

Examination Requirements

**Bachelor's degree programme
in Medicine 2024-2025**

Degree-specific section of Rules and Regulation for
Bachelor's degree programme in Medicine
2024-2025



Introduction

These examination requirements describe the assessment criteria governing the course units of the Bachelor's degree programme in Medicine (G2020 curriculum) and the pre-Master's programme in Medicine (PMG) that students are expected to satisfy. The examination requirements are based on the Teaching and Examination Regulations (OER) 2024-2025 for the Bachelor's degree programme in Medicine and the accompanying Assessment Plan.

Structure of examination requirements

Point A lists the modes of assessment used within the Bachelor's degree programme in Medicine (G2020). Point B describes, for each course unit, which requirements students are expected to meet to pass the course unit's examination. Point C sets out the resit options. If a student successfully completes a resit, thereby meeting the requirements of Point B, they have passed the examination for the course unit. Point D lists the consequences of failing a course unit examination.

Learning Communities (LCs)

Similar to the Teaching and Examination Regulations, these examination requirements divide the Bachelor's degree programme in Medicine (G2020) into three categories of course units, i.e. Causes of Diseases, Competence Development, and Knowledge Development. As part of Competence Development, students will follow course units in one of the four Learning Communities (LCs). The Competence Development course units and their examinations are only described once since the examination requirements for teaching and assessment are the same for each LC.

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CAUSES OF DISEASES

Examinations in Causes of Diseases B1.1 to B1.6, B2.1 to B2.6, and B3.1 to B3.5

Grading – cut-off point

The Cohen-Schotanus method¹ is used to set the cut-off point for passing. This method combines an absolute and relative cut-off point. The absolute cut-off point is determined before the examination is administered. The Bachelor's degree programme in Medicine applies a knowledge percentage of 60. After the examination, the scores are analyzed and the 99th percentile is calibrated based on the score of top-performing students. This is used as a reference point for setting the grading curve and the final cut-off.

A. Examination content

The examination for each course unit involves:

1. One written examination
2. Attendance requirements²

B. Grading and ECTS credit points

A student has failed an examination and no ECTS credit points will be awarded if they do not meet requirements B1 and/or B2 below. A student has passed an examination and will be awarded the associated ECTS credit points if they meet all of the following requirements:

1. The final mark on the written test is 5.50 or higher.
2. All attendance requirements governing the course unit have been met.
3. The mark will be assigned once the requirements of both B1 and B2 have been met. The mark will be based on the result on the written test, rounded in accordance with the provisions of Article 7 of the Guidelines and Instructions of the Board of Examiners 2024-2025.

C. Resit

Students are given one opportunity for a resit during the academic year. Depending on the failed sections, the following applies:

1. There will be a written resit for each written examination once a year at a set time.
2. Remedial assignment for failing to meet attendance requirements: the examiner will approve a remedial assignment to make up for missed practical sessions and set a completion deadline for the student.
3. If, after taking a resit, a student has satisfied all the requirements listed under B above, the final mark will be revised and the associated ECTS credit points awarded.

¹ Cohen-Schotanus, J. & Van der Vleuten, C.P.M. (2010). *A standard setting method with the best performing students as point of reference: Practical and affordable*. *Medical Teacher*, 32:2, 154-160.

² Required courses in the form of small-group classes, such as seminars, tutor groups, and enrolled courses.

D. After resit

If, after the resit, a student has still not passed the course unit's examination, another Fail (O) will be entered on their academic progression record. The student will then have to retake the written examination when a resit is offered. Students who have met the attendance requirements are not expected to attend mandatory sessions for a second time.

COMPETENCE DEVELOPMENT

Examinations in Competence Development B1.1 to B3.1

Competencies can be broken down into seven domains, i.e. research and analytical skills, professionalism, medical expertise, communication, teamwork, leadership, and social skills. The learning outcomes of each individual competence domain are addressed in the manual. Students are expected to create products linked to these learning outcomes, such as presentations, for the different learning pathways. They are expected to display professional conduct throughout the process. Their products and professional conduct will be subject to narrative feedback and summative assessment by their lecturers at set times. The final mark for the competence in question will be based on the average achieved within a competence domain. The examiner will determine the final mark for the course unit based on the average of all competence domains.

A. Examination content

The examination for the course unit involves:

1. Formative feedback on products, presentations, and professional conduct; the timings for formative feedback are communicated to students before the start of the semester.
2. Summative assessments for each competence domain resulting in an average summative assessment for that domain.
3. The average of the summative assessments for the seven competence domains based on which the average final mark for the competencies is determined.
4. The coach can advise the examiner to discuss a student's performance in the review meeting.
5. Attendance requirements and practical Profile Projects Year 2 (the latter applies to Competence Development 2.1 and 2.2 only).

B. Grading and ECTS credit points

Average marks are rounded in accordance with the provisions of Article 7 of the Guidelines and Instructions of the Board of Examiners 2024-2025. The final mark for Competence Development is determined based on the average per domain, calculated using the summative assessments for each domain.

The examiner will determine the results for the *Competence Development B1.1 to B3.1* course units based on the calculated final mark for Competence Development and the coach's recommendation. The examiner will discuss the performance of students who do not meet the cut-off point requirements in the Review Committee meeting. The members of the Review Committee are: the three examiners for Competence Development (Years 1 to 3) of the Bachelor's degree programme in Medicine, the Competence Development Programme Leader, and an external member.

The procedure for determining a final mark in the Competence Development (C) course units is as follows:

- The average mark for a competence domain is calculated by dividing the sum of the marks (A) achieved for that domain by the assessment frequency, e.g. MED (A1+A2+A3) : 3 = **Bx**.
- Next, the sum of the average marks for the competence domains is divided by the number of competence domains: (B1+B2+B3+B4+B5+B6+B7) : 7 = **C**.

The associated ECTS credit points will be awarded if the student meets the following requirements:

1. A score of 5.50 or higher for all competence domains.
2. No more than two summative assessments graded 5.0 or lower, of which no more than one graded 5.0 or lower within a single competence domain. The minimum mark is 5.0.
3. Completion of set portfolio and practical requirements.

C. Resit

At the end of a semester, the examiner will chair a meeting of the Review Committee (examiners, Programme Leader, and independent observer). A student's performance will be discussed in the review meeting if:

- they do not meet the requirements of B1 to B3 above;
- their coach has indicated that their performance should be reviewed;
- there are anomalies in their academic progression.

The type of resit to be offered to a student will be discussed in the review meeting and approved by the examiner. There are two types of resits, i.e.:

1. Unit-specific resit: a resit of one or a limited number of course units for which a resit time is scheduled.
2. Full-course resit: a resit to make up for broader poor performance. The resit will take place in the next semester: the student will be given learning outcomes and assignments to be completed in the next semester (over and above the learning outcomes and assignments for that semester). The examiner will decide on the deadlines for meeting the requirements.

Students resitting examinations as described in C1 and C2 above will not be awarded a final mark for the course unit that is higher than 6.

Students who did not duly contact the department regarding any outstanding course units will incur a Fail on their record for those course units. If a student completes the outstanding course units at a later date, their final mark will be based on the dashboard in Scorion.

If the number of Fails is too numerous for a student to be able to resit examinations in the next semester, they will be given a Fail. They will then have to repeat the entire course unit in the next academic year. In that scenario, their mark will not be capped at 6.

D. After resit

If, after the resit, a student has still not passed the course unit's examination, another Fail (O) will

be entered on their academic progression record. The student's resit options will then be limited to a full resit, meaning that the entire course unit will have to be repeated.

Students who failed the legacy Competence Development 3.1 course unit in the academic year 2021/22 or earlier, even after a resit, are expected to meet all requirements of the revamped Competence Development 3.1 course unit.

Statistics tests (Years 1 and 2)

Statistics is part of Competence Development in Year 1 (semester 1) and Year 2 (semester 2), within the Research and Analytical Skills learning pathway. Statistics tests are administered mid-way through the semester by way of a summative assessment. The score will count towards the final mark for the relevant domain and for Competence Development.

Students in the cohorts of 2020-2021 and 2021-2022 are required to pass the statistics tests before they can embark on the Bachelor's Project of the Competence Development 3.2 course unit.

- Students in the cohort 2020-2021 are required to score 5.5 or higher on the original examination (B1.1).
- Students in the cohort 2021-2022 are required to score an average final mark of 5.5 or higher on the two statistics tests (B1.1. and B1.2).

Examination: Competence Development B3.2

A. Examination content

The examination for the *Competence Development B3.2* course unit is comprised of a Bachelor's portfolio consisting of the following elements:

1. Thesis (individual and team contributions)
2. Product
3. Pitch
4. Performance on Bachelor's Project team
5. Final interview based on SWOT analysis
6. Collaboration assignment
7. Interview with leader assignment

B. Grading and ECTS credit points

Of the seven elements of the Bachelor's portfolio, four will be assigned a summative mark (A1-A4). The other three elements (A5-A7) will be assessed as Pass (V) or Fail (O).

Elements subject to summative grading and weighting

Weighting	Grading	Assessor	Team/individual
5x	Thesis score: Individual	Supervisor/reviewer*	The individual contribution to the thesis is comprised of the introduction, discussion, and summary
2x	Thesis score: Team	Supervisor/reviewer*	The team contribution to the thesis is comprised of the method and results
1x	Product score: Team	Supervisor	Team assessment
1x	Pitch score: Team	Coach	Team assessment
1x	Score for performance on Bachelor's Project team: individual	Supervisor	Individual assessment

* If the scores awarded for the thesis (individual and/or team contribution) by the supervisor and the reviewer differ by more than 1.5 points, the examiner will reassess the thesis. The reassessment score will supersede the supervisor's and reviewer's earlier scores.

Passed and/or completed elements

Weighting	Element	Assessor	Team/individual
Pass (V)/ Fail (O)	Final interview based on SWOT analysis	Coach	Individual assessment
Pass (V)/ Fail (O)	Collaboration assignment	Workshop teacher	Team assignment
Pass (V)/ Fail (O)	Interview with Leader assignment	Coach	Team assignment

A student has passed an examination and will be awarded the associated ECTS credit points if they meet all of the following requirements:

1. The score for both the individual and team contributions to the thesis is 5.50 or higher (combined mark assigned by supervisor and reviewer).
2. The student has not scored more than one 5.0 or a Fail on the other elements.

The mark will be assigned if the student has met the requirements of both B1 and B2 above. The mark will be rounded in accordance with the provisions of Article 7 of the Guidelines and Instructions of the Board of Examiners 2024-2025. The examiner will discuss the student's performance in the Review Committee meeting if they do not meet the cut-off point requirements. The members of the Review Committee are: the three examiners for Competence Development (Years 1 to 3) of the Bachelor's degree programme in Medicine, the Competence Development Programme Leader, and an external member. The Review Committee will decide whether a student qualifies for a resit.

C. Resits

Within Competence Development 3.2, a distinction is made between a unit-specific resit (within the current course unit) and a full-course resit (following a review meeting, outside the current course unit).

Depending on what element a student failed, the following applies to a unit-specific resit:

1. The score for the individual contribution to the thesis is lower than 5.5: individual students will have one opportunity to rewrite their individual contribution to the thesis within ten working days of the release of their initial thesis score. The reassessment score should be a Pass (5.5 or higher). The reassessment score for the individual contribution to the thesis will be capped at 6.0.
2. The score for the team contribution to the thesis is lower than 5.5: students as a group will have one opportunity to rewrite the team contribution to the thesis within ten working days of the release of their initial thesis score. The reassessment score should be a Pass (5.5 or higher). The reassessment score for the team contribution to the thesis will be capped at 6.0.
3. The product and/or pitch score is lower than 5.0: students and their teams will have one opportunity to adjust their product and/or pitch and present for a second time. The reassessment score for the product and/or pitch team will be capped at 6.0 for the team.

If, after the unit-specific resit, a student has still not passed the *Competence Development 3.2* examination, another Fail (O) will be entered on their academic progression record. The student will then have to repeat the course unit when it is offered. The examiner will decide on the deadlines for meeting the requirements. If the Review Committee decides that a student will not be permitted to redo the Bachelor's Project within the current course unit, the student will have to undertake a full-course resit to make up for broader poor performance. The resit will take place in the next academic year. The examiner will decide on the deadlines for meeting the requirements.

Students who failed their Bachelor's Project 3.2 in the academic year 2021/22 or earlier, even after a resit, are expected to meet all requirements of the revamped Competence Development 3.2 course unit.

KNOWLEDGE DEVELOPMENT

Examinations in Knowledge Development (KPB) B1/KPB1, B2/KPB2, and B3/KPB3

A. Application of KPB protocol for short practical assessments

1. This protocol and its provisions apply exclusively to progress tests and the scores earned on these tests by students enrolled in the Bachelor's degree programme in Medicine (G2020).
2. This protocol also applies to the Pre-Master's programme in Medicine (PMG3).

B. Rules for determining individual progress test scores

1. Each Knowledge Development examination involves at least four progress tests and combines the four most recent tests. Fail/Pass and Pass/Good cut-off points are determined for each test. A student's knowledge level is graded on a curve based on these cut-off points.
2. Students will receive their test scores for each progress test, expressed as a percentage, via Nestor. They can look up the associated knowledge level in the accompanying grading scale.
3. If a student's score is *below* the Pass cut-off point for their knowledge level category, the

score will be expressed specifying the highest knowledge level at which they did in fact achieve a Pass.

4. If a student's score is *at or above* the Pass cut-off point for their knowledge level category, the score will be expressed specifying the highest knowledge level at which they achieved a Pass.
5. If a student's score is *at or above* the Good cut-off point for their knowledge level category, the score will be expressed specifying the highest knowledge level at which they achieved a Good.
6. If a student's score is below the cut-off point for knowledge level 1, they will fail knowledge level -1.
7. No scores will be assigned to students who do not take a progress test or who take a progress test without being duly enrolled at the UG.
8. Scores for individual progress tests will be calculated exclusively based on nationally approved cut-off points for Dutch-language progress tests.

C. Rules for demonstrating consistency in knowledge development

If a student has earned at least one Pass at the fourth (i.e. highest) knowledge level of the relevant Knowledge Development examination, they are expected to demonstrate consistency by scoring a Pass on at least the second (i.e. third highest) knowledge level of the last progress test in the series of three or four in that Knowledge Development series, unless they score a Pass on the fourth (i.e. highest) knowledge level of the Knowledge Development examination during the last test in a series.

D. Attendance requirements

1. Students are required to take at least four progress tests as part of each Knowledge Development examination.
2. If a student does not take a progress test, their score on the next progress test will also be recorded as the score for the progress test they missed, provided that the student was duly enrolled at the time of the missed test. This type of grade duplication is permitted once for each Knowledge Development examination.

E. Application of combination tables

1. Descriptive grading is used to express the results of a Knowledge Development examination (i.e. four progress tests combined): Good (G), Pass (V), or Fail (O).
2. A Pass (V) or Good (G) on a Knowledge Development examination will not be recorded until the student meets the attendance requirement for the Knowledge Development examination in question. Students who do not meet the attendance requirement will not be assigned marks. If a student does not satisfy the consistency requirement, they will fail (O).
3. The Knowledge Development B1 examination result will be calculated based on the scores earned on the three most recently taken progress tests.
4. The Knowledge Development B2 and B3 examination results will be calculated based on the scores earned on the *four* most recently taken progress tests.
5. The combination tables KPB1, KPB2, and KPB3 form the benchmark for calculating the results for the Knowledge Development B1, Knowledge Development B2, and Knowledge Development B3 examinations, respectively.
6. Scores earned by students during their Bachelor's degree programme will not count

towards Knowledge Development credits in a Master's degree programme.

F. Resits and grade duplication

1. If the rules of F2 to F4 below are applied, a student's resit result will qualify as their examination result.
2. If a student meets the attendance requirement but has failed the Knowledge Development B1 examination, the lowest score on the four most recent progress tests will be disregarded and the examination result will be recalculated based on the scores awarded on the three other progress tests.
3. If a student meets the attendance requirement but has failed the examination, the next progress test will qualify as the resit opportunity for the Knowledge Development B1, B2, and/or B3 examination. The examination result will then be recalculated based on the four most recently earned scores after the resit for the Knowledge Development B2 and B3 examinations, and on the three most recently earned scores after the resit for the Knowledge Development B1 examination.
4. The score on the final progress test that successfully completed the resit will also count towards the first test in the next Knowledge Development examination for the Bachelor's degree programme in Medicine.
5. Grades cannot be duplicated as meant in F4 above if students do not meet the attendance requirement for the relevant Knowledge Development examination.

G. KPB – legal protection

1. The Knowledge Development examiner will have the final say in how this protocol is applied in individual cases, using the protocol as a guideline. The Board of Examiners will decide on any requests for variances from the rules and standards of this protocol. If necessary, the Progress Test Coordinator will make recommendations to the examiner and the Board of Examiners.
2. Students have the option of submitting an administrative appeal with the Board of Appeal for Examinations (CBE) against decisions taken by the examiner or the Board of Examiners. For more information about appeals and how to go about lodging an appeal, go to <http://www.rug.nl/clrs>.

H. Applicable combination tables

1. Knowledge Development B1 (KPB1) combination table
2. Knowledge Development B2 (KPB2) combination table
3. Knowledge Development B3 (KPB3) combination table

KPB1 combination table

Combined scores on KPB1 progress tests	Final mark
<ul style="list-style-type: none"> • Attended four times • At least one Good at knowledge level 4 on last three tests • <i>And</i> at least Good at knowledge level 2 on last test(s) in series 	Good (G)
<ul style="list-style-type: none"> • Attended four times • At least one Pass at knowledge level 4 • <i>And</i> at least Pass at knowledge level 2 on last test in series 	Pass (P)
<ul style="list-style-type: none"> • All other combinations of scores 	Fail (O)

KPB2 combination table

Combined scores on KPB2 progress tests	Final mark
<ul style="list-style-type: none"> • Attended four times • At least one Good at knowledge level 8 • <i>And</i> at least Good at knowledge level 6 on last test in series 	Good (G)
<ul style="list-style-type: none"> • Attended four times • At least one Pass at knowledge level 8 • <i>And</i> at least Pass at knowledge level 6 on last test in series 	Pass (P)
<ul style="list-style-type: none"> • All other combinations of scores 	Fail (O)

KPB3 combination table

Combined scores on KPB3 progress tests	Final mark
<ul style="list-style-type: none"> • Attended four times • At least one Good at knowledge level 12 • <i>And</i> at least Good at knowledge level 10 on last test in series 	Good (G)
<ul style="list-style-type: none"> • Attended four times • At least one Pass at knowledge level 12 • <i>And</i> at least Pass at knowledge level 10 on last test in series 	Pass (P)
<ul style="list-style-type: none"> • All other combinations of scores 	Fail (O)