit which is not taught on an annual basis.

**Alternating study programme**: a study programme which is not taught on an annual basis or a study programme with a standard learning track involving alternating courses.

**Bachelor’s programme**: a study programme in higher education that is subsequent to secondary education and contains at least 180 ECTS credits.

**Catch-up activities**: educational activities which could not take place during the scheduled time period.

**Catch-up week**: a week in the academic calendar in which catch-up activities may be held.

**Co-lecturer**: lecturer appointed by Ghent University, who does not have the ultimate responsibility for the course unit concerned.

**Complementary study programmes**: study programmes for which the resulting diploma meets the diploma requirements to be admitted to another programme.

**Continuous assessment**: (usually several) evaluation(s) of the students’ study performance throughout the term or the academic year.

**Course sheet**: the description of a course unit in the course catalogue in accordance with the classification under article 25.

**Course unit**: a clear-cut set of educational, study and evaluation activities, aimed at acquiring well-defined competencies in terms of knowledge, insight, competences and attitudes. Each course unit is identified by a code listed in the course catalogue.

**Credits**: the acquired ECTS credits that are linked to a particular course unit.

**Credit certificate**: an acknowledgement that, after an evaluation, a student has proven to master the competencies of a particular course unit. This acknowledgement is recorded in a document or is established by means of an electronic registration.

**Credit contract**: a contract which the university board enters into with a student who enrolls in order to obtain a credit certificate for a course unit by means of full participation in the educational activities.

**Curriculum**: a list of course units per student per academic year.
**Curriculum Committee**: committee with decision-making authority with regard to awarding exemptions, elective course units and credit contracts (cf article 2).

**Degree**: the specification of ‘Bachelor’ or ‘Master’ awarded when obtaining a diploma.

**Deliberation**: a formal discussion by an Examination Board per deliberation set or by an Examination Board per study programme.

**Deliberation Set**: a cluster of course units, credits and exemptions of in principle 60 ECTS credits, determined for each student and each study programme. These course units have been grouped within the framework of a diploma contract, and the Examination Board per deliberation set can make study progress decisions on them.

**Diploma**: the document that is awarded to students upon the successful completion of a Bachelor’s programme or a Master’s programme.

**Diploma Contract**: a contract which the university board enters into with a student who enrols in order to obtain a diploma for a particular study programme with the intent to fully participate in the educational activities.

**Diploma Supplement**: supplement to the diploma describing the nature, level, context, contents and status of a study programme, in accordance with the relevant resolution of the Flemish Government.

**Discipline**: a branch of science on which the academic staff provide education, conduct scientific research or provide scientific services.

**Distance Learning**: mode of study in which students go through a learning process for a comprehensive self-contained course or study programme. Distance learning allows the student and the supervisor/organiser of the learning process to be in different locations, and it can involve a very considerable or very small degree of individual guidance, as well as extensive communication with fellow students. Distance learning often requires using an electronic learning environment.

**ECTS Credit**: an international unit which corresponds to a minimum of 25 and a maximum of 30 hours of prescribed educational, study and evaluation activities and which is used to express the study load of each study programme or each course unit.

**Educational Activities**: activities provided by the academic staff that are aimed at the transfer, processing, practice, assisted application and integration of subject matter.

**Elective Course Unit**: course unit that students select according to their own personal interpretation of their study programme overview.

**Electronic Learning Environment**: web-based environment that students may consult for information, and that allows them to do exercises and communicate with lecturers and/or fellow students. The electronic learning environment for Ghent University and GUGC is called Minerva.
**END-OF-TERM ASSESSMENT:** any evaluation during the examination periods, as scheduled in the academic calendar, of the extent to which students, based on their studies, have acquired the competencies related to a course unit.

**ENROL:** to enter into a contract to obtain a diploma or credits that is renewable every year.

**EVALUATION:** testing the extent to which students, based on their studies, have acquired the competencies that are set out in a course unit.

**EVALUATION MOMENT:** specification of the period in which students can be evaluated for a particular course unit.

**EXAMINATION BOARD PER DELIBERATION SET:** a body composed by the Campus Council which is authorised to take exam decisions regarding a deliberation set and to formulate study advice.

**EXAMINATION BOARD PER STUDY PROGRAMME:** a body composed by the Campus Council which is authorised to take examination-related disciplinary decisions and exam decisions on the whole of the study programme with a view to awarding diplomas and grades of merit.

**EXAMINATION DECISION:** all decisions which, whether on the grounds of a deliberation round or not, involve a final judgement as to whether a student meets the requirements to pass a course unit, several course units of a study programme, or a study programme as a whole.

**EXAMINATION MARK:** the assessment of a student’s study performance as tested per course unit. This examination mark is expressed as a whole number from 0 up to and including 20.

**EXAMINATION-RELATED DISCIPLINARY DECISION:** decision that is imposed due to fraud or other irregularities during (continuous or end-of-term) assessment.

**EXAMINATION-RELATED DISCIPLINARY MEASURE:** penalty that is imposed as a result of an examination-related disciplinary decision.

**EXAMINATION RESULTS ANNOUNCEMENT:** the announcement of exam results and/or deliberation decisions, either publicly or electronically (via Minerva) or by means of the transcript of records.

**EXAMINER:** a lecturer-in-charge or a co-lecturer who is responsible for the evaluation of a particular course unit. Alternatively, in accordance with article 54, an examiner could be any other tenured academic staff member and/or an assistant professor or visiting professor or a research fellow who is employed at Ghent University, GUGC or the Research Foundation Flanders on a temporary or permanent basis.

**EXEMPTION:** lifting the obligation to sit an exam for a particular course unit.

**FEEDBACK:** feedback involves a review and explanation of students’ evaluation(s). As part of this process, students are also provided with recommendations intended to advance, improve or adjust study performance in view of future evaluations.
**FIELD OF STUDY:** a field of study as defined by decree in which study programmes that are related in terms of contents are assembled.

**FIRST-TERM COURSE UNIT:** course unit that is scheduled in the first term of the academic year.

**FULL-TIME STANDARD LEARNING TRACK YEAR:** a standard learning track year of in principle 60 ECTS credits.

**FULL-YEAR COURSE UNIT:** course unit which is taught over the two terms of one academic year.

**GRADE OF MERIT:** special citation (passed cum fructe, passed cum laude, passed magna cum laude, passed summa cum laude) awarded by the Examination Board per study programme upon completion of a Bachelor’s programme.

**GUEST STUDENT:** a student who is enrolled at a different institution for higher education while taking a number of course units at GUGC or enjoying educational guidance at GUGC, as part of an interuniversity study programme or another type of interuniversity co-operation or as part of a co-operation scheme with university colleges. Guest students are registered at GUGC.

**INCOMING EXCHANGE STUDENT:** a student enrolled at a foreign university who takes course units at GUGC during a time period that is contractually determined, as part of an international student exchange programme.

**INTEGRATION COURSE UNIT:** course unit in which the students apply and further develop the knowledge, insight, competences and attitudes that they acquired in other course units. Examples of integration course units include the Master’s dissertation, projects, seminar projects and work placements.

**LEARNING TRACK:** the way in which the study is arranged for a student, i.e. the terms and conditions governing study progress (the order and the number of course units within a particular time span) of a curriculum. A learning track can be organised according to a standard learning track or a personalised learning track.

**LEARNING TRACK COUNSELLOR:** a member of the SAMS who provides students with information, advice, and assistance with regard to the various aspects of their study career: study progress, selection processes, reorientation and personalised learning tracks. S/he also acts as contact person between students and academic staff and, if necessary, can refer students to the appropriate services or bodies.

**LECTURER-IN-CHARGE:** the lecturer appointed by Ghent University who is ultimately responsible for a course unit.

**MAIN SUBJECT:** a differentiation of at least 30 ECTS credits in a study programme which may include the Master’s dissertation or any final projects.

**MANDATORY COURSE UNIT:** course unit that needs to be taken by all students who have enrolled under a contract to obtain a diploma, with the exception of students who have been awarded an exemption or a study load reduction.

**MINERVA:** the official electronic learning environment of Ghent University and GUGC.
OASIS: the IT-system that supports the processes and activities concerning the education and student administration.

**PARTIAL EXAMINATION:** an examination dealing with only part of the study material.

**PERSONALISED LEARNING TRACK:** learning track which deviates from the standard learning track.

**PLAGIARISM:** plagiarism is considered to be a form of fraud and an irregularity at Ghent University and GUGC. To commit plagiarism is to present (parts of) a source as original and your own, without adding any acknowledgements. It can relate to different forms of production, such as texts (written, oral), images (photographs, film, graphs, diagrams, figures, etc), music, databases, a structure, a line of reasoning, or ideas.

**PREVIOUSLY ACQUIRED QUALIFICATIONS:** every Belgian or foreign study certificate which shows that the student has successfully completed a formal learning track, whether as part of an educational programme or otherwise, insofar as it is not a credit certificate obtained within the institution or programme where the (prospective) student wishes to assert this qualification.

**REGISTER:** individuals who are enrolled at a different higher education institution (guest students) are registered at GUGC. Registrations only serve administrative purposes, as it allows GUGC to know the identity of the individuals in question, while also allowing these individuals to use a number of facilities that are available to GUGC students.

**REGULAR COURSE UNIT:** course unit approved by the Executive Board and for which the student is awarded a credit certificate upon successful completion.

**RESEARCH RESULTS:** the results of research or development efforts, accomplished by the researchers as part of their relation with Ghent University and/or by means of Ghent University resources or equipment. These do not comprise literary works or works of art as intended under the Law on Copyright and Neighbouring Rights of 30 June 1994 (‘Copyright Act’). However, they are considered to comprise computer software or databases which are protected under the Copyright Act and/or the Act of 31 August 1998 which transposed into Belgian law the European Directive of 11 March 1996 on the Legal Protection of Databases (‘Database Act’).

**RESEARCH RESULTS THAT CAN CREATE VALUE:** the research results that at first sight appear to offer viable prospects for exploitation, commercialisation and/or social implementation and which are the property of Ghent University or to which Ghent University can assert certain rights.

**SECOND-TERM COURSE UNIT:** course unit that is scheduled in the second term of the academic year.

**STANDARD LEARNING TRACK:** standard learning track within a given study programme, as determined by the Campus Council in the provisions of article 25, 4°, in which the optimal succession, feasibility and organisation of the education offered in this programme is pursued.

**STANDARD LEARNING TRACK YEAR:** part of a standard learning track that is offered within one academic year, as determined in the course catalogue.

**STUDENT:** an individual who is enrolled at Ghent University or GUGC for the current academic year.
**Student Administration and Monitoring Service (SAMS):** Central contact where student counsellors and learning track counsellors work together to provide maximum support to students for a wide range of study and learning track-related issues and student administration.

**Student Counsellor:** A member of the SAMS who coaches students to ensure a smooth study process. A student counsellor offers content-specific and/or general coaching about the relevant study programme. S/he works together with lecturers and teaching assistants to set up new coaching schemes and offers feedback with regard to recurrent field-related problems.

**Study Load:** The number of ECTS credits that are assigned to a course unit or a study programme.

**Study Programme:** The structuring unit of higher education, i.e., a set of coherent educational, study, and evaluation activities that are authenticated with a diploma or certificate upon successful completion.

**Study Programme Characteristics:** The defining characteristics of a study programme, arising from (a) the qualification and/or specification of the degree that is awarded upon completion of the study programme, and/or (b) the study load of the study programme, and/or (c) a specific main subject within a study programme.

**Study Programme Overview:** The full set of course units that make up a study programme.

**Study Time:** The amount of time, expressed in hours, that an average student needs in order to successfully complete the prescribed educational and evaluation activities of a course unit or study programme.

**Succession:** The regulations determined by the university board on whether or not students need to have followed or passed a particular course unit before they can enrol for another course unit. Optimal succession is offered under the form of a standard learning track. The order in which course units are best taken within the context of a diploma contract, taking into account the initial competencies for each course unit. Succession may be advisory as well as mandatory in nature. It is important to note here that obtaining a credit for the successive course unit does not mean that the learning outcomes of the preceding course unit have been acquired.

**Summer Programme:** (Group of) course unit(s) that is/are offered during the summer recess. This may be the case for regular course units (as part of Master’s programmes) and for independent initiatives in the form of permanent training programmes organised by Ghent University.

**Teaching Method:** The way in which the educational activities are given shape, so that students can acquire the envisaged competencies as efficiently as possible. Examples of teaching methods include lectures, practicals, the Master’s dissertation, guided self-study, online discussion forums, independent work, etc.

**Technology Transfer Office:** The body charged with the protection and exploitation of Ghent University research results, for the benefit of and under the authority of Ghent University.

**Transcript of Records:** An enumeration of the examination marks obtained by an individual student for the course units that are listed on this report.
**TUITION FEE:** the amount that the student is to pay upon enrolment in order to take part in educational activities and/or exams.

**VERTICAL AND HORIZONTAL CONSISTENCY:** synchronising the contents of the course units within a specific learning track (horizontally) and across the various learning tracks (vertically), aimed at preventing gaps in the initial competencies of students and overlap between course units.
PART II – EDUCATION REGULATIONS

SECTION I – THE ORGANISATIONAL STRUCTURE OF GUGC

ARTICLE 1: THE CAMPUS COUNCIL

Ghent University Global Campus (GUGC) is managed jointly by the Campus President and the Campus Council.

The Campus Council consists of representatives of GUGC personnel and students. The Campus President is chair of the Campus Council, which meets at least once a month when the university is in session.

The Campus Council, under the chairmanship of the Campus President, has the following tasks:

1° Advising the Board of Directors of NPO “Ghent University Korea” concerning the appointment and promotion of academic staff, in accordance with Ghent University practices.
2° Proposing a detailed research plan
3° Proposing academic rules and regulations in accordance with Ghent University practices.
4° Proposing modifications in the academic programs offered.
5° Organizing the necessary advisory bodies
6° Setting up a quality assessment system for the educational programs, analogous to the one used at Ghent University.

ARTICLE 2: THE CURRICULUM COMMITTEE

The Campus Council establishes a Curriculum Committee with the authority to award exemptions, personalised learning tracks, elective course units and contracts to obtain credits. The Curriculum Committee may be set up per study programme or per cluster of study programmes.

The learning track counsellor is responsible for counselling students on how to put together a file. The Curriculum Committee may consult any person, council or committee that it deems relevant.

ARTICLE 3: THE EDUCATION QUALITY CONTROL UNIT (EQCU)

The Campus Council establishes an Education Quality Control Unit (EQCU) that is responsible for the coordination of the educational evaluations. It ensures that all course units of any given study programme or any lecturer are frequently evaluated. All course units and the lecturers-in-charge and co-lecturers that are mentioned in the course file shall be evaluated at least once every three years.

ARTICLE 4: THE STUDENT ADMINISTRATION AND MONITORING SERVICE (SAMS)

The Student Administration and monitoring service is a central contact within GUGC where there is support to students for a range of study and learning track-related issues (provided by the learning track counsellor), as well as for any administration concerning their enrolment.
SECTION II – THE ORGANISATION OF THE ACADEMIC YEAR

ARTICLE 5: START AND CLOSE OF THE 2016-2017 ACADEMIC YEAR

The 2016 academic year starts on 29 August 2016 and closes on 25 August 2017.

ARTICLE 6: THE 2016-2017 ACADEMIC CALENDAR

§ 1. Semester system

1° Course units are taught and evaluated within one term. The academic year is divided into two terms.

2° In contravention of 1° course units may be organized as full-year course units in the following cases:
   - If they are organized in the first year of the standard learning track of a Bachelor’s programme.
   - If they are integration course units.
   - If the learning process or the organization of the educational activities requires a level of continuity or development that cannot be accomplished within the time span that is laid down for the educational activities in one term.

Any such departures are granted by a decision by the Executive Board of Ghent University. Such a decision shall be based on the comprehensively substantiated recommendation of the Campus Council. Once such a departure has been granted for a course unit, the departure remains in force until the Campus Council decides to organize the course unit again and evaluate within one term.

The educational activities of a full-year course unit cannot continue in the examination periods, the catch-up week or the periods in which educational activities and evaluations are suspended, barring exceptions approved by the Executive Board of Ghent University.

§ 2. The academic calendar is compiled annually and publicised by the Board of Governors of Ghent University, before 1 January preceding the start of the academic year concerned. The Campus Council is free to complement the academic calendar with specific provisions.

§ 3. Due to the difference in organization of the Bachelor years, a customized academic calendar is valid for the different Bachelor years.

Bachelor 1 and Bachelor 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon August 29</td>
<td>start of the 2016 academic year</td>
</tr>
<tr>
<td>Mon 2016/08/29 up to</td>
<td>12 weeks of first-term educational activities (Fall Semester)</td>
</tr>
<tr>
<td>and including Fri 2016/11/18</td>
<td></td>
</tr>
<tr>
<td>Mon 2016/11/21 up to</td>
<td>1 week of catch-up activities</td>
</tr>
<tr>
<td>and including Fri 2016/11/25</td>
<td></td>
</tr>
<tr>
<td>Mon 2016/11/28 up to</td>
<td>1 week of self-study and 2 weeks of first-term examination period</td>
</tr>
<tr>
<td>and including Mon 2016/12/19</td>
<td></td>
</tr>
<tr>
<td>Wed 2016/12/21</td>
<td>Announcement of the results and feedback on the first-term examination period</td>
</tr>
<tr>
<td>Thu 2016/12/22 up to</td>
<td>10 weeks of Winter Vacation and resit examinations. Resit examinations will be organized from Mon 2017/02/13 until Sat 2017/02/18</td>
</tr>
<tr>
<td>and including Fri 2017/02/24</td>
<td></td>
</tr>
<tr>
<td>Tue 2017/02/21</td>
<td>Announcement of the results and feedback on the first-term resit examination period</td>
</tr>
<tr>
<td>Mon 2017/02/27 up to</td>
<td>12 weeks of second-term educational activities (Spring Semester)</td>
</tr>
<tr>
<td>and including Fri 2017/05/19</td>
<td></td>
</tr>
<tr>
<td>Mon 2017/05/22 up to</td>
<td>1 week of catch-up activities</td>
</tr>
<tr>
<td>and including Fri 2017/05/26</td>
<td></td>
</tr>
<tr>
<td>Mon 2017/05/29 up to</td>
<td>1 week of self-study and 2 weeks of second-term examination period</td>
</tr>
<tr>
<td>and including Mon 2016/06/19</td>
<td></td>
</tr>
<tr>
<td>Date Range</td>
<td>Event Description</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Wed 2017/06/21</td>
<td>Announcement of the results and feedback on the second-term examination period</td>
</tr>
<tr>
<td>Thu 2017/06/22 up to and including Fri 2017/08/25</td>
<td>10 weeks of Summer Vacation and resit examinations. Resit examinations will be organized from Mon 2017/08/14 until Mon 2017/08/21.</td>
</tr>
<tr>
<td>Thu 2017/08/24</td>
<td>Announcement of the results and feedback on the second-term resit examination period</td>
</tr>
<tr>
<td>Mon 2017/08/28</td>
<td>Start of the 2017-2018 academic year</td>
</tr>
</tbody>
</table>

**Bachelor 3**

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon August 29</td>
<td>Start of the 2016 academic year</td>
</tr>
<tr>
<td>Mon 2016/08/29 up to and including Fri 2016/09/23</td>
<td>4 weeks of first-term educational activities</td>
</tr>
<tr>
<td>Mon 2016/09/26 up to and including Fri 2016/09/30</td>
<td>1 week of self-study and exam</td>
</tr>
<tr>
<td>Mon 2016/10/03 up to and including Fri 2016/10/28</td>
<td>4 weeks of first-term educational activities</td>
</tr>
<tr>
<td>Mon 2016/10/31 up to and including Fri 2016/11/04</td>
<td>1 week of self-study and exam</td>
</tr>
<tr>
<td>Mon 2016/11/07 up to and including Fri 2016/12/02</td>
<td>4 weeks of first-term educational activities</td>
</tr>
<tr>
<td>Mon 2016/12/05 up to and including Mon 2016/12/19</td>
<td>2 weeks of self-study and exams</td>
</tr>
<tr>
<td>Wed 2016/12/21</td>
<td>Announcement of the results and feedback on the first-term examination period</td>
</tr>
<tr>
<td>Thu 2016/12/22 up to and including Fri 2017/02/24</td>
<td>10 weeks of Winter Vacation and resit examinations. Resit examinations will be organized from Mon 2017/02/13 until Sat 2017/02/18</td>
</tr>
<tr>
<td>Tue 2017/02/21</td>
<td>Announcement of the results and feedback on the first-term resit examination period</td>
</tr>
<tr>
<td>Mon 2017/02/27 up to and including Fri 2017/03/24</td>
<td>4 weeks of first-term educational activities</td>
</tr>
<tr>
<td>Mon 2017/03/27 up to and including Fri 2017/03/31</td>
<td>1 week of self-study and exam</td>
</tr>
<tr>
<td>Mon 2017/04/03 up to and including Fri 2017/04/28</td>
<td>4 weeks of first-term educational activities</td>
</tr>
<tr>
<td>Mon 2017/05/01 up to and including Fri 2017/05/05</td>
<td>1 week of self-study and exam</td>
</tr>
<tr>
<td>Mon 2017/05/08 up to and including Fri 2017/06/02</td>
<td>4 weeks of first-term educational activities</td>
</tr>
<tr>
<td>Mon 2017/06/05 up to and including Mon 2017/06/19</td>
<td>2 weeks of self-study and exams</td>
</tr>
<tr>
<td>Wed 2017/06/21</td>
<td>Announcement of the results and feedback on the second-term examination period</td>
</tr>
<tr>
<td>Thu 2017/06/22 up to and including Fri 2017/08/25</td>
<td>10 weeks of Summer Vacation and resit examinations. Resit examinations will be organized from Mon 2017/08/14 until Mon 2017/08/21.</td>
</tr>
<tr>
<td>Thu 2017/08/24</td>
<td>Announcement of the results and feedback on the second-term resit examination period</td>
</tr>
</tbody>
</table>

Article 6: The 2016-2017 academic calendar
During catch-up week, the following activities may be organised:
- educational activities, if they were unable to be held in the scheduled period due to force majeure;
- revision lessons and/or extra exercises, provided that no new subject matter is taught;
- the evaluations intended under articles 29 §4.

Educational activities and evaluations are suspended during Summer and Winter Vacation as well as on the following National Holidays and Ghent University Dies Natalis:
- Wednesday, 2016/09/14, Mid-Autumn Festival Day 1
- Thursday, 2016/09/15, Mid-Autumn Festival Day 2
- Friday, 2016/09/16, Mid-Autumn Festival Day 3
- Monday, 2016/10/03, National Foundation Day
- Sunday, 2016/10/09, Hangeul Day (n/a)
- Sunday, 2016/12/25, Christmas Day (n/a)
- Sunday, 2017/01/01, New Year’s Day (n/a)
- Friday, 2017/01/27, Seollal (Korean New Year) Day 1
- Saturday, 2017/01/28, Seollal (Korean New Year) Day 2 (n/a)
- Sunday, 2017/01/29, Seollal (Korean New Year) Day 3 (n/a)
- Monday, 2017/01/30, Seollal (Korean New Year) — replacement of Sunday
- Wednesday, 2017/03/01, Independence Movement Day
- Friday, 2017/03/24, Ghent University Dies Natalis
- Wednesday, 2017/05/03, Buddha’s Birthday
- Friday, 2017/05/05, Children’s Day
- Tuesday, 2017/06/06, Memorial Day
- Tuesday, 2017/08/15, Liberation Day

ARTICLE 7: PREPARATORY SEMESTER

§1. GUGC is offering admitted students the chance to already enroll for a Preparatory semester. This Preparatory semester takes place the semester before the start of the first year of the education program.

This Preparatory semester of the Academic year 2016-2017 starts in March 2017 and is organized parallel with the Second semester of the Academic year 2016-2017.

§2. This Preparatory semester exists of non-credit introduction courses to prepare the students for the courses in the curriculum. Next to that, it is possible for the students to take up some credit courses from the first year curriculum. If the student passes these courses, the student receives credits for these courses.

§3. When the First semester starts in September, the students who enrolled in March are automatically enrolled for the regular program.
SECTION III – ADMISSION REQUIREMENTS

SUBSECTION I – DIPLOMA ADMISSION REQUIREMENTS

ARTICLE 8: ADMISSION REQUIREMENTS FOR BACHELOR’S PROGRAMMES

Students who intend to enrol for a Bachelor’s programme need to complete the admission procedure. As a general admission requirement, prospective students need to hold at least one of the following diplomas:
- a secondary school diploma awarded by an educational institution that is recognized by the Korean Government;
- a secondary school diploma awarded by an educational institution that is recognized by the Flemish Government;
- a certificate which, pursuant to a statutory standard, a European Directive or an international convention, is recognized as being equivalent at a minimum to one of the diplomas listed above.

SUBSECTION II – LANGUAGE ADMISSION REQUIREMENTS

ARTICLE 9: LANGUAGE REQUIREMENTS

§1. All prospective students are required to demonstrate English proficiency (CEF level B2) by one of the following documents:
- a TOEFL TEST, with a score ranging from at least 510 up to and including 559 (paper-based), or ranging from at least 86 up to and including 109 (Internet-based) or above. Participants are to specify “institution code” B315 if they want the test results to be communicated directly to Ghent University Global Campus
- an original ‘Academic Test Report Form’ (TRF) from IELTS, with a score of at least 6.0
- a certificate awarded by the Ghent University Language Centre, with a CEF B2 score
- a certificate awarded by a university language centre with a CEF B2 score
- the final test certificate for the course Practical Engels 5, Upper-intermediate Academic
- English or Preparing for an English test, issued by the Ghent University Language Centre
- First certificate in English (FCE)

§2. The Campus Council may deviate from the requirements stated in §1 in exceptional cases. For each case, such a decision needs to be substantiated separately and concretely.

§3. Exemptions:
Prospective students shall be exempted from the language requirements for English, if they have already passed an English-language study programme, either in secondary education or at another institution for higher education (i.e. the student needs to have obtained 60 credits whether it be in one academic year or several).
SECTION IV – (RE-)ENROLMENT

ARTICLE 10: (RE-)ENROLMENT

§1. Prospective students who – after completing the admission procedure (cf Section III Admission Requirements) – received a Letter of Admission are to be enrolled before 22 August 2016. The timeliness of (prospective) students’ requests to (re-)enrol shall be determined by the date on which they report to the SAMS with the required permissions and authorisations.

Students are enrolled as soon as their (re-)enrolment has been processed by the student information system. Students are sent an electronic confirmation of enrolment specifying their enrolment date. This confirmation serves as proof of the contract between the student and GUGC on the enrolment date.

§2. The enrolment makes it mandatory upon the students to pay the relevant enrolment deposit and tuition fees.

§3. Enrolments take effect as from the date of enrolment until the close of the academic year, except in cases where students choose to invoke article 23 (Contract termination).

ARTICLE 11: FRAUD AT ENROLMENT

§1. If a prospective student makes use of forged certificates or diplomas in order to enrol for a study programme or course unit, any admission procedures that have been started will be aborted and the student will be denied admission.

§2. It is considered a disciplinary offence to use forged certificates or diplomas in order to (re-)enrol at GUGC for a study programme or course unit or within the context of an exemption procedure or a procedure on previously acquired competencies. Therefore, it may lead to a disciplinary measure as provided in the Disciplinary Regulations for Students. The disciplinary measure is imposed in application of the procedure described in the Disciplinary Regulations for Students by the disciplinary bodies referred to in those regulations.

In anticipation of the completion of the disciplinary procedure, a disciplinary measure may be imposed in application of the Disciplinary Regulations for Students.

If the disciplinary measure involves the dismissal of the party involved, the tuition fee still needs to be paid, and any amount that has already been paid will not be reimbursed.

§3. If the fraud in question is not discovered until after the student has obtained a credit certificate for one or several course units, these may be declared null and void by the disciplinary measure and may be re-claimed. If appropriate, the diploma or certificate that was awarded for the study programme involved may also be declared null and void and re-claimed.

ARTICLE 12: TUITION FEES

§1. The tuition fee is determined by the Board of Governors of Ghent University after the advice of the Campus Council. If a student fails to pay the owed tuition fee or only pays part of it, s/he will not be allowed to re-enrol in a following semester or academic year, and any credit certificates, diplomas and other certificates (including their supplements) will be withheld as long as the full amount has not been paid.

§2. Tuition fees should be paid in KRW. They are subject to change without notice. According to the Won-Euro rate of exchange, GUGC will readjust the fees for every new semester at the start of the respective application period.

§3. Tuition fees

1° Graduate Level September Enrolment – 2016-2017

<table>
<thead>
<tr>
<th>Categories</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment Deposit</td>
<td>₩ 2,000,000</td>
</tr>
</tbody>
</table>

Article 12: Tuition fees
ARTICLE 13: DEFERMENT OF ADMISSION AND LEAVE OF ABSENCE

§1. Deferment of Admission
If a student is offered admission to full-time study at GUGC in the first year of a degree program, student may request a deferral for one academic year for personal health reasons or two to three academic years for mandatory military service (the period depends on the service period), only. Students who fail to enrol after the given period must apply fresh for admission.

Procedures: To be eligible for a deferral, student must accept the offer of admission and pay his/her enrolment fee and request a Deferment of Admission prior to the first day of classes of the academic year. A letter of “Deferment of Admission” will be issued by the Admissions office after the student submits applicable proof documents.

Tuition: Full tuition refund will be made. The enrolment fee is not refundable, but will be valid for the next academic year.

Article 13: Deferment of admission and leave of absence
The student will not be considered as a GUGC student. The student will not have access to GUGC facilities and digital services. The student will not be able to receive any document issued by GUGC such as proof of enrolment other than for the required submissions mandated by compulsory national military service.

§2. Leave of Absence
A leave of absence may be granted to students during or after an academic year. The period of this leave of absence has no limitations.

Procedures: A leave of absence request shall be submitted to the Admissions and Enrolment office along with the applicable form and proof document (if applicable, ie. Military serve document).

Tuition: No tuition fees will be charged for the duration of the authorized leave. Tuition refund will be made based on the tuition refund criteria. The enrolment fee is not refundable in any case.

During a leave of absence the student will not be considered as GUGC student and loses access to all GUGC facilities and digital services.

§3. Return from a Leave of Absence
Prior to the first day of classes of the semester/Academic Year in which the student seeks to return, the student must notify the Admissions and Enrolment Office by submitting the Return from a Leave of absence form.

Tuition: Students are responsible for the enrolment fee and tuition fee applied in their year of return. A scholarship offer will not be withdrawn.

ARTICLE 14: REGISTRATION OF GUEST- AND EXCHANGE STUDENTS
The following students, enrolled at their educational institution of origin, are required to register at GUGC:
- incoming exchange students;
- students who are enrolled at a different university or university college and who are taking course units under a co-operation agreement or as part of an interuniversity study programme.

Through their registration, the students declare themselves in agreement with the provisions that are laid down in the present Education and Examination Code for the registration period concerned.

ARTICLE 15: STUDENT CAMPUS CARD AND CERTIFICATES
Following enrolment students receive their personal student campus card and can request their certificate of enrolment at the Admission and Student Affairs Office.

ARTICLE 16: PERSONAL DETAILS UPDATE
Students commit themselves to immediately notifying GUGC of any changes to their personal details (name, first name, address, etc) in person or by e-mail to the SAMS.

ARTICLE 17: UGENT ACCOUNT
§1. All students are given a UGent account with matching e-mail address. This account offers access to the electronic learning environment (Minerva), the Internet and the UGent intranet and all the applications that are available there. UGent accounts are valid for the duration of the enrolment.
§2. The login and password are sent to the student after enrolment. GUGC e-mail addresses ending in @Ghent.ac.kr are used as an official channel of communication. Students are required to read the official e-mails sent to their Ghent University e-mail address on a regular basis.

§3. Students are required to register on Minerva for each course unit for which they are enrolled in the academic year at hand. The lecturer-in-charge may refuse access to the website of the course unit taught by him to students who are unable to demonstrate they are enrolled at Ghent University under a contract that includes the course unit concerned. Students are also expected to register on Minerva for the information sites that are relevant to them and consult these sites on a regular basis. All information that is disseminated on these sites with regard to the study programme or course units taken by students is considered to have been legitimately announced.

ARTICLE 18: ENROLMENT AND STUDY PROGRESS MONITORING

§1. Binding conditions and refusal to enrol for contracts to obtain a diploma:

1° If a student has obtained credits for less than 50% of the personal enrolment curriculum, a binding condition will be imposed upon the next enrolment for the same study programme [regardless of the language variety].

2° The contents of the binding condition referred to in 1° will be determined in the Education and Examination Code of the academic year in which the student enrolls again for the same study programme [regardless of the language variety].

For the academic year 2016-2017 the student needs to have obtained credits for at least 50% of the personal enrolment curriculum. Moreover, if the student has obtained credits for less than 50% of the ECTS-credits of the first deliberation set, s/he is required to obtain credits for at least 75% of the personal enrolment curriculum belonging to the first deliberation set of the Bachelor's programme.

3° If the student does not meet the above-mentioned condition, s/he is not allowed to enrol with a contract to obtain a diploma for the same study programme again [regardless of the language variety], nor is s/he allowed to enrol for the general introduction preparing students for different study programmes.

§2. Regardless of the contract type and any previously imposed binding conditions and whether or not these conditions were met, enrolment for the study programmes at GUGC will be refused for students who, after 3 years of enrolment, have acquired less than one third of the ECTS credits that they took up during those enrolments.

§3. For contracts to obtain credits, enrolment is refused for students who have enrolled twice for said course unit without obtaining the credit certificate. This provision is valid irrespective of whether or not the previous enrolment was under a contract to obtain credits or a contract to obtain a diploma.

§4. When binding conditions are imposed or an enrolment is refused, students are notified through their transcript of records.

§5. Students may annually file an appeal against the decision to impose binding conditions as well against the decision to refuse enrolment, by means of a substantiated request with the Institutional Appeals Committee, as specified under article 58. In exceptional circumstances, enrolment may still be granted.

§6. In special cases and on objective grounds, the Examination Board per study programme may terminate the work placement or another practical course unit early, if the student involved has exhibited behaviour that makes him/her unqualified to execute the profession for which the study programme is training him/her. In application of this previous statement, any student whose work placement or practical course unit has been terminated early, will not have the right to a second examination opportunity. This decision needs to be extensively substantiated by the Examination Board per study programme. The student in question may file an appeal against this decision with the Institutional Appeals Committee (as specified under article 58).

ARTICLE 19: SPECIAL STATUS FOR STUDENTS

§1. Students may apply for special status which may be awarded on the grounds of:
1° Functional impairment
2° Top-level sports activities
3° Professional artistry
4° Holding office in a central administration or advisory body of GUGC
5° Exceptional social or individual circumstances.
6° Student-entrepreneur
7° Working student status

§2. Students who feel they may rightfully claim special status on the grounds of one or several of the reasons specified under §1 are to address their substantiated request – citing the aforesaid ground(s) – to the Campus Council. They are to do so at the start of the term, unless exceptional circumstances prevent them from doing so. The application is to be accompanied by the necessary documentary evidence and official certificates.

§3. The Campus Council decides whether or not special status is awarded. This decision is communicated to the student-applicant by regular letter. Unless decided otherwise by the Campus Council, special status is only valid for the academic year in which it was awarded and becomes effective as from the date on which it was awarded.

§4. In consideration of the reason why they have been awarded special status, and in joint consultation between the lecturer-in-charge and the student concerned, special status students may be awarded one or several of the following facilities (regardless of other relevant provisions in the present examination code):

- exemption from educational activities requiring student attendance. In this case, a task may be imposed in substitution;
- have one or several examinations rescheduled to a different time in the same academic year;
- be examined in a manner different from the regulatory manner;
- be given an alternative time for feedback;
- be awarded different terms and conditions with regard to the concrete manner in which tuition is provided and in which the students are evaluated.

If the students who have been awarded special status wish to make use of any of the above facilities, they can contact the SAMS, which in turn shall mediate between the lecturer-in-charge and the student about the required facilities. The monitoring service shall subsequently inform the special status student of the facilities awarded to him/her. A copy of this notification shall be transmitted by the monitoring service to the lecturer(s) involved.

These facilities are requested by the students before the start of the examination period in question, unless exceptional circumstances prevent them from doing so. They will be awarded as from the date on which the terms were reached.
ARTICLE 20: CONTRACT

§1. Students enrol to obtain a diploma for a specific study programme. Enrolling involves the right to take part in the regular educational activities, to enjoy educational support facilities and to sit examinations for course units that are part of the curriculum described in article 21, with the exception of any exemptions and/or previously obtained credits.

§2. The terms and contents of the contract consist of the curriculum awarded to the student on the basis of his/her enrolment for a particular study programme, which is laid down in accordance with the terms and conditions specified in article 21.

§3. Credit contract for separate course units:
Enrolling under a credit contract involves the right to take part in educational activities, to enjoy educational support facilities and to sit examinations for the course unit to which the contract applies.
In order for (prospective) students to be able to enrol under a credit contract, they need to meet the admission requirements for the study programme which the course units belong to as stated in Section III: Admission Requirements.
Prospective students that fail to meet the admission requirements may still be admitted by the Vice-Chancellor of Ghent University if an inquiry indicates that they are qualified to follow the course unit. This will be evaluated on the basis of a test, an interview or records.

ARTICLE 21: THE STUDENT’S CURRICULUM

§1. The curriculum is an integral part of the contract concluded between the university board and the student. The curriculum is awarded and approved by the Curriculum Committee (cf article 2) per academic year. Students are expected to take cognisance of the determined curriculum.

§2. The student’s curriculum may be established on the basis of the standard learning track specified in the course catalogue.
The student’s curriculum may be established as a personalized learning track insofar as the Curriculum Committee agrees to this. In particular, the Curriculum Committee will investigate the optimal succession, suitability and acceptability of the education offered in this programme.
The curriculum comprises the course units for which ECTS credits are taken up, the student’s exemptions and his/her previously obtained credits.

§3. Establishing the curriculum
The students submit a curriculum proposal according to the Campus Council’s guidelines and deadlines.

When composing the curriculum, the Curriculum Committee will take the following stipulations into account:

• Students who have enrolled in a Bachelor’s programme always need to take up all the course units of the first year of the standard learning track (BA1). The Curriculum Committee is obliged to grant exceptions to students with a special status or a working student status.
If students wish to reduce their curriculum for the second term, the Curriculum Committee decides whether this request may be granted, taking into account the general guidelines concerning study progress.

• Students who have not yet passed all the course units of the first year of the standard learning track of a Bachelor’s programme are required to take up all remaining course units of that first year when they enrol for the same programme again. This will guarantee that they may still pass the first deliberation set of the Bachelor’s programme.
The Curriculum Committee is obliged to grant exceptions to students with a special status or a working student status.
• Students can only get a personalized learning track combining course units from the first and second (or later) year of the standard learning track of the Bachelor’s programme, if they have acquired at least 30 ECTS-credits (or have been exempted) in the first year of the standard learning track. If sufficient study progress has been made in the first term, or in exceptional cases that have been sufficiently substantiated, the Curriculum Committee may add course units to the curriculum if the student so desires.

• The Curriculum Committee will take any strict sequentiality into account governing the course units in the suggested learning track, as well as its expediency and suitability.

• All students are allowed to compose a curriculum consisting of at least 50 ECTS-credits, unless they have not yet passed for 30 ECTS-credits of the first year of the standard learning track of the Bachelor’s programme or unless a binding sequentiality is in place.

• The Curriculum Committee is authorized to take any transitional measures that are necessary.

• For students taking a consecutive programme based on a diploma from another educational institution, the Curriculum Committee may adjust the personalized learning track depending on how similar the contents of the study programmes at Ghent University and the other institution are. However, the total study load must not be altered.

The Curriculum Committee shall notify the students of their fixed curriculum via email.

§4. Possibility of appeal:
Students may file an appeal against an unfavourable decision on their application for the composition of a curriculum. They may file this appeal with the appeals body designated for this purpose by the Campus Council. The composition of said appeals body shall differ from that of the Curriculum Committee.

Students may seek legal counsel, who is to hold a written power of attorney on pain of inadmissibility of the appeal, except if this legal counsel is registered with the Bar or on the list of trainee lawyers.

The appeal is to be filed with the appeals body by means of a dated and signed petition that is sent by registered post on pain of inadmissibility of the appeal. At a minimum, this document is to specify the student’s identity, the disputed decision(s) and a description of the facts and arguments, on pain of inadmissibility. At the same time, the student should inform the appeals body by sending them an electronic version of this letter by e-mail.

The appeal is to be filed within a peremptory time limit of seven calendar days, counting from the calendar day after the one on which the student was informed of the decision concerned.

The decision of the appeals body is to be communicated to the student (and, if appropriate, to his/her legal counsel) within fifteen calendar days, counting from the day after the one on which the appeal was filed. This notification is to be made by e-mail and by registered post. If the competent appeals body cannot reach a decision on the petition on time, this will be reported to the student and his/her legal counsel, in which case a date is set by which the student must be given notice of the decision.

ARTICLE 22: EXEMPTIONS AND STUDY LOAD REDUCTION

Holders of credit certificates or of previously acquired qualifications, may request the Curriculum Committee to be exempted from certain course units of the study programme in question, in accordance with the procedures and rules determined by the Campus Council.

The number of ECTS credits for which the student is exempted is equal to the study load of the course unit for which the exemption was awarded.

If a student enrols for a Bachelor’s programme for which s/he already holds a diploma (e.g. for another main subject), the Campus Council sees to it that s/he still takes up course units with a study load of at least 30 ECTS credits. In this case, no exemptions will be awarded on the basis of previously acquired qualifications, but the previously acquired credits within the same study programme at GUGC or UGent will remain valid. The acquired examination marks will be included when the grade of merit is determined (cf article 51).

Students may file an appeal against the decision refusing an exemption with the Institutional Appeals Committee, as specified in article 58.
ARTICLE 23: CONTRACT TERMINATION

§1. Students who wish to terminate a contract are to notify the SAMS – preferably after they have first spoken to the learning track counsellor. They are to do so either in person or by letter sent by registered post. In doing so, they are required to hand in their student campus card.

§2. Contract termination does not absolve the student from paying the tuition fee owed. Non-payment does not constitute contract termination. When the student has not paid anything yet or has only paid a partial amount of the tuition fee owed, GUGC shall continue to claim payment for the owed tuition fees upon termination of the contract.

§3. Failing to sit the exams (in part or in full) does not constitute contract termination. When a student discontinues a series of examinations, s/he is to report this to the SAMS. This does not necessarily mean that the student is terminating his contract permanently.
ARTICLE 24: ELEMENTS OF A STUDY PROGRAMME

For each study programme, the elements below are determined and announced in the course catalogue. Except in case of force majeure, the course catalogue cannot be adjusted after the start of the academic year.

1° Objectives and attainment targets of the study programme

2° Programme competencies
The programme competencies are objectives and attainment targets formulated in terms of competencies and are specified in the student’s diploma supplement.

3° Profile of the study programme
The position of the study programme within the course catalogue is proposed by the Campus Council, and is established by the Executive Board of Ghent University.

4° Practical information
Practical information, for example about student mobility, websites and arrangements for work placements, is proposed by the Campus Council, and is established by the Executive Board of Ghent University.

5° Study programme overview and the pertaining course units
In order to meet the objectives of the study programme, the study programme overview and the course units that pertain to this programme is proposed by the Campus Council, and is established by the Executive Board of Ghent University.

6° Manner in which the study programme is offered: through full-time and/or part-time standard learning tracks
The learning track of a Bachelor’s programme and a Master’s programme subsequent to a Bachelor’s has to be available to be taken at least as a full-time standard learning track. In order to meet the objectives of the study programme, the standard learning tracks is proposed by the Campus Council, and is established by the Executive Board of Ghent University.

7° Vertical and horizontal consistency of course units, which also includes the succession of some course units; the standard learning tracks as laid down in the course catalogue are the learning tracks for which the vertical and horizontal consistency of the course units has been taken into consideration to optimum effect. These standard learning tracks is proposed by the Campus Council, and is established by the Executive Board of Ghent University in consideration of the objectives of the study programme.

8° Study load expressed in terms of ECTS credits

9° Other organisational aspects of the study programme
In consideration of the objectives of the study programme, these aspects are established by the Campus Council.

10° Language of instruction
Together with the study programme overview, the language of instruction of a study programme is determined by the Executive Board of Ghent University, after the advice from the Campus Council. The language of instruction is English for all study programmes offered by GUGC.
ARTICLE 25: ELEMENTS OF A COURSE UNIT – COURSE SHEET

The following elements are determined and announced through the course sheet in the course catalogue for each course unit. Except in case of force majeure, the course sheet can no longer be changed after the start of the academic year.

1° Contact hours and teaching methods
Contact hours are determined by the Executive Board of Ghent University at the proposal of the Campus Council, in consideration of the objectives and contents.
The teaching methods are determined by the Campus Council.

2° Study load expressed in terms of study time and ECTS credits
This is determined by the Executive Board of Ghent University at the proposal of the Campus Council, in consideration of the objectives and contents.
The EQCU is under obligation to stage surveys into actual study time amongst its students on a regular basis in order to accurately align estimated study time and the amount of study time that is actually spent by students.

3° Second exam opportunities for continuous assessment
- yes
- no
- possible in modified form
This is determined by the Campus Council in consideration of the objectives and contents.

4° Admissibility under a credit contract
- yes
- yes, after aptitude tests
- no
This is determined by the Campus Council in consideration of the objectives and contents.

5° Language of instruction
The language of instruction is English for all course units offered by GUGC.

6° Lecturers: lecturers in charge and co-lecturers
The lecturers in charge and co-lecturers of the various course units of the study programmes are appointed in accordance with the Regulations pertaining to the appointment of the lecturers and co-lecturers for the course units and their temporary replacement.
The lecturers in charge and co-lecturers of the various course units of the study programmes are assigned by the Campus Council.
The lecturer-in-charge and the co-lecturers may seek assistance from other academic staff members.

As specified in the relevant regulations, the Campus Council may – in exceptional cases –, decide to replace the lecturer-in-charge during the course of the academic year. If this step requires an adjustment of the course sheet, this is to be done in accordance with the fixed procedure and students should be notified of in timely fashion.

7° The department of the lecturer-in-charge

8° Term in which the course unit is scheduled to be taught
The term is established by the Campus Council in consideration of the objectives and contents.

9° Keywords
Keywords are determined by the Campus Council.

10° Position of the course: This involves a short description of the place and purpose of the course unit (within the study programme). It is determined by the Campus Council.
11° Contents: description of the subject matter from the starting competencies to the learning outcomes. It is determined by the Campus Council in consideration of the objectives and contents.

12° Starting competencies: the competencies needed to embark on a course unit. This information is particularly important in order to determine the succession of the course unit, for example in terms of establishing a personalised learning track. Starting competencies are established by the Campus Council.

13° Learning outcomes: the competencies that are aspired within the course unit concerned. This element is determined by the Campus Council.

14° Learning materials and additional costs: enumeration of the learning materials (specifying the exact or estimated price) and the additional costs involved in the course unit (e.g. laboratory materials, study visits, etc). This element is determined by the Campus Council.

15° References to scientific publications marked as recommended reading

16° Course content-related student counselling: counselling is offered to help students process the subject matter and attain the learning outcomes. This type of student counselling is established by the SAMS after the recommendation of the Campus Council.

17° Calculation of the final marks and the terms and conditions to pass a course unit: If the evaluation consists of both continuous and end-of-term assessment and/or partial examinations, then these marks are all factored in as part of the examination mark according to a fixed calculation that is determined in the course sheet. If there are any repercussions for students who are absent without any good reason or who do not participate in (part of) the evaluation, this should also be specified in the course sheet. All the students that are enrolled for the relevant course unit are subject to these provisions, which are determined by the Campus Council.

18° Evaluation moment(s): the moment at which study performance is evaluated by means of continuous or end-of-term assessment. For continuous assessment, the frequency and method of evaluation need to be expressly specified. Evaluation moments are determined by the Campus Council.

19° Evaluation methods: the methods and contents of the evaluation(s) and the way these relate to the learning outcomes (oral, written, open book, multiple choice, etc). Evaluation methods are determined by the Campus Council. Per examination opportunity, a different evaluation method may be planned in response to substantiated exceptions.

20° Alternating course units
The course sheet specifies in which academic year alternating course units are taught.

ARTICLE 26: OPTIONS WITHIN STUDY PROGRAMME OVERVIEWS

§1. The first and second year of a standard learning track of a Bachelor’s programme do not include any elective course units.

§2. The inclusion of an elective course unit in the student’s curriculum is to be approved by the Curriculum Committee on the basis of the student’s choices within the study programme overview.

§3. When an exemption is granted for a(n) (elective) course unit, the Campus Council cannot impose an alternate course unit.

§4. Students can appeal against an unfavourable decision on a request concerning the composition of a curriculum. They may file this appeal with the appeals body designated for this purpose by the Campus Council (cf article 21 §4).
ARTICLE 27: PROVISIONS FOR EDUCATIONAL ACTIVITIES

§1. Anyone who takes part in the educational activities (including continuous assessment) – both lecturers and students – are expected to show mutual respect. Among other things, this means that these activities are not to be wilfully disrupted.

Students who wish to take part in educational activities, including continuous assessment, are assumed to be present from the announced start to the announced end of these activities.

As far as the lecturers are concerned, the educational activities are expected to take place as announced, including continuous assessment. This means that the time at which the activities start, as well as the time when they end is respected. Any amendments need to be communicated beforehand.

§2. The lecturer or an assistant can prohibit students who wilfully disrupt the educational activities, including continuous assessment, from taking further part in these activities as a disciplinary measure. This measure only concerns the activities where the disruptive behaviour occurred and is effective immediately.

§3. Students who repeatedly and wilfully disrupt educational activities, including continuous assessment, may be denied access to all the remaining educational activities of the same course unit. This measure is only possible if the lecturer or an assistant cautioned the student in question at a previous occasion, informed him/her that the behaviour is not tolerated and pointed out the possible consequences.

After the student has had the opportunity to be heard, the Campus Council may decide to take the above-mentioned measure. This decision is reported to director of the Department of Education at Ghent University.

Students who, because of this measure, are denied access to the further educational activities are allowed to participate in the continuous and end-of-term assessment, except of the continuous assessment takes place during the educational activities.

§4. During the educational activities, including continuous assessment, students need to be able to identify themselves by means of their student card, identity card or any other official proof of identity. At the first request of the lecturer or counsellor, they are required to present this card or proof.

§5. Students are not allowed to use audio-visual means to record the educational activities (including continuous assessment) and projected teaching materials without prior consent. This is regarded as disrupting the educational activities. Furthermore, the recording needs to be destroyed at the first request.

Students may ask the lecturer in question for permission to use audio-visual means to record the educational activities and teaching materials. They are required to specify what, how, when and for what purpose they will record. The recording must not be used for any other purposes than for what the lecturer in question has granted permission.

In the context of distance learning and for educational purposes, Ghent University reserves the right to record the educational activities and put the recorded materials at the students’ and the teaching staff’s disposal – simultaneously or later on – through the electronic learning environment. When students participate in these classes, they automatically grant their permission to be filmed and for this recording to be spread within the electronic learning environment, if they should appear on screen. They shall be informed by the lecturer at the start of the classes if the classes are recorded.

§6. If students or third parties disseminate and multiply any kind of course and examination material (e.g. syllabuses, exercises, presentations, exam questions, class notes) in exchange for payment and/or in the pursuit of profit and without the permission of the authorized lecturer and, if applicable, the author, a disciplinary procedure may be initiated against the students involved in accordance with the Disciplinary Regulations for Students.
PART III – EXAMINATION CODE

SECTION I – ASSESSMENT PER COURSE UNIT

ARTICLE 28: PREPARING EVALUATIONS

§1. Prior to the start of educational activities for each course unit, each lecturer needs to determine the subject matter for the evaluation in appropriate learning materials.

§2. All lecturers need to use questions and/or exercises in their educational activities, which reflect the concrete requirements that students need to meet at the evaluation.

ARTICLE 29: EVALUATION MOMENTS

§1. Prior to the start of enrolments, students are provided with detailed information regarding the evaluation moment(s) for each course unit in the course sheet, in accordance with article 25. Irrespective of the type of contract that the students concluded, evaluations are required to take place in accordance with the evaluation moment(s) mentioned in the course sheet.

§2. There are two types of evaluation moments: continuous assessment and end-of-term assessment (i.e. examinations). These two types of evaluation moments may be combined to evaluate students’ performance for a specific course unit.

§3. End-of-term assessment (i.e. ‘examination/exam’)

- The examinations of the first examination opportunity are administered in the first-term examination period or in the second-term examination period in accordance with the term in which the course unit has been scheduled; the examinations of the second examination opportunity of those course units are administered in the respective resit examination period (cf. article 6).
- Examinations can either be oral and/or written.

§4. Continuous assessment

- The dates and nature of the continuous assessment are announced beforehand. Continuous assessment can occur both during and outside of the examination periods, but not in the vacation periods and closing days of GUGC (cf article 6).
- Continuous assessment also includes practicals, projects, portfolios, participation in seminars, work placements, exercises, practical projects, clinics, etc imposed on students as part of their study programme overview, the results of which are factored in as part of the examination mark.
- At the start of the academic year, the course sheet specifies which course units apply continuous assessment.
- The results of the continuous assessment are to be announced as quickly as possible to students. If applicable, students will receive mid-term feedback, so that they can still adjust and improve their performance.
- It is the responsibility of the Campus Council to ensure equitable evaluation methods and study load in accordance with the testing concept of Ghent University.

§5. Partial examinations

Partial examinations are mandatory for full-year course units of the first year of the standard learning track of a Bachelor’s programme (cf. article 6 §1). They are not allowed in any other cases, unless a full-year course unit is also organized at the same time in the first year of the standard learning track of a Bachelor’s programme.

Partial examinations are organized in the first-term examination period.

The marks obtained for a partial examination are communicated to the students as soon as possible and only count for a part of the examination mark of the first examination opportunity if the student has passed it. Neither the mere
participation in a partial examination, nor the mark obtained for such an examination may be regarded as a
precondition to pass the entire course unit (which is possible for non-continuous assessment).

If partial examinations are organized, it is possible that a part of the content or skills that are to be learned are no
longer tested in the next examination in the second-term examination period.

Students who passed a partial examination may choose to retake an examination on this specific content or these
skills in the second-term examination period. In this case, the last mark that was obtained is assumed to be the final
mark for that part of the exam.

Marks for partial examinations can never be transferred to the resit examination period (cf. article 34 §3).

Exceptions to these stipulations may be granted by the Campus Council COP, after the recommendation of the Faculty
Board, at the request of the study programme committee involved.

ARTICLE 30: EVALUATION METHODS

§1. Prior to the enrolment period, students are provided with detailed information regarding the evaluation method(s)
for each course unit in the course sheet, in accordance with article 25.

§2. Irrespective of the type of contract that the student has concluded, evaluations shall occur in a uniform manner.
However, students may be given permission by Campus Council to be examined in a manner that is different from the
prescribed method, provided that they have good reason to request this and the Campus Council has consulted the
lecturer-in-charge involved. In order to get this permission, students are to address a prior request to the Campus
Council in writing and send a copy of this request to the lecturer-in-charge.

§3. If an evaluation cannot take place at the scheduled time, another type of evaluation method may be used, on
condition that both the lecturer-in-charge and the student in question agree to this.

ARTICLE 31: EXAMINATION OPPORTUNITIES

§1. Without prejudice to the provisions in §4 of the preambule, in article 18 §6, in the third section of this paragraph
and in §3 of the present article, and with the exception of exemptions and previously obtained credits, students are for
each course unit of the curriculum entitled to two exam opportunities per academic year: one in the first-term
examination period or the second-term examination period, respectively, and one in the respective resit examination
period. Students who fail are automatically registered to take part in the second exam opportunity.

Students have the right to make use of the examination opportunities provided for each course unit, regardless of their
participation in any continuous assessment.

For continuous assessment purposes of course units however, either the second exam opportunity may be made
available by way of a compensating activity between the first and the second examination opportunity or there may
just be one evaluation opportunity available to students. The Campus Council’s decision on this matter is detailed in the
course unit’s course sheet.

§2. Students are entitled to avail themselves of the resit examination opportunity for each course unit for which they
were unable to obtain a credit certificate in the first-term examination period.

§3. Students cannot retake an examination in the second examination opportunity for a course unit for which they have
already obtained a credit certificate.

§4. Students can no longer include in their curriculum a course unit for which they have already obtained credits for a
period of five academic years, counting from the academic year after the one in which the credits were obtained.

§5. Students who are no longer enrolled for a course unit (in application of article 23) lose the right to all accompanying
examination opportunities from the registered date of these changes to the curriculum or the enrolment onwards.
ARTICLE 32: EXAMINATION ORGANISATION AND REGULATIONS

§1. The Campus Council is in charge of coordinating and organising the examinations.

§2. There are two examination periods in each academic year, which are laid down in the academic calendar (cf. article 6). Students who did not obtain a credit certificate, may resit the exam in the respective resit examination period during the Summer or Winter Vacations.

§3. For each year of a standard learning track and for each examination period, a set of comprehensive and detailed examination regulations are compiled under the responsibility of the Campus Council. These regulations comprise:
   - the schedule, the location and the time of the start of the examinations;
   - the contact details of the chair and secretary of the Examination Board and the ombudsperson.

§4. The dates are established in joint consultation with the student representatives in such a way that each student, wherever possible, is given a reasonable amount of time to prepare for the exams and an equitable spread of examinations across the examination period as a whole. If the exam schedule is deemed unreasonable for a specific group of students, a second examination day can be staged for this group.

§5. The Campus Council may require students to formally confirm ahead of time that they will be taking an exam.

§6. During the examination periods, the following is to be reported to the SAMS:
   - changes of address during the examinations;
   - changes to the exam schedule;
   - discontinuation of the series of examinations;
   - non-participation in one or several examinations;
   - absences;
   - all events which may jeopardise the exam schedule or prejudice the smooth course of examination proceedings.

ARTICLE 33: PROVISIONS FOR THE END-OF-TERM ASSESSMENT

§1. Examinations take place between 8:00 AM and 8:30 PM. No examinations are allowed to be held on Sundays or official holidays. Examinations cannot take more than five consecutive hours. Examinations are taken in the location(s) specified by the Campus Council.

§2. Regardless of the number of lecturers per course unit, only two examinations may be staged for one course unit, i.e. one theoretical examination and one examination on practicals or exercises. If one of these examinations is both oral and written, both its components of said examination are required to be contiguous, without any interruptions of examinations on other course units.

§3. The lecturer-in-charge is responsible for the examination and may seek assistance from the co-lecturer(s) and other academic staff members.

The lecturer-in-charge or co-lecturer always needs to be present at an oral examination. For other forms of end-of-term assessment, the lecturer-in-charge or co-lecturer needs to be available in any case. If this is not possible, article 5 applies. In any case, someone always needs to be present to provide explanations, if necessary.

§4. Audiovisual registration of examinations by students, observers or third parties is not allowed.

§5. Unless expressly communicated otherwise to students, it is not allowed to use any tools or resources during examinations.

§6. The wilful disruption of an end-of-term assessment will be sanctioned in accordance with article 56.
ARTICLE 34: EXAMINATION MARK

§1. The result of the evaluation is expressed as a single examination mark per course unit.

The final examination mark is determined by the lecturer-in-charge of the course unit concerned. This examination mark is a whole number, ranging from 0 up to and including 20, calculated as specified in the course sheet. Marks are rounded off according to the generally accepted principles, unless there are serious grounds to depart from these: 0.5 and higher are rounded up, whereas anything less than 0.5 is rounded down.

If a student is absent from an evaluation, his/her examination result can only be "absent" if s/he was absent from all parts of the evaluation.

An examination mark can only be recorded for the course units that are included in the student’s curriculum, with the exception of exemptions and previously obtained credits, as specified under article 21, or for course units that are taken under a contract to obtain credits.

§2. Within one and the same examination period, students can only be evaluated once for the same course unit.

§3. Examination marks below 10 out of 20 are not transferred to another examination period or academic year. Exceptions to this rule includes the continuous assessment for which there is no second examination opportunity (cf article 25, 3°). In this case, the examination mark is transferred to the resit examination period.

§4. Students are awarded examination marks by GUGC upon their return if they take part in educational activities and sit exams at a domestic or foreign institution for higher education on parts of the UGent study programme overview, within the framework of a study programme for which they are enrolled at Ghent University under a diploma contract. These examination marks are awarded in consideration of the local degree awarded per course unit and possibly also the ECTS grade, in accordance with the rules in place. The marks are communicated to the student in a transcript of records.

§5. Students may file an appeal against the examination mark awarded to them personally with the Institutional Appeals Committee, as specified in article 58.

ARTICLE 35: CREDIT CERTIFICATE

Students pass any course unit for which their examination mark after assessment is at least 10 out of 20. For this, they will receive a credit certificate following the closing of the examination period in question.

The credit certificate is an electronic registration. This registration contains information on the identity of the student, the nature of the study programme, the course unit, the number of credits obtained and the final evaluation awarded. At the students’ express request and provided that they are enrolled under a contract to obtain a diploma, credit certificates can be made available to students in paper form by the SAMS. Students who are enrolled under a contract to obtain credits will receive a credit certificate from the SAMS if they passed a particular course unit.

Credit certificates obtained at GUGC have unlimited validity at GUGC and at Ghent University.

ARTICLE 36: EVALUATION LANGUAGE

The evaluations for course units that have English as their language of instruction occur in English.

ARTICLE 37: FEEDBACK AND ACCESS TO EXAM COPY

§1. After the first-term examination period, the second-term examination period and the resit examination periods, feedback is provided as determined in article 6. The lecturers-in-charge or the persons assigned by the former are available for feedback sessions with the students. Within the feedback period (cf article 6) after every examination
period, all students are entitled to get feedback and peruse their exam copy and any assignments that were submitted as part of continuous assessment. Feedback or perusal is not granted to third parties. If a student is absent without leave from the scheduled feedback session, it is possible to allow perusal of the exam copy at another time, after the student and lecturer have agreed on a date.

§2. Subsequently, students can speak to the SAMS to discuss individual study results and/or study approach.

§3. Copies of written examinations, written preparations to oral examinations and assignments prepared as part of continuous assessment and the paper version of the Master's dissertation are to be kept by the lecturer-in-charge for 1 year after the close of the academic year concerned. For oral examinations, the course of the examination is recorded by the examiner. This document is to be kept by the lecturer-in-charge for at least 1 year after the close of the academic year concerned.
SECTION II – EXAMINATION BOARDS

ARTICLE 38: TYPES OF EXAMINATION BOARDS

There are two types of examination boards: the Examination Board per deliberation set and the Examination Board per study programme. Sections III and IV of the present Examination Code respectively deal with the competencies and operation of the Examination Board per deliberation set and the Examination Board per study programme.

ARTICLE 39: EXAMINATION BOARD MEETINGS

§1. Examination Boards deliberate at least twice each academic year (either in person or electronically):
  • the first time after the second-term examination period (rekening houdend met de resultaten van het eerste semester, inclusief de resultaten van de first-term resit examination period);
  • the second time after the second-term resit examination period rekening houdend met alle resultaten.

§2. Deliberations in person
1° The chair and secretary always check the deliberation lists for any material errors or anomalies, and they shall make these available to the members of the Examination Board in electronic format. The Examination Board per deliberation set and the Examination Board per study programme may be convened by a simple request from a member or an ombudsperson.
2° The Examination Board concerned can deliberate by video conference if a member or ombudsperson requests a deliberation in person.

§3. The Examination Board per study programme may deliberate at any time to impose disciplinary measures relating to exams.

§4. The deliberations of the Examination Board are classified and meetings in person are held behind closed doors.

ARTICLE 40: ATTENDANCE OF THE MEMBERS OF AN EXAMINATION BOARD

The members of the Examination Board have a duty to attend meetings and to sign the attendance register when the meeting is held in person (cf article 39). If the deliberation takes place by video conference, the secretary of the Examination Board shall draw up and certify an attendance list.

If a member of the Examination Board is unable to attend the deliberation meeting, s/he is to report this to the chair of the Examination Board without delay. Any unjustified absences of members are reported to the President of GUGC by the chair. If a member of the Examination Board is absent, the chair may – if necessary - assign a member of the academic staff as a replacement. If the chair himself is absent, the competent Examination Board shall assign a replacement. If the secretary is absent, the chair of the Examination Board shall appoint a replacement.

Ombudspersons are entitled to attend the deliberation meetings of the Examination Boards in an observer capacity.

ARTICLE 41: SUBSTANTIATED DECISIONS OF THE EXAMINATION BOARD

The decisions of the Examination Board are recorded in a report.

At a minimum, the reports compiled by the Examination Boards per deliberation set are to contain the attendance register, the decision for each student, the motivations for departures from the general principles and study advice for each student.

At a minimum, the reports compiled by the Examination Boards per study programme set are to contain the attendance register and the decision for each student, including the motivations for departures from the general principles.

These reports are kept on file for 5 years, after which they are transferred to the University’s archives for storage.
Students have the right to peruse the sections of the report that refer to them. To do so, students should contact the SAMS.

**ARTICLE 42: RECONSIDERATION OF EXAM DECISIONS**

§1. Material errors in the student’s favour, causing the student to be awarded a higher examination mark due to a substantive error:

- are rectified if they are discovered within a maximum of 10 calendar days after the examination results announcement, when they have affected the examination mark, the decision whether or not the student passed a deliberation set or a study programme, or the decision to assign a particular grade of merit. Such errors are repaired by a new decision from the chair of the competent Examination Board, which is communicated to the President of GUGC and the members of the Examination Board;
- are not rectified if they are discovered later than 10 calendar days after the examination results announcement when they have affected the examination mark, the decision whether or not the student passed a deliberation set or a study programme, or the decision to assign a particular grade of merit;

§2. Material errors to the student’s detriment, causing the student to be awarded a lower examination mark due to a substantive error, are rectified at all times if these errors have affected the examination mark, the decision whether or not the student passed a deliberation set or a study programme, or the decision to assign a particular grade of merit. These errors are rectified by a decision from the chair of the competent Examination Board, which is communicated to the President of GUGC and the members of the Examination Board.

§3. Material errors without any impact:

- are rectified if they are discovered within a maximum of 10 calendar days after the examination results announcement. These errors have not affected the examination mark, the decision whether or not the student passed a deliberation set or the decision to assign a particular grade of merit. These errors are rectified by the chair of the competent Examination Board.

§4. Fraud:

If fraud or irregularities have been discovered that have affected the examination mark, the decision whether or not the student passed a deliberation set or a study programme, or the decision to assign a particular grade of merit, the competent Examination Board may review its decision at all times, in accordance with the procedure stipulated in article 56.

§5. The students concerned are notified of new decisions within 10 calendar days by e-mail (Ghent University account). In case of a material error in the student’s favour (causing the student to be awarded a higher examination mark), the student in question is notified by registered letter (or through a receipt that is signed by the student) within 5 calendar days after the rectification. The student is also informed of the possibilities of appeal, as described in article 58.
SECTION III – APPRAISAL PER DELIBERATION SET

ARTICLE 43: COMPOSITION OF DELIBERATION SETS

§1. The Campus Council determines the deliberation sets per student and per study programme as follows: the deliberation sets are composed in a chronological manner, preferably as closely following the full-time standard learning track of the study programme (also for students on a part-time standard learning track).

§2. If, in addition to his enrolment for a study programme under a contract to obtain a diploma, the student also enrolls for a course unit featured in the same study programme under a contract to obtain credits in the same academic year, this course unit shall not be part of the student’s curriculum to obtain a diploma and cannot be part of the deliberation set.

ARTICLE 44: COMPOSITION OF THE EXAMINATION BOARD PER DELIBERATION SET AND ITS AUTHORITY TO DELIBERATE

§1. The composition of the Examination Board per deliberation set is determined by the Campus Council, on the understanding that the lecturers-in-charge of the mandatory course units concerned shall at all times be members of the Examination Boards per deliberation set. The chair and the secretary of the Examination Board per deliberation set are one and the same as those of the Examination Board per study programme of the study programme concerned (cf article 48).

§2. The authority to deliberate of the Examination Board per deliberation set includes:
   - declaring whether a student has passed or failed a deliberation set as laid down under article 45;
   - providing non-binding study advice on the first year of the standard learning track of a Bachelor’s programme for students who are enrolled for the first time under a contract to obtain a diploma.

§3. The Examination Board per deliberation set is not qualified to adjust any examination marks, except in the cases set out in article 42.

ARTICLE 45: PASSING A DELIBERATION SET

§1. At the deliberation dates that are specified in article 39, the Examination Boards per deliberation set discuss by means of deliberation sets the study progress of students enrolled for a study programme under a contract to obtain a diploma.

§2. Passing a deliberation set:

1° If students pass all course units of a deliberation set, i.e. if they have obtained at least 10 out 20, they are declared as having passed the deliberation set concerned by the Examination Board per deliberation set.

2° The Examination Board per deliberation set also declares the following students as having passed the first deliberation set of a Bachelor’s programme, provided that they comply with the following cumulative requirements:
   - The first deliberation set only contains course units that are scheduled in the first standard learning track year of a Bachelor’s programme.
   - The deficit in order to pass one or two course units is a total of maximum 1% of the weighted total of the deliberation set – without the exemptions – in which the ECTS credits are used as weights. The deficit is calculated by multiplying the deficit on the examination mark for the course unit by the ECTS credits that have been awarded to that particular course unit.
   - The student has scored at least 8 out of 20 for all course units of the deliberation set concerned.
   - The student has a maximum of two course units in the deliberation set concerned for which s/he scored less than 10 out of 20.
   - The student has obtained a total of at least 50% for the deliberation set.

Article 45: Passing a deliberation set
3° However, after a secret ballot or otherwise, the Examination Board per deliberation set may still decide to declare students as having passed, even if they do not pass in accordance with the criteria set out under §2, 1° and 2°. Any such decisions are only possible in exceptional circumstances and if the objectives of the relevant part of the study programme overview have broadly been met.

§3. Students may file an appeal against the decision by the Examination Board per deliberation set with the Institutional Appeals Committee, as specified in article 58.

ARTICLE 46: VOTING IN THE EXAMINATION BOARD PER DELIBERATION SET

The chair and the secretary of the Examination Board have the right to vote, also regarding students who they have not evaluated themselves.

The lecturers-in-charge of the course units that belong to the student’s deliberation set who are members of the Examination Board per deliberation set are entitled to vote during the deliberation on said student.

In order to deliberate legitimately on a student, at least half of the examiners of the Examination Board concerned who have the right to vote are required to be present. The quorum is determined on the basis of the number of examiners who have the right to vote. Per student, only one vote may be cast by each voting member. If a course unit was examined by more than one lecturer, the person entitled to vote shall be the lecturer who was assigned as the lecturer-in-charge of the course unit.

Examiners who have been replaced in accordance with the procedure described in article 54 are not permitted to attend the meeting of an Examination Board on the student concerned. If this is the case, the replacement examiner shall participate in the Examination Board on the student in question and is entitled to vote.

Unless a member of an Examination Board per deliberation set or an ombudsperson requests for a decision to be brought to the vote, the chair’s proposal for the final assessment is accepted as the general consensus.

Decisions are made with a majority of votes. Abstentions are not taken into consideration when voting. In the event of a tie, the decision is found in the student’s favour.

ARTICLE 47: EXAMINATION RESULTS ANNOUNCEMENT OF EXAMINATION MARKS AND DELIBERATION SETS

After the first-term examination period, the second-term examination period and the resit examination periods, the examination marks are communicated to the students.

After each examination period, students are individually provided with a transcript of records, at the earliest after the closing of the examination period and at the latest 1 week after the closing of the examination period.

If a deliberation took place, the decision by the Examination Board per deliberation set is also included in the transcript of records.

These arrangements and deadlines apply without prejudice to the provisions in article 29 §4 with regard to continuous assessment result announcements. For course units which are only assessed by means of continuous assessment, the exam results are also announced in accordance with the above arrangements if they have been completed in full after the examination period concerned.
SECTION IV – ASSESSMENT PER STUDY PROGRAMME

ARTICLE 48: COMPOSITION AND COMPETENCE OF THE EXAMINATION BOARD PER STUDY PROGRAMME

§1. The composition of the *Examination Board per study programme* is determined by the Campus Council. For each Examination Board, the Campus Council shall appoint a chair and a secretary, who may or may not themselves be examiners, and who are active tenured academic staff members. If a member that is part of a large number of Examination Boards is absent, the President of GUGC may appoint one or more replacements.

§2. The competence of the Examination Board per study programme includes:
- declaring whether a student has passed a specific study programme and whether the diploma or certificate may be awarded;
- granting a student the grade of merit for a study programme;
- implementing an examination-related disciplinary decision (cf article 56).

§3. The Examination Board per study programme is qualified to take examination-related disciplinary decisions in accordance with article 56, regardless of the type of contract with the student concerned.

§4. Except in cases of material error, the Examination Board per study programme is not qualified to adjust any examination marks.

ARTICLE 49: PASSING A STUDY PROGRAMME

§1. In order to pass a study programme, students need to meet the following cumulative conditions:
- They need to meet the admission requirements of the study programme. If this is not the case, they are declared inadmissible and cannot pass the study programme involved.
- They need to be enrolled for said study programme under a contract to obtain a diploma.
- Without prejudice to the authority to deliberate of the Examination Board per study programme as specified in article 48, students need to have obtained a credit certificate for all the course units to be taken (cf article 35) and/or be declared as having successfully passed all deliberation sets of the study programme in question (cf article 45).

§2. The Examination Board per study programme also declares that students who are enrolled in the graduation year of a Bachelor’s programme have passed if the following cumulative requirements are met:
- The student in question has taken up all remaining course units to pass the study programme in his/her curriculum.
- The deficit to pass one or two course units is maximum 6 weighted marks, using the ECTS credits as weights. The deficit is calculated by multiplying the deficit on the examination mark for the course unit by the ECTS credits that have been awarded to that particular course unit.
- The student in question has obtained at least 8/20 for all the course units.
- The student has obtained less than 10/20 for two course units at the most.
- The student has used the most recent examination opportunity for the course units concerned.
- Tolerance does not apply to the Bachelor’s dissertation and the mandatory work placements.

§3. If a student does not pass according to the criteria stipulated in §1, the Examination Board per study programme can decide that the student has passed after all – possibly after a secret ballot. Such a decision is only possible in exceptional circumstances, and can only be taken on condition that the objectives of the study programme have broadly been met. For each case, such a decision needs to be motivated separately and concretely.

§4. Students may file an appeal against the decision by the Examination Board with the Institutional Appeals Committee, as specified in article 58.
ARTICLE 50: VOTING IN THE EXAMINATION BOARD PER STUDY PROGRAMME

The chair, the secretary and the members of the Examination Board have the right to vote.

In order to deliberate legitimately on a student, at least half of the voting members of the Examination Board concerned need to be present. The quorum is determined on the basis of the number of voting members.

Unless a member of an Examination Board per study programme or an ombudsperson requests for a decision to be brought to the vote, the chair’s proposal for the final assessment is accepted as the general consensus.

Decisions are made with a majority of votes. Abstentions are not taken into consideration when voting. In the event of a tie, the decision is found in the student’s favour.

ARTICLE 51: GRADE OF MERIT

§1. Students who successfully pass a Bachelor’s (or a Master’s) programme are awarded a grade of merit by the Examination Board per study programme.

In calculating the grade of merit, the examination marks for all course units which the student has taken under his contract to obtain a diploma for a study programme are factored in. This is done in due consideration of the weighting coefficients connected to the course units of the standard learning track of the study programme concerned, which are established by the Campus Council and which are communicated to students at the start of the academic year.

§2. The grade of merit obtained by the student for a study programme is expressed as follows:
- no grade of merit (at least 500 out of 1000)
- Cum laude (at least 675 out of 1000)
- Magna cum laude (at least 750 out of 1000)
- Summa cum laude (at least 825 out of 1000)

The total out of 1000 that is mentioned on the transcript of records is the result of the calculation according to the weighting coefficients that are determined by the Campus Council in §1. The transcript of records also includes the total out of 1000 per deliberation set, invariably using the ECTS credits as weights.

The Examination Board per study programme can, in individual cases and to the student’s advantage, depart from the minimum results that are required for a student to obtain a grade of merit, as specified in the first section of this paragraph. Any such departures can only be taken in exceptional circumstances and are to be justified in detail for each separate case.

§3. No grades of merit are awarded in cases if students have obtained less than 30 ECTS-credits.

§4. Students may file an appeal against the decision by the Examination Board with the Institutional Appeals Committee, as specified in article 58.

ARTICLE 52: EXAMINATION RESULTS ANNOUNCEMENT OF A STUDY PROGRAMME

§1. After the first-term examination period, the second-term examination period and the resit examination periods, the examination marks are communicated to the students, in the manner specified in article 47. If a deliberation took place, the decision by the Examination Board per study programme is also included on the transcript of records.

§2. Decisions by the Examination Board per study programme, including the grade of merit, may be announced publicly.

§3. In accordance with the provisions of the resolution of the Flemish Government establishing the form of the diplomas and the contents of the accompanying diploma supplement that is awarded by higher education institutions in Flanders, as approved on 11 June 2004, students who passed a study programme will receive a diploma or a certificate with an accompanying diploma or certificate supplement.
SECTION V – SPECIAL CIRCUMSTANCES

ARTICLE 53: COMPLIANCE WITH THE EXAMINATION REGULATIONS

§1. The parties involved in the evaluation shall strictly comply with the announced examination regulations, both for end-of-term assessment (cf article 32) and for continuous assessment (cf article 25, 18°).

§2. End-of-term assessment
1° the examination regulations is cancelled if a student is not present when an evaluation is scheduled to start. In this case, the following applies:
   • if the examiner considers the absence to be unjustified, the student is registered as absent and declared as having failed the course unit concerned.
   • if the examiner finds that the student had good cause to be absent, whether or not after an intervention by the ombudsperson, the student will immediately request the examiner to ascertain whether a catch-up examination can be held in the same examination period, in which a different evaluation method may be used with the consent of the lecturer-in-charge and the student concerned. This needs to be discussed in joint consultation and the SAMS is to be notified of this new arrangement.

2° If an examiner or his/her replacement (cf article 54) fails to start the examination session at the scheduled time, the students are requested to inform the SAMS. The SAMS will then inform the students as soon as possible if the examination is postponed to a later time on the same day or to a later date within the same examination period. If the examination will take place on the same day, it needs to start within two hours after the original starting hour.

§3. Continuous assessment
1° Due to circumstances beyond his/her control, a student may be unable to take part in a component of the continuous assessment, even when the date has been announced ahead of time and the method has been described in the course sheet (as specified in article 25). In this case, the student needs to inform the lecturer-in-charge without delay.
   • If the lecturer-in-charge finds that the student had good cause to be absent, s/he may impose the same or a compensatory activity on the student, thus enabling the latter to pass the course unit concerned. However, the lecturer is also at liberty to exempt the student from the evaluation concerned.
   • If the lecturer-in-charge considers the absence to be unjustified, s/he may declare the student as having failed the course unit concerned, provided that this is expressly stated in the course sheet (cf. article 25).

2° If, due to unforeseen circumstances, the examiner is unable to proceed with the continuous assessment described in the course sheet (as determined in article 25) on the scheduled date, the lecturer-in-charge will immediately notify the students. Subsequently, the lecturer-in-charge will set at least two new dates for the assessment, preferably after first consulting with the student representative(s).

§4. Any absences need to be reported to the SAMS straightaway. (Justified) absence can be substantiated by means of a doctor’s certificate on the student’s absence, provided that it was drawn up on the day of the illness or accident and that it is delivered to the SAMS within three working days. Certificates are not accepted if they only report the student’s explanation (i.e. dixit notes) or if they were drawn up after the day of the illness or accident (i.e. certificates after the event). Doctor’s certificates dealing with (particular) sports activities need to specify in which activities the student cannot take part.

ARTICLE 54: SUBSTITUTION OF THE EXAMINER

§1. If an examiner is unable to examine students on the dates specified in the examination schedule, s/he is to immediately notify the chair of the Examination Board in writing. The chair of the Examination Board shall then appoint as his/her replacement another examiner.

§2. The examiner needs to request a replacement from the chair of the Examination Board if s/he needs to evaluate a student who is a relative by blood or by marriage up to and including the fourth degree. The examiner needs to take

Article 54: Substitution of the examiner
similar measures if, for reasons of personal involvement with the student, the objectivity of the evaluation might be impaired.

§3. Examiners can also request to be replaced during examinations for personal reasons. In this case, the member of the Examination Board shall notify the chair of the Examination Board who, if s/he agrees, assigns a replacement.

ARTICLE 55: ATTENDANCE OF OBSERVERS AT ORAL EXAMINATIONS

Students may request for an observer to attend their oral examination. The observer cannot be a student who is examined by the examiner concerned in the same academic year, nor can the observer be related by blood or by marriage in the third degree or be personally involved with the student. The student shall notify the chair of the Examination Board and an ombudsperson at least seven days prior to the examination, who shall in their turn immediately inform the examiner concerned. Observers are only allowed to take notes on paper.

Examiners may request for a member of the academic staff to attend the oral examination, insofar as there are no irreconcilabilities between the student and this member of the academic staff.

ARTICLE 56: FRAUD OR IRREGULARITIES

§1. If an invigilator in charge has reason to suspect that a student is committing fraud or irregularities, s/he may immediately discontinue the ongoing evaluation for this student, or s/he may give the student a new, blank exam copy. The examiner shall promptly notify the chair of the Examination Board per study programme of the events.

§2. Committing plagiarism is a form of fraud. For the study programme concerned, the Examination Board per study programme can complete or specify the basic definition of “plagiarism” that is outlined in the present code. This information is to be communicated to the students taking the study programme in question. The evaluator in charge is free to test the originality of the papers and assignments submitted – which always need to be submitted in electronic format – by means of anti-plagiarism software.

If a lecturer-in-charge has reason to suspect a student has committed plagiarism and this is likely to affect the evaluation, s/he shall promptly notify the chair of the Examination Board per study programme.

§3. Whether or not examination-related disciplinary measures should be imposed shall be decided by the Examination Board per study programme that is qualified for the study programme for which the student who is suspected of fraud or irregularities has enrolled under a diploma contract, or for the study programme involving the course unit for which the student has enrolled under a credit contract.

If a student who is suspected of having committed fraud or irregularities has enrolled for several study programmes, the Examination Boards per study programme for each of the study programmes concerned will convene together. Articles 40 and 50 shall apply in full for each of the members of the Examination Boards involved.

§4. No later than five days before the hearing where the student is to be heard by the Examination Board(s) concerned, the chair of the Examination Board per study programme invites the student concerned. Alternatively, if several Examination Boards per study programme are convening together in application of §3 (second section) on the fraud or irregularity offence, one of the chairmen of the Examination Boards involved will invite the student. The invitation is sent to the student’s e-mail address connected to his/her Ghent University account and needs to state the time, date and place of the hearing, as well as describe the charges against the student and the possible disciplinary measures for exams as stated in §6. The student has the right to peruse the case file.

An ombudsperson will be invited to attend the hearing. At the hearing, the student may be accompanied by a trusted representative or a legal adviser. If the student is legitimately absent, s/he has the right to let a legal adviser represent him/her or to put his/her defence forward in writing. If the student is absent from the hearing and has not appointed a legal representative, nor put forward any defence in writing, the Examination Board(s) per study programme will take cognizance of this and may yet officially deliberate on the case at hand and impose a disciplinary measure for exams.

Article 56: Fraud or irregularities
§5. The Examination Board(s) per study programme that need(s) to rule on the fraud or irregularity offence shall convene as soon as possible after the hearing to arrive at a decision on the case in question.

§6. The examination-related disciplinary measure is pronounced by the examination disciplinary body, i.e. the Examination Board per study programme, or in the case described in the second section of §3, by the Examination Boards per study programme that have convened together.

If the offence is considered to be substantiated, the disciplinary body may impose (a combination of) the following examination-related disciplinary measures:

- The student’s examination mark is adjusted for the exam or the assignment by which the course unit concerned was evaluated.
- The student is given a ‘fraud’ designation for the course unit concerned.
- The student is prevented from obtaining a credit certificate for a part of the course units taken up by the student in the relevant academic year. This is to be determined in consideration of the severity of the offence, and translates into an examination mark of 0/20 for the course units in question. The part of the course units for which the student cannot obtain a credit certificate may amount to the whole of the course units taken up.
- The student is prohibited from taking part in the evaluations of the resit examination period for (part of) the course units concerned.
- The student is excluded.

If a student is given the ‘fraud’ designation, this implies that s/he will not be awarded an examination mark for the course unit concerned in that particular examination period.

If a student is excluded, s/he immediately loses student status and is prohibited from re-enrolling at GUGC and Ghent University for the number of academic years that is specified in the examination-related disciplinary decision, but not for more than ten academic years.

§7. After the examination disciplinary body has arrived at an examination-related disciplinary decision, the Examination Board per deliberation set will rule – in due consideration of the examination-related disciplinary measure imposed – whether or not the student has passed the deliberation set involving the course unit for which the s/he committed fraud or irregularities. When the occasion arises, the Examination Board per study programme may then decide whether or not the student concerned has passed the study programme.

§8. If the fraud was only discovered after the student was awarded a credit certificate for the relevant course unit, the examination disciplinary body may as yet declare the obtained credit certificate to be null and void and, if appropriate, it may also declare the diploma or the certificate that was awarded for the study programme concerned to be null and void and reclaim this diploma or certificate. In this case, the student will as yet be given the “fraud” designation for the course unit concerned.

Moreover, the examination disciplinary body may decide that the student cannot be awarded a credit certificate in a following examination period of the same academic year for a part of the course units taken up by the student in the relevant academic year. The severity of the offence will determine for how many course units this is the case, and it is possibly the case for the whole of the course units taken up.

Finally, the examination disciplinary body may also decide to exclude the student concerned for no more than ten academic years.

§9. In its report, the examination disciplinary body includes a list of the persons that were present at the meeting. The report needs to specify the offence(s) and the reasons that have led to the examination-related disciplinary decision. A copy of this report shall be sent to the director of the Department of Education at Ghent University and to the lecturer(s) involved. The disciplinary body for exams communicates the decision to impose an examination-related disciplinary measure, possibly detailing what the measure will entail, to the student in question by registered mail.

§10. As long as no examination-related disciplinary decision has been taken or as long as the examination-related disciplinary decision is not yet final, students suspected of fraud or irregularities may continue to sit further evaluations at their own risk. An examination-related disciplinary decision becomes final if an appeal fails to be filed in time.
§11. Students may file an appeal against the examination-related disciplinary decision with the Institutional Appeals Committee, as specified under article 58.
PART IV – OMBUDSPERSONS

ARTICLE 57: OMBUDSPERSON

§1. Each academic year, at least one permanent and one replacement ombudsperson is selected from the academic staff by the Campus President, on the recommendation of the student representatives. In the absence of any nominations, the Campus President shall move to nominate the candidates. The replacement ombudsperson is called in if a permanent ombudsperson is unexpectedly prevented from assuming these duties or is an involved party.

§2. The ombudsperson deals with complaints regarding the implementation of the present Education and Examination Code and/or the provisions governing the legal position of the people involved and/or situations that are perceived to be unfair within the larger framework of educational or examination activities. Complaints are to include a description of the events they decry.

When the occasion arises, the ombudsperson will:
- endeavour to get the parties to resolve their dispute themselves by way of mediation (i.e. a process of voluntary consultation between conflicting parties, supervised by the ombudsperson, who facilitates communication);
- inform the complainant about the option to file an appeal with the Institutional Appeals Committee pursuant to article 58.

The ombudsperson is not required to handle a complaint:
- if the complainant’s identity or contact details are unknown;
- if it pertains to events for which a complaint has already been filed, which was treated according to the provisions in the present article;
- if it pertains to events that occurred more than one year before the complaint was filed;
- if the complaint is clearly unfounded;
- if the complainant is unable to demonstrate any stake in the matter.

The investigation into the complaint will be suspended pending the outcome of an administrative appeal or legal proceedings have been instigated with respect to the events.

If the complaint is not handled or is suspended pending the outcome of an administrative appeal or legal proceedings, the ombudsperson shall inform the complainant of this without delay, by letter or by e-mail. It is essential that any refusals to handle a complaint or any suspensions are substantiated.

§3. The ombudsperson needs to be readily accessible during evaluation periods. Even before the deliberations of the Examination Boards, the ombudsperson is entitled to the relevant information regarding each evaluation for which a complaint has been filed or for which there is a dispute. The ombudsperson shall attend the deliberations of the Examination Boards and shall be given access to the reports of these deliberations at all times. The ombudsperson may attend the deliberations of the Examination Boards for doctoral students. S/he is even obliged to do so for deliberations of Examination Boards for other students. In both cases, s/he may also peruse the reports of those deliberations.

§4. With regard to the competencies assigned to him in the present article, the ombudsperson may add items to the Campus Council’s agenda.

§5. The ombudsperson is bound to discretion.

§6. Each year, the ombudspersons report on their activities to the Campus Council. The Campus Council is to send this report to the Institutional ombudsperson at Ghent University.
Article 58: INSTITUTIONAL APPEALS COMMITTEE

§1. If students deem that a decision is detrimental to their interests due to a violation of their rights, they may file an appeal with the Institutional Appeals Committee at Ghent University. This applies to the following decisions:

- examination decisions, pursuant to articles 34, 45, 49 and 51 of the present examination code;
- examination-related disciplinary decisions, pursuant to article 56 of the present code;
- decisions pertaining to a request for an exemption, pursuant to article 22 of the present code;
- decisions related to taking a preparatory and/or linking course pursuant to article 6 §1 of the present code;
- decisions involving the imposition of binding conditions or a refusal of enrolment pursuant to article 18 of the present code;
- decisions involving the early termination of a work placement or another practical course unit pursuant to article 18 §6 of the present code;
- decisions involving the refusal of education and examination facilities for students with a special status (cf article 19).

In doing so, students may seek assistance from a legal adviser, who is required to hold a written power of attorney on pain of inadmissibility of the appeal, except if s/he is registered with the Bar or the list of trainee lawyers.

§2. The appeal is filed by means of a signed and dated petition that is sent to the Vice-Chancellor of Ghent University by e-mail to ombuds@UGent.be. At a minimum, this document is to specify the student’s identity, the disputed decision(s) and a description of the facts and arguments on pain of inadmissibility. Any arguments that the student could only know after perusal of his/her file or after the feedback session need to be added in a supplementary note, either immediately after the perusal or feedback session or at least within 7 days after the period of appeal has lapsed.

For exam decisions, the appeal needs to be filed within the peremptory time limit of seven calendar days, starting on the calendar day after the examination results announcement. If there was no public announcement of the challenged exam decision, the exam decision is deemed to have been publicly announced on the dates mentioned in article 47, second section, unless the student can prove that the exam decision was not announced until a later date.

With regard to the other decisions mentioned in §1, the peremptory time limit takes effect on the calendar day after the day on which the student was informed of the decision in question.

§3. The appeal is considered by the Institutional Appeals Committee, which is composed on an ad hoc basis by the Vice-Chancellor and consists of the following people:

- the Vice-Chancellor or the Deputy Vice-Chancellor of Ghent University;
- four professorial staff members with the rank of associate professor, full professor or (part-time) senior full professor, belonging to at least two different Faculties, selected from the professorial staff members assigned for this purpose by the Faculty; each Faculty is to assign one male and one female professorial staff member of the aforementioned rank to sit on the Institutional Appeals Committee if required. Any successions or alterations of professorial staff members are communicated to the institutional ombudsperson;
- the Chief Academic Administrator or the director of the Department of Education at Ghent University.

Maximum two-thirds of the members of this ad hoc Institutional Appeals Committee may be of the same sex.

Meetings are chaired by the Vice-Chancellor or the Deputy Vice-Chancellor. If the latter is unable to attend the meeting or needs to abstain from considering a case for reasons of personal involvement, the following people will serve as acting chair in accordance with the following hierarchical ranking order: the Chief Academic Administrator or the director of the Department of Education at Ghent University, or the eldest of the other members of the Institutional Appeals Committee who are present.

The University ombudsperson is welcome to attend the sessions of the Institutional Appeals Committee, but does not have the right to vote.

The Institutional Appeals Committee can only deliberate legitimately if at least two thirds of its members are present. Each member has one vote. In the event of a tie, the chair has the decisive vote.
Article 58: Institutional Appeals Committee

§4. The Institutional Appeals Committee treats appeals on the basis of exhibits. However, the Commission may invite any person or party to be heard if they consider this to be useful. The Institutional Appeals Committee is free to call up or request any information, records and documents it deems useful to treat the appeal. The members of the university community are obliged to provide the Commission with this information, records and documents at their first request. The Institutional Appeals Committee is free to seek and gather all the advice it deems useful to treat the appeal. Amongst other parties, it may seek the assistance from a lawyer, who is allowed to attend the meetings, but does not have the right to vote.

The student or counsel may request perusal of the file that was compiled with regard to his/her petition. The person who the Institutional Appeals Committee put in charge of the preparation of the file will then arrange a meeting with the applicant, so that s/he may peruse the file. If required, the applicant may then elaborate on his previous grievances in accordance with the stipulations of §2.

§5. At the chair’s request and provided that each of the commission members agrees, the Institutional Appeals Committee is free to meet by way of videoconference or deliberate via e-mail in the following cases:

• if the appeal concerns the refusal of facilities for students with a special status due to a functional impairment;
• if the appeal is clearly inadmissible or unfounded;
• if a final decision is taken in a case in which an interim decision was taken at a previous meeting;
• if the appeal involves a limited degree of complexity and the decision is so obvious that a physical meeting of the members of the commission has no added value for the treatment of the appeal.

If the chair proposes to hold a videoconference or deliberate via e-mail, all exhibits of the case are to be made available to the members of the commission, preferably in electronic format.

§6. The Institutional Appeals Committee may decide:

• to reject the appeal, on the grounds of its inadmissibility or the Commission’s lack of jurisdiction;
• or to confirm and uphold the challenged decision;
• or to review the challenged decision. To do so, the Institutional Appeals Committee has the same authority as the body that took the disputed decision. If an appeal has been instigated against an examination decision entailing a final evaluation of a course unit, and the Institutional Appeals Committee believes it has insufficient information to effectively reappraise the taken examination, it may decide to award the student a new exam opportunity. In doing so, the commission will determine the terms and conditions of any such examination.

If the appeal relates to an examination mark for a course unit that is part of a full deliberation set, the Institutional Appeals Committee will also decide whether or not the applicant passes the deliberation set and, if applicable, it will decide whether the applicant passed the study programme and what grade of merit is awarded. The Institutional Appeals Committee exercises this authority in consideration of the provisions in articles 45, 49 and 51. The decision also needs to state the reasons behind it.

The decision of the Institutional Appeals Committee is served on the student and, if applicable, the legal adviser within fifteen calendar days, starting from the day after the day on which the appeal was instigated. All notifications are sent by e-mail and by registered post. If the Institutional Appeals Committee is unable to reach a decision on the petition in a timely fashion, the student and his counsel will be informed within fifteen calendar days, in which case a deadline is set for the Commission to inform the parties involved of its decision.

Unless the Institutional Appeals Committee decides otherwise, its decision takes effect on the day it was taken. Decisions that declare a student to have passed a study programme take effect on the date of the examination results announcement of the study programme in the examination period in which the disputed decision was taken.

People who are not enrolled cannot partake in the educational activities. If they have filed an internal appeal against the refusal to enrol them on the basis of article 18 before 1 September (of the year in which the refusal took effect), they are allowed to partake in the educational activities until the Institutional Appeals Committee has reached a decision. If this decision is positive, the student can still partake in the educational activities until 5 working days after the decision, as long as the student has not (re-)enrolled.

§7. The decisions of the Institutional Appeals Committee are to specify the further appeals open to students against any decisions and the terms and conditions of any such appeals.
PART VI – EVALUATION OF EDUCATION BY THE STUDENTS

ARTICLE 59: EDUCATIONAL EVALUATION

§1. Ghent University considers internal quality control of the educational activities to be crucial in order to optimise academic education. Ghent University expects all its academic and administrative and technical staff, as well as its students to be actively involved in the processes that are aimed at internal quality care.

One of the ways in which internal quality care is maintained is by allowing the students to assess the education that they have received in structured evaluations. In these evaluations, students are asked to assess certain aspects of the educational organisation and the educational processes.

§2. The output of the educational evaluations yields feedback that is used by the lecturers and the institutional bodies to assess and remedy educational practices. Indirectly, this output also contributes to the permanent implementation of general educational policy. As it is necessary that the students participate in these evaluations in order to attain these objectives, participation is considered to be part of the expected involvement of the students.

ARTICLE 60: ORGANISATION OF EDUCATIONAL EVALUATIONS

§1. As a tool for the educational evaluations, the questionnaire drawn up by the Board of Governors is used. At the suggestion of the Education Quality Control Unit and in joint consultation with the students, this questionnaire may be complemented with other items to be queried, after Campus Council approval.

§2. The Education Quality Control Unit is responsible for the coordination of the educational evaluations. In joint consultation with the Office for Educational Quality Control at Ghent University, it ensures that all course units of any given study programme or any lecturer are frequently evaluated. All course units and the lecturers-in-charge and co-lecturers that are mentioned in the course file shall be evaluated at least once every three years.

§3. The questionnaires are handed out to all students who have taken the course unit concerned, once all stages of the education-learning process have been completed. In principle, this extends to include examinations.

§4. The results of each course unit are processed before being passed on to the President of GUGC concerned as well as the lecturer-in-charge of the course unit.

§5. The Education Quality Control Unit analyses the students’ answers to the questionnaires, maintains evaluation records and compiles a summary report for each course unit. To assist them with these activities, the Education Quality Control Unit brings in at least two students. In addition to the global results of the educational survey, the summary report also contains recommendations for remedial action and corrective adjustment in the educational organisation and practice, dilating in the next stage on how evaluation results have developed and what adjustments have been made. All parties involved in conducting analyses and compiling the summary report are bound to discretion.

§6. The Education Quality Control Unit notifies individual lecturer(s) of its findings and comments. Per course unit, the responsibility for the results which are processed in various non-central locations (i.e. the answers to the open questions) rests with the Campus Council, who makes the results available for consultation to the lecturers concerned for follow-up purposes. The members of the academic staff may be requested to take part in the discussion and review of the educational evaluation of course units taught by them, in which they assist or for which they are responsible.

§7. The summary report may be requested by all Ghent University bodies who are tasked with preparing tenured staff tenures or promotions, in order to compile the candidates’ dossiers.
PART VII – FINAL PROVISIONS

ARTICLE 61: THE EDUCATION AND EXAMINATION CODE

The provisions of the present Education and Examination Code may be amended only by the Board of Governors, after the advice from the Campus Council.

The Vice-Chancellor of Ghent University decides on cases which have not been mentioned in the present Education and Examination Code, for disputes relating to the interpretation of the present code or in case of material errors. Any such decisions are publicly announced.

The Campus Council is at liberty to delegate the powers that the present code describes, to Campus Council members or GUGC members on an individual or collective basis.

ARTICLE 62: EFFECTIVE DATE OF THE EDUCATION AND EXAMINATION CODE

The present Education and Examination Code shall come into effect from the 2016-2017 academic year onwards.
PART VIII – GLOSSARY OF TEACHING AND EVALUATION METHODS

SECTION I – GLOSSARY OF TEACHING METHODS

**Clinic**
Interactive learning situation in which students – under the supervision of a clinician – acquire knowledge and competencies by discussing and examining actual patients (cases) from clinical practice and by determining and/or conducting the appropriate treatment(s) for these patients, next to analysing their progress. In clinics, the patients are actually present; this is not the case in clinical seminars. The supervisor encourages students to think actively and cooperate and become involved. S/he allows students to speak, anticipates students’ prior knowledge in a differentiated and individual manner, and provides support when students still lack particular knowledge or competencies. In view of the intensity of these coaching efforts, only a limited number of students are allowed to sit in on clinics.

**Demonstration**
Collective learning situation in which the lecturer demonstrates particular techniques to a group of students. The students’ activity chiefly consists of listening, taking notes and possibly “imitating” the techniques demonstrated. The interaction, which is chiefly lecturer to students, is aimed at supporting the transfer of knowledge. The lecturer can only check to a small extent whether all students have acquired the new knowledge and follow-up and coaching towards individual students are limited.

**Fieldwork**
The whole of coaching sessions and independent learning situations in which students leave the university premises and put specific knowledge and skills into practice at a selected outside location. Whereas the focus of attention of study visits or company visits chiefly lies with the acquisition of knowledge, the purpose of fieldwork is to enable students to apply and practise the acquired knowledge. Therefore, it is crucial that the lecturer or other experts provide personalised coaching and feedback on the way in which they apply the acquired knowledge and intervene when necessary.

**Group work**
Independent and co-operative learning situation in which students conduct a series of activities as a group, without constant supervision. These activities are intended to produce a final product which is to be submitted for final evaluation. This final evaluation consists of a final mark (per student and/or per group) and/or a collective follow-up discussion. The supervisor’s duties are to devise the assignment and to appraise the final product (paper) as well as the process (approach, group processes, etc). If, during the training period, (groups of) students have but a limited insight into the positive and negative elements of the final product that they have submitted or the process that they have experienced, they are given subsequent feedback and further suggestions for improvement.

**Guided self-study**
A set of guided sessions and independent learning situations in which students acquire and/or process knowledge for (a part of) a course on an individual basis. In the case of self-study, adapted learning materials are provided with built-in coaching components (“embedded support”). Examples of these components include overviews, tables of contents, “advance organisers”, preliminary and subsequent questions for self-tests (in an ELE with feedback), diagrams, key concepts, summaries, explicit learning objectives per unit, processing assignments, examples, suggestions for revising, etc. Guided self-study is distinct from distance learning in that it involves personal contact (whether collective or individual, online or in person) with the lecturer, who steers and/or coaches. Guided self-study can also be used in preparation of lectures and seminars, for example.

**Independent work**
Independent learning situation in which students individually conduct a series of activities without any form of constant supervision (sometimes also referred to as homework). These activities are intended to procure a final product which is to be submitted for final evaluation, which can be a final mark and/or a collective follow-up discussion. The supervisors’ duties are to devise the assignment and to appraise the final product (paper) and, possibly, the process (approach). If, during the training period, students have but a limited understanding of the positive and negative elements in the final product submitted by them or the process that they are experiencing, they are given feedback and suggestions for improvement.

**INTEGRATION SEMINAR**

Interactive learning situation with an explicit focus on the integration of contents from different course units. An integration seminar differs from a seminar in that a seminar is not specifically aimed at the integrated application of contents from different disciplines. Integrated seminars draw on learning and educational conversations, discussions, exercises, role plays, simulations, short assignments, etc. The total number of students is limited, so that the supervisors can actively monitor the learning progress of all the students, provide individual guidance (or in groups) and possibly even intervene when necessary.

**LECTURE**

Subforms: plenary exercises, clinical lectures and response lecture

Collective learning situation in which the lecturer transfers knowledge to a group of students. The students’ activity is mostly limited to listening and taking notes, although lecturers may ask students questions or give them minor assignments. Interactions are mainly initiated by the lecturer, and are intended to support the transfer of knowledge. The lecturer can only check to a small extent whether all students have acquired the new knowledge and follow-up and coaching towards individual students are limited. Lectures (or so-called “ex-cathedra” classes) may set out from concrete situations or refer to material that was read by the students beforehand. Plenary exercises as a teaching method are collective learning situations in which exercises are solved by the lecturer. The intended purpose is largely to demonstrate solution methods, with only limited interaction with and input from the students.

During clinical classes or clinical lectures, the lecturer starts out from a patient case and holds a discussion on this case. For the remainder, clinical lectures are essentially similar to lectures. Clinical classes are distinct from clinical seminars and clinics in that the latter two are staged for smaller groups of students, while emphasising the input of students in discussing the case (with the patient being physically present or not).

Lectures may be offered electronically by videoconferencing (i.e. teleclassing). During a response lecture, the contents are discussed interactively and in a question-driven manner. Students prepare for this lecture and study relevant sources beforehand (e.g. an article, case, text, or audiovisual document). During the response lecture, the lecturer systematically discusses the questions, critical comments or preparations and clarifies them. Students are encouraged to ask and answer questions and to actively think along with the lecturer and fellow students.

The main goal of interactive or response lectures is to urge students to process the learning material in an active and critical way and to learn from each other.

**MASTER’S DISSERTATION**

The Master’s dissertation is a research project (cf infra) that completes a Master’s programme and that needs to meet certain requirements defined by decree, set out in the present Education and Examination Code.

**MICROTEACHING**

Independent learning situation in which students present specific content which they have prepared individually or in groups to their fellow students (also referred to as student lessons or student presentations). These types of sessions are aimed at the active (selection, analysis and) processing of specific contents, while equally focusing on practising presentation and teaching skills. The supervisor and possibly the fellow students comment on the students who gave
the lesson or presentation and give suggestions regarding the contents and/or form of the lesson or presentation. The supervisor may also choose to organise remedial sessions during the preparation stage.

**ONLINE DISCUSSION GROUP**

Interactive learning situation in which students communicate online and learn from each other by posting messages and responses to messages from fellow students. To get the discussion going, the supervisor usually introduces a topic or a proposition, poses a question, or assumes a particular viewpoint on a specific topic. The goal of online discussions is to allow students to process knowledge content in an insightful manner. Moreover, electronic discussion groups can be set up in order to train students in developing and amending a professional opinion of their own and to train their ability to express and substantiate these views. Discussion groups are mostly used in combination with other teaching methods. The role of the supervisor can be to comment on the students’ contributions, to take part in the discussion himself, to summarise and/or steer the discussion, to introduce new items for discussion, to encourage students to make the contribution themselves, etc.

**PBL TUTORIAL**

Interactive learning situation within problem-based learning (PBL), in which a tutor coaches a small group of students in analysing a problem that is poorly structured, in defining students’ learning questions and in arriving at joint conclusions from the students’ individual self-study efforts. In problem-based learning, it is not the tutor who offers knowledge to the students. Instead, it is the students who set out in search of the required knowledge (insofar as they do not possess it already), on the basis of the problems with which they are confronted. Overall, the role of the tutor in this process is a facilitating one, in which s/he raises questions which can primarily impact on the learning process. The tutor does not lead the discussion and only contributes to a limited extent in terms of contents.

**PRACTICAL**

Independent learning situation in which the students themselves actively acquire and/or practise specific manual techniques, skills or work methods. Related terms include (language) lab, skills lab and workshop exercises. Students practise individually or in small teams, and are given intensive coaching. The supervisor is responsible for the practical arrangements and coaches the students. In contrast with seminars, students are hardly addressed collectively. On the whole, practicals or (skills) labs are geared towards the development of skills that students will need in their prospective professional careers. As this requires quite rigorous and individual coaching efforts, groups are kept fairly small. Practicals can also include moments when students are given collective instructions.

**PROJECT**

Projects include both coaching situations and independent learning situations, which take place during a specific type of assisted independent work or group work which focuses on the integration of the contents and competencies of different course units. As in independent work or group work, students perform a series of activities, either individually or in teams, without constant supervision. These activities lead to a final product which is to be submitted for assessment. The supervisors’ duties are to devise the assignment, to offer interim assistance and advice, and to evaluate the final product (paper) as well as the process (approach, group processes, etc). Unlike independent work, projects aim to integrate the skills and contents of several course units and therefore require intensive teamwork and in-depth consultation among the various lecturers of the course units concerned. This co-operation goes beyond an introductory consultation round. Moreover, the majority of lecturers concerned are permanently involved in the educational and coaching activities.

**RESEARCH PROJECT**

Subforms: dissertation

A set of individualised coaching sessions and independent learning situations, in which students work on a research-related thesis or design. This thesis or design may complete the study programme. In this writing or design project, the student should demonstrate that s/he is able to interpret, report and evaluate the results from his/her own research or
that of others, or that s/he can devise and/or conduct guided independent research. This learning process is actively coached by the lecturer in several sessions, during which both the end result and the learning process are discussed.

**SEMINAR**

Subforms: coached exercises, practical PC room classes, clinical seminars

A collective interactive learning situation in which students learn and practise competencies or techniques, apply knowledge or discuss and work out a problem or a case, under the supervision of academic staff. In these types of sessions, the lecturer makes use of educationally useful interviews, discussions, exercises, short assignments, etc. Only a limited number of students are allowed to sit in on these seminars, so that the staff can monitor the learning progress of all the students, provide the necessary guidance (individually or in groups) and intervene in the learning process if required. Unlike lectures, where interactions are chiefly lecturer to students, seminars more often also include forms of interaction in which students communicate with each other or in which they are required to interact with the lecturer. The teaching method of coached exercises refers to a collective interactive learning situation in which exercises are solved by students under the supervision of a lecturer. Unlike plenary exercises, coached exercises require a greater level of activity from students. Practical PC classes are coached exercises in which students work on PCs. Clinical seminars consist of the elaborate discussion of cases, real-life patients, without said patients being present.

**STUDY VISIT**

Collective learning situation in which students leave the university campus in order to become acquainted with the real-life context of enterprises, organisations, institutions, projects, etc, or to be taught specific elements of the course contents (sometimes also referred to as company visits). Unlike fieldwork, these activities are chiefly aimed at transferring knowledge about specific organisations, phenomena, etc. These types of study visits may be guided by the lecturer, an on-site expert (such as a member of the company's staff), or a guide.

**WORK PLACEMENT**

The whole of individual coaching situations and independent learning situations during a period of experiential learning in a professional practice setting in which the students engage in the daily activities at the trainee post. Work placements are designed to allow students to practise and apply profession-oriented knowledge and competencies. In most cases, students are alone on a work placement, but they may also be part of a small group of students. The supervisor is involved in the selection of the placement post, and in preparing the students for the experience. In addition, the supervisor provides support, follow-up, puts forward comments and suggestions and is responsible for the evaluation. Work placements differ from other forms of field experience by their comparatively lengthy duration and the comparative level of autonomy students have in everyday practice.
SECTION II – GLOSSARY OF EVALUATION METHODS

ASSIGNMENT
Related terms: report, project report, log, paper, group work, writing assignment, dissertation, essay, scale-model, design or draft, record, project assignment.

The evaluation of the end result created by an individual student or a group of students after a specific question or assignment from the lecturer(s). The end result can take on a variety of different forms: reports, papers, scale-models, designs, video productions, etc. The aim of these assignments is to develop and test competencies such as the ability to critically and thoroughly analyse specific cases or issues, to apply knowledge in an integrated manner, or to independently develop new knowledge, methods, understanding and/or scientific writing abilities. As these competencies are usually of a more complex nature, it is important that evaluation criteria are formulated. Such guidelines are to offer sufficient support to both students in the execution of their assignment and lecturers and teaching assistants in reviewing and evaluating students' products.

BEHAVIOURAL EVALUATION ON THE WORK FLOOR
Related terms: performance assessment, work sample test, 360° feedback method.

An integral test in which students are required to perform complex tasks over longer periods of time in actual professional or research situations. Unlike skills tests, which test isolated skills, a behavioural evaluation is a much broader form of evaluation in which the assignments are representative of the integral (v. the isolated) conduct of professionals. Behavioural evaluations are used to establish whether the execution of the professional duties and tasks are in accordance with the required competence level. This usually implies ready knowledge, analytic and problem-solving skills, professional attitudes, discussion techniques and/or knowledge of the procedures and methodologies that are relevant for professional behaviour. To appraise the skills demonstrated by students, assessment scales and/or observation lists or checklists are used.

The criteria that are used in these scales or lists involve observable behavioural components. The people appraising the students may be people at the place of work, the trainee supervisor and/or the university student counsellor. The advantage in using people from the shop floor to evaluate the students is that these people get to see the students over longer periods of time at work in an operational setting, which prevents the evaluation from amounting to little more than just a snapshot. This form of evaluation is often part of the overall evaluation of the work placement.

MASTER’S DISSERTATION
See glossary of teaching methods.

OPEN BOOK EXAMINATION
Variations: Problem based learning (PBL) assignments, Over All Tests.

A written examination in which students can consult sources of information to answer the questions, assignments or cases that are presented to them. Examples of such sources include (sections from) the textbook or syllabus, articles, students' own notes, PowerPoint slides, formula tables, legal texts, the Internet, maps, drawings, or databases. Examinations in which the use of tools such as dictionaries, pocket calculators or drawing materials is permitted are considered “regular” written examinations with open or closed questions instead of open book examinations. For open book examinations, students are not expected to be able to reproduce any information. The aim is to establish to what extent students are capable of employing the available sources in order to establish links, analyse problems, substantiate possible solutions and evaluate the solutions/decisions of a case or issue.

Variations of open book examinations are PBL assignments and Over All Tests.

A PBL assignment is an assignment that is at the core of problem-based learning. Often, the assignment is a case that describes a problem, situation or event and places it in the actual context. Students solve the case by consulting sources and by applying the so-called seven-step method that is often used for PBL.

An Over All Test (OAT) is an open book examination in which students apply information sources from a variety of different disciplines which they have consulted beforehand (typically as part of a project) onto a new case.
**ORAL EXAMINATION**

Variations: evaluation reviews, presentations.

An oral examination is a form of dialogue in which the examiner asks questions which the student answers orally. Oral examinations involve direct communication between the examiner and the student, which makes it possible for the examiner to probe the student’s knowledge of the subject matter or to rephrase his questions. The examination may consist of (a selection of) the following stages:

1. The student prepares the questions presented to him (in writing),
2. The examiner goes through the student’s written answers drafted in preparation,
3. The student provides an oral explanation in which s/he answers the questions,
4. The examiner asks additional questions in order to explore a specific topic in depth, to give the student the opportunity to remedy any discrepancies in his/her answer or to arrive at a more accurate assessment by asking specially adapted supplementary questions.

Variations of the oral examination include the evaluation review between the examiner and the student and student presentations.

For independent work, group work, projects, work placements, etc, students may be asked to give a presentation on their end results. When evaluating such presentations, examiners may take into account the student’s general presentation skills, as well as the contents of the presentation.

The performance review is a dialogue between the examiner and the student(s) who has/have produced a paper with the aim of arriving at an in-depth examination of particular elements or establishing the extent to which each of the individual students contributed to the group work. The performance review can also be included as part of an oral examination in which a section of the examination is reserved for questions on the independent work, the group work, projects, work placements, etc.

**PARTICIPATION**

Variations: attendance, application, substantive input

Participation involves an assessment of the way in which students participate in (follow-up) reviews and discussions, practicals, coached exercises, etc.

During these activities, various aspects can be considered as part of the assessment: in some cases, the attendance can be an assessment factor, for example.

In other cases, the examiner focuses more on the manner in which students apply themselves during activities (taking the floor, posting reactions on online discussion forums, making physical efforts, showing perseverance, etc). As attendance and application do not involve the mastery of any specific skills in terms of contents, this type of participation is but one element of a much broader assessment.

Matters are taken a step further if the evaluation does not only concern the non-content related application of students but the actual content-related quality of their input. This type of evaluation of students’ participation in specific activities may involve a final assessment of a course unit.

In order to assess the way in which the student participates, the examiner can use tally lists, assessment scales and/or observations lists or checklists. The lecturer or teaching assistant supervising the activities can observe and decide for themselves whether additional appraisers are to be involved.

**PEER ASSESSMENT**

Students assess each other’s team work or the quality of each other's output/performance against criteria that their lecturer has formulated (for them or together with them). By assessing others, students learn how they themselves can still improve their performance and they are prompted to reflect on what is appropriate. Peer assessment can only make a (limited) contribution to a student’s final assessment, and it cannot determine whether or not students pass a course unit. It is also possible that the quality of the feedback given to fellow students itself is evaluated.

The use of peer assessment as a form of evaluation often requires both the examiners and the students to adjust their attitude and skills. Students should therefore be “trained” in how they can apply (and formulate) criteria and how they can give each other constructive feedback.
PORTFOLIO

In a portfolio, students present their own individual learning process or acquired competencies, amongst other things by collecting “evidence”. This evidence may consist of papers, evaluation reports by the lecturer (and/or fellow students), images, video footage, etc. Portfolios enable lecturers to obtain a truthful and integrated picture of students’ learning progress over a longer period of time. In addition to their evidential function, portfolios also often serve to make students reflect on their own development process and to systematically look back on their own actions, while assessing and analysing their actions (cf self-assessment). Portfolios are primarily used for learning processes that are in close keeping with practice because they paint an authentic picture of the way in which students perform tasks in complex professional or research situations. Therefore, portfolios are often used to coach and assess work placements. Portfolios may be kept in paper or electronic form (cf so-called e-portfolios).

REPORT
Evaluation of the students’ report on the way in which specific (team) assignments were completed and/or the input of the various team members. In contrast with an assignment, it is not the end result itself that is important, but rather the process that the students went through to arrive at this result. Another potentially relevant aspect involved in this teaching method is the extent to which the (team of) students is/are able to describe and substantiate their approach, to reflect on the positive and negative aspects of this approach and any alternative or future approaches. It is advisable to formulate specific appraisal criteria, to make sure that students know exactly what is expected of them in the report, and to ensure that the evaluation is made to occur as objectively as possible.

SIMULATION
Variation: role-play

An evaluation of the way in which students apply knowledge, perform particular actions, or show a certain behaviour or attitude in a simulation of a real situation. To stage a simulation, the lecturer will deliberately select elements from a real professional or research context, in order to create a situation in which students perform tasks in accordance with the desired level of competence. Unlike behavioural evaluations, these are not real professional or research situations but live simulations, computer simulations or video simulations that are staged in an educational setting, not on the actual shop floor. In order to assess the students’ competencies, assessment scales and/or observation lists or checklists can be used and several appraisers may be involved.

SKILLS TEST
Related terms: dexterity test, hands-on test, treatment/action, assignment during practicals, training assignment, operation, appraisal of activities during practicals.

Skills tests are designed to establish to what extent students are able to perform the desired competencies adequately, in most cases drawing on their scientific background knowledge. Unlike behavioural evaluations, which involve the integral review of complex professional competencies, skills tests focus on a single isolated action that is based on know-how. Depending on the intended aim, the lecturer determines whether an isolated skill is to be tested as a whole or whether the test will principally focus on specific aspects of the skill in question. The students’ competencies are mostly tested by way of a practical or action assignment in which they are required to perform a task that is relevant in a professional setting and that possibly involves the use of professional equipment (e.g. lab equipment, specific software, instruments, measuring devices, etc). In order to assess the students’ skills, assessment scales and/or observation lists or checklists are used and several appraisers may be involved.

WRITTEN EXAMINATION WITH MULTIPLE CHOICE QUESTIONS
Variations: multiple choice questions, true/false questions, matching questions, ordering questions.

A written examination consisting of questions in which students are required to pick the right answer, as opposed to open question forms in which the students need to formulate the answers themselves. In addition to testing the
students’ ability to reproduce knowledge, closed questions allow for a wide variation of knowledge and skills to be ascertained, including higher competencies. Multiple choice questions contain the formulation of a problem (stem) and a number of possible answers including incorrect alternatives (distractors) and one (or several) correct answers. First, the problem is formulated, by means of a description of a case or other information that is necessary to solve the question. Then, the actual question is presented. True/false questions put forward propositions that students need to identify as right or wrong. Formula scoring (i.e. correction for guessing, giscorrectie) is not allowed for (multiple-choice) exams. Formula scoring has been replaced by standard setting (higher cutting score)\textsuperscript{12}, in accordance with the formula set by the university board. If a higher cutting score is used, the students need to be informed of the number of questions they need to answer in order to pass. Matching questions consist of a number of stems and a number of options. It is up to the student to link the stems with the appropriate options. Ordering questions consist of a number of events, step-by-step plans, developments, procedures, etc that are constructed according to certain ordering principles. The answering options include different possible sequences from which the student is required to choose.

**WRITTEN EXAMINATION WITH OPEN QUESTIONS**

Variations: short-answer questions, essay questions.

This evaluation method is a written examination consisting of questions to which the students need to formulate the answers themselves, as opposed to closed question forms in which the students can select the appropriate answer from a supplied number of possible answers. Depending on the length of the expected answer and the extent of prestructuring by the lecturer, a number of variations can be distinguished, i.e. short-answer questions and essay questions. For short-answer questions, students are expected to answer with just a few words, one or several sentences, a formula or a drawing. These types of prestructured questions force students to answer concisely. Essay questions, on the other hand, require a more comprehensive answer from students and are primarily used to establish whether students are able to relate specific insights and understandings, analyse more complex issues or cases, perform a complicated calculation, or furnish complex evidence. For essay questions too, the lecturer may prestructure the questions to a certain degree, by providing guidelines as to which elements the answer is required to contain. The students’ answers are assessed by means of answer models or answer keys that explicitly state these elements.
## PART IX – REGULATIONS CONCERNING THE STORAGE OF DOCUMENTS

<table>
<thead>
<tr>
<th>Document</th>
<th>How long should it be kept?</th>
<th>By whom?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXAMINATIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copies of written a student’s examinations</td>
<td>until 1 year after the close of the academic year concerned</td>
<td>Lecturer-in-charge</td>
</tr>
<tr>
<td>Leftovers of examination questions</td>
<td>to be destroyed when administrative use lapses</td>
<td>Lecturer-in-charge</td>
</tr>
<tr>
<td>Written preparation for a student’s oral examination</td>
<td>until 1 year after the close of the academic year concerned</td>
<td>Lecturer-in-charge</td>
</tr>
<tr>
<td>Written reflection on the course of an oral examination, recorded by the examiner</td>
<td>until 1 year after the close of the academic year concerned</td>
<td>Lecturer-in-charge</td>
</tr>
<tr>
<td>Certificates for absence from examinations (for example, doctor’s certificates)</td>
<td>1 year after the close of the academic year concerned</td>
<td>SAMS</td>
</tr>
<tr>
<td>Lists of deliberations and examination results announcements</td>
<td>5 years</td>
<td>SAMS</td>
</tr>
<tr>
<td></td>
<td>Then: permanently</td>
<td>Campus archives</td>
</tr>
<tr>
<td><strong>DISSERTATIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments as part of continuous assessment, such as Bachelor’s dissertations and work placement reports</td>
<td>until 1 year after the close of the academic year concerned</td>
<td>Lecturer-in-charge</td>
</tr>
<tr>
<td>Master’s dissertations</td>
<td>Paper and electronic version: permanently</td>
<td>University library</td>
</tr>
<tr>
<td></td>
<td>Paper version: until 1 year after the close of the academic year concerned</td>
<td>Lecturer-in-charge</td>
</tr>
<tr>
<td>Administrative preparations concerning Master’s dissertations: forms with working titles and definitive ones, title pages of Master’s dissertations, signature lists, etc.</td>
<td>to be destroyed when administrative use lapses</td>
<td>SAMS</td>
</tr>
<tr>
<td><strong>REPORTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reports Examination Boards</td>
<td>permanently</td>
<td>Campus archives</td>
</tr>
<tr>
<td>Reports/evaluation forms Master’s dissertations</td>
<td>permanently</td>
<td>Campus archives</td>
</tr>
</tbody>
</table>
PART X – URLs AND ENDNOTES

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1. http://www.studiegids.ugent.be
11. For a 60-credit SLP, the weighted total stands at 1200 with a maximum deficit of 12. For instance: under this provision, compensation may be offered for a 6-credit course unit for which the student scored 8 out of 20.

To determine the higher cutting score, the chance of students guessing the right answer to the multiple-choice questions needs to be taken into account. This depends on the number of possible answers (n). To determine the cutting score, the following formula needs to be used: c = N(n+1)/(2n). To convert the number of correct answers into the final mark, the formulas below can be used. The first formula applies when a student’s number of correct answers (y) is higher than or equal to the cutting score (c). The second formula is used if the number of correct answers is lower than the cutting score.

\[
\text{If } y \geq c, \text{ dan } z = \frac{10}{N} \left( y - c \right)
\]

\[
\text{If } y < c, \text{ dan } z = \frac{10}{N} y
\]

c being the cutting score (for example, 15/40),
N being the number of questions and also the maximum score on the exam (for example, 40),
n being the number of option for each question (for example, 2 for true/false questions),
y being the rough score (i.e. the number of correct answers), and
z being the final mark that the student will get.

These formulas were drawn up by Prof. dr. Jean-Pierre Ottoy, Prof. dr. Olivier Thas and dr. Jan De Neve (2013) and have been approved by the Board of Governors (6 December 2013).