

THE AOG - PART 4B

EXAM ADMINISTRATION HANDBOOK



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1 Developing Module Exams and Assessments

Assessments are vital for measuring student progress and ensuring learning outcomes are met. This handbook provides guidance on developing effective module exams and assessments. It covers key principles of design, alignment with learning objectives, and methods to ensure fairness, reliability, and inclusivity, helping to create assessments that improves the experience of students, teachers and examination administrators alike.

1.1 Exam and Assessment Types

Wittenborg offers different types of exams within its programmes. However, each module is developed with a prescribed exam type that is approved by the Education Board. Below is a list of exam types used across different programmes. More information on the exam types can be found in Part 5 of the EEG under the subheading “Exam types at Wittenborg”.

- Type 1 - Written Examination
- Type 2 - Assignment/Report/Essay
- Type 3 - Project Work
- Type 4 - Language Test (Reading, Writing, Listening & Speaking)
- Type 5 - PDP Portfolio
- Type 6 - Active Participation
- Type 7 - Oral Presentation/Oral Interview
- Type 8 - Digital/Multimedia Assessment

Notes:

- Exam types 1, 4, and 7 are examined during the planned exam weeks.
- Exam types 2, 3, and 5 will require an oral defence through a presentation or oral assessment, planned in the exam week.
- Exam type 6 which involves active participation, is typically assessed based on a student's involvement in discussions, activities, and tasks during the module/seminar. Active participation exams measure engagement, critical thinking, and contributions.

1.2 General Guidelines

This section offers a general guide and overview of how to structure and develop exams for Wittenborg examinations. In general, all exams and assessments can be categorised as closed- and open book. Note that only type 1 exams can be either closed book or open book. All other exam types are open book exams.

When developing exams, please follow the following guidelines:

- Specify the type of assignment – whether it is a report, essay, project or multi-media presentation (PowerPoint, Prezi, video, podcast, etc.).
- Provide clear and detailed instructions of the assignments as to the topic, scope, focus area and the different sections (cover page, abstract, introduction, literature review, etc.). Technical requirements (e.g. font type & size, line spacing, etc.) of the assignment must also be provided. These should be uploaded on the Module Online Area during Week 1.
- Specify both the minimum and maximum word limits and, if possible, the word limits for each section (e.g. Introduction (300 – 370 words), Literature Review (700 – 900 words), etc. of the report/essay/project or the number of slides for presentation, or the length of time for videos or podcasts.

1.2.1 Closed Book Exams/Assessments

Examinations may include MCQs, open questions, case studies and related questions, or any other type of related assignments. Please indicate the maximum number of words that students should write for short essay and case study questions. Choose any mix from the list given in the template in your preferred order.

- Students will be given 3 hours to complete a written exam.
- Exams should not consist of MCQs only. MCQs should be allocated 1 point per question and should not exceed more than 20% of the total marks.
- True/False questions are not allowed in any exams at Wittenborg.
- Use continuous numbering in all parts as shown in the template. Give extra attention to the numbering after completing the final draft, as it can create confusion for students when transferring answers to the answer sheet.
- Ensure every question is complete and carefully check for any possible repetition of questions.

1.2.2 Open Book Exams/Assessments

Open book exams may be planned either as a take-home assignment (non-proctored exam), or an exam with a time limitation of 3 hours (proctored). When developing an open-book exam/assessment, consider the following:

- Keep the description of the assignment as broad and general as possible.
- Avoid giving leading instructions to specific models and/or theories that should be used when developing the assignments.
- Refer, if necessary, to ‘theories and models discussed/introduced in class’. This will show them the importance of class attendance, discussions and participation during lessons.

When a module is taught by different faculty members at different locations, the Module Leader should coordinate with the co-teachers and create two exams for all pathways (bachelor’s) and locations – one as block exam and the second as retake. In situations where a specific module is taught by one faculty member,

both end-block exam and retake exam need to be developed by the faculty member. The Exam Committee will check all exams during the (teaching) block and archive the additional exams for future use, including that of retake exams or for the upcoming years.

1.2.3 Structuring and Finalising your Exam/Assessment

Please structure all your exams by adhering to the structure provided in the Exam Paper template. Additional information including the different exam templates and other related documents can be found in the [Secure Examination Area](#) on Wittenborg-Online. While creating exams, give special attention to the following points:

1. Make sure that the exam paper addresses the aims and objectives of the module. Exams should not test any unrelated or irrelevant questions for a given module.
2. The level of difficulty of the examination in totality should reflect the phase in which the module is taught and the level of the programme.
3. Use the answer key template provided and define Bloom's taxonomy, level of difficulty and other elements, per each question (in particular). You will be able to see the totals and analyse your work.
4. Choose any number of questions within the selected parts depending on the content and level of difficulty. The majority of students must be able to complete the exam/assessment during the given time. Be realistic in terms of time management.
5. Make sure to upload your finalised exam in the [Secure Examination Area](#) on Wittenborg-Online.
6. Exams submitted in previous blocks/years can be improved, if necessary. Faculty members can request a final version of an old exam from the Exam Administration and edit using Track Changes. Once submitted, the exams must be checked and approved by the Exam Committee.
7. Make sure to proofread carefully if you are developing exams by using a publisher's test bank.
8. Use British English while you are developing your exams.
9. All figures used in quantitative exams should follow international style (do not use dots between the figures). For example: correct style is 2,289,122.00, incorrect style (i.e. Dutch style) is 2.289.122,00.
10. Faculty members are not allowed to share any exams and/or answer keys via email or in any other form. All exams must be uploaded in the designated area on Wittenborg-Online ([Secure Examination Area](#)).

Exam submission deadlines are pre-determined and are available for the faculty members at the beginning of each academic year. It is of utmost importance that the faculty members abide by the submission deadlines without any delays. All exams are subjected to a quality check by the Examination Committee to ensure the level, difficulty and testing of module aims and objectives.

1.3 Exam Committee

The Exam Committee is established to determine the test policy and possible forms of assessment. This committee is also involved in monitoring the assessment procedure of the curriculum and the assessment of change proposals.

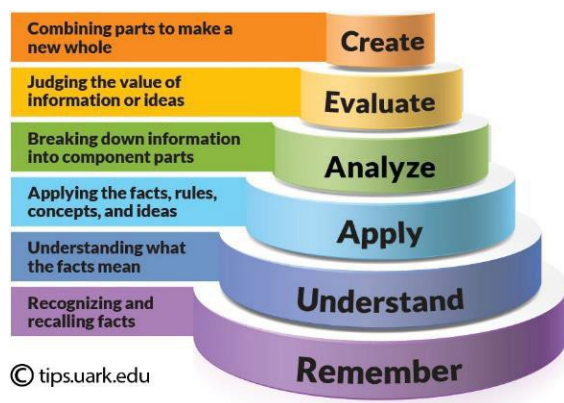
Wittenborg University of Applied Sciences
Academic & Operations Guide
Exam Administration Handbook

1.4 *Determining Complexity of Exams and Assessments*

Understanding the complexity of exams and assessments is essential to ensuring that they accurately reflect students' knowledge and cognitive abilities. A well-balanced assessment should not only test basic knowledge but also challenge students to apply, analyse, and evaluate information. Bloom's Taxonomy serves as a valuable framework for determining assessment complexity, organising cognitive skills into a hierarchical model. It ranges from lower-order thinking skills such as remembering and understanding to higher-order skills like applying, analysing, evaluating, and creating.

This chapter delves into how Bloom's Taxonomy can be used in crafting assessments that align with learning objectives and cover a spectrum of cognitive demands. By thoughtfully determining complexity, exams can be designed to promote deeper learning while maintaining fairness and inclusivity.

1.4.1 Bloom's Taxonomy



The intellectual complexity of an exam item can be defined as the cognitive skills of the person required to answer the question or perform the task. Bloom's Taxonomy is the most widely adapted classification system to determine the educational objective and the level of cognitive skill required to achieve that objective. The taxonomy incorporates six levels that gradually represent a higher level of cognitive skill required. For example, the first level 'knowledge' requires the ability of the student to recall or identify information, while the third level 'application' as its name suggests requires the ability to practically use information and apply it in an established situation.

Bloom's Taxonomy cognitive domain classification:

- **Knowledge/Remember:** recalling previously learned material
- **Comprehension/Understand:** explaining, comparing, interpreting, describing, organising, etc.
- **Application/Apply:** solving problems, applying knowledge, etc.

- **Analysis/Analyse:** examining, identifying motives, making inferences, breaking information into parts, etc.
- **Evaluation/Evaluate:** judging the value or worth of statements, information or ideas.
- **Synthesis or Creation/Create:** compiling information and combining elements in a new way, finding novel solutions.

The level of difficulty established in Reeves (2012) allows evaluators to distinguish between exam items that belong to the same Bloom level, but which vary within those cognitive levels. Simply put, we can distinguish different levels of difficulty within a particular Bloom level. See next section on determining the level of difficulty.

The module you are teaching might have a specific requirement related to the levels of Bloom's Taxonomy and what percentage a certain level occupies from the totality of the exam items. The required proportions can also differ based on the academic phase. For example, in phase 3 there should be a higher proportion of application concerning the exam that measures the learning outcomes of that specific module.

In order to determine the level of an exam item on Bloom's Taxonomy, refer to the table below - Bloom's Taxonomy instrumented by Newton et al. (1969) through a key-word system for this purpose.

1.4.2 Determining the Level of Difficulty

Bloom's Taxonomy	Code	Type of Assessment	Keywords
	01	Knowledge	recall, define, identify, recognise, acquire, distinguish
	02	Understanding/ Comprehension	explaining, comparing, interpreting, describing, organising, contrast, demonstrate, illustrate, explain, summarise, classify, translate, transform, illustrate, prepare, interpret, demonstrate
	03	Application	apply, generalise, relate, choose, develop, organise, use, employ, transfer, review, examine, manage
	04	Analysis	analyse, distinguish, detect, discriminate, deduce, categorise
	05	Evaluation	judge, argue, validate, assess, consider, standardise, appraise, compare, acknowledge

	06	Synthesis/Creation	produce, constitute, transmit, originate, modify, design, derive, combine, synthesise, formulate
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Level of difficulty of a test item has been suggested to be located in the question-answering process (Ahmed & Pollitt, 1999 in Cheng, 2006). Cheng (2006) illustrates the varying locations wherein the difficulty of an exam may reside: content assessed, stimulus (question difficulty), task to be performed and expected response. He also makes a distinction between valid and invalid moderators of difficulty, in other words, the difference between necessary difficulty enhancers in the exam items and unnecessary difficulty enhancers.

Logically, examiners need to strive to avoid invalid moderators of difficulty listed by Cheng (2006), such as inaccuracy or inconsistency of data/information given, unknown meaning of words, illogical order of parts of the item, large number of plausible alternative answers, etc.

At Wittenborg, we distinguish three levels of difficulty: easy, moderate and difficult. See table below for a detailed description of each difficulty level that will help you determine the level of your exam items:

Degree of difficulty	Explanation and examples of level
Easy (E)	<ul style="list-style-type: none"> • Very simple recall, identify specific data, tell, recite, list. • Simple relationships, simple explanations, 1-step answers. • Candidates know what process is required to solve the problem from the way the problem is posed. • Simple process is known or it is a common/practised context.
Moderate (M)	<ul style="list-style-type: none"> • Medium content, read and locate. • Counter-intuitive relationships, give examples, explain, briefly summarise, interpretation. • Summarise a text, draw inferences from a text or make a prediction. • Investigate hypotheses, classify, categorise, compare, contrast, solve, relate, distinguish.

Difficult (D)	<ul style="list-style-type: none"> Recall complex content, using elaborate vocabulary. More complex reasoning with regard to understanding and explanation, motivate inferences or predictions made, using case-study/external information to support the position. Collect information from available texts to support a particular position/opinion and re-present the position in own text. Complex abstract representation, referring to combination of concepts, interpreting, report on, sort, debate. Generalise patterns observed in situations, working with complex problems involving insight and logic-leaps, creating new solutions to problems, redesign. Writing a complex review/critique.
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1.4.3 Instructions on the Answer Key

Make sure to upload your exams and answer keys document in the [Secure Examination Area](#).

Notes:

- This Answer Key Template (AKT) on the 1st sheet is one specific exam version from a specific module.
- Use 'x' when no data available.
- If there are instructions, these are marked in red on the first sheet in case there is need for additions or reformulations of the answers provided in the old answer keys.
- On the third sheet entitled 'Definitions' you can find the 'Level of Difficulty' and 'Bloom's Taxonomy' instrumented to guide you in filling the AKT.
- Please make sure to use 'Arial' font, regular font style and font size 10 throughout the Excel document.
- The Aims & Objectives (A&O) are numbered
- An explanation of the columns on the AKT:

Part	Exam parts A, B, C, D etc. as per original exam
Type of Question	Describe the category of the questions, i.e. Multiple Choice, Short Answer, Open Question, Case Study, Essay, etc.
Q no.	Number of the question in the totality of the exam, all questions must be in one series.
Sub-Q no.	Number or name of question in that particular part of the exam if any.
Answer	Answer to the question: complete, expected keywords, etc.

Remarks	Enter your remarks related to the answer of the students, e.g. how answers may vary, key concepts that you involve when deciding on the appropriate marking.
Marks per Q	Marks per question, the total must be 100, if any section carries optional questions, only maximum marks per section must be mentioned. Additional questions should be marked as 'opt'.
Difficulty level	See instrument entitled 'Level of difficulty' below.
A&O	Use numbered A&O for the module.
Bloom's Code	See instrument entitled 'Bloom's Taxonomy' and coding below.
Ch. book no.1	Mention the respective chapter from which the question is taken.
Ch. book no.2	Mention the respective chapter from which the question is taken.
Other Source	If the reference is other online links, names and pages from articles, books, etc., please, note the number of other sources used and list explicitly these sources under the ATK table.

2 Grading and Submission of Results

At Wittenborg, the grading and submission of results are integral components of the academic process, ensuring transparency, fairness, and consistency in evaluating student performance. The grading system at Wittenborg follows a structured approach, aligned with international standards, to accurately reflect students' achievement of learning outcomes. Timely submission of results is equally important, facilitating smooth academic progression and enabling students to receive prompt feedback. The grading procedures, policies, and timelines for the submission of results are discussed below.

2.1 Grading Exams/Assessments and Retakes

Module examiners are appointed by the Graduation and Examination Board (GEB) and are expected to grade all exams/assessments that were submitted during the block as well as the immediate retake weeks.

2.1.1 Paper-based Exams/Assessments

Paper-based exams will be shared with the lecturers in person/by registered post to a location shared with the Exam Department within 24 hours of when the exam was conducted. Faculty members are required to confirm the number of exam scripts they receive in the envelope before they start marking. The number must correspond to what is written on the exam envelope and on the exam registration list (the number of students who have sat and signed for the exams). The exam/assessment and the answer key will be shared by the Exam Administration team with the faculty member/(s) prior to the exam.

During the grading process, no exceptions can be made by the faculty members other than the rules mentioned in the written exam.

Results are expected within 10 working days from the date the exam was conducted.

2.1.2 Online Assessments

All report/essay/projects must be submitted as a Word document or other editable documents via Turnitin. Files in the form of PDF, JPG will not be accepted. Multimedia documents like PowerPoint, Prezi, Videos, Podcasts do not need to be submitted via a Turnitin upload area, but via a designated assignment upload area on Moodle.

All Turnitin submission links will be created by the Helpdesk/ICT colleagues - please do not use or copy old Turnitin areas as they contain assignments and dates from the previous year. However, the faculty members need to create other submission links (as required) in the respective module online areas.

- Submissions through email/Teams or late submissions are strictly prohibited and should not be accepted.

- Deadline for online submission is Exam Week Monday

Grading Turnitin Assignments

Faculty members should grade all digitally submitted exams via the Turnitin submission areas on Wittenborg-Online.

1. Faculty members must leave comments/feedback (positive/negative) in the Turnitin submissions for students. Please fill in the Feedback (Y/N) column in the “Exam Results Registration List” with “Y-Yes”, if feedback/comments are added in the respective assessments of the students.
2. Ensure that the Turnitin similarity scores are in line with Wittenborg’s plagiarism policy (refer to the EEG Part 5a). Similarity scores must be checked for possible plagiarism and AI, and must be reported to the Graduation and Examination Board if a student has engaged in academic malpractice.
3. Faculty members are expected to mark suspected malpractice attempts with a grade 1.0 and fill the [Report Academic Misconduct Form](#).
4. A template of the Exam Results Registration List can be found in the [Secure Examination Area](#) on Wittenborg-Online. Faculty members must register the exam grades corresponding to individual students.

During the grading process, no exceptions can be made by the faculty members other than the instructions/rules mentioned in the written exam.

Oral Defence/Oral Presentation/Oral Interview/Digital Presentation

Due to the rapid expansion of Artificial Intelligence tools, Wittenborg has introduced new hybrid types of assignment, where all paper-based work is also tested through presentation, digital audio/video presentation and interview or oral defence.

These examinations are given in the form of oral communication, where students are given a prescribed amount of time in which to present a particular subject, and/or answer verbal questions on the subject. Students (either individual or in groups) are allowed to use any materials or equipment that is available to them in order to make their presentation professional and interesting, if the oral exam is in the formal presentation. Some oral exams are restricted to the form of a PowerPoint presentation.

Oral defence is an assessment component that was introduced to ensure the validity, reliability and ownership of the assessment context and the content. With increasing possibilities of paraphrasing and ghost-writing options available, possibilities of oral defence or an interview were setup as a preventive measure for possible academic malpractice.

There are various options:

OPTION 1: Selective Presentation

This is usually an option in occasions where there is suspected ghost writing, AI or plagiarism. Students are asked to present their work or findings in order to confirm the ownership.

OPTION 2: Digital Audio/Video Presentation

The expectations of digital audio/video presentation exams revolve around both the content quality and technical proficiency. These presentations are designed to assess students' ability to effectively convey their ideas using digital media tools. Faculty are to ensure there is clarity of content, effective use of digital media, proficiently in presentation skills, professional engagement and interaction. By meeting these expectations, students demonstrate not only their knowledge of the subject but also their ability to communicate ideas effectively using modern digital media tools within a given timeframe.

OPTION 3: Compulsory Presentation

For modules with a type 7 exam, all students are required to present and must upload their PowerPoint presentation at least 3 days before the day of the presentation. Students failing to meet the assignment requirement receive an automatic failure. Faculty members reserve the right to stop a student after the student passes the time allocated, regardless of whether the student has finished presenting or not. The total time for each student for both the presentation and Q&A should not take more than 8 minutes.

Faculty members should read the presentation uploaded by students and prepare between 1-3 questions for each student prior to the presentations. Questions must be typed in a word document by faculty members for easy reference in case of disputes. Additionally, faculty members can include any other instructions or rules as deemed fit.

OPTION 4: Oral Defence/Interview/Q&A

For this option, students must upload their PowerPoint presentation at least 3 days before the day of the oral defence. There will only be an oral defence session. Restriction of duration is usually communicated by the faculty member. The duration per student is restricted to 5 minutes for regular modules and maximum 15 minutes for the in-company training/work placement/ graduation assignment/final project.

2.1.3 Retake Exams

Each exam has a retake exam, held in Winter and Summer Retake blocks. Students are only allowed to attempt retake exams for modules that have been given in that term. Refer to "Exam Weeks and Retakes" section in Part 5 of the EEG for more information.

2.2 Guidelines for Exam Results

Wittenborg uses the scale of 10.0 grading scale and Pass/Fail scale with a few selected modules.

Note that marks in the range of 5.0-5.4 are prohibited. In case of an insufficient attempt of a student, faculty members should provide students with a mark which indicates a clear failure (below 5.0) or a clear pass mark (5.5 and above).

This is because most type 2 exams are essays or open-ended questions. These are more subjective in nature due to their susceptibility to scoring influences and are often open to interpretation. Different readers can rate identical responses differently, the same reader can rate the same paper differently over time, grammar and punctuation can unintentionally affect a paper's grade and the lack of anonymity can affect the grading process. To prevent situations where students object or query the marginal fail marks, leading to a spiral effect of rechecking or reviewing the exam papers, the marks range between 5.0 to 5.4 should not be given to students.

Note: Results will only be accepted if they are in the correct format. Results in the wrong format will be returned to faculty members for amendments.

2.2.1 Exam Reviews

All students are given the opportunity to review their marked exam papers.

Online Assessments

While assessing online exams, the faculty members give the feedback through Turnitin. These are usually visible to students.

If a student does not agree with the grade and the feedback given by the faculty member, the student must first contact and discuss it with the faculty member. A formal appeal can be made and sent to examresults@wittenborg.eu where there is further disagreement on the grade. The appeal email must contain the name of the module and name of the relevant examiner and the grounds for the appeal. It is obligatory for the appealing student to enclose all the email correspondences with the lecturer in which their initial appeal was declined. Once the complete formal appeal is received, it will be processed internally, and the student will be notified about the outcome.

Paper-based Exams/Assessments

The review sessions are scheduled in Week 3 of every block visible in the student timetables. Students are permitted to review exams they took in the previous block.

The exam review is conducted by the exam administration team. The review is conducted in a supervised environment where students can review their own marked exam papers with the aim of checking if there are any issues of concern which could be notified to the module lecturer. If the students find any issues of concern, such as the marks attained are not properly summed up, or there is any question not marked, etc., they will need to complete the Exam Review Form on the spot and give it to the person supervising the session. This form will then be given to the faculty member concerned. The faculty member concerned should arrange a meeting with the Exam Administration Team to double-check the exam, and then follow up

with the student(s) concerned via email and copy to examresults@wittenborg.eu. This must be done within a week of the exam review.

2.3 Exam Moderation

As a standard procedure, a moderation process is conducted by the exam committee prior to the exam being conducted, and the results being released to students. This process is put in place to ensure that students are not disadvantaged. This process:

1. Ensures that all students are assessed against the same standards, regardless of the study location and the different lecturers.
2. Identifies and addressing any potential biases in marking before grades are finalised, reducing the risk of unfair grading.
3. Ensures quality control and accuracy of assessment. This is done by providing an opportunity to review and correct any discrepancies or errors in the marking process.
4. Ensures that the exam questions and marking schemes align with the learning outcomes and objectives of the course.
5. Prevents issues such as grade inflation or deflation by ensuring that the grading is consistent with the institution's standards and expectations.
6. Identifies any mistakes or inconsistencies in grading before they impact students, thus protecting the integrity of the academic process.

Moderation prior to the release of results is essential to ensure that grades are fair, accurate, and reflective of students' true performances.

In case of inefficiencies in gradings, corrective measures will be taken.

2.4 Instructions for Delivering Exam Results

2.4.1 Paper-based Exams

Upon completion of the exams, the examiners appointed by the Graduation and Examination Board will grade student work. Once all exams/assessments are graded the results should be submitted to the Registry for archiving purposes.

1. Results must be delivered to the results administration department within 7 calendar days for language modules and 14 calendar days for any other modules. Scanned results can be sent to examresults@wittenborg.eu and the graded exam papers of paper-based exams should be posted to:

Exam Results
c/o Exam Administration Office
Wittenborg University of Applied Sciences
Brinklaan 268

Wittenborg University of Applied Sciences
Academic & Operations Guide
Exam Administration Handbook

7311JD Apeldoorn
The Netherlands

2. When submitting exam results, faculty members are requested to ensure that they include the following documents in the exam envelopes with the paper-based exams:
 - A printed copy of a clearly labelled and updated exam answer key. It can be found in the [Secure Examination Area](#).
 - Marking rubrics (for type 2 exam). It can be found in the [Secure Examination Area](#).
 - The Exam Results Registration Form – a template can be found in the [Secure Examination Area](#) on Wittenborg-Online. However, a soft copy is usually sent to faculty members. In this form, faculty members must register the exam grades corresponding to individual students.

2.4.2 Online Exams

All grades should be emailed in the correct template to examresults@wittenborg.eu. Faculty members should not indicate the grades in the Turnitin upload areas. The only mode of communication of grades is via the Osiris portal.

Note: Our Exam Results Administration will not accept or process exam results if above requirements are not fulfilled.

3 Appendix

3.1 *Invigilator Handbook*

Wittenborg University of Applied Sciences engages a pool of invigilators who play a vital role in ensuring the integrity and smooth running of examinations. Their responsibilities include overseeing the exam process, maintaining a secure and fair environment, and assisting students with procedural concerns during the exam. As the first point of contact for students in the exam hall, invigilators must be vigilant, organised, and adhere to strict guidelines to prevent misconduct.

This handbook provides a comprehensive overview of the key duties, protocols, and procedures that invigilators must follow to ensure that examinations are conducted efficiently and in accordance with institutional policies.

3.1.1 Before Examinations

Proper preparation before the examination is essential to ensure that the exams run without disruptions. Both students and staff play important roles in this process. Invigilators and exam administrators must ensure that all logistical arrangements are in place, such as setting up the examination hall, verifying student identities, and distributing exam materials. Students, on the other hand, are responsible for arriving on time, bringing the required materials, and familiarising themselves with exam regulations. The key steps and procedures that must be followed by invigilators before the examination to create a well-organised and fair testing environment for all are outlined below:

- Read the Examination Hall Regulations included in this document.
- Arrive at the exam hall 45 minutes before the start time.
- Ensure all electronic devices (phones) are in silent mode. Do not use phones while invigilating.
- Students should arrive at the exam hall at least 30 minutes before the start of the exam.
- Verify each student's ID (Dutch residence permit or passport) and confirm their name upon registration.
- After registration, students may enter the exam hall before 08:55 hrs or 13:25 hrs and must start only at the designated time (09:00 hrs or 13:30 hrs).
- Students who do not register are presumed absent.
- Direct students to their seats to prevent any form of cheating.
- Verbally remind students of the exam rules, which are also posted in the exam hall.
- Ensure a reliable digital or analogue clock is visible to students in the exam hall.
- Announce the start time, give a 30-minute remaining reminder, and instruct students to submit all papers when the time is up.

3.1.2 During Examinations

This stage demands careful oversight to ensure fairness, integrity, and adherence to protocols. Invigilators play a crucial role in maintaining a controlled and secure environment that allows all candidates to perform under equal conditions. Below are essential duties and responsibilities required to manage the exam effectively:

- No entry is allowed into the exam hall after 08:55 hrs or 13:25 hrs. Latecomers are NOT allowed.
- No student is allowed to leave the exam hall in the first and last 30 minutes, including for toilet breaks.
- Students must remain silent. Any disruptive behaviour before the exam will result in a warning; during the exam, the student will be discontinued, their paper confiscated, and the case reported to the Examination Administration and Examination Board.
- Only pens, erasers, rulers, and identification are allowed on desks. All other items must be stored away. Electronic devices, including watches, are prohibited.
- Exam papers are handed to students, ensuring they all start at the designated time.
- Students must confirm they have received the correct exam paper.
- Answer sheets bearing the Wittenborg logo and the exam date are provided unless unnecessary (e.g., for Foreign Language modules). Calculators and dictionaries may be provided upon request.
- Invigilators must enforce silence at all times.
- Students requiring extra answer sheets must raise their hand.
- Only one student at a time may use the washroom, accompanied by an invigilator who waits outside.
- Invigilators must not leave the exam hall unless arranged in advance. They must remain vigilant at all times.
- Movement is required; invigilators should not remain seated for more than five minutes.
- Any issues should be reported to the examination administrators via phone/message. Phones must remain silent. The invigilator must inform the team leader before leaving the hall.
- Uncooperative students must be discontinued from the exam but still sign out. A report must be filed and forwarded to the Graduation and Examination Board (GEB) (see the malpractice report in this handbook).
- Maintain control of the examination hall while ensuring students feel comfortable.
- Pay attention to exam durations (1.5, 2, or 3 hours).
- Examination administrators will inform invigilators of students with special needs (e.g., extra time, laptop use). These accommodations must be followed as per GEB directives.
- Random student checks (e.g., pocket checks) may be conducted.

3.1.3 After Examinations

Invigilators' responsibilities extend beyond the conclusion of the exam. Proper post-exam procedures are crucial in safeguarding the integrity of assessments. Below are the necessary steps to follow:

- Examination durations are non-negotiable unless approved by the GEB. Special arrangements made by the GEB (e.g., 20% extra time, computer use) will be communicated by the examination administrators.
- Ensure students hand in all answer sheets, exam papers, scrap notes, and any other documents before leaving. Blank sheets must also be collected.
- Check that no paper is left behind on desks or in the examination hall.
- Verify that each answer script includes the candidate's details (name, student number) and sort them according to specialization or pathway for easy tracking.
- Count the number of answer scripts and cross-check against the attendance register. Any discrepancies must be resolved before closing the session.
- For each student, the answer sheets must be counted and stapled together in the presence of the student before the student signs out by confirming departure time and signing the registration list.
- Release students in an orderly manner to maintain quietness.
- Securely place all answer scripts in a labelled envelope provided by the examination administrators.
- Document any incidents or irregularities (e.g., late submissions, missing scripts, suspected cheating) in a formal report. This report should be included with the answer scripts when they are handed over to the examination administrators.
- Submit the envelopes containing all answer scripts, attendance records, and incident reports to the examination administrators.
- The handover process may require signing a log or receipt to confirm the transfer of materials.

3.1.4 Examination Hall Regulations

These regulations apply to students and are displayed in the examination hall:

- The examination hall opens 30 minutes before the exam.
- Students cannot leave in the first or last 30 minutes, including for toilet breaks, unless medically necessary (prior notification required).
- Students must sign the registration list and present a hard copy of their Dutch Residence Permit Card/Passport before entering.
- Identification must remain on the table during the exam.
- The door closes five minutes before the exam starts. No latecomers are allowed.
- Personal belongings, including bags and coats, must be left outside.
- Mobile phones must be turned off and stored outside the hall.
- No electronic devices (e.g., watches) are permitted. Students found with such items will be expelled.

- Personal calculators are allowed only for subjects that require them (models FX82 – FX102).
- Only pens, erasers, rulers, and student cards are allowed on desks.
- Students must verify that they have received the correct exam paper.
- Students must raise their hand for assistance; invigilators will not answer content-related questions, nor will any members of staff be called to answer questions.
- The examination hall is under CCTV surveillance.
- Arguments with invigilators are not permitted. Issues should be noted on the exam paper for later review.
- Talking is strictly forbidden and may result in expulsion.
- Invigilators may change student seating arrangements if necessary.
- Cheating results in immediate expulsion and referral to the Examination Board.
- Students must follow the instructions of invigilators at all times. Failure to do so can result in expulsion from the exam.
- Invigilators may conduct random searches at any time.
- Students must submit all papers before leaving, including exam papers, answer sheets, notes, etc. Both the student and invigilator must count the sheets before the student signs out.
- Only one student at a time is allowed at the invigilator's desk. Students have to stay seated and raise their hand if they have finished their exams before the official end time and the invigilators will call them to their desk individually.
- Students must exit quietly after submitting their work.

3.1.5 Malpractice Report

Year		Block
Details		Description of the Issue(s)
Module Name: Code: Date: Time: Student Name: Student Number: Student's Signature Invigilator's Signature		
Module Name: Code: Date: Time: Student Name: Student Number: Student's Signature Invigilator's Signature		

Note: Students should await communication from the Graduation and Examination Board (GEB) regarding the reported malpractice.