

GHENT UNIVERSITY GLOBAL CAMPUS KOREA EDUCATION AND EXAMINATION CODE

2020-2021 ACADEMIC YEAR

The course catalogue of Ghent University Global Campus is available for consultation at studiegids.ugent.be.

This English version of the Education and Examination Code serves as the official version for use at Ghent University Global Campus, Korea as approved by the Board of Governors on 3 July 2020. However, in areas which lie outside the scope of this English GUGC version, the [official Dutch version](#) that was approved by the Board of Governors on 8 May 2020, may be used to clarify and provide guidance on any remaining issues in as far as those issues are governed by the areas outlined in the official Dutch version of the Ghent University.

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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 2020-2021 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 2020-2021 [electronic course catalogue](#);
- 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 1994;
- 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 24 May 2013 (see Part XII of the UGent Education and Examination Code (ugent.be/oer));
- The regulations concerning research and collaboration at Ghent University ("[Valorisatiereglement](#)", 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 2013;
- The [Disciplinary Regulations for Students](#), as approved by the Board of Governors at its meeting on 19 September 2008;
- The [Generic code of conduct for processing personal information and confidential information](#), as approved by the Executive Board at its meeting on 18 May 2018;
- The [Policy of Ghent University pertaining to inappropriate behaviour](#), as approved by the Executive Board at its meeting on 28 September 2018.
- The Non-Discrimination Declaration, as approved by the Board of Governors at its meeting on 27 May 2011.

§3. The Education and Examination Code is subject to the Codex of 11 October 2013 concerning Higher Education, ratified by the decree of 20 December 2013 (Codex Higher Education), and to the following decrees adopted by the Flemish Parliament and resolutions adopted by the Flemish Government:

- The special decree pertaining to Ghent University and Antwerp University Centre, as approved on 26 June 1991;
- The resolution of the Flemish Government establishing the list of the Bachelor's and Master's programmes for each institution in Flemish higher education, as approved on 30 March 2018;
- The resolution of the Flemish Government establishing the form of the higher education diploma and the contents of the accompanying diploma supplement that is awarded by higher education institutions in Flanders, as approved on 12 December 2014.

§4. The Education and Examination Code is supplemented by the Campus regulations

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

ACRONYMS AND ABBREVIATIONS

EDUCATIONAL QUALITY CONTROL UNIT (EQCU)

EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

GHENT UNIVERSITY (UGENT)

GHENT UNIVERSITY GLOBAL CAMPUS (GUGC)

ELECTRONIC LEARNING ENVIRONMENT (ELE)

ACRONYMS AND ABBREVIATIONS (USED IN DUTCH)

ASSISTANT ACADEMIC STAFF - ASSISTEREND ACADEMISCH PERSONEEL (AAP)

BACHELOR'S PROGRAMMA - BACHELOR (BA)

COP - COMMISSIE PROGRAMMA'S

ELECTRONIC LEARNING ENVIRONMENT (ELE) - ELEKTRONISCHE LEEROMGEVING (ELO)

OTHER ACADEMIC STAFF - OVERIG ACADEMISCH PERSONEEL (OAP)

PERSONALISED LEARNING TRACK – GEÏNDIVIDUALISEERD TRAJECT (GIT)

PREVIOUSLY ACQUIRED COMPETENCIES – EERDER VERWORVEN COMPETENTIES (EVC)

PREVIOUSLY ACQUIRED QUALIFICATIONS – EERDER VERWORVEN KWALIFICATIES (EVK)

PROFESSORIAL STAFF – ZELFSTANDIG ACADEMISCH PERSONEEL (ZAP)

STANDARD LEARNING TRACK – MODELTRAJECT (MOT)

LIST OF DEFINITIONS

ACADEMIC AFFAIRS The Department of Academic affairs, consisting of a faculty and student administration unit and a study counselling unit, is a central contact within GUGC where there is support to students for a wide range of study and learning track-related issues (provided by the learning track and study counsellors), as well as for any administration concerning their enrolment.

ADMISSIONS AND RECRUITMENT: The Department of Admissions and Recruitment serves as a contact point for students with regards to admissions.

BACHELOR'S PROGRAMME: a study programme in higher education that is subsequent to secondary education and contains at least 180 ECTS credits and, at GUGC, contains 240 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.

CONTINUOUS ASSESSMENT: (usually several) evaluation(s) of the students' study performance throughout the term or the academic year. See also: End-of-term-assessment.

COURSE SHEET: the description of a course unit in the course catalogue in accordance with the classification under article 30.

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, personalised learning track, 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 enrolls 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 Ufora.

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. See also Continuous assessment.

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. See also: Continuous assessment and End-of-term-assessment.

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 OFFICE: notification, registration and information cell open to all parties involved in the end-of-term assessment.

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 Ufora) 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 59, 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 (for example, Bachelor's project and dissertation), seminar projects and work placements.

LEARNING AGREEMENT: a formal agreement between the three parties involved in student mobility (i.e. the students, the sending institution and the receiving institution (or organisation or company)), who facilitate the organisation of student mobility and the recognition of credits obtained in this context. The Learning Agreement stipulates all the course units and other educational or research activities associated with student mobility. As such, it provides students with legal certainty that the credits they obtained at the receiving institution will also be acknowledged at the sending institution.

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 Academic Affairs department 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.

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.

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.

RECESS: time period in which educational activities and evaluations organised by University are suspended, cf. the time spans specified in the academic calendar.

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.

SEQUENTIALITY: the regulations approved by the Committee for Programmes on the requirement to have followed, (been declared as) passed or exempted from a particular course unit before a student can take up another course unit in his/her curriculum.

STANDARD LEARNING TRACK: standard learning track within a given study programme, as determined by the Campus Council in the provisions of article 28, 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 COUNSELLOR: a member of the Academic Affairs team 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.

STUDENT SERVICES: The Department of Student Services serves as a contact point for students with regards to leave of absence, student clubs and other affairs related to students' life on campus (including housing).

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.

SUCCESS RATE: the proportion between the number of acquired credits and the number of ECTS-credits in the personal enrolment curriculum.

SUPERVISOR (PROMOTOR): Person in charge of steering and guiding Bachelor's, Master's and doctoral students.

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.

UFORA: the official electronic learning environment of Ghent University and GUGC.

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 I – THE ORGANISATIONAL STRUCTURE OF GUGC

ARTICLE 1: THE CAMPUS COUNCIL

Ghent University Global Campus (GUGC) is managed jointly by the Campus President, the Campus Vice-President, the Ghent University Director of Internationalization and the Campus Council.

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

The Campus Council 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 academic rules and regulations in accordance with Ghent University practices.
- 3° Proposing modifications to the academic programs offered, based on advice from the Study Programme Committee.
- 4° Organising the necessary advisory bodies and committees.

ARTICLE 2: THE EDUCATIONAL COMMITTEES

Educational processes at Ghent University Global Campus are supported by the curriculum committee, the study program committee and the examination boards.

§1. Curriculum Committee

The Curriculum Committee is set up per cluster of study programmes. The Curriculum Committee is presided by a full-time GUGC ZAP faculty member and contains at least the chair(s) of the Study Programme Committee(s) involved, as well as the learning track counsellor(s), with the right to vote or not.

The Curriculum Committee has the authority to award exemptions, personalised learning tracks and contracts to obtain credits. At GUGC, the curriculum committee will also decide whether or not a student with a personalised learning track (i.e. a student that does not follow the standard learning track) may proceed to BA4 semester 1 (which in its entirety is organised at the home campus in Ghent, Belgium), after a substantiated request from the student to the committee.

The learning track counsellors are responsible for counselling students on how to put together a file (with regards to personalised learning tracks, as well as for the above mentioned progression to BA4 semester 1 in Ghent). The Curriculum Committee may consult any person, council or committee that it deems relevant.

§2. The Study Programme Committee

The Study Programme Committee acts as permanent advisory body to the Campus Council with regard to general policy and the organisation of the way in which the study programme(s) are to be taught. Section 5, subsection I of the underlying education and examination code deals with the specifics of the Study Programme Committee.

§3. The Examination Boards

There are two types of examination boards: the Examination Board per deliberation set and the Examination Board per study programme. Section II in Part III (Examination code) of the underlying Education and Examination code deals with the competencies and operation of the Examination Boards.

§4. The Intercampus Council.

The Intercampus Council is an advisory body, chaired by the Ghent University Director of Internalization, that ensures coordination of the study programme(s) on offer (and eventual changes) with stakeholders from the Faculty of Sciences and the Faculty of Bioscience Engineering, optimizes processes in which ZAP/AAP from UGent (Faculties of Sciences and BioScience Engineering) in teaching at GUGC are involved, and advises on administrative affairs related to UGent procedures.

ARTICLE 3: THE EDUCATIONAL QUALITY CONTROL UNIT (EQCU)

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

ARTICLE 4: THE DEPARTMENT OF ACADEMIC AFFAIRS

The Department of Academic Affairs 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 counsellors), as well as for any administration concerning their enrolment.

PART II – EDUCATION REGULATIONS

SECTION I – THE ORGANISATION OF THE ACADEMIC YEAR

ARTICLE 5: START AND CLOSE OF THE 2020-2021 ACADEMIC YEAR

The 2019 academic year starts on 31 August 2020 and closes on 28 August 2021.

ARTICLE 6: THE 2020-2021 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 organised as full-year course units in the following cases:

- If they are organised 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 organisation 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 organise 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 organisation of the Bachelor years, a customized academic calendar is valid for the different Bachelor years.

Bachelor 1 and Bachelor 2

SEMESTER 1	
Mon 2020/08/31	Start of the 2020-2021 academic year
Mon 2020/08/31 up to and including Sat 2020/11/21	12 weeks of first-term educational activities (Fall Semester)
Mon 2020/11/23 up to and including Sat 2020/11/28	1 week of catch-up activities
Mon 2020/11/30 up to and including Sat 2020/12/24	4 weeks first term exam period comprised of <ul style="list-style-type: none">– self-study– exams– announcement of the results– feedback
Mon 2020/12/28 up to and including Sat 2021/02/06	6 weeks of Winter Recess
Mon 2021/02/08 up to and including Sat 2021/02/27	3 weeks of first term resit exam period comprised of <ul style="list-style-type: none">– resit exams– announcement of the results– feedback

SEMESTER 2	
Mon 2021/03/01 up to and including Sat 2021/05/22	12 weeks of second-term educational activities (Spring Semester)
Mon 2021/05/24 up to and including Sat 2021/05/29	1 week of catch-up activities
Mon 2021/05/31 up to and including Sat 2021/06/26	4 weeks second term exam period comprised of <ul style="list-style-type: none"> – self-study – exams – announcement of the results – feedback
Mon 2021/06/28 up to and including Sat 2021/08/07	6 weeks of Summer Recess
Mon 2021/08/09 until Sat 2021/08/28	3 weeks of second term resit exam period comprised of <ul style="list-style-type: none"> – resit exams – announcement of the results – feedback
Mon 2021/08/30	Start of the 2021-2022 Academic year

Bachelor 3

SEMESTER 1	
Mon 2020/08/31	Start of the 2020-2021 academic year
Mon 2020/08/31 up to and including Sat 2020/11/21	12 weeks of first-term educational activities (Fall Semester)
Mon 2020/11/23 up to and including Sat 2020/11/28	1 week of catch-up activities
Mon 2020/11/30 up to and including Sat 2020/12/24	4 weeks first term exam period comprised of <ul style="list-style-type: none"> – self-study – exams – announcement of the results – feedback
Mon 2020/12/28 up to and including Sat 2021/02/06	6 weeks of Winter Recess
Mon 2021/02/08 up to and including Sat 2021/02/27	3 weeks of first term resit exam period comprised of <ul style="list-style-type: none"> – resit exams – announcement of the results – feedback
SEMESTER 2	
Mon 2021/03/01 up to and including Sat 2021/03/27	4 weeks of second-term educational activities
Mon 2021/03/29 up to and including Sat 2021/04/03	1 week of self-study and exam
Mon 2021/04/05 up to and including Sat 2021/05/01	4 weeks of second-term educational activities
Mon 2021/05/03 up to and including Sat 2021/05/08	1 week of self-study and exam
Mon 2021/05/10 up to and including Sat 2021/06/05	4 weeks of second-term educational activities

Mon 2021/06/07 up to and including Sat 2021/06/26	3 weeks second term exam period comprised of <ul style="list-style-type: none"> – self-study – exams – announcement of the results – feedback
Mon 2021/06/28 up to and including Sat 2021/08/07	6 weeks of Summer Recess
Mon 2021/08/09 until Sat 2021/08/28	3 weeks of second term resit exam period comprised of <ul style="list-style-type: none"> – resit exams – announcement of the results – feedback
Mon 2021/08/30	Start of the 2021-2022 Academic year

Bachelor 4

SEMESTER 1 (in GHENT)	
Mon 2020/09/21	Start of the 2020-2021 academic year
Mon 2020/09/21 up to and including Sat 2020/12/12	12 weeks of first-term educational activities (Fall semester)
Mon 2020/12/14 up to and including Sat 2020/12/19	1 week of catch-up activities
Mon 2020/12/21 up to and including Sat 2021/01/02	2 weeks of Christmas vacation
Mon 2021/01/04 up to and including Sat 2021/01/30	4 weeks of first term exam period comprised of <ul style="list-style-type: none"> – self-study – exams – announcement of the results – feedback
Mon 2021/02/01 up to and including Sat 2021/02/20	3 weeks of inter-term recess
SEMESTER 2 (at GUGC)	
Mon 2021/03/01 up to and including Sat 2021/03/27	4 weeks of second-term educational activities
Mon 2021/03/29 up to and including Sat 2021/04/03	1 week of self-study and exam
Mon 2021/04/05 up to and including Sat 2021/05/01	4 weeks of second-term educational activities
Mon 2021/04/03 up to and including Sat 2021/05/08	1 week of self-study and exam
Mon 2021/05/10 up to and including Sat 2021/06/05	4 weeks of second-term educational activities
Mon 2021/06/07 up to and including Sat 2021/06/26	3 weeks second term exam period comprised of <ul style="list-style-type: none"> – self-study – exams – announcement of the results – feedback
Mon 2021/06/28 up to and including Sat 2021/08/07	6 weeks of Summer Recess
Mon 2021/08/09 until Sat 2021/08/28	3 weeks of first and second term resit exam period comprised of <ul style="list-style-type: none"> – resit exams – announcement of the results – feedback
Mon 2021/09/27	Start of the 2021-2022 Academic year

§4. 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 article 34 §4.

§5. Educational activities and evaluations are suspended during Summer, Winter Vacation and inter-term recess as well as on the following National Holidays and closing days:

- Wednesday, 2020/09/30, Chuseok (Korean Thanksgiving Day) Day 1
- Thursday, 2020/10/01, Chuseok (Korean Thanksgiving Day) Day 2
- Friday, 2020/10/02, Chuseok (Korean Thanksgiving Day) Day 3
- Saturday, 2020/10/03, National Foundation Day
- Friday, 2020/10/09, Hangeul Day
- Friday, 2020/12/25, Christmas break up to and including Friday, 2021/01/01, New Year's Day
- Thursday, 2021/02/11, Seollal (Korean New Year) Day 1
- Friday, 2021/02/12, Seollal (Korean New Year) Day 2
- Saturday, 2021/02/13, Seollal (Korean New Year) Day 3
- Monday, 2021/03/01, Korean Independence Movement Day
- Friday, 2021/03/19, Dies Natalis
- Saturday, 2021/05/01, Labour Day
- Wednesday 2021/05/05, Children's Day
- Wednesday, 2021/05/19, Buddha's Birthday
- Sunday, 2021/06/06, Memorial Day
- Sunday, 2021/08/15, Liberation Day

§6. Exceptionally, examinations may be organised outside the examination periods – except on the closing dates mentioned in §5 – for students who, in accordance with art. 19, can request to "move one or more exams to another time within the same academic year, if necessary in a different exam form".

The decision should be taken by the Campus Council, on the recommendation of the Study Programme Committee, and the students should be informed of this decision at the start of the academic year.

ARTICLE 7: BA1-MARCH PROGRAMME

In line with the South Korean academic year, in which students enter local universities in March each year, GUGC offers an additional entry point for admitted students to enrol for a preparatory semester in March (called BA1-March programme) before the start of the first year of the Bachelor's programme.

The BA1-March programme of the Academic year 2020-2021 starts in March 2021 and is organised parallel with the Second semester of the Academic year 2020-2021.

Students enrolling in the Preparatory semester complete the admission procedure as specified under article 8.

The Preparatory semester consists of non-credit and credit-bearing courses identical to courses of the first year of the Bachelor's programme of the upcoming Academic year. Students are enrolled under a credit contract for the Preparatory semester and obtain a credit certificate, based on which they will be exempted for those courses in their curriculum of the first year of the standard learning track of the Bachelor's programme for which they enroll in September 2021.

Without prejudice to the student's performance within the BA1-March programme semester, in their next enrolment at GUGC, all students will be enrolled under a diploma contract for the first year of the standard learning track of the Bachelor's programme.

SECTION II – ACCESS REQUIREMENTS

SUBSECTION I – DEGREE ACCESS REQUIREMENTS

ARTICLE 8: ACCESS REQUIREMENTS FOR BACHELOR'S PROGRAMMES

Students who intend to enrol for a Bachelor's programme need to complete the [admission procedure](#).

§1. As an access requirement, students who intend to enrol for a Bachelor's programme with a contract to obtain a diploma need to hold one of the following degrees:

- a secondary high school diploma awarded by an educational institution that is recognised by the Ministry of Education, South Korea;
- a secondary high school diploma awarded by an educational institution that is recognised by the Flemish, French or German Community in Belgium;
- a "International Baccalaureate Diploma" awarded by the International Baccalaureate Office in Geneva;
- a true and [certified](#) Bachelor's degree (or equivalent);
- a true and [certified](#) Master's degree (or equivalent);
- a true and certified "High School Diploma" (USA) with a "transcript of records", listing at least 4 Advanced Placements (APs);
- a "[certified](#) copy of a high school degree" from New Zealand (National Certificate of Educational Achievement (NCEA), level 3 with at least 42 credits).

§2. The rector may grant permission to enroll for a Bachelor's programme to people who have obtained a diploma or an educational certificate other than those listed sub §1. These people need to present a true and certified diploma, together with a certificate that grants them access to university education in the country where it was issued.

The GUGC Admissions and Recruitment Office together with the Registrar's Office of the Department of Educational Policy are in charge of investigating whether the submitted file is complete and the prospective student is admissible. Taking into account the findings of the Admissions and Recruitment and Registrar's Office and recommendations of the Study Programme Committee and GUGC management, the rector will decide whether or not to admit the prospective student to Ghent University Global Campus.

§3. Prospective students need to submit a transcript of records with the following requirements:

- displaying a minimum 3 years of secondary school education;
- issued in English or if issued in other languages, it must be notarized with an English translation.

§4. Compulsory Aptitude Test: prospective students need to submit a valid score report for the Online Aptitude Test held by Ghent University Global Campus. A valid score is a score equal to or higher than 14/20.

§5. Headmaster's Recommendation Programme

Students with a secondary high school diploma awarded by an educational institution recognised by the Ministry of Education, South-Korea, can apply for Ghent University Global Campus through the Headmaster's Recommendation Programme.

For this purpose a student must submit:

- a Recommendation Letter signed, stamped and dated by a Principal of the high school along with
- the High School Diploma and
- official transcripts.

GUGC Admissions and Recruitment Office will review three subjects (Mathematics, Science and English) in the high school transcript.

Students who apply through the Headmaster's Recommendation Programme are exempted from the standard aptitude test, and English Language requirements.

SUBSECTION II – LANGUAGE ACCESS REQUIREMENTS

ARTICLE 9: LANGUAGE REQUIREMENTS

§1. All prospective students are required to demonstrate adequate proof of English proficiency (CEF level B2) by one of the following documents. All certificates mentioned below need to be valid at the time of the first enrolment for a study programme: this means that, if a term of validity is specified, it should not have lapsed and that language certificates without term of validity should not be older than 4 academic years (counting from the academic year after the certificate was obtained):

- a TOEFL TEST, with a score ranging from at least 510 up to and including 559 (paper-based), or ranging from at least 72 up to and including 94 (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;
- SAT Evidence-Based Reading and Writing score of at least 500. Participants are to specify “institution code” 9031 if they want the test results to be communicated directly to Ghent University Global Campus;
- ACT English score of 21;
- Certificate B2 First (former: Cambridge English, First certificate in English (FCE));
- Su-Neung test (College Scholastic Ability Test-CSAT) English component rank 1 or 2 for the language proficiency;
- International Baccalaureate Standard Level (SL) score of 5 in English (as Language A or B). Participants are to specify “institution code” 036561 if they want the test results to be communicated directly to Ghent University Global Campus;
- Pearson Test of English Academic (PTE Academic), with a score of 59 up to and including 75;
- a B2 ITACE for students certificate awarded by the Ghent University Language Centre (Universitair Centrum voor Talenonderwijs, UCT), Linguapolis (University of Antwerp), the Leuven Language Institute (Instituut voor Levende Talen, ILT), or the Academic Language Centre (ACTo - VUB);
- the final test certificate for the course Practical English 5 or English for Written Academic Purposes, issued by the Ghent University Language Centre.

§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 III – ENROLMENT

ARTICLE 10: FIRST ENROLMENT AND RE-ENROLMENT

§1. First enrolment at Ghent University Global Campus

Prospective students who – after completing the admission procedure – received a Letter of Admission are to be enrolled before 31 August 2020.

The timelines of (prospective) students' requests to enroll shall be determined by the date on which they report to the Admissions and Recruitment Office and to Student Services with the required permissions and authorisations.

Required documents:

- passport;
- a diploma on the merit of which the prospective students may be admitted (or a clear copy or a certificate of successful completion with the required signatures and stamps);
- if required, a language proficiency certificate;
- if required, a letter or form of admission.

Students are enrolled as soon as their (re-)enrolment has been processed by the student information system. Students are sent a(n) 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 basic fixed fee 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 25 (Contract termination).

§4. Re-enrolment

Students already enrolled at Ghent University during the 2019-2020 academic year will be sent electronic instructions concerning re-enrolment by the Registrar's Office of the Department of Academic Affairs.

Students are to submit their application for re-enrolment as soon as possible, at the latest before the start of the 2020-2021 academic year, by logging on to the web page designed for that purpose: oasis.ugent.be. Students who did not acquire credits or exemptions for all the course units in their curriculum are automatically registered for the resit examination period (cf. article 39) and cannot re-enrol until the end of this examination period. In application of article 18, any re-enrolment may automatically be rejected.

Tuition fees are to be paid by bank transfer. Requests for re-enrolment are denied to students who have not or who have only partially paid the tuition fees for earlier enrolments (cf. article 12).

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. After admission, in order to enrol at GUGC, it is mandatory for students to pay a basic fixed fee (once per academic year) and the tuition fee (once per semester), the latter being dependent on the number of credits for the course (units) that the student will follow, after approval of the curriculum by the curriculum committee.

The basic fixed fee and the tuition fee are determined by the Board of Governors of Ghent University after the advice of the Campus Council. Both fees are to be paid in KRW.

§2. Basic fixed fee

- The basic fixed fee is a non-refundable fee used to cover the costs of student administration, use of facilities and various educational and operational expenses. It is invoiced once every academic year at Ghent University Global Campus.
- Newly admitted students receive an invoice for the basic fixed fee before the start of the semester in which they enroll. Payment of this invoice must mandatory be made before the start of the semester.
- Other students pay the basic fixed fee at the beginning of the September semester every year (with an exception of the BA1-March Programme students of the previous academic year).
- For BA1-March Programme enrollers, the basic fixed fee is valid for 3 consecutive semesters (March-September-March of the next Academic Year).
- Exceptions concerning the payment of the basic fixed fee:
 - I. The basic fixed fee will be carried over under exceptional circumstances, such as illness, military services, natural disasters, infectious disease, pregnancy, childbirth. In such a case, the student is required to submit relevant documents (i.e. medical certificate), and a completed official request form to the Student Services office. In these exceptional circumstances, the basic fixed fee will be kept valid for a maximum of 2 years. After this 2-year period, the student will have to pay the basic fixed fee again upon return.
 - II. After 5 consecutive enrolments at GUGC, a student no longer has to pay the basic fixed fee in order to be enrolled (e.g. in the case of personalised learning tracks).

§3. Tuition fee

- **The enrolment makes it mandatory upon students to pay the owed tuition fee.**
- The tuition fee is calculated for each study programme in proportion to the number of ECTS credits involved in the curriculum, with the exception of any exemptions and previously acquired credits.
- The fee for 1 credit at Ghent University Global Campus is equivalent to 300,000 KRW. Each academic year for standard learning track students at Ghent University Global Campus consists of 60 credits.
- The tuition fee is paid per semester, as follows:
 - newly admitted students: the deadline for tuition fee payment is before the beginning of each semester. Students will receive the tuition fee invoice after the basic fixed fee payment period;
 - current students: the tuition fee payment period is the third week of every semester. Students will receive the tuition fee invoice two weeks into the semester.
- A student re-taking a course from a previous academic year due to failure or non-participation of the exam, should pay the full tuition fee for the retaken course.
- Waiver test: Those students who are going to take the "waiver test" in September, must pay the corresponding tuition fee of the course regardless of the outcome of the test.
- Semester at Ghent University (BA4): students are expected to make both the basic fixed fee and the tuition fee payment (number of courses applicable for students in 4th year, 1st semester) prior to their departure to Ghent University Home Campus.

§4. Refund of tuition fees

- The tuition fee is refundable:
 - 1° for students who have been granted a deferment of admission (new students) or a leave of absence (current students),
 - 2° for students permanently withdrawing from Ghent University Global Campus,
 - 3° in exceptional cases as specified under Tuition Refund Exceptional Clause,
 - 4° or after a favorable decision by the Curriculum committee (to drop courses).
- In order to obtain a refund of tuition fee, the student must submit the Tuition refund application form, except in the case of a refund because of a decision by the Curriculum committee to drop courses.
- The refunded amount of tuition is determined based on the submission date of the Tuition refund application form and is calculated following the guidelines per category of students hereafter:
- Newly admitted students:
 - I. If a newly admitted student applies for a deferment of admission or permanent withdrawal from GUGC after paying the tuition, the student will get a refund of the tuition depending on the date of submission of the Tuition refund application form. Tuition refund will be commensurate with the time the tuition refund application is received. The student must submit a copy of his/her bankbook along with the Deferment of application form or the Permanent withdrawal application form to Student Affairs Office in person.

- II. No tuition refund will be given for courses dropped after the tuition fee refund period is over (see next point - III).
- III. The refund amount of tuition is determined according to the following guidelines:

Date of submission of Tuition refund application form	Refundable amount
Before start of semester or within 2 weeks after start of the semester	Full refund (excluding basic fixed fee)
Within 3 weeks after start of semester	75%
Within 4 weeks after start of semester	50%
Within 5 weeks after start of semester	25%
Over 35 days after start of semester	No refund

– Current students:

- I. If a student applies for a leave of absence or permanent withdrawal from GUGC after paying the tuition, the student will get a refund of the tuition depending on the date of submission of the Tuition refund application form. Tuition refund will be commensurate with the time the tuition refund application is received. The student must submit a copy of his/her bankbook along with the Leave of absence (or Permanent withdrawal) application form to the Student Services Office in person.
- II. No refund will be given for courses dropped after the tuition fee refund period. Courses can be changed or dropped till 15th of September in the first semester and till 15th of March for the second semester.
- III. The refund amount of tuition is determined according to the following guidelines:

Date of submission of Tuition refund application form	Refundable amount
Within 5 weeks after start of semester	Full refund (excluding basic fixed fee)
Within 6 weeks after start of semester	75%
Within 7 weeks after start of semester	50%
Within 8 weeks after start of semester	25%
Over 56 days after start of semester	No refund

- IV. The standard tuition fee refund guidelines indicated above are equally applicable to students spending the semester at Ghent University.

- **Tuition Refund Exceptional Clause:** tuition refund is possible under exceptional circumstances, such as illness, military services, natural disasters, infectious disease, pregnancy, childbirth. The refundable amount is determined based on the submission date of the Tuition refund application form.

Date of submission of Tuition refund application form	Refundable amount
Within 8 weeks from start of semester	Full refund (excluding basic fixed fee)
Within 9 weeks from start of semester	75%
Within 10 weeks from start of semester	50%
Within 11 weeks from start of semester	25%
78 days from start of semester	No refund

- No refund will be given for new and existing students who applied for tuition installment payment or tuition payment extension.

§5. If a student fails to pay the owed enrolment and/or tuition fee or only pays part of it, s/he will not be not allowed to re-enrol in a following academic year (cf. article 10), and any credit certificates, diplomas and other certificates (including their supplements) will be withheld as long as the full amount has not been paid (cf. articles 41 and 57).

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 (incl. Ba1 March programme), 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 for re-admission.

Procedures: To be eligible for a deferral, the student must accept the offer of admission and pay the basic fixed 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 Student Services after the student submits applicable documents of proof.

Tuition: Tuition refund is possible according to the Tuition refund guidelines cf. article 12. The basic fixed fee is not refundable, but will be valid for the next academic year.

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 only be granted to students during the following period of the academic year: from the start of the first semester until the 15th of September and from the start of the second semester until the 15th of March. The duration of this leave of absence has no limitations.

Procedures: A leave of absence request shall be submitted to Student Services along with the applicable form and documents of proof (if applicable, e.g. Military service documentation).

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

During a leave of absence the student will not be considered as a GUGC student and loses access to all GUGC facilities and digital services. When a student terminates the enrolment (via leave of absence) he/she will also no longer be subject to the transitional measures that were into effect for that student due to a programme change.

§3. Both Deferment of admission and Leave of absence are registered as a contract termination (cf art. 25). As the moment of terminating a contract has consequences for the calculation of the study progress and possible binding conditions, it is the student's responsibility to take into account the relevant deadlines as mentioned in art. 25, § 4.

§4. Return from a Leave of Absence

1° Between 1st of July till 15th of August before the start of the Academic Year in which the student seeks to return, the student must notify Student Services by submitting the Return from a Leave of absence form. Exceptionally, students who took a Military Leave of Absence are allowed to return either semester of the Academic Year, and should submit the Return from a Leave of absence form between 1st of January till 15th of February or between 1st of July till 15th of August during or before the start of the Academic Year in which the student seeks to return. It is the student's responsibility to be aware of the related application deadlines of housing and scholarship.

2° If the leave of absence period began within the semester, upon return, the student will restart classes from the beginning of that same semester in the education programme. The returning student is subject to the current programme version upon his/her return and the Curriculum Committee is authorized to take the necessary transitional measures for these student's personalised learning path if applicable. Students will pay the basic fixed fee and tuition fee applied in the year of their return.

3° Students who took a leave of absence must, upon returning, take into account the rules concerning study progress monitoring (art. 18 §1) and the composition of the student's curriculum (art. 22 §4). The rules under art. 18 §1 (study progress) by all means prevail over the right to return from Leave of absence.

4° Upon return, Bachelor 1 students must take up all the remaining courses of the first year of the standard learning track (cf. art. 22 §4, 1° and 2°). Exceptions will only be granted to students returning from Military Leave of Absence in Spring semester who do not have binding conditions.

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 a certificate of enrolment from Academic Affairs.

ARTICLE 16: PERSONAL DETAILS UPDATE

Students commit themselves to immediately notifying GUGC of any changes to their personal details (name, first name, address, etc.) either in person or by e-mail to Academic Affairs.

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 (Ufora) 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 the electronic learning environment (Ufora) 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 the electronic learning environment for the information sites that are relevant to them and to consult the course and information 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 (i.e. a success rate below 50%), a binding condition will be imposed upon the next enrolment for the same study programme.

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.

For the academic year 2020-2021 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.

§2. Regardless of the contract type and any previously imposed binding conditions and whether or not these conditions were met, re-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. For students who are terminating their contract (cf. article 25) or are removing course units from an established curriculum (cf. article 22), the following applies:

- In case of a request to revise the curriculum before 15 November or a termination of contract before 1 December, the relevant course units are not taken into account for the calculation;
- In case of a request to revise the curriculum after 15 November or a termination of contract before 15 March, the second-term and full-year course units are not given any weight in the calculation; first-term course units do count, though;
- In case of a termination of contract after 15 March, all course units are given weight in the calculation.

§5. Students are warned by means of their transcript of records that upon next enrolment binding conditions will be imposed or enrolment will be refused.

The decision to refuse enrolment or to impose a binding condition is taken at the moment of next enrolment. The regulations of the Education and Examination Code of the academic year of that time of enrolment will be applicable.

The decision to refuse enrolment applies for one academic year and will be extended annually as long it is not lifted by the institutional Appeals Committee after an appeal as stipulated in §6.

§6. 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 64). In exceptional circumstances, enrolment may still be granted.

§7. 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 64).

ARTICLE 19: SPECIAL STATUS FOR STUDENTS

§1. Students may apply for special status which may be awarded on the grounds of:

- 1° Disability
- 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) – with the director of the Department of Educational Policy via oasis.ugent.be. They are to do so at the latest by 15 September (first term) or by 15 March (second 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 director of the Department of Educational Policy decides whether or not special status is awarded. The decision is electronically communicated to the student applicant. Unless decided otherwise, special status is only granted for the academic year in which it was awarded and starting from the decision date. Concerning exceptional social or personal circumstances, the director of the Department of Educational Policy may impose an end date of the special status which is earlier than the end of the academic year in question, depending on the reason why the special status was granted. In that case, the student will no longer be able to use the facilities after the end date.

§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):

- having an exemption from or an adjustment of educational activities requiring student attendance. In this case, a task may be imposed instead or the educational activity may be organised at a different time within the same academic year for this student;
- having one or several examinations rescheduled to a different time in the same academic year and, if necessary, with a different evaluation method., but an examiner cannot be required to provide more than one alternative time slot per student;
- being given an alternative time for feedback;
- being provided other facilities necessary to guarantee the student a reasonable chance of success;
- being provided different terms and conditions with regard to the concrete manner in which tuition is provided.

§5. If the students who have been awarded special status wish to make use of any of the above facilities, they can contact Academic affairs, which in turn shall mediate between the lecturer-in-charge and the student about the required facilities. Academic affairs 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.

The student in question needs to inform the lecturer(s) in charge through email which of the awarded education and/or examination facilities s/he wishes to invoke for the course unit at hand:

- no later than 15 November 2020 for the first-term examination period;
- no later than 15 January 2021 for the resit examination period first semester;
- no later than 15 May 2021 for the second-term examination period;
- no later than 15 July 2021 for the resit examination period second semester.

If the special status is awarded later than the above-mentioned deadlines, the student in question needs to inform the lecturer(s) in charge as soon as possible via email which of the awarded education and/or examination facilities s/he wishes to invoke for the course unit at hand. Facilities are always granted in joint consultation with the lecturer-in-charge. In dialogue with the GUGC Director of Education or the chair of the Study Programme Committee, the lecturer-in-charge may refuse a facility if duly justified. S/he may do so if the essential programme competences are impaired as a result of the facility or if it is practically not feasible to grant the facility. The campus and/or institutional ombudspersons may mediate in this procedure if necessary.

If a student with a special status has been granted the facility to move an assessment or exam to another time within the same academic year, it does not suffice to refer this student to a possible catch-up exam organised for the relevant course in accordance with article 58. In consultation with the student involved, the lecturer-in-charge will set an alternative examination or assessment time, taking into account as far as possible the specific needs of the student in accordance with his or her special status.

§6. Special status students who are denied any education or examination facilities may appeal against this decision with the Institutional Appeals Committee, as stipulated in article 64.

§7. If the special status is awarded, the student's name and the grounds on which the special status was awarded (i.e. the category of the special status, as listed in §1), will be made available to the relevant lecturers-in-charge and co-lecturers and Academic Affairs. Moreover, the lecturers-in-charge and co-lecturers will be given access to an overview of the requested and awarded facilities for each student. The complete personal files, however, may only be consulted by the advisory parties, the director of the Department of educational Policy and the account managers.

SECTION IV – CONTRACTS

ARTICLE 20: GENERAL REGULATIONS

Students may simultaneously take out several enrolments under various contracts which may be different types of contracts. However, students cannot enrol more than once for one and the same course unit per academic year.

ARTICLE 21: CONTRACT

§1. Diploma contract

Students enrol to obtain a diploma for a specific study programme. Enrolling (under a diploma contract) 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 22, with the exception of any exemptions and/or previously obtained credits. The terms and contents of the diploma 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 22.

§2. Credit contract for separate course units

1° 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.

2° A credit contract enables students to take the course units (except the Bachelor's dissertation) from the Bachelor's programmes that are taught at Ghent University Global Campus. Work placements may only be taken through a credit contract, complementary to a (prior) enrolment via a contract to obtain a diploma for the study programme organising the work placement.

3° Requirements to enrol for contracts to obtain credits

In order for (prospective) students to be able to enrol under a credit contract, they need to meet the following requirements:

- the access requirements (incl. the language requirements) for the study programme which the course units belong to as stated in Section II: Access Requirements;
- possible specific requirements for the course unit. The course sheet (cf. article 30, 12° and 13°) specifies whether admission to the course unit is open, or if students are required to meet specific access requirements. In the latter event, the required starting competencies are tested by the Curriculum Committee after it has consulted the learning track counsellor and the lecturer-in-charge. If permission of the Curriculum Committee is required, the (prospective) student can enrol under a resolute condition. This means that the enrolment for a contract to obtain credits is rescinded if the Curriculum Committee decides not to grant permission for the enrolment.

Students can take out several contracts to obtain credits for an unlimited number of ECTS credits. The course units do not have to belong to the same study programme. The contract always mentions the relevant course unit.

A student who has enrolled under contract to obtain a diploma, may additionally enrol under a contract to obtain credits, provided that this does not detract from the provisions in article 20. Such a request for enrolment in a course unit through a contract to obtain credits may be refused if the Curriculum Committee has already decided that the course unit in question cannot be taken up in the student's curriculum.

Students cannot take up a course unit for which they have already obtained a credit certificate for a period of 5 academic years, counting from the academic year after the one in which the credits were obtained.

ARTICLE 22: 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. Curriculum in the event of a contract to obtain a diploma

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 personalised learning track (i.e. combining courses from different BA years) insofar as the Curriculum Committee agrees to this. The curriculum comprises the course units for which ECTS credits are taken up, the student's exemptions and any previously obtained credits.

§3. Curriculum in the event of a contract to obtain credits

1° The curriculum is determined per academic year by the Curriculum Committee, on the basis of the provisions of article 21 §2.

2° The curriculum comprises the course units for which ECTS credits are taken up.

§4. Establishing the curriculum under a contract to obtain a diploma

Students submit a curriculum proposal via Oasis according to the Curriculum Committee's guidelines and deadlines. The Curriculum Committee shall notify the students of their fixed curriculum via Oasis or email.

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

1° 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 (BAT).

The Curriculum Committee is obliged to grant exceptions to students with a special status or a working student status.

In addition, if students returning from MLOA 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. Further, substantiated exceptions may be granted on an individual basis by the director of the Department of Educational Policy. If such a request is dismissed, the director of the Department of Educational Policy is first required to seek the substantiated recommendation of the Campus Council as well as a student representative from the Campus Council. 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.

2° 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.

In addition, if students returning from MLOA 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. Further, substantiated exceptions may be granted on an individual basis by the director of the Department of Educational Policy. If such a request is dismissed, the director of the Department of Educational Policy is first required to seek the substantiated recommendation of the Campus Council as well as a student representative from the Campus Council.

3° Students can only get a personalised 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.

4° The Curriculum Committee will take into account the optimal order of the course units in accordance with the standard learning track and any required sequentiality governing the course units in the suggested learning track, as well as its expediency and suitability.

5° All students are allowed to compose a curriculum consisting of at least 50 ECTS-credits, except in one of the following cases:

- the student has not yet passed for 30 ECTS-credits of the first year of the standard learning track of the Bachelor's programme;
- sequentiality is applied;
- the Curriculum Committee decides that the student cannot yet start the bachelor's thesis. This decision can only be made in exceptional cases and must be motivated.

6° From the second year of the standard learning track, a student who obtained at least 750/1000 for the year of the standard learning track can submit a motivated request to the Curriculum Committee to take up an accelerated learning track by means of an extended curriculum.

7° For students taking a consecutive programme based on a diploma from another educational institution, the Curriculum Committee may adjust the personalised learning track depending on how similar the contents of the study programmes at Ghent University Global Campus and the other institution are. However, the total study load must not be altered.

8° Unless there are exceptional circumstances, which need to be assessed by the curriculum committee, supernumerary course units are not allowed.

9° The total number of ECTS-credits of the obtained credit certificates, exemptions and tolerated fail marks that are shown in the diploma supplement may only deviate from the total study load of the programme as a consequence of

- the impact of the ECTS-credits from elective courses that were taken up within the study programme. A negative deviation cannot be allowed;
- study programme revisions: in the event of programme changes, the faculty established transitional measures for students in a standard learning track. For students in a personalised learning path, the Curriculum Committee is authorized to take the necessary transitional measures for these students;
- exchange.

The Curriculum Committee notifies students of their fixed curriculum before 15 September at the latest via OASIS. If a student has not submitted a curriculum proposal before 15 September, the Curriculum Committee will determine one itself, and notifies the student of the established course curriculum by 1 October at the latest. In accordance with §6, s/he is then entitled to appeal against this decision of the Curriculum Committee.

§5. Changing an established curriculum

Any requests to change an established curriculum (i.e. adding and/or removing course units under any contract type) need to be submitted by the students to the Curriculum Committee before 15 September at the latest for first-term course units and before 15 March at the latest for second-term and full-year course units, respectively.

In exceptional circumstances and with adequate motivation, the Curriculum Committee can remove course units from an already approved curriculum of a student on its own initiative, before 15 October for first-term courses and before 31 March for second-term and full-year courses, on the understanding that this change on the initiative of the Curriculum Committee is always possible up to 10 calendar days after approval of the inclusion of the course unit in the student's curriculum.

The above-mentioned changes will be executed by the Curriculum Committee – if it has agreed to do so – before 1 October for first-term course units and before 31 March for second-term and full-year course units, respectively.

Under no circumstances do changes to a curriculum established by the Campus council and the student permit a student to switch to a different study programme. If students wish to switch to a different study programme, article 24 applies.

Changes to an established curriculum usually have an impact on the following:

1° tuition fee

2° the calculation of the study progress measures in accordance with article 18.

§6. 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 7 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 20 calendar days, counting from the day after the one on which the appeal was filed. This notification is to be made electronically (by the student's UGent e-mail address) as well as 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 within the same term of 20 calendar days, in which case a date is set by which the student must be given notice of the decision.

ARTICLE 23: EXEMPTIONS AND STUDY LOAD REDUCTION

§1. Holders of credit certificates, of previously acquired qualifications (Eerder Verworven Kwalificaties, EVK in Dutch) 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 following dates need to be taken into account, however:

- For first-term or full-year course units: students need to apply for the exemption before 17 July 2020.
- For second-term or BA1-March Programme course units, students need to apply for the exemption before 12 February 2021.
- For first-term course units for AY 2021-2022 students need to apply for the exemption before 16 July 2021.

§2. 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.

§3. Students may file an appeal against the decision to refuse an exemption with the Institutional Appeals Committee, as specified in article 64.

§4. No examination results will be copied when previously acquired qualifications have been awarded. The examination results can only be copied in the event of a contract type change from a contract to obtain credits to a contract to obtain a diploma in the same academic year.

ARTICLE 24: NEW CONTRACTS AND CHANGE OF STUDY

Students are free to conclude several (different types of) contracts, provided that this does not detract from the provisions in article 20.

Students may change their study programme during the enrolment period and during the course of the academic year, provided that they comply with the regulations for late enrolment. In order to change study programme, students are required to terminate the first contract in accordance with article 25 and conclude a new contract.

When concluding this new contract, the University administration ensures that course units are not charged twice in terms of tuition fee when they feature in both the curriculum of the terminated contract and the curriculum in the new contract.

The termination of a contract has no impact on any results which may have been obtained under this contract. Any examination that a student took for a course unit still counts as a used exam opportunity, even when the student is changing contracts. Students are not entitled to any additional exam opportunities for course units within the same academic year merely because they entered into a new contract or changed studies.

ARTICLE 25: CONTRACT TERMINATION

§1. Students who wish to terminate a contract are to notify Academic Affairs – preferably after they have first spoken to the study 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 GUGC 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 examination office (part of Academic Affairs). This does not necessarily mean that the student is terminating his contract permanently.

SECTION V - STUDY PROGRAMME COMMITTEE, STUDY PROGRAMME AND COURSE UNIT

SUBSECTION I – STUDY PROGRAMME COMMITTEE

ARTICLE 26: COMPOSITION AND OPERATION OF THE STUDY PROGRAMME COMMITTEE

§1. For the related study programmes offered at GUGC, the Campus Council is to establish a Study Programme Committee, which may also include professorial or assistant academic staff from other Faculties who are involved in educational activities (with the inclusion of temporary research staff).

A Study Programme Committee has a chair and a secretary, assigned by the Campus Council. The chair is required to be a professorial staff member. The secretary does not need to be a member of the Study Programme Committee.

At least half of each Study Programme Committee is to be made up of professorial staff involved in educational activities.

At least one third of each Study Programme Committee is to be made up of students. The assistant academic staff, other academic staff and administrative and technical staff involved in educational activities together are to be represented by at least one member of the Study Programme Committee.

It is the responsibility of the chair of the Study Programme Committee to actively attract students to join the Study Programme Committee if not enough students have signed up to become a student representative before 1 November. It is also the responsibility of the chair of the Study Programme Committee to inform the student representatives about the current and relevant items on the agendas of the Study Programme Committee, the Educational Quality Control Unit and the Campus Council.

§2. The Study Programme Committee acts as permanent advisory body to the Campus Council with regard to general policy and the organisation of the way in which the study programme(s) are to be taught. They are in charge of setting the objectives, overseeing the way in which the educational and learning activities are organised and given shape, supervising the guidance during and smooth working of the educational learning processes, and they are responsible for the results of these learning processes.

In addition, they are responsible for the continuous optimization of the quality of the education on offer, as well as documenting this optimization in the programme monitor. They are charged with the task of developing, implementing and evaluating the entire study programme overview for one or several study programmes.

SUBSECTION II – STUDY PROGRAMME

ARTICLE 27: COMPOSITION OF DELIBERATION SETS

§1. The Study Programme Committee determines the deliberation sets per student and per study programme as follows: the deliberation sets are composed in such a way that they follow the full-time standard learning track of the study programme as closely as possible.

§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 is not part of the student's curriculum to obtain a diploma and cannot be part of the deliberation set.

§3. If the Curriculum Committee allows a supernumerary course unit in accordance with the provisions of article 22 §4, 7°, this course unit will not be a part of the student's deliberation set. An exception to this are the supernumerary course units that are allowed by the Curriculum Committee as a result of a change in the choice of major (e.g. Minor, Major, learning track).

ARTICLE 28: ELEMENTS OF A STUDY PROGRAMME

For each study programme, the study programme sheet is included in the course catalogue.

SUBSECTION III COURSE UNIT

ARTICLE 29: CLASS TIME SLOTS AND CLASS SCHEDULES

§1. Class time slots

The educational activities of one particular course unit are organised in (consecutive) class time slots. One time slot comprises 90 minutes, of which 75 minutes are reserved for the actual lesson, followed by 15 minutes for a break or to allow students to go to the next class.

§2. Class schedules

1° The date, time and place of a class time slot are announced to the students in a class schedule before the start of the term concerned. Class time slots may be scheduled from Monday through Saturday, according to fixed time spans of 90 minutes, starting from 8:30 AM.

2° Classes may be scheduled after 7:00 PM:

For Bachelor's programmes:

- for classes or sessions scheduled for groups of 200 students or more
- for classes or sessions scheduled for groups of less than 200 students, pending the approval of the director of the Department of Educational Policy, based on a substantiated request submitted by the Campus Council (via onderwijs@ugent.be)

The course evaluations by students include a question about the organisation of the course unit, which includes late teaching, for course units for which lessons are scheduled after 19:00.

ARTICLE 30: 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, in accordance with the deadlines, procedures, guidelines and advisory authorities stipulated in the Handbook for Study Programmes. For GUGC the advisory authorities are the Study Programme Committee and/or the Campus Council. Except in case of force majeure, the course sheet can no longer be changed after the start of the academic year. Such changes are communicated as soon as possible via the electronic learning environment.

1° 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 Study Programme Committee, 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.

2° Term in which the course unit is scheduled to be taught

3° Contact hours and teaching methods

Contact hours are determined by the Executive Board of Ghent University at the proposal of the Study Programme Committee, in consideration of the objectives and contents.

The teaching methods are determined by the Study Programme Committee.

4° 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 (on advice of the Study Programme Committee). The lecturer-in-charge and the co-lecturers may seek assistance from other academic staff members.

As specified in the relevant regulations (see part XII of Ghent University Education and Examination Code), 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.

5° The department of the lecturer-in-charge

6° Language of instruction

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

7° Keywords

8° Position of the course: This involves a short description of the place and purpose of the course unit (within the study programme).

9° Contents: description of the subject matter from the starting competencies to the learning outcomes.

10° Starting competencies:

These are the competencies needed to embark on a course unit. The starting competencies for each course unit form the basis for determining the standard learning track and the optimal order in which the course units are included in the curriculum within the context of a diploma contract. Within the context of a diploma contract, the student does not need to have acquired all of the aforementioned starting competencies before the course unit concerned may be included in the curriculum (see also article 22 §4), unless a sequential progression (see also "sequentiality") is required, after the substantiated recommendation of the Campus Council, on the proposal of the Study Programme Committee involved.

The fact that a learning outcome of a certain course unit is mentioned as a starting competence of another (subsequent) course unit does not imply that (part of) the learning outcomes of the first course unit have been acquired, when a student obtains a credit for the second course unit.

Within the context of a contract to obtain credits, the starting competencies of (prospective) students can be tested, in accordance with article 21 §2.

11° Learning outcomes: the competencies that are aspired within the course unit concerned.

12° Admissibility under a credit contract

- yes
- yes, after aptitude tests
- no

13° 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).

14° References to scientific publications marked as recommended reading

15° Course content-related student counselling: counselling is offered to help students process the subject matter and attain the learning outcomes.

16° 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.

17° 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).

Per examination opportunity, a different evaluation method may be planned in response to substantiated exceptions.

18° Second exam opportunities for continuous assessment

- yes
- no
- possible in modified form

19° 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.

20° Alternating course units

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

ARTICLE 31: 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 22 §4).

ARTICLE 32: 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 Educational Policy 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 any means of image and/or sound recording to register the educational activities (including continuous assessment and feedback) and projected teaching materials without prior consent. This is regarded as disrupting the educational activities. Furthermore, the recording is inadmissible as evidence in administrative or legal proceedings and is to be destroyed at the first request. Students may ask the lecturer in question for permission to use means of image and/or sound recording to register 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. On the basis of its legitimate interest to organize distance learning, Ghent University Global Campus reserves the right to record classes in this context and make the recording available for educational purposes to the students and teaching staff involved, at a later date or simultaneously through the electronic learning environment. When students participate in these classes, they automatically grant their permission to be recorded and for this recording to be disseminated within the electronic learning environment. They shall be informed by the lecturer at the start of the classes if the class is being recorded.

§6. Disseminating and multiplying 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, is not allowed and a disciplinary procedure may be initiated against students involved in accordance with the Disciplinary Regulations for Students.

PART III – EXAMINATION CODE

SECTION I – ASSESSMENT PER COURSE UNIT

ARTICLE 33: 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 34: EVALUATION MOMENTS

§1. Prior to the start of enrolment, students are provided with detailed information regarding the evaluation moment(s) for each course unit in the course sheet, in accordance with article 30. 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 recess periods (with the exception of summer recess) 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. 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 the Bachelor's programme, except when a system of continuous assessment is used. They are not allowed in any other cases.

Partial examinations are organised 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 organised, 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.

Exceptions to these stipulations may be granted by the COP, after the recommendation of the Campus Council, at the request of the Study Programme Committee involved.

ARTICLE 35: 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 30.

§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.

§4. If a replacement examiner is appointed in application of article 59, another form of evaluation may be used, subject to the approval of the director of the Department of Educational Policy and subject to the agreement of the student(s) involved. However, the agreement of the student(s) concerned is not required if the examiner is unable to take examinations for a substantial part of the examination period due to force majeure (e.g. long-term illness, pregnancy, maternity leave).

ARTICLE 36: ORGANISATION OF EXAMINATIONS

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

§2. There are four examination periods in each academic year, which are laid down in the academic calendar. First- and second-term course units are evaluated in the first- or second-term examination period respectively. End-of-term assessments of full-year course units always take place in the second-term examination period. All course units may be evaluated in the resit examination period, without prejudice to the provisions of article 39 §2.

ARTICLE 37: PROVISIONS FOR THE END-OF-TERM ASSESSMENT

§1. Examinations take place between 8:00 AM and 8:30 PM and cannot take more than four consecutive hours, unless, pursuant to the application of article 19, additional time may be granted (one fourth or a maximum of one hour extra). Examinations cannot be held on Sundays or official holidays. They take place 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, for example one theoretical examination and one examination on practicals or exercises. If one of these examinations is both oral and written, both its components 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 appoint co-lecturer(s) and other academic staff members to assist him/her, for example to invigilate during an exam.

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 59 applies.

In any case, someone always needs to be present to provide explanations, if necessary.

§4. All means of image and/or sound recording of examinations by students, observers or third parties is not allowed. Recordings are inadmissible as evidence in administrative or legal proceedings and are also to be destroyed at the first request.

§5. The recording of an assessment by means of sound and / or video recordings by the examiner and / or the observer is permitted provided that the student is informed of this before the start of the assessment. In order to prevent possible fraud in online assessments, students may also be asked to provide a 360 degree view of the room in which they undertake the assessment. The students will be notified of this prior to the online assessment. The recording can only be used for the marking of the assessment and for feedback and must be destroyed 1 year after the academic year in question. If the student involved agrees, the recordings may also be used for other purposes (such as teaching material) and stored for longer.

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

§7. The wilful disruption of an end-of-term assessment will be sanctioned in accordance with article 61.

ARTICLE 38: EXAMINATION REGULATIONS

§1. 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 Examination Office, the chair and secretary of the Examination Board, the Campus ombudsperson and the Student Counselling Service.

§2. The dates are established in joint consultation with the student representatives in such a way that each student in a standard learning track is given a reasonable amount of time to prepare for the exams and an equitable spread of examinations of mandatory course units 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.

§3. Exam schedules are sent by Academic Affairs in electronic format by 23th of October 2020 at the latest for the first-term examination and resit-examination period, by 22th of April 2021 at the latest for the second-term and resit examination period.

§4. Academic Affairs may require students to confirm ahead of time that they will be taking an exam.

§5. The Campus council is required to set up a permanent Examination Office, if necessary for each separate study programme. The Examination Office can be contacted for all questions and comments about the exam schedule, as well as (but not limited to) the following:

- changes of address during the examinations;
- changes to the exam schedule;
- certified absences;
- all events which may jeopardize the exam schedule or prejudice the smooth course of examination proceedings.

ARTICLE 39: EXAMINATION OPPORTUNITIES

§1. Without prejudice to the provisions of article 18 §6, in the third section of this paragraph and in §3 and §6 of the present article, and with the exception of exemptions and previously obtained credits, students are entitled to two exam opportunities per academic year for each course unit of the curriculum: one in the first-term examination period or the second-term examination period, respectively, and one in the resit examination periods. 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 examination opportunity available to students. The Campus Council 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- or second-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 5 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 22 §5 or article 25) lose the right to all accompanying examination opportunities from the registered date of these changes to the curriculum or the enrolment onwards.

ARTICLE 40: 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 (cf. article 30, 19°). 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 (see also article 39 §5), with the exception of exemptions and previously obtained credits, as specified under article 22.

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

§3. Transferring examination marks and partial results other than the results of a partial exam (regarding the results of a partial exam, see art. 35).

1° Examination marks below 10 out of 20 cannot be transferred to another examination period or academic year.

2° Partial results cannot be transferred to another examination period or academic year.

Exceptions to this rule are the following:

- partial results for which it is stipulated in the explanatory notes to the calculation of the examination mark (cf. article 30, 19°) that they can be transferred to the second examination period;
- the partial results of a continuous partial assessment for which no second examination opportunity is offered (cf. article 30, 18°). In this case, the partial mark will be transferred to the second examination period;
- the results of partial exams, without prejudice to the application of article 34 §5.

3° Examination marks or partial results can never be transferred to a following academic year (see also article 23 §4).

§4. Students may file an appeal against the examination mark awarded to them personally with the Institutional Appeals Committee, as specified in article 64.

ARTICLE 41: 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. Students who are enrolled under a contract to obtain a degree will receive a credit certificate by email at their express request. Students who are enrolled under a contract to obtain credits will automatically receive a credit certificate by email if they passed a particular course unit (without prejudice to the provisions of article 12 §3).

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

ARTICLE 42: EVALUATION LANGUAGE

Course units are evaluated in their language of instruction.

ARTICLE 43: FEEDBACK AND ACCESS TO THE EXAM

§1. After the first-term examination period, the second-term examination period and the resit examination period, feedback is provided as determined under article 6. The lecturers-in-charge or the people assigned by the former are available for feedback sessions with the students. Within the feedback period (cf. article 6) or after the examination results have been made available after every examination period, all students are entitled to get feedback and peruse their exam copy and assignments. The dates of the feedback sessions will be announced at the start of the examination period. Feedback on the continuous assessment and partial exams is given as quickly as possible may also take place outside of the feedback sessions. Feedback or perusal is not granted to third parties.

If a student is absent due to legitimate reasons from the scheduled feedback session, it is possible to arrange for feedback or at least perusal of the exam within or outside the feedback period in question, after the student and lecturer have agreed on this.

§2. Subsequently, students can turn to the Student Counselling Service 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 Bachelor 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 44: 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 45: EXAMINATION BOARD MEETINGS

§1. Examination Boards deliberate at least twice per academic year (either in person or electronically):

- the first time after the second-term examination period;
- the second time after the resit examination period.

§2. Examination Boards also deliberate by 23 February 2021 at the latest in a graduation year of a Bachelor's programme for students who have taken all their examinations at that time. In doing so, article 54 is fully applicable.

With the exception of the Bachelor's dissertation, second-term or full-year course units cannot be evaluated in the first term.

§3. 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 per deliberation set or per study programme if a member or ombudsperson requests a deliberation in person.

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

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

ARTICLE 46: PARTICIPATION IN THE DELIBERATIONS OF AN EXAMINATION BOARD

The members of the Examination Board have a duty to participate in deliberations and to sign the attendance register when the meeting is held in person (cf. article 45). If the deliberation takes place through video conferencing, the secretary of the Examination Board shall draw up and certify an attendance list. In the event of electronic deliberations, the emails in question serve as proof of participation.

In order to validly deliberate on a student, at least half of the members of the examination board concerned must participate in the deliberations on that student.

If a member of the Examination Board is unable to participate in the deliberation meeting, s/he is to report this to the chair of the Examination Board without delay. If a member of the Examination Board is absent or does not participate, the chair may – if necessary – assign a member of the academic staff as a replacement. If the chair him/herself is absent, the competent Examination Board shall assign a replacement. If the secretary is absent, the chair of the Examination Board appoints a replacement.

The campus ombudspersons are entitled to participate in the deliberation meetings of the Examination Boards in an observer capacity.

ARTICLE 47: 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 Student Services.

ARTICLE 48: 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 Campus 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 Campus 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 61.

§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 64.

SECTION III – APPRAISAL PER DELIBERATION SET

ARTICLE 49: 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 always be members of the Examination Boards per deliberation set. The chair and the secretary of the Examination Board per deliberation set are the same as those of the Examination Board per study programme of the study programme concerned (cf. article 53).

§2. The authority to deliberate of the Examination Board per deliberation set includes the following:

- declaring whether a student has passed or failed a deliberation set as laid down under article 50;
- 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 48.

ARTICLE 50: PASSING A DELIBERATION SET

§1. At the deliberation dates that are specified in article 45, 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 of 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 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 made use of the most recent examination opportunity for the relevant course units.
- 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.

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 64.

ARTICLE 51: 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 59 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 52: 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. The exact dates are announced in the Campus Calendar as approved by the Campus Council.

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 34 §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.

In contravention of these arrangements and deadlines, in accordance with the provisions in article 34 §4 with regard to continuous assessment result announcements, the relevant final mark needs to be communicated as quickly as possible after the assessment, also for course units which are only assessed by means of continuous assessment.

SECTION IV – ASSESSMENT PER STUDY PROGRAMME

ARTICLE 53: 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 professorial staff members.

§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 61).

§3. The Examination Board per study programme is qualified to take examination-related disciplinary decisions in accordance with article 61, 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 54: 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 53, students need to have obtained a credit certificate for all the course units to be taken (cf. article 41) or have been granted an exemption, and/or be declared as having successfully passed all deliberation sets of the study programme in question (cf. article 50).

§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 and §2, 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 special 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 substantiated 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 64.

ARTICLE 55: 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 56: 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 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 64.

ARTICLE 57: 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 52. 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 58: COMPLIANCE WITH THE EXAMINATION REGULATIONS

§1. The parties involved in the evaluation strictly comply with the announced examination regulations, both for end-of-term assessment (cf. article 38) and for continuous assessment (cf. article 30, 16°).

§2. End-of-term assessment

1° The examination regulation is cancelled if a student is not present when an evaluation is scheduled to start.

- a. If the examiner considers the absence to be unjustified, the student is registered as absent for this evaluation.
- b. If the examiner finds that the student had good cause to be absent, whether or not after an intervention by the ombudsperson, the student may take a catch-up examination in the same examination period. The examiner cannot refuse to organise a catch-up examination, unless it is materially impossible to organise a catch-up examination within the same examination period.

Legitimate reasons to be absent are the following:

- illness or an accident that prevents a student from taking an exam;
- the death, during the examination period concerned, of a relative by blood or marriage in the first degree (i.e. parents or children) or in the second degree (i.e. grandparents, grandchildren, brother, sister) or of a person living with the student;
- judicial reasons (e.g. summons before a court of law);
- an overlap with other examinations, other than catch-up examinations, within a learning track. Overlapping means that two or more examinations take place at least partially at the same time. The student must give priority to the preceding course unit in the order as set up in the standard learning track;
- other forms of force majeure (i.e. an event which has nothing to do with the student and which could not have been reasonably foreseen, prevented or overcome).

For the catch-up exam, a different evaluation method may exceptionally be used, with the consent of the lecturer-in-charge and the student concerned. This needs to be discussed in joint consultation and the Examination Office is to be notified of this new arrangement. After the student has contacted the examiner, the examiner determines the day of the catch-up exam. The catch-up exam may not be held on a day on which the student in question has another examination according to the examination regulations of the year of the standard learning track to which the course belongs. The student will immediately inform the examiner whether he or she will participate in this catch-up exam.

If the examination regulations referred to in article 38 provide for more than one examination date for the same course unit, the examiner may allow the student to take the examination on one of these other dates.

An examiner cannot be obliged to organise more than one catch-up exam within the same examination period.

2° If an examiner or his/her replacement (cf. article 59) fails to start the examination session at the scheduled time, the students are requested to inform the examination office. The examination office 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 30). 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 30, 19°).

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 30) 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 Examination Office as soon as possible and no later than the day of the exam. Students who believe that they have a well-founded reason to be absent are required to submit the original supporting documents to the examination secretary as soon as possible and no later than three working days after the examination concerned.

In case of illness or accident, a medical certificate is required from a doctor who declares that s/he effectively examined the students at the latest on the day of the missed examination and established the illness or the consequences of the accident him/herself. 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 the activities in which the student cannot take part.

ARTICLE 59: 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. Any relations arising from a legal partnership are hereby considered equivalent to those arising from marriage. The examiner needs to take 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 60: 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 61: 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. If a student is carrying and/or using a digital or electronic tool or means of communication during an exam or another test, this will automatically be regarded as fraud, unless explicitly stated otherwise or after permission in individual exceptional circumstances. 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 46 and 55 shall apply in full for each of the members of the Examination Boards involved.

§4. No later than five calendar 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.

§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. The Campus ombudsperson is invited to attend the deliberations.

§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 given a 'fraud' designation for the course unit concerned and 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.

When determining the disciplinary measure, the disciplinary body takes into account the specific circumstances of the case, including;

- whether it relates to an irregularity or actual fraud;
- whether the irregularity or fraud was committed intentionally or was the result of negligence on the part of the student concerned;
- the seriousness of the committed acts;
- the student's possible repeat offense.

§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 people 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 will be sent to the director of the Department of Educational Policy and 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 and mentioning the possibility of filing an internal appeal, 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 64.

PART IV – OMBUDSPERSONS

ARTICLE 62: CAMPUS OMBUDSPERSON

§1. Each academic year, at least one permanent and one replacement ombudsperson is selected from the academic staff by the Campus Council, on the recommendation of the student representatives.

In the absence of any nominations, the Campus Council nominates the candidates itself. 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 64.

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 Campus ombudsperson has the right to attend the deliberations of the Examination Boards as an observer and to 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 63: THE UNIVERSITY OMBUDSPERSON

§1. The University ombudsperson is appointed by the rector and handles the complaints on the implementation of the present Education and Examination Code and/or the provisions governing the legal position of students and/or situations which are perceived to be unfair within the larger framework of educational and examination activities, after this complaint was first treated by the Faculty ombudsperson and no solution was reached.

Complaints are to include a description of the events they decry.

When the occasion arises, the University 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 University ombudsperson, who facilitates communication);
- inform the complainant about the option to file an appeal with the Internal Appeals Committee pursuant to article 64.

The University 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 if and as long as 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 Faculty ombudsperson informs 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.

§2. The University ombudsperson holds the same competencies, rights and responsibilities as the Campus ombudspersons.

§3. Before 1 March, the University ombudsperson is to report on each calendar year to the rector, who is to send a copy of this report to the Government Commissioner.

PART V – APPEALS PROCEDURE

ARTICLE 64: 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. This applies to the following decisions:

- examination decisions, pursuant to articles 40, 48, 50, 54 and 56 of the present examination code;
- examination-related disciplinary decisions, pursuant to article 61 of the present code;
- decisions pertaining to a request for an exemption, pursuant to article 23 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.

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 Rector of Ghent University by the student's UGent e-mailadress to ombuds@UGent.be, 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. 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 calendar days after the period of appeal has lapsed. At the same time, the student is to send an electronic version of the petition by e-mail to ombuds@ugent.be by way of information. The date of the email delivery serves as the date for the appeal.

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. The fact that a student has not yet received any feedback within that period does not affect this time limit, and there is no new appeal period once the student has received feedback. 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 52, 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 Rector and consists of the following people:

- the Rector or the Vice-Rector of Ghent University;
- four professorial staff members with the rank of associate professor, full professor or 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 Educational Policy 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 Rector or the Vice-Rector. 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 Educational Policy 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.

§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. This question shall be formulated, either in the application itself or by email to ombuds@ugent.be, no later than five calendar days after the date on which the petition was lodged. 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 disability;
- 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 50, 54 and 56. 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 20 calendar days, starting from the day after the day on which the appeal was instigated. All notifications are sent by the student's UGent e-mail. If necessary, a copy of the decision will be sent to the student's legal counsel by email or regular 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 20 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 – FEEDBACK ON THE EDUCATION BY THE STUDENTS

ARTICLE 65: COURSE FEEDBACK

§1. Ghent University considers internal quality control of the educational activities to be crucial in order to optimize 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 (former) students and exchange students to assess the education that they have received in structured feedback. After each term, the (former) students and exchange students are asked to provide feedback on certain aspects of the educational practice and the educational organisation.

§2. The output of the course feedback by students yields information 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 the (former) students need to participate in these surveys if these objectives are to be attained, participation is mandatory.

ARTICLE 66: ORGANISATION OF COURSE FEEDBACK BY STUDENTS: ORGANISATION

§1. For the course feedback by students, a questionnaire is used which is drawn up by the director of the Department of Educational Policy, on the advice of the Educational Council. At the suggestion of the GUGC Educational Quality Control Unit and in joint consultation with the students, this questionnaire may be complemented with other items to be queried, after the approval of the Campus Council.

§2. The Department of Educational Policy is responsible for the coordination of the course feedback. In joint consultation with the Educational Quality Assurance Office at Ghent University, the GUGC Educational Quality Control Unit ensures that all course units of any given study programme or any lecturer are frequently surveyed. All course units and the lecturers-in-charge and co-lecturers that are mentioned in the course file are surveyed once every three years. Every year, the GUGC Educational Quality Control Unit selects the course units that are included in the course feedback for that year.

§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 also includes the examinations. After being processed, the results per course unit are sent to the campus Director of Education.

§4. The results, together with the answers to the open questions, are provided to the relevant lecturer. The lecturer is invited to analyze the results and evaluate if and in which areas s/he sees room for improvement or adjustment. Within a set period of time, the lecturer can formulate a short response to the committee which deals with the course evaluations.

§5. The results per course unit (together with possible comments) are discussed in the committee set up for this purpose within GUGC. This committee examines for which course units follow-up is considered necessary.

§6. Only if it deems follow-up necessary, does the committee come up with an action plan:

1. If the response of the staff member already contains a proposal for an action plan that is clear enough and sufficient in the opinion of the committee, the professorial staff member will be supported to carry out these actions. This step can be done via e-mail or in a meeting with the professorial staff member in question, as per the preference of the committee. The professorial staff member involved can always request a meeting.
2. If there is no response from the staff member or the response and / or the proposal for an action plan is not clear enough and / or is not sufficient in the opinion of the committee, a meeting is planned with the professorial staff member and with the chair of the Study Programme Committee and / or the Director of Education and / or the Campus President to discuss an action plan and make clear agreements for follow-up. If desired, students can also be involved.

The committee always acts from a development perspective and sets out to reach agreements in consensus with the professorial staff member in question. In both cases set out above, the professorial staff member is also informed that the course unit will be included in the list again the following year to be presented to the students.

PART VII – FINAL PROVISIONS

ARTICLE 67: THE EDUCATION AND EXAMINATION CODE

The provisions of the present Education and Examination Code may only be amended by the Board of Governors, after the recommendation of the Campus Council. By way of exception, in the event of force majeure, the Rector may immediately take the necessary measures and decisions in the interests of the functioning of the institution, its students and its staff.

The rector 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 68: EFFECTIVE DATE OF THE EDUCATION AND EXAMINATION CODE

The present Education and Examination Code shall come into effect from the 2020-2021 academic year onwards.

PART VIII – GLOSSARY OF TEACHING AND EVALUATION METHODS

SECTION I – GLOSSARY OF TEACHING METHODS

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 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

Subform: legal writing

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.

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. Practical 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 exercised 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.

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

Related terms: placement report, (placement) 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)¹, 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

Document	How long should it be kept?	By whom?
EXAMINATIONS		
Copies of a student's written examinations	until 1 year after the close of the academic year concerned	Lecturer-in-charge
Leftovers of examination questions	to be destroyed when administrative use lapses	Lecturer-in-charge
Written preparation for a student's oral examination	until 1 year after the close of the academic year concerned	Lecturer-in-charge
Written reflection on the course of an oral examination, recorded by the examiner	until 1 year after the close of the academic year concerned	Lecturer-in-charge
Certificates for absence from examinations (for example, doctor's certificates)	1 year after the close of the academic year concerned	Academic Affairs
Lists of deliberations and examination results announcements	5 years Then: permanently	Academic Affairs Campus archives
DISSERTATIONS		
Assignments as part of continuous assessment, such as Bachelor's dissertations and work placement reports	until 1 year after the close of the academic year concerned	Lecturer-in-charge
REPORTS		
Reports Examination Boards	permanently	Campus archives
Reports/evaluation forms Master's dissertations	permanently	Campus archives

PART X –ENDNOTES

¹ 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.

$$\text{If } y \geq c, \text{ dan } z = 10 + \frac{10}{N-c} (y-c)$$

$$\text{If } y < c, \text{ dan } z = \frac{10}{c} y$$

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).