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HU Education, Research and Student Affairs

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## **HU Examination Board Regulations 2025-2026**

**Confirmed and adopted by the Director OO&S (Education, Research & Student Affairs) on 27-05-2025.  
Article 3 and Article 6, paragraph 7, adopted by the Executive Board on 03-05-2025.**

**This version goes into effect as of 1 September 2025.**

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## Article 1 Definitions

In this regulation, terminology is used in accordance with the definitions set out in the Education and Examination Regulations of Utrecht University of Applied Sciences 2025–2026 (OER-HU 2025–2026), the Higher Education and Research Act (WHW), and the HU Assessment Policy (2025). Where certain terms are not defined in the aforementioned sources, they are explained below.

1. *Board of Examination Committees HU (CvE-HU)*: The board of chairs of the examination committees. This board meets regularly to discuss matters related to the examination committees.
2. *External member of the examination committee*: A member of the examination committee who is not affiliated with Utrecht University of Applied Sciences. This member holds a primary appointment at another organisation or works as an independent professional and/or researcher.
3. *Judicium Committee*: A committee for degree programmes that use only the assessment scales Pass/Fail and/or below level/at level/above level. Students may submit a request to this committee for a Cum Laude or with distinction classification.
4. *Teaching & Learning Network*: The HU eco-network in which Lifelong Learning activities for HU staff are organised.
5. *Week (in relation to deadlines)*: A period of seven consecutive days, excluding official public holidays listed in Osiris.

## Article 2 Scope

These regulations apply to all examination boards associated with HU University of Applied Sciences Utrecht. Independent regulations have been drawn up for the certification board of the Teaching & Learning Network.

## Article 3 Composition and appointment

1. Annually, the institute director nominates members of the examination board of the relevant institute to the Executive Board, for appointment. The Executive Board appoints an examination board for the degree programmes associated with the relevant institute<sup>1</sup>.
2. Before proceeding with the nomination, the institute director hears the members of the relevant examination board about the intended nominations<sup>2</sup>.
3. The Executive Board appoints the members of the examination board in a written statement, based on their level of expertise<sup>3</sup> and on the recommendation of the institute director (see item 1).
4. The examination board consists of at least three members, including a chair and a deputy chair. Competency profiles are included in Appendix 1 for the roles of chair, deputy chair and members of the examination board.
5. The examination board should be composed in such a way that the following requirements are met:
  - a. At least one member of the examination board is particularly knowledgeable in the field of testing policy;
  - b. At least one member of the examination board is associated as a lecturer with one of the degree programmes belonging to the institute;

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<sup>1</sup> WHW Article 7.12a, paragraph 1

<sup>2</sup> WHW Article 7.12a, paragraph 4

<sup>3</sup> WHW Article 7.12a, paragraph 1

- c. At least one member of the examination board has a PhD degree;<sup>4</sup>
  - d. At least one member of the examination board comes from outside HU University of Applied Sciences Utrecht.
  - e. As of 1 September 2027: At least one member of the examination board must hold the Senior Qualification in Assessment (SKE) or have been granted an exemption by the TLN Certification Committee.
6. It is not possible to appoint someone as a member of the examination board who holds a position that could lead to a conflict of interest or the appearance thereof. This is certainly the case for anyone holding a managerial position within the relevant institute.
7. The decision for the appointment must be made before the start of the academic year. The composition of the examination board of an institute is communicated to the students before the start of the academic year. The term of appointment commences on 1 September.
8. The Executive Board and the institute director must sufficiently ensure that the examination board functions in an independent and professional manner. (7.12a)<sup>5</sup>
9. The Executive Board appoints the members of the examination board for the duration of one academic year.
10. The appointment ends if:
  - a. the member, deputy chairman or chairman of the examination board has not been (re)nominated by the institute director at the end of the academic year, after consultation with the chair of the examination board. If the non-nominated member is the chairman of the examination board, this is discussed with the deputy chairman;
  - b. the member, deputy chairman or chairman of the examination board takes up another position or ancillary position, which creates an (appearance of) conflict of interest;
  - c. the member, deputy chairman or chairman of the examination board indicates that they no longer wish to perform this task.

The institute director may request the Executive Board to terminate the membership of a member of the examination board, if the member concerned takes up a position outside the institute or institution, as a result of which membership of the examination board is no longer a matter of course.

11. If a member of the examination board is (temporarily) unable or not allowed to exercise their role, the Executive Board will appoint a deputy member in accordance with the appointment procedure.
12. The Executive Board will inform the member concerned in writing in good time of the termination of the appointment as a member of the examination board.

#### **Article 4            Facilitation**

1. The institute director has the role of providing adequate facilitation for the examination boards. The starting point for this is the “Handreiking facilitering examencommissies” (Guide to Facilitating Examination Boards) as included with Appendix 3. In addition, the chair of the examination board will receive an additional 0.1 FTE for participation in the HU Committee of Examination Boards (CvE-HU, *College van Examencommissies*). If there is any deviation from these principles, the institute director will provide the Executive Board with reasons for that in writing. The institute director also informs the Institute Council about the amended incentive regulations.
2. The examination board, within the available budget and in consultation with the institute director and the supervisors involved, may set up a test committee to advise the examination board.

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<sup>4</sup> The institute director may request the Executive Board to waive this requirement.

<sup>5</sup> A Section number placed in brackets refers to that Section in the WHW.

3. The examination board is supported by at least one official secretary, who is not a member of the examination board. Education, Research & Student Affairs (OO&S, *Onderwijs, Onderzoek & Studentzaken*) ensures that each HU examination board is supported by an official secretary of the Certification Team.
4. The institute director supports the members of the examination board with annual opportunities to professionalise in the area of their activities within the board. New members must at least follow the basic examination board training offered by the Teaching & Learning Network.

## **Article 5            Duties and powers**

1. The examination board determines, in an objective and expert manner, whether a student in a bachelor's, master's or associate degree programme meets the requirements set out in the OER concerning the knowledge, understanding and skills necessary to obtain a degree (7.12).
2. The examination board ensures that the rules regarding tests and final examinations, such as those included in the OER and study guides, are correctly implemented.
3. The examination board is in particular charged with:
  - a. Assuring the quality of the tests and examinations;
  - b. Providing advice regarding the assessment policy;
  - c. Assuring the procedures of the assessment policy;
  - d. Assuring the quality of the organisation and the procedures surrounding tests and final examinations;
  - e. The appointment of examiners;
  - f. Establishing guidelines and instructions within the framework of the OER, in order to assess and determine the results of tests and final examinations;
  - g. The issuing of the binding study recommendation in the propaedeutic year. In exceptional cases and following consultation with the examination board, the institute director may assign the examination board the task of issuing an urgent study recommendation;
  - h. Granting exemptions for taking one or more tests (7.12b);
  - i. Approving optional courses and compiling the optional course profile;
  - j. Examining, evaluating and possibly taking the appropriate measures in the event of irregularities and/or fraud in tests. In the case of programmatic assessment, this is a "high stakes" moment.
  - k. Determining the results of final examinations;
  - l. Issuing certificates (7.11 WHW);
  - m. Setting up a decision committee and/or a judicium committee (if applicable, refer to OER 6.5.4) and the HU Assessment Policy 2025.
4. The examination board can issue solicited and unsolicited advice to the Executive Board and the institute management with regard to the duties and powers assigned to it.
5. The examination board makes decisions based on national laws and regulations, on the regulations determined by universities of applied sciences, the institute and the degree programmes, and on principles of good governance generally accepted by law.
6. The examination board establishes rules on the performance of the duties and powers referred to in the third paragraph and on measures that the examination board can take in this respect. This can include rules<sup>6</sup> for:
  - The procedure regarding written and/or digital tests ([testing regulations](#))
  - Invigilation during written and/or digital interim exams (instructions to invigilators)
  - The procedure during oral interim exams (interim exam protocol)
  - Making and evaluating of interim exams (interim exam guidelines)

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<sup>6</sup> In addition to, for example, the HU-wide Testing Regulations and Guideline on Irregularities.

- Issuing sanctions in the event of irregularities and/or fraud (irregularities procedure)

## **Article 6 Procedure**

1. The examination board makes decisions based on a majority vote. If the votes are tied, the chair decides on the decision to be taken.
2. The chair of the Committee of Examination Boards has decision-making powers when several institutes are involved in a calamity during or after a test. Here the chair is assisted by other members of the CvE-HU. The chair has these powers as long as the calamity retains its urgent character. As soon as this has disappeared, the powers return to the institute or institutes.<sup>7</sup>
3. Decisions on student requests taken by an examination board are recorded in the digital system in which the requests are registered.
4. Handling of decisions on student requests is performed by the official secretary on behalf of the examination board. In most cases, both student and teacher requests are processed through the digital registration system of the examination boards. Included in a decision of the examination board are the appeal options.
5. The meetings of the examination board are not public, unless the chair decides otherwise.
6. The chair may invite persons who are not members of the examination board to attend (part of) the meeting and/or to participate in the deliberations. These persons have no vote in the decisions taken by the examination board.
7. The examination board is permitted to partially mandate its powers to the official secretary for the purpose of official handling. Appendix 2 to these regulations lists the possible powers associated herewith. With regard to the subjects listed in the Appendix, the examination board will adopt an annual mandating decision, stating which of the aforementioned powers will be mandated to the official secretary.
8. The examination board may charge the official secretary, a member or a number of members with the preparation for the decision-making process.
9. The examination board may request the advice of (a committee of) experts.

## **Article 7 Allocation of duties**

1. The members of the examination board are responsible, under the direction of the chair, for the performance of the duties of the examination board.
2. The chair has at least the following duties:
  - Representing the examination board internally and externally, including within the HU Committee of Examination Boards;
  - Leading the meetings of the examination board;
  - Providing operational guidance to the examination board and its members;
  - Ad hoc decision-making in urgent cases;
  - Convening the examination board outside the normal schedule of meetings if this is necessary in the interest of the progress of the work of the examination board;
  - Drawing up an annual plan (in consultation with the members) listing the objectives for the short and medium term;

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<sup>7</sup> For more information, go to the HU Contingency Protocol (Calamiteitenprotocol HU), as established by the Executive Board on 17 March 2020. The protocol was updated in May 2025.

- Providing accountability to the Executive Board by means of an annual report;
  - Signing certificates and statements;
  - Providing guidance with regard to professionalisation, standardisation and knowledge sharing between the examination boards, both at institute and HU level;
  - Supervising the preparation of periodic reports.
3. In the absence of the chair, their duties are taken over by the deputy chair. If the deputy chair is also absent, the members appoint a chair to take over the duties.
4. The official secretary is responsible for the executive activities on behalf of and for the benefit of the examination board and is in any case responsible for the following duties:
- Preparing, convening and registering the minutes of the meetings;
  - Monitoring the implementation of decisions taken;
  - Preparing, advising on and formulating draft answers for decisions beforehand;
  - Communication of decisions to students and other stakeholders;
  - The preparation of periodic reports;
  - Archiving of handled requests, appeals and decisions taken in or outside the meeting<sup>8</sup>.

## **Article 8 Planning and accountability**

1. The examination board draws up an annual plan before 1 December of that year. This annual plan includes among others the professionalisation needs of the examination board.
2. After the end of the academic year, the examination board accounts for itself in the annual report. This annual report is drawn up in accordance with the format established by the HU Committee of Examination Boards.
3. The annual report is discussed with the institute director prior to its presentation to the Executive Board no later than 1 December of the following year. The institute director ensures that the annual report of the examination board is included in the PDCA (Plan-Do-Check-Act) cycle of the institute.
4. The annual report is presented to the Executive Board no later than 1 December of the academic year following the academic year in which the report relates.

## **Article 9 Examiners**

1. On the recommendation of the institute director, for the purpose of administering the tests, determining the result and entering thereof in Osiris, the examination board appoints staff members responsible for providing education in the relevant group of degree programmes to act as examiners for the course or courses assigned to them.<sup>9</sup> The examination board also appoints examiners to take high stakes decisions in the context of programmatic assessment. These high stakes decisions are made by a decision committee, which may consist of one or more examiners per educational unit (see paragraph 3). The examination board may issue guidelines to the degree programme regarding the composition of the decision committee. Examiners are not permitted to mandate or delegate their powers (WHW 7.12c). In accordance with HU policy, any HU staff member appointed as an examiner must have demonstrated the Basic Qualification in Assessment (BKE – *Basiskwalificatie Examinering*). The examination board may also impose additional expertise and training requirements on examiners,

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<sup>8</sup> See also Appendix 2: List of mandates for the examination board (EC Regulations Article 6, paragraph 7)

<sup>9</sup> For the HUpabo (primary education teacher training) of the Institute for Education and remedial education (Instituut voor Onderwijs en Orthopedagogiek) and for the institutes for Paramedical Studies and Archimedes, examiners from the partner institutions can also be appointed as examiners provided the agreements made on the matter with the partner institutions and/or the LOEx have been met. In that case, the requirements as stated in the third paragraph do not apply.

which may or may not be set out in institutional assessment policy. In all cases, examiners are expected to maintain and further develop their assessment expertise on a continuous basis.

2. Preferably, at least two examiners are appointed for each course or group of courses. All (mid-term) tests belonging to the graduation component are assessed by at least two designated examiners.
3. For units of up to 15 EC, the decision and/or assessment is made by one or more examiners. For units of 30 EC, the decision and/or assessment is made by multiple examiners. This also applies to (parts of) the graduation unit (HU Assessment Policy 2025).
4. The examination board may also appoint experts from outside the degree programme to perform the role of examiner. This is allowed if at least the following requirements are met:
  - The person concerned has at least completed a master's degree programme;
  - The person concerned shows that on the basis of previous experience, they are able to assess and evaluate whether a student meets the required Higher Professional Education (HBO) level, or that they have obtained the Basic Qualification in Examination Competency (BKE, *Basiskwalificatie Examiner*).

The examination board is free to impose additional requirements regarding the expertise of examiners from outside the degree programme.

5. The examiner carries out the testing policy set out by the institute director and/or the programme manager. The examination board may also provide the examiner with relevant guidelines and instructions in this context.
6. Examiners provide the examination board with all the information requested. (7.12.c WHW)
7. The examination board may revoke the examiner's appointment if the examiner does not comply with the laws and regulations or with the guidelines and instructions provided by the examination board, or if the tests under their care are repeatedly of insufficient quality. The examination board can draw up a further policy on this point.

## **Article 10 Request procedure**

1. A student may submit a request with substantiation to the examination board, if they believe that they have an interest in a decision from the examination board on the grounds of the OER, which may either concern an application of or a deviation from the OER<sup>10</sup>.
2. The request must be submitted in a timely manner and digitally via the request system of the examination boards.
3. The request must contain at least:
  - The request and a substantiation thereof;
  - The degree programme in which the student is enrolled, as well as the course code related to the request, if applicable;
  - Possible supporting evidence. If the petition is submitted due to personal circumstances, the (privacy-sensitive) supporting documents will, where necessary, be submitted via the student counsellor;
  - All other information requested in the request system.
4. The examination board may require additional motivation for the request and/or further substantiation based on supporting documents before a decision can be made.

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<sup>10</sup> See also the [Student Legal Protection Regulations](#) on EenHU.

5. The examination board will notify the applicant in writing of its substantiated decision in good time, but no later than 15 working days after receipt of the full request. Recognised public holidays and the Christmas and summer recess have a suspensive effect on this period. The examination boards maintain the same recess as that of the HU Examination Appeals Board (CBE, *College van Beroep voor de Examens*).
6. If the examination board foresees that it cannot make a decision within the prescribed period, the board will inform the student about this within two weeks of receiving the request. The board must indicate in which period it intends to arrive at a decision, as well as the reason for the delay.
7. The decision of the examination board will include the decision itself, a substantiation thereof and the possibilities of lodging an appeal. Regarding the latter, reference is made to the HU Legal Protection for Students Regulations.

All processing of personal data in requests to the examination boards is described in the processing register. For questions about this, examination boards can consult the privacy officer of their institute via [EenHU](#) (OneHU) or send an email to [askprivacy@hu.nl](mailto:askprivacy@hu.nl).

#### **Article 11 Integrity violation report**

1. If staff members and/or students suspect a violation of integrity, i.e. that one or more of the aforementioned persons has acted in violation of the HU Integrity Code, they can report this to the supervisor, programme manager, team leader or responsible director of the relevant institute, knowledge centre or department.
2. The protocol for investigation of a suspected integrity violation applies.<sup>11</sup>

#### **Article 12 Evaluation**

These regulations will be regularly evaluated by OO&S in consultation with the HU Committee of Examination Boards and the institute directors. Evaluation takes place at least once every three years. The next evaluation moment has been scheduled to take place during the 2026-2027 academic year.

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<sup>11</sup> See: Procedure for reporting a suspected breach of integrity on EenHU.

## Appendix 1: Competency profiles examination board

### A) Chair and deputy chair of the examination board

The chair and deputy chair of the examination board have the following core competences:

- Leadership skills; as evident by fulfilling managerial duties within their current position;
- Communication; demonstrated by the ability to clearly and unambiguously communicate both oral and written conclusions, as well as the knowledge, motives and considerations on which these conclusions are based;
- Collaboration; demonstrated by the commitment to achieve set objectives both vertically (within the institute) and horizontally (institute- or university-wide);
- Problem solving ability; demonstrated by being able to deal with complex situations;
- Integrity; demonstrated by being able to act in accordance with applicable standards and with respect for confidentiality;
- Quality orientation; demonstrated by placing high demands on the quality of one's own work and that of others, and by the constant pursuit of improvement.

In addition, the (deputy) chair of the examination board has the following expertise:

- Knowledge of the relevant laws and regulations, the OER-HU and the jurisprudence of the HU Examination Appeals Board;
- Knowledge of and insight into the testing policy at both institute and degree programme level;
- Expertise in the field of testing and assessment;
- Insight into the degree programme curriculum;
- Substantive expertise in the relevant field of study of the degree programme;
- Insight into the processes of the institute.

Given the substantial requirements set for the (deputy) chair of the examination board, this position cannot be held by an external person and preference will be given to a lecturer in higher professional education.

### B) Member of the examination board

A member of the examination board has the following core competences:

- Communication; demonstrated by the ability to clearly and unambiguously communicate both oral and written conclusions, as well as the knowledge, motives and considerations on which these conclusions are based;
- Collaboration; demonstrated by the commitment to achieve set objectives both vertically (within the institute) and horizontally (institute- or university-wide);
- Problem solving ability; demonstrated by being able to deal with complex situations;
- Integrity; demonstrated by being able to act in accordance with applicable standards and with respect for confidentiality;
- Quality orientation; demonstrated by placing high demands on the quality of one's own work and that of others, and by the constant pursuit of improvement.

In addition, a member of the examination board must have the following expertise:

- Knowledge of the relevant laws and regulations, the OER-HU and the jurisprudence of the HU Examination Appeals Board;
- Knowledge of and insight into the testing policy at both institute and degree programme level;
- Expertise in the field of testing and assessment<sup>12</sup>;
- Insight into the degree programme curriculum;
- Substantive expertise in the relevant field of study of the degree programme;
- Insight into the processes of the institute.

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<sup>12</sup> As of 1 September 2027, the (deputy) chair or a member of the examination board must have demonstrated the Senior Qualification in Assessment (SKE).

## Appendix 2: List of mandates for the examination board (EC Regulations Article 6, paragraph 7)

The examination board can exercise the following duties and powers by means of the procedure set out in Art. 6, paragraph 7, of these regulations to mandate annually the mandate decision to the official secretary. This list is not exhaustive.

- Communicating decisions taken by the examination board in response to requests from students and staff members;
- Evaluating whether a received request is eligible or ineligible for review;
- Requesting additional information if the request is incomplete;
- In accordance with previous decisions and policy established by the examination board, the official handling of student requests regarding the following categories:
  - Adjustments to the examination package
    - Establishing whether this is in accordance with the examination board policy adopted and established check lists or, as the case may be, conversion tables;
  - Extra test opportunities and distance exam
    - On the basis of the OER-HU and insofar as appropriate within the established examination board policy;
  - Examination statement
    - Via the relevant Osiris menu and using the corresponding standard text;
  - Enrolling in and disenrolling from tests
    - On the basis of the OER-HU and insofar as appropriate within the established examination board policy;
  - Replacement assignment
    - Based on the OER-HU and insofar as it aligns with the established examination board policy.
- Exemptions (provided the conditions have been met) that are standardised by established policy of the examination board
  - Optional courses / minor
    - Official administration if the request is incomplete, where necessary providing specification of the required supplementary documents; also if a grade list has been submitted without or deviating from a pre-approved learning agreement;
    - Official administration if the content has been approved by the optional courses coordinator, or by another person charged with this duty (HU minor, 'aggregated minor', KOM minor, study abroad / learning agreement);
    - Official administration of the Transcripts of Records or KOM minor grade list, if its contents have been approved in advance and in accordance with the learning agreement;
    - Signing of KOM forms and learning agreements on behalf of the examination board for the purpose of executing a decision made by the examination board.
    - Exemption for optional course plan in accordance with policy established by the examination board.
  - Provisions and/or facilities for tests;
  - Decisions regarding unrestricted study based on the advice of the student counsellor and in accordance with generally applicable agreements about facilities;
  - Processing of grading interventions and amendments submitted by examiners;
  - Processing of requests regarding the appointment of examiners submitted by the programme management;
  - Processing meeting lists for the purpose of the graduation of students;
  - Acting as the point of contact of the examination board for students, for example by independently organising a consultation hour;
  - Processing requests submitted by examiners, approved by the examination board, to re-open Osiris;
  - Providing factual information at the student's request regarding the various processes at other organisations.

Appendix 3: Facilitation guideline for examination boards

# VAN CIJFER TOT DIPLOMA

Eindproduct C4

**Handreiking facilitering examencommissies**

**Date**

9 June 2011

**By**

HU Platform examination boards

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## Facilitation guideline for examination boards (part thereof)

Based on this, the HU Platform Examination Boards has established the following guideline for the formation of examination boards. The formation takes at least:

**1.5 FTE 'fixed' + 1 FTE per 2,500 students**

The calculation of the *fixed component* is based on the following:

- 30 meetings per year x 4 hours (including preparation) x 5 (members) = 600 hours
- participation in faculty and HU platforms focussing on examination boards: 300 hours
- professionalisation (including testing and compliance with current legislation and regulations): 300 hours
- estimation of the required formation for adequate performance of a supervisory function (including advising on testing policy, ensuring correct implementation of testing policy, appointing examiners, issuing guidelines and instructions to examiners, performing reviews and sampling tests): 1,200 hours

Total 2,400 hours  $\approx$  1.5 FTE

The estimate for the *flexible component* is based on current numbers provided by a number of large examination boards, taking into account that many examination boards are unable to complete all their duties within the current allowance – meaning they need more time to fulfil their assigned role. In the opinion of this platform, the aforementioned 1 FTE per 1,500 students would be the most desirable time allowance. It is advised - if this time allowance is not feasible - to ensure that there is at least 1 FTE per 2500 students available. In the opinion of this platform, it would be unwise to set the flexible time allowance component below this limit, given the large number of duties and responsibilities assigned to the members of the examination boards.