

# MASTER IN GLOBAL CHALLENGES FOR SUSTAINABILITY

## Academic Rules and Regulations

Assessment, progression and graduation

Version 4.3 May 2025

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## PART 4 Assessment, progression and graduation

### SECTION 1 Assessment

#### Art. 1.1 Assessment model

CHARM-EU has created a unique and holistic approach to assessment which is an essential part of the student learning experience. The model is based on Programmatic Assessment (PA), a summary of the model is available in the Annex 2.

#### Art. 1.2 Programme and Module Learning Outcomes

Each module has Module Learning Outcomes (MLOs) that together lead to the achievement of the Programme Learning Outcomes (PLO) domains. Each module uses assessment rubrics with an overview of the assignments and the MLOs and PLOs they assess.

- a. All MLO's are assessed more than once in the course of a module.
- b. Not all MLO/PLO's are assessed an equal number of times.

#### Art. 1.3 Module descriptors

The Module descriptors provide information on the content and the assessment activities of each module. The CHARM-EU Module descriptors give the following information relating to each module:

- a. the learning objectives (PLOs and MLOs)
- b. the number of contact hours
- c. the assessment activities
- d. the module coordinator and teaching staff

#### Art. 1.4 Quality assurance

1. The Portfolio Assessment Committee (PAC) is charged with providing analysis and advice concerning the quality of the assessments. To this end, it can test the quality of individual assessments on the basis of random samples – and following complaints, evaluation of results, pass rates and suchlike – in relation to the validity (they measure knowledge, skills and competences) and reliability (are they consistent and accurate) and will inform the Board of Examiners of their findings.
2. The Board of Examiners (BoE) may order the Portfolio Assessment Committee (PAC) and/or Module coordinators to provide information, undertake research and make proposals concerning the structure of the assessments.

#### Art. 1.5 Different types of Assessment

There are different types of assessment each with their own goal and impact:

1. Module assessments:

The module assessments focus on providing meaningful feedback to the student. The module assessments give input on the student's progress on 1 or more PLO domains.

- a. In the case of group work, which has several students contributing towards a single joint project, the following rules apply:
  - i. the guideline for the individual or collective marking of group work must be established beforehand and be part of the module descriptor;
  - ii. students may be marked individually on the basis of the work they have performed.
2. Mentor advice:

The mentor feedback is recorded in a Mentor Advise Form (MAF). It is based on the students Personal Development Plan (PDP) and the student-mentor meetings in which the

feedback of the module assessments is discussed.

The mentor feedback serves to inform the student and the PAC about their progress.

**Art. 1.6 Phase decision**

1. The pass/fail decision takes place at the end of each phase. The E-portfolio is assessed which results in a holistic judgement on the PLO levels and a grade.
2. Each student receives a written justification of each Phase assessment and decision. The Phase decisions results in:
  - a. A grade at the end of each phase;
  - b. The allocation of 30 ECTS for the phase, split up, if applicable, into 10 ECTS for each of the three modules;
  - c. The obtained level per PLO domain (pre-novice, novice, intermediate, advanced, or expert);
  - d. Written feedback (and feed forward) per PLO domain.
3. The written statement of the mark achieved must inform the student of the right of review and refer to the Appeals procedure.

**Art. 1.7 Conduct during assessments**

For module assessments the module coordinator is responsible for the orderly proceedings of the assessments. This includes:

1. Student identification. If relevant the assessment will be denied if the student is unable to identify himself/herself.
2. Assessment rules. The student must follow the instructions of the assessor and/or module coordinator with regards to the assessment.
3. Should the student fail to follow one or more instructions as referred to in the previous point he or she may be excluded by the Board of Examiners or the examiner from further participation in the assessment in question. As a consequence of the exclusion, no result will be determined for that assessment. Before the Board of Examiners takes a decision, it must, at the student's request give him or her the opportunity to be heard on the matter.
4. The time allocated to an assignment must be such that students have reasonably time to finish the assignment.

**Art. 1.8 E-portfolio**

1. All assessment activities are documented in an E-portfolio. The E-portfolio records the longitudinal development of each student on the Programme Learning Outcomes (PLO) domains. In the E-portfolio the student must demonstrate to the examiners that the expected level in all PLO domains was attained at the end of each Phase.
2. The E-portfolio consists of:
  - a. Module assessments
  - b. Personal development plan (PDP)
  - c. Mentor Advice Form (MAF)
3. The E-portfolio is to be completed on the designated platform .
4. The module coordinator is responsible for the timely provision of a correct list of assignments connected to the relevant MLOs and PLOs.
5. Students are responsible for presenting the examiners with a complete E-portfolio at the end of each Phase.
  - a. If an E-portfolio is not complete on the designated date, the PAC examiners will assess the E-portfolio as available on that date;
  - b. If the e-portfolio is not complete because the student failed to complete one or more module assessments, the student can
    - a. fail the Phase and be requested to submit a remediation plan. This decision lies with the Portfolio Assessment Committee.

- b. be excluded from the remediation process for the phase. This decision lies with the Board of Examiners.

**Art. 1.9 Extension of assessment deadlines**

Depending on the type of assessment the procedure for extensions differs.

1. *Module assessments*: students can request an extension for a module assessment with the module coordinator. The extension will only be granted in case of unforeseen circumstances such as illness. Proof may be requested. In general, an extension will be granted for a couple of days (up to 2 weeks). In case a longer extension is needed, the student needs to consult the Diversity, Equality and Inclusion (DEI) office.
2. *Phase assessment*: extension for the completion of the e-portfolio must be granted by the BoE. The BoE will follow the advice of the DEI if relevant.
3. In case the extension extends into a new academic year (i.e. beyond August) it is necessary for the student to extend the enrolment in the Master's programme for another academic year and pay the corresponding tuition fees.

**Art. 1.10 Partially participating or completing a Phase**

1. Due to the nature of the Master's programme and its assessment model it is not possible for students to take only one of two of the modules within a Phase.
2. Equally it is not possible to get an exemption for 1 or more modules within the Master's programme. Each student has to participate and complete all the modules of a particular Phase in the same semester.
3. The mark and assessment which is achieved at the end of the Phase counts as the end result of each of the modules in the Phase.

**Art. 1.11 Withdrawal or termination**

A withdrawal will be considered when a student is unable to follow the Master's programme in due time. A termination will be considered if a student is unable to finish any of the Phases by the end of the programme period.

In case of withdrawal or termination, the Board of Examiners will consider validating the modules that have been previously validated by the examiners. The student will be provided with a statement of ECTS achievement for these modules.

## SECTION 2 PHASE REQUIREMENTS & GRADING

**Art. 2.1 Grading standards**

The Board of Examiners will ensure that assessments are marked on the basis of predetermined, written standards, possibly adjusted on the basis of a correction.

**Art. 2.2 Phase levels and requirements**

At the end of each Phase students are expected to have reached a specified level on the PLO domains.

1. The PLO domains are scored categorically in
  - pre-novice,
  - novice,
  - intermediate,
  - advanced and
  - expert.
2. The expected level differs from Phase to Phase progressing from Novice to Advanced over the course of the Master's programme as follows:

Phase	Expected level on each PLO domain
Phase 1	Novice
Phase 2	Intermediate
Phase 3	Advanced

- Students are assessed on all PLO domains. The feedback form shows the achieved level and written feedback per PLO domain, and the obtained grade.

### **Art. 2.3 Marks/Grades**

- CHARM-EU uses a 0-100 scale. The phases are marked in a grading range from 0 to 100.
- The pass mark for each phase is 50 and above.
- A mark between 35 to 49 signifies the need for remediation in one or more PLO domains.
- Each module will receive the same mark as the one of the Phase and will be registered in the student record.
- The average of the results of the three phases makes up the final result (GPA) of the degree.
- The levels achieved in the different PLOs result from the holistic compilation of all the levels and comments for the different assignments of the phase as recorded in the e-portfolio. The final grade for each phase is determined holistically from the levels (and associated grade intervals) achieved in the different PLOs.
- The achieved level in PLO domains relates to the grades as shown in the table (Annex 2).

### **Art. 2.4 PLO assessment**

- The pass/fail decision takes place at the end of every Phase. Every PLO domain must be achieved at the minimum level. The level of PLO domains in which students perform highly cannot be used to compensate for poor performance in other PLO domains.
- Each PLO carries the same weight in establishing the grade during the Phase assessment at the end of the Phase.
- In case a student performs below expectation in one or more PLO domains, the student needs to follow a remediation process. This means that the Phase grade of the student before the remediation cannot exceed 49.
- Exceptions for Phase 3: Capstone Phase:
  - The specific assessments and requirements are outlined in the Module descriptor for Phase 3. A number of module assessments (low stakes assessment) have a high impact which means these low stakes assessment need to be on Advanced level. Remediation will take place during the phase.
  - At the Phase decision for Phase 3 a student may be allowed to compensate one PLO providing that the overall Phase assessment is in the range of the expected level. However, in this case the overall achieved level cannot exceed Advanced.
  - Also in these cases the Board of Examiners can use other means to determine that the requirements of the MA have been met (see ARR – general Art 8.1-2).
- A student has failed to pass the Phase when a mark of 35 and below is attained.
  - In this case a student is not allowed to remediate.
  - In this case a student can apply to the Board of Examiners for permission to re-do the failed Phase. The student can only be granted this option once for the whole programme.

### **Art. 2.5 Remediation**

1. Students with a phase mark between 35-49 can continue their study programme in the next Phase but will need to do a remediation within a set time period to solve the deficiency.
2. If the student has been awarded a pass (over 50), they do not qualify for remediation.
3. After remediation the student can maximally receive a 'as expected' assessment, because the student receives extra time, so cannot score above expectation.
4. Continuation of the Master's programme in case of remediation
  - a. Phase 1 must be passed before the start of the Capstone Phase.
  - b. Phase 2 and 3 cannot be assessed by the Portfolio Assessment Committee if the previous Phase has not been passed.

#### **Art. 2.6 Remediation process**

1. The PAC chair leads and coordinates this process, in collaboration with the PAC coordinator (JVAO). The mentor, if applicable with input from the module or Phase coordinator(s), supports the student in creating the remediation plan. The remediation plan specifies which PLO domains the student will remediate and the way the student will obtain the expected level on the specified PLO domains. This can be done by repeating one or more assignment(s) or in another way suitable to showcase students' progress.
2. This remediation plan needs to be submitted to the Portfolio Assessment Committee within 10 working days after the final mark was communicated. The Portfolio Assessment Committee will review the remediation plan within 10 working days and will set the deadlines for the student and assessors to complete the remediation. In general the same deadlines apply as for the regular assessment (ARR Part 4- Art. 3.3).

### **SECTION 3 PORTFOLIO ASSESSMENT COMMITTEE (PAC)**

#### **Art. 3.1 PAC examiners**

These examiners are members of the Portfolio Assessment Committee and are appointed by the Board of Examiners.

Each cohort of students has its own PAC with approximately 1.5 PAC examiners per student.

The Board of Examiners and the chair of the Portfolio Assessment committee must ensure that all PAC examiners mark the Phase using the same standards.

#### **Art. 3.2 Requirements PAC examiners**

1. Following are the list of requirements to be able to become a PAC member (examiner).  
A PAC examiner:
  - Has to be familiar with programmatic assessment and the CHARM-EU assessment approach;
  - Has to be familiar with CHARM EU's Master curriculum structure and Teaching and Learning philosophy;
  - Has knowledge of the content of the Master's programme.
2. In addition to this, the PAC Chair has additional responsibilities in consultation with assessment experts. The PAC Chair ensures that the PAC members follow the same standards, organizes calibration meetings, trains the PAC members and is the first contact for a review of the Phase assessment (see Right to Review procedure).
3. Conflicts of interest
  - Mentors can be a PAC examiner, however they cannot assess their mentee;
  - Board of Examiners members cannot be members of the Portfolio Assessment Committee (and the other way around).
4. Next to the requirements for each individual PAC member, the BoE will also take into account the composition of the group and look at the:
  - Male-female ratio

- Diversity in field of expertise
- Age
- Ethnicity
- Senior-junior ratio
- From different alliance/ partner institutions

**Art. 3.3 Time limit for marking**

The time table for each phase includes:

1. The date for the students to complete their e-portfolio.
2. The date of the last assignment and the number of days the low-stakes assessor has to finish and submit the assessment in the e-portfolio. This cannot exceed 14 working days.
3. The PAC examiner must mark the e-portfolio (Phase decision) within 14 working days of the completion date (see date under b) and supply the required information.

If the mark is not available within this period of time for reasons of force majeure, this must be communicated to the student, indicating when the mark will be determined. Force majeure may only be established in consultation with the Board of Examiners.

**Art. 3.4 Right of review**

Any student has the right to a review of their Phase assessment. The procedure is outlined in the *Right to Review procedure*.

The Chair of the PAC will contact the student(s) with the outcome of the review with written feedback and can meet the student if necessary. A student's grade cannot be changed as a result of the Right to Review, but the PAC chair can advise the BoE, and Appeals board if an appeal has been filed.

**Art. 3.5 Appeals**

Any student has the right to appeal their Phase assessment. The procedure is outlined in the *Appeals Procedure*.

**SECTION 4 GRADUATION**

In supplement of the articles in the general Academic Rules & Regulations the following applies.

**Art. 4.1 Degree award**

1. To qualify for this Master degree, students must, as a minimum:
  - a. Achieve an overall pass mark in each phase.
  - b. Achieve all the Programme Learning Outcomes at the expected level or above, with exception of the situation in **ARR- Part 4 - Art 2.4.4.**
  - c. Meet the mobility requirement. At least one mobility from phase 1 to phase 2 or from phase 2 to phase 3.
2. Due to the unique educational model students are not allowed to include course units obtained outside of the programme in the Joint degree programme (Art 2.10-2).

**Art. 4.2 Date of completion**

1. The date of completion will be registered in the student administration system(s).
2. The BoE will keep a record of student details (names/numbers), the completion requirements, and attending BoE members in the meeting minutes. The secretary of BoE is responsible for making and archiving this.
3. For administrative purposes all students are registered in each of the participating universities. Due to differences in local rules and legislation, the date on which students are deregistered upon completion of the Master's programme can differ per institution.
4. After the completion of the Master programme the student may keep their legal student status in 1 or more of the universities. However, the status as student in the CHARM-EU Master's programme Global Challenges for Sustainability ends when the final grade has been approved by the BoE and has been registered.

**Art. 4.3 Graduation documents**

After completion of the Master's programme a student will receive the following documents;

- a graduation certificate – digital, upon request
- a diploma
- a diploma supplement with the transcript of records and appendices.

The JVAO are responsible for printing and distributing these documents.

**Art. 4.4 Graduation certificate**

Students can request a graduation certificate when the Phase 3 grade as well as the final grade have been approved by the BoE and have been registered.

**Art. 4.5 Diploma**

1. The diploma is a parchment issued to the graduate of the Master's programme to certify the completion of the Joint Degree Programme. The diploma is issued together with the diploma supplement.
2. The CHARM-EU consortium diploma includes the following information:
  - The degree;
  - The name of the joint Degree Master's Programme;
  - Legal mentions and logos of the awarding universities;
  - Details on the accreditation of the degree;
  - Student's personal details;
  - Year of completion of studies.
3. Any changes to the diploma template need to be approved by the Academic Council.
4. The Board of Examiners has been appointed by the CHARM-EU Academic Council to sign the diplomas in the name of all participating universities. If necessary for legal reasons, other representatives of the participating universities can also sign (see section 12 legal framework).

**Art. 4.6 Diploma Supplement**

1. The diploma supplement is in line with the guidelines of the European Commission.
2. The CHARM template must be used and any changes to the template need to be approved by the Academic Council.
3. The Chair of the CHARM-EU Board of Examiners signs the Diploma supplement in the name of all participating universities. If necessary for legal reasons, other representatives of the participating universities can also sign (see section 12 legal framework).

**SECTION 5 DISTRIBUTION, REGISTRATION & ARCHIVE**

**Art. 5.1 Distribution**

CHARM-EU graduates can collect their diploma and diploma supplement at one of the participating universities.

**Art. 5.2 Registration of assessments and grades**

1. The CHARM JVAO office keeps a record of the individual study results of the students. These records will be kept for the duration of the CHARM-EU alliance.
1. Each participating university in the Joint Master's Degree keeps an individual student record with the information of each student, including the awarded grades. The duration of the registration depends on the local rules and regulations.
2. The grades will only be registered after the Board of examiners officially approved the grades.
3. The Phase decision feedback forms are published in the student's e-portfolio. This will

remain accessible for the duration of the Master's programme.

**Art. 5.4 Archive diplomas and diploma supplements**

1. Digital versions of the diplomas and diploma supplements (PDF) will be distributed to the partner universities to enter and archive in their own student administration systems.
2. The University of Barcelona (UB) will store the diploma and diploma supplement (PDF) in the CHARM-EU archive.

**Art. 5.5 Archive of assessments in E-portfolio**

1. The assignments, their completion and the work assessed in the e-portfolio will be kept (in paper or digital form) for a period of two years after the completion date of the Master's programme (Art 5.2). The data protection procedures of the University of Barcelona (UB) apply.
2. The Capstone work and its assessment will be kept (in digital form) for a period of seven years after graduation.

## ANNEX 1: Framework Programme Learning Outcomes (PLO): Assessment indicators

In this Master's programme multiple Programme Learning Outcome (PLO) Domains have been developed. These domains are at the core of all Module assessments and connected to the outcomes of each module (Module Learning Outcomes). During this Master's programme students develop themselves based on these PLO Domains and will be assessed on these.

### 1. Sustainability

The graduate:

- 1.1. Critically analyses and evaluates the concept of sustainability as it is constructed and represented within multiple disciplines and by extra-academic actors.
- 1.2. Demonstrates sufficient and solid knowledge (conceptual, theoretical and empirical) on sustainability issues and their interlinkages.

### 2. TRANSDISCIPLINARITY

The graduate: 2.1. Formulates an advanced understanding of transdisciplinary practice, knowledge and epistemologies.

- 2.2. Reflects upon and integrates multiple disciplinary and transdisciplinary perspectives, to understand the relevant ethical issues and the role of active citizenship, in particular within a European context.
- 2.3. Prepares, executes and evaluates a transdisciplinary (research) project.

### 3. Solving challenges

The graduate:

- 3.1. Analyses, investigates and evaluates complex societal challenges.
- 3.2. Explains how sustainability challenges are caused, dealt with and addressed by various stakeholders.
- 3.3. Uses a range of methodologies and theoretical frameworks to appraise the complexity of and solve societal challenges.
- 3.4. Interprets and connects complex challenges to diverse stakeholder, disciplinary and intercultural perspectives that encompass global and European citizenship.
- 3.5. Identifies, selects and devises robust, adaptable, ethical solutions, using intercultural perspectives (including gender).
- 3.6. Acquires advanced competency of problem solving, creative thinking, entrepreneurialism and innovation.

### 4. COLLABORATION (PLO2, PLO5, PLO6, PLO7)

The graduate:

- 4.1. Demonstrates expertise in the collaborative and facilitative skills to support their practice as a transdisciplinary team member (team work).
- 4.2. Collaborates with relevant stakeholders e.g., colleagues, peers, experts, professionals, clients and other external stakeholders.
- 4.3. Demonstrates inclusivity and (inter)cultural competence in teamwork.

### 5. Communication

The graduate:

- 5.1. Demonstrates expertise in the communicative skills to support their practice.
- 5.2. Communicates effectively with diverse stakeholders, e.g., clients, colleagues, peers, other relevant stakeholders and the public.
- 5.3. Communicates effectively on complex issues that aim for behavioural change.

### 6. SCHOLARSHIP

The graduate:

- 6.1. Understands and critically evaluates research and literature and other data sources.
- 6.2. Rigorously assesses, designs and integrates different disciplinary and transdisciplinary research methodologies.
- 6.3. Connects research questions, data and findings to their challenges.

#### 7. Professional and personal development

The graduate:

- 7.1. Demonstrates reflexive skills
- 7.2. Shows skills fostering lifelong learning (e.g., career development, self-management, feedback literacy)

#### 8. DIGITAL SKILLS

The graduate:

- 8.1. Demonstrates expertise in the identification and application of the latest technological tools.
- 8.2. Analyses, handles, uses and communicates complex bodies of data ethically (data management, modelling and visualization).
- 8.3. Demonstrates digital skills.
- 8.4. Identifies and critically interprets different types of media and information (media and information literacy).
- 8.5. Utilises a broad range of appropriate communication tools and digital technologies to create materials for dissemination and communication.

**ANNEX 2: Grading table**

Assessment levels Per Phase									
Pre-novice		Novice		Intermediate		Advanced		Expert	
<b>Phase 1: Preparatory phase</b>									
	Grade range		Grade range		Grade range				
Below expectation	> 35-45	As expected	50-80	Above expectation	85-100				
Pre-novice minus/ discontinue	> 35	Novice minus	50 - 55	Intermediate minus	85				
Pre-novice / remediation	35 - 45	<b>Novice</b>	<b>60 - 70</b>	Intermediate	90-95				
		Novice plus	75 - 80	Intermediate plus	100				
<b>Phase 2: Flexible phase</b>									
	Grade range		Grade range		Grade range		Grade range		Grade range
Below expectation	> 35	Below expectation	35-45	As expected	50-80	Above expectation	85-100		
Pre-novice / discontinue	> 35			Intermediate minus	50 - 55	Advanced minus	85		
		Novice / remediation	35 - 45	<b>Intermediate</b>	<b>60 - 70</b>	Advanced	90-95		
				Intermediate plus	75 - 80	Advanced plus	100		
<b>Phase 3: Capstone phase</b>									
			Grade range		Grade range		Grade range		Grade range
		Below expectation	> 35	Below expectation	35-45	As expected	50-80	Above expectation	85-100
		Novice / discontinue	> 35			Advanced minus	50 - 55	Expert minus	85
				Intermediate / remediation	35 - 45	<b>Advanced</b>	<b>60 - 70</b>	Expert	90-95
						Advanced plus	75 - 80	Expert plus	100

## **ANNEX 3: CHARM-EU Board of Examiners Role and Responsibility**

### **1. Context**

The CHARM-EU Board of Examiners (BoE) is an independent body of CHARM-EU, consisting of lecturers and staff members with relevant expertise in conducting exams and assessments, and knowledge of the Master programme. The BoE is responsible for safeguarding the quality of the assessments and the final examination of the joint degree Master programme Global Challenges for Sustainability.

### **2. Purpose**

The purpose of this document is to outline and clarify the responsibilities of the Board of Examiners and its members.

### **3. Benefits**

- 3.1 Provides a clear outline of the role and position of the Board of Examiners within CHARM-EU consortium.
- 3.2. Provides a clear outline to the responsibilities of the Board of Examiners, specifically with regards to the Master programme

### **4. Scope**

- 4.1 This policy relates to the educational programmes organised by the CHARM-EU in the consortium which participates in the educational programmes as outlined in the scope of this document.
  - 2. The policy does not apply to modules or educational activities organised by one or more universities of the CHARM-EU alliance which are promoted by CHARM but do not fall under the responsibility of a CHARM-EU board, for example courses in the CHARM-EU Online Course Catalogue. In these cases the responsibilities as outlined in this document rest at the relevant bodies in the university providing the module or educational activities.

### **5. Principles**

- 5.1 The CHARM-EU consortium must enable the BoE to perform their duties independently within the consortium. This means, for example, that the Academic Council or other boards within the CHARM-EU Alliance cannot impose any obligations on the BoE with regards to the assessment of students.
- 5.2. In its decisions, the Board of Examiners will be guided by the following standards:
  - a. the retention of quality criteria of assessments and phase decisions
  - b. efficiency requirements, expressed in efforts to:
    - encourage rapid progress in their studies and limit possible time loss for students;
    - encourage students to terminate their studies, if it is unlikely that they will pass the phase or final examination;
  - c. leniency towards students who, through no fault of their own, experience delay in the progress of their studies.

### **7. Role & Responsibility BoE**

The BoE independently assesses whether individual students satisfy the requirements set out in the Academic Rules & Regulations of the Master Global Challenges for Sustainability (joint degree). The BoE is responsible for the quality of assessment and the final examination and degree certificates.

#### **7.1. Tasks and responsibilities of the BoE:**

- a. Ensuring the quality of the assessments, the final examination, and thus of degree certificates.

- b. Setting guidelines for assessment and examination results within the framework of the Academic Rules & Regulations (ARR).
- c. Handling individual student cases and requests (e.g. appeals, cases of fraud/plagiarism, requests for exemptions).
- d. Appointing the members of the Portfolio Assessment Committee.
- e. Awarding degree certificates and the accompanying diploma supplements to prove that the master programme was successfully completed.
- f. Issuing statements of examinations for students, also for those who cannot be awarded a degree certificate.

## 7.2. Appointment & composition

- a. The BoE is appointed by the Academic Council which also appoints the chair, and if applicable a deputy chair(s).
- b. The Board of Examiners consists of 1 member from each university in the consortium which participates in the educational programmes as outlined in the scope of this document. The members are Academic staff from the institutions who meet the profile of the individual members as outlined in the next paragraph.
- c. The individual members of the BoE must possess:
  - i. Assessment / test expertise. The members should preferably have knowledge of (programmatic) assessment and testing. Expertise can be further assured by having (externa) advisors such as an educationalist or assessments expert field advise the BoE.
  - ii. Knowledge of the degree programme and its structure. The individual members must possess knowledge of the degree programme and its structure.
  - iii. Subject-specific expertise is ensured by appointing at least one member of the academic staff (WP) who is involved in the degree programme.
- d. Non-eligibility for membership

To prevent any conflict of interest or the guise of impartiality members of the Academic Council, Executive Council or others who have financial responsibilities within the consortium may not be appointed as members of the BoE. This also applies to persons who are jointly responsible for the current quality policy or who are members of other related bodies. For CHARM-EU, this concerns:

- i. members of the Academic Council, Executive Board and/ or Programme Board
- ii. members of the Portfolio assessment committee
- iii. module coordinator
- iv. mentors

## 7.3. Responsibilities (deputy)chair

The chair of the BoE:

- a. is responsible and accountable for the independent and expert functioning of the BoE.
- b. justifies and defends the policy and decisions taken to internal and external parties.
- c. chairs the meetings of the BoE and prepares these meetings together with the BoE coordinator.
- d. signs degree certificates (diploma's) and diploma supplements.
- e. issues advice –to the Academic Council regarding the appointment of members of the BoE.

The deputy chair(s) substitute(s) the chair during his/her absence, and therefore has the same duties and powers as the chair for the duration of such absence.

## 7.4. Decisions

Decisions by the BoE as a whole must be taken on the basis of a majority vote of the members present. If the vote is tied, the chair has the casting vote. Decisions taken by a Board of Examiners will be recorded in minutes which will be approved during the next BoE meeting.

Decisions that must be communicated in writing to the party/parties involved must be signed by the chair or a deputy- chair.

Decisions will be archived under the GDPR regulations of CHARM-EU.

The Board of Examiners must take a decision within six weeks of receipt of an application. During the summer (July and August) this period might be extended.

### **7.5. Support**

The Academic council ensures that the BoE is supported by an official coordinator, who is a member of the Joint Virtual Administrative Office (JVAO) of the Consortium. The coordinator is not a member of the BoE and thus has no right to vote.

### **7.6. Meetings**

- a. The Board shall meet at least once at the end of each phase of the Master's programme.
- b. The date of the next board meeting is decided collegially at the end of the previous meeting.
- c. The BoE coordinator shall circulate the agenda and supporting documents at least one week prior to a Board meeting. Exceptions are possible in case of urgent matters.
- d. The (deputy)chair and coordinator may meet more regularly to discuss matters such as requests from students. In case of urgent matters, the BoE members can also be consulted by email to reach a conclusion or decision.
- e. Although the meetings of the BoE are in principle closed to the public, the Board may invite guests, such as the chair of the Portfolio Assessment committee, a study advisor, a module coordinator, the Academic Director or an expert, to attend a meeting or part thereof.
- f. The minutes are archived for future reference and official proof of the validation of students' grades and other student related decision.