

The background of the cover is a photograph of a historic stone bridge with multiple arches spanning a river. In the background, there are several historic buildings with gabled roofs and a church spire. The sky is blue with some clouds. The text is overlaid on a dark blue horizontal band across the middle of the image.

MSM TEACHING & GRADING GUIDELINES

MSM-MBA & MSM-MM PROGRAMME

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1. Introduction

The information in this handbook provides lecturers with a simple set of references which should assist in preparation, delivery and assessment of a course within the MSM-MBA and MSM-MM programme of Maastricht School of Management (MSM) that is part of the School of Business and Economics (SBE) of Maastricht University.

MSM strives for high quality management education. Faculty is therefore encouraged to contribute to the continuous quality enhancement process which is essential to reach this goal.

By following these guidelines, lecturers will be well placed to meet the subject parameters, quality and transparency standards that are set by MSM and required by Maastricht University, the Dutch law, and national and international accreditation bodies.

This manual is not exhaustive and if a lecturer has any questions, they should seek advice from either their programme administrator contact or if subject specific, the responsible MSM faculty member. More information can also be found [here](#).

2. Programme Administration

Each programme is administrated and coordinated by a programme administrator. They are the first contact point for any questions or issues arising during your assignment.

The programme administrator is also responsible for checking if all relevant and required course and examination documentation is available and conform to these guidelines. This documentation forms an important basis of MSM's quality enhancement process and is therefore emphasized in these guidelines.

It is expected from faculty to cooperate and coordinate in a collegial manner on all relevant items with the respective programme administrator.

MSM uses Canvas as its Learning Management System. For instructions on how to use Canvas, please check the Canvas Instructions for Lecturers or contact the programme administrator.

3. Education and Examination Regulations (EER)

The Education and Examination Regulations (EER) contain all information about the MSM-MBA and MSM-MM programme such as programme content, examinations, assessment, and academic standards.

All faculty is expected to know and be aware of the latest version of the MSM-MBA-MM-EER and to cooperate with staff and report when students are not complying with the EER (for example in case of academic misconduct).

Please find the latest version of the EER [here](#).

4. Learning Goals

The learning goals and assessment structure of the MSM-MBA and MSM-MM study programme are based on the “Dublin Descriptors” (DD’s) that are set in the Framework for Qualifications of the European Higher Education Area .

Based on the generic Dublin Descriptors, four learning goals have been established for all SBE Master’s study programmes. These learning goals are translated into programme specific objectives. For the MSM-MBA programme, these objectives are:

1. Knowledge and Insight
2. Academic Attitude
3. Global Citizenship
4. Interpersonal skills

All examination (components) need to reflect the associated learning goals in order to determine the competence level of each student. Moreover, the results are taken for further analysis regarding quality assurance and improvement.

Please find below an overview of the learning goals per programme.

MBA

Mastery	Knowledge and Insight	Academic Attitude	Global Citizenship	Interpersonal Skills
Mastery of Globalization	Students understand the challenges facing organisations in the (international) business environment	Students evaluate, design solutions, and provide recommendations to complex business problems in the global economy	Students analyze the complex interconnections and interdependencies of global systems	Students demonstrate a global mindset that allows them to remain adaptable and responsive in the dynamic global economy.
Mastery of Leading Digital Innovation	Students apply the appropriate tools and methods for solving (complex) management problems	Students develop analytical skills that enable them to analyze complex situations, and generate innovative solutions.	Students evaluate the impact of emerging technologies and global trends on organisations and society	Students identify and address conflicts constructively, finding solutions that satisfy all parties involved.
Mastery of Cross-Cultural management	Students understand cultural diversity and its impact on management practices	Students evaluate the impact of cultural diversity on decisions	Students reflect on ethical and moral decisions/issues in the context of (multi)cultural environments	Students communicate on ideas, concepts, methods and solutions with (non) specialist audience(s) using oral and written format.
Mastery of the entrepreneurial thinking	Understand market trends and identify opportunities	Students demonstrate self-motivation, proactive learning, and a focus on creating value and seizing opportunities	Students evaluate and develop sustainable business practices	Students demonstrate leadership capabilities in complex business environments

MM

Mastery	Knowledge and Insight	Academic Attitude	Global Citizenship	Interpersonal Skills
Mastery of Globalization	Students identify key global market trends and forces, such as technological advancement, migration, and trade policies, that shape global markets and supply chains.	Students resource different perspectives on globalization, engaging in academic discussions on its benefits, drawbacks, and long-term implications for business and society.	Students evaluate global business strategies to ensure they align with sustainable development goals and promote equitable growth across nations.	Students collaborate with international teams, demonstrating sensitivity to cultural differences and leveraging diverse perspectives to drive global business success.
Mastery of Leading Digital Innovation	Students determine the impact of emerging digital technologies, such as AI, blockchain, and IoT, on business models and operations.	Students synthesize multidisciplinary research to create a comprehensive understanding of how digital technologies can be harnessed to solve complex business problems.	Students propose solutions that address global challenges, such as climate change, inequality, and resource scarcity, contributing to the advancement of global citizenship values.	Students communicate complex digital concepts and strategies clearly to both technical and non-technical stakeholders, ensuring alignment and understanding across the organization.
Mastery of Cross-Cultural management	Students understand the influence of cultural differences on business & management practices and decision-making in international contexts.	Students apply theoretical knowledge to case studies and real-world scenarios, demonstrating a scholarly approach to (cross-cultural) challenges in management.	Students analyze the impact of globalization on businesses and assess strategic responses to international market dynamics.	Students communicate effectively in multicultural teams, adapting their communication styles to bridge cultural differences and ensure clarity.
Mastery of the entrepreneurial thinking	Students apply the entrepreneurial frameworks and models to determine how innovation and opportunity recognition drive business creation and growth.	Students reflect on their own entrepreneurial experiences and decisions, critically assessing successes and failures to refine their academic understanding of entrepreneurship.	Students assess the social and environmental impact of entrepreneurial ventures, ensuring that business solutions are aligned with global sustainability goals.	Students lead entrepreneurial projects and initiatives, taking responsibility for strategic decisions and guiding teams towards achieving business objectives.

5. MSM Academic Course Coordinators

According to the Dutch law only examiners that are officially appointed by the Board of Examiners, are allowed to set and grade examinations. At MSM for all MBA and MM courses Academic Course Coordinators are assigned.

Therefore, lecturers who teach a course within the MBA or MM programme are required to meet the MSM Academic Course Coordinator about six weeks before the course takes place to discuss and agree upon the course content and the examination (components).

In order to ensure the consistency and quality of the academic content and rigor of all courses, the ACC will carry out a pre-course and post-course peer review. Courses can only take place based on a positive pre-course peer review. Grades will only be published after a positive post-course peer review.

Courses or grades that are not reviewed by an MSM Academic Course Coordinator are invalid.

For more information on the background and process of Academic Course Coordination at MSM, please click [here](#).

6. Course Preparation

Please first log in to Canvas and go to the respective course. Your course is always a copy of the blueprint course which already contains all the information from the syllabus we used to use. It also contains the course topics and their descriptions.

Please refer to the Canvas Instructions for Lecturers, chapter 2 for information about adjusting and finalizing your Canvas course.

Note that ALL course information, documents, material, assignments, etc. need to be uploaded to Canvas by both lecturer and students. Also grading is done directly in Canvas.

6.1 Syllabus

It is important that before start of each course a course Syllabus is created. There is no longer need for creating and updating separate word files, as all the content that is published in the course will be bundled in a Course Syllabus. Therefore it is also crucial the all the information is accurate and present in the course. Make sure to include mandatory resources into Modules so those are listed in the course Syllabus.

In advance of the course the lecturer is required to:

1. Complete/adapt the Canvas course. Please follow the specific instructions mentioned in the Canvas Instructions.
2. Meet with the Academic Course Coordinator to discuss the content of the course and possible deviations in the examination (components), assessment rubrics and prescribed literature.
3. Receive approval from the Academic Coordinator (once the Canvas course is finalized, the Academic Course Coordinator will review (pre-course Peer Review).
4. Inform the programme administrator about any deviations in the examination (change of components, assessment rubrics, weighting, etc.).

6.2 Teaching material

1. Develop and prepare the teaching material.
2. Upload all material in Canvas **three** weeks before the course start. Please respect copyright restrictions for all material. Articles should not be uploaded as pdf but only the link to the article in the online library or on the internet. Paid cases need to be requested at the MSM InfoCenter (msm-infocenter@maastrichtuniversity.nl) before the course start.
3. Additional material can also be uploaded during the course.

7. Teaching

Teaching will take place as per indicated schedule in the syllabus.

Additionally, the lecturer should be available for individual consultation by the students.

All MSM faculty are experienced lecturers and we trust that every lecturer will deliver inspiring classes that facilitate the studiousness of our students by taking care that:

- Interaction is initiated and encouraged among the students.
- Students are invited to participate in exercises, discussions, cases etc. giving them the opportunity to test their understanding of the subject.
- Lecturers react adequately and timely to questions of students thereby contributing to realizing learning objectives, both in class and outside class.
- Classes contain examples and cases, which should be updated regularly and reflect current practices adjusted to context of education (region, sector).
- A variation of teaching methods is used in order to reach the learning objectives.
- Teaching methods include methods to check students' progress on the subject.

7.1 Class attendance

Class attendance is compulsory for courses of the MSM-MBA and MSM-MM programme. Students should report any absence from class (also if classes are delivered online) to the lecturer and programme administrator before the start of the class.

A student attending less than 75% of the classes of the course, will be required to submit a course assignment. This course assignment ensures that students have complete knowledge of the course content and literature.

The course assignment is a written examination of one hour on one or more topics of the course. Students will have to take it at the study location of the programme under invigilation. Students that fail the course assignment have the right to one resit. Failure to pass the re-sit will result in them having to repeat the course.

A student attending less than 50% of the classes are considered to have failed the course and has to repeat the entire course.

Class attendance as well as the course assignment are graded with pass/fail.

Therefore, the lecturer should:

1. Keep track of the class attendance every day.
2. Complete the "Class attendance" examination component in Canvas (instructions on how to do this can be found in Canvas Instructions for Lecturers).
3. In case of a course assignment:
 - a. Set an essay type question based on one topic from the course. This topic is not discussed with the student before the exam and should be changed each time the course is taught.
 - b. Send the course assignment to the course coordinator for review and share with the programme administrator.
 - c. Grade the course assignment with pass or fail.

8. Examination

The examination (components) of the course should reflect the learning goals of the course as well as the learning material used and test the knowledge, application (insight) and skills of the students.

All examination components need to be discussed with and reviewed by the Academic Course Coordinator before the start of the course.

The individual examination component(s) must be at least 70% of the total grade. The remaining 30% can be a group assignment.

You can set the same or similar examination (components) to those suggested in the Canvas course or you can add your own. However, please be clear in describing the different forms of the examination (components) and include detailed information about the design and nature of the examination (components). This includes the material covered in the lectures, self-study and other parts of the course that form the object of the examination (components). For each assignment an assessment rubric needs to be developed. Both the description of the examination (components) and the respective assessment rubrics have to be added to the Canvas course.

8.1 Assignments

The Canvas course already contains an individual, a group and a mid-term (for FLEX Online only) assignment and their associated rubrics. When deviating from these assignments, lecturer should comply with the following:

1. Discuss the content and the assessment of the examination (components) with the Academic Course Coordinator.
2. Provide detailed information about the design and nature of the assignment(s), their weighting, and the deadline(s) in the Canvas course.
3. Develop an assessment rubric per assignment that will enable evaluating the student's performance against set standards, rather than assigning a single subjective grade. The assessment rubric makes explicit a range of assessment criteria and expected performance standards and specifies the weighting and the associated Dublin Descriptors per component. In this way students will be able to verify how their results were determined. Please find specific instructions and an example in **annex 1**.
4. The assessment rubric needs to be imported into Canvas and linked to the respective assignment. Please inform the programme administrator about any deviations from the standard course template.
5. Students have to submit their course assignments in Canvas and not send by e-mail.

The deadline for the individual assignment will be communicated by the programme administrator. Lecturers can deviate from deadlines for individual students only with mutual agreement of the programme administrator and only based on special personal circumstances.

8.2 Written exams

In case a written exam is used as examination component, the lecturer should comply with the following:

1. Prepare an exam that is at graduate level and meets the following requirements:
 - a. The exam should include discussion type questions, case studies or problems that indicate a solid understanding of the material presented.
 - b. The subject of the questions should cover the complete course content and reflect the learning goals of the course as well as the learning material used.
 - c. Examination questions should be clear and unambiguous and such that participants can correctly judge how extensive and detailed their answer should be.
 - d. Multiple-choice questions are only allowed if they are combined with open questions.
 - e. Unless stated otherwise, all exams are closed book and notes exams.
 - f. Each exam question should be linked to a Dublin Descriptor and the percentage of the overall weighting should be mentioned.
2. Develop model answers including the points assigned to each answer, making clear to the participants the points they will have obtained.
3. Send the exam questions and model answers to the MSM Academic Course Coordinator about four weeks prior to the course. If a written exam is not reviewed by the Academic Course Coordinator, it is invalid and must be repeated.

9. Grading

Grading should be fair, objective and transparent to students. Therefore, grading must be done based on assessment rubrics or model answers.

9.1 Grading scale

The final grade of the course is given on a scale from 0.0 to 10.0 in whole and half grades (see table). A grade of 5.5 or higher is considered sufficient. A grade below 5.5 is considered as an insufficient grade. Each examination component is assessed separately with a partial grade. Partial grades are given on a decimal scale from 0.0 to 10.0 rounded to the first decimal place, or based on a pass/fail scale.

For each examination component separately at least a grade of 5.5 or a pass must be obtained in order to pass the course.

In case one or more examination component(s) are graded below 5.5 or with a fail, the student needs to take a resit for this/these examination component(s).

Consequently, a final grade of 5.5 or higher stated in e.g. Canvas does not necessarily mean that the course is passed.

Only the final grade recorded in Campus (campus.msm.nl) is the official final grade of the course which only will be published once all examination components are passed.

	Grade	Description
Pass (sufficient)	10.0	Outstanding
	9.0; 9.5	Very Good
	8.0; 8.5	Good
	7.0; 7.5	More than satisfactory
	6.0; 6.5	Satisfactory
	5.5	Pass
Fail (insufficient)	5.0	Almost satisfactory
	4.0; 4.5	Unsatisfactory
	3.0; 3.5	Very unsatisfactory
	2.0; 2.5	Poor
	1.0; 1.5	Very Poor
	0.0	Use is at the discretion of the Board of Examiners
No Grade (NG)	Inability to determine result	

In case it is not possible to determine a result, for instance if a student is registered for the examination but has not actually taken the examination or part thereof, the examination will be graded with a No Grade (NG).

More information about the Dutch grading system can be found here: <https://www.studyinnl.org/dutch-education/dutch-grading-system>

9.2 Grading in Canvas

All grading needs to be done directly in Canvas using the rubrics attached to each assignment. Grades submitted via e-mail in e.g. Excel sheets will not be accepted.

After the assignment submission deadline, the lecturer should take the following steps:

1. Go to the assignment area in Canvas and first check the indicated plagiarism rate. Please note that those percentages only give an indication of possible plagiarism.
2. Review on and report fraud (see 9.3 below). In case fraud (including plagiarism) is detected there is no need to further evaluate this examination component. The student will then receive a "No grade" for this examination component.
3. Grade the assignments using the corresponding assessment rubric. For detailed information on how to grade using the Canvas rubrics, please consult the "Canvas Instructions for Lecturer".
4. Grading should be finished within 3 weeks after the assignment submission deadline. Faculty who have extenuating reasons why they cannot meet the deadline should send an official request for extension to the Director Education. Once all grading is finished, please inform the programme administrator.
5. In case the course is taught by an external lecturer, the MSM Academic Course Coordinator will first check the grading (Post Course Peer Review).
6. Grades are always published by the programme administrator and not by the lecturer.

9.3 Reporting fraud (including plagiarism)

MSM handles a 0% plagiarism rate. Therefore, each lecturer, supervisor or evaluator is required to:

1. Review assignments, presentations, Master's Theses, including draft version of any submission, not only for their "quality", but also for fraud, plagiarism and any other form of academic misconduct such as data forgery and academic outsourcing.
2. Review the plagiarism report generated by Canvas: Written assignments including the Master's Thesis are submitted in Canvas by the students and are automatically scanned for plagiarism with Turnitin software.
3. In case any form of fraud is observed, report the case in writing to the Board of Examiners by filling out the [Reporting Fraud Form](#). There is no need for further evaluation of this examination (component).

More information can be found on the [MSM website](#).

9.4 Oral examination

In case of an oral examination (only in exceptional cases), the lecturer should determine an assessment norm and make it available to the students taking the examination. The examiner should assess and document the oral examination through a short report written by him or her, including the questions asked, a summary of the answers given by the student and the way in which the examiner calculated the grades (given marks per question). Besides the respective lecturer and student, a second examiner must be present during the oral examination.

9.5 Resits

When a student obtains an insufficient grade (a grade less than 5.5) or a “No grade”, (s)he is required to improve his/her grade by taking a resit of the examination (components).

In case one or more students need to take a resit, the lecturer needs to indicate whether the original assignment can be improved, or a new assignment needs to be written. In this case, please send a new assignment description to the programme administrator.

Resit examination (components) should be graded in the same manner as the first attempt.

9.6 Right of inspection, objection and appeal

It is important that faculty is aware of and comply with the right of inspection, objection and appeal for students. Students have the right to inspect their evaluated examination (components) within ten working days after notifications of result and/or receipt of the grades.

In case the student has reasons for a grade objection, (s)he is advised to discuss the issue with the respective lecturer. The lecturer is expected to review and react on the grade objection form within three weeks.

If the student has motivated grounds for further action after the review, (s)he may file a lodge an appeal with the Complaints Service Point (CSP) of the UM.

10. Grading of the Master's Thesis

Students have to defend their Master's Thesis in front of the evaluation panel that usually consists of two evaluators, the supervisor and a second evaluator.

1. An evaluator will receive the Master's Thesis at least one week before the scheduled defence date.
2. Each evaluator is requested to complete the Final Evaluation Form that will be shared by the programme administrator.
3. All evaluators need to complete each criterion of the final evaluation form with a specific grade and justifying comments (also for re-evaluations).
4. The final evaluation form is based on the 1.0 to 10.0 grading scale. The pass-fail boundary of 5.5 (based on the average of both evaluators) accounts for the overall as well as for each competency (connected to the SBE Master Learning Goals) measured in the assessment rubric.
5. In case the difference between the final grades of both evaluators exceeds 1.5, a third evaluator will be appointed.
6. After the defence the Final Evaluation Form should be sent to the Programme Administrator within two days.

More information regarding the Master's Thesis can be found in the [Master's Thesis Guides](#).

11. Course evaluations

After each course, the students are requested to complete a course evaluation. The course evaluation covers the relevancy of the subject matter, the subject coverage, the subject organization, the lecture content, the teaching methodology, overall presentation, textbook used and individual comments.

The outcomes of the course evaluation will be sent to the lecturer by the programme administrators after the submission of the grades.

12. Assessment Rubric

When you set up an assessment rubric, think about what you want to evaluate and how you will evaluate. This gives you the assessment criteria and the expected performance standards. Please adhere to the instructions below:

- Each criteria should be connected to one of the course learning goals and indicate the corresponding weighting (percentage) of the total grade. Each criterion can only measure one component. In general, more criteria are better than less, allowing you to provide a more accurate evaluation.
- For defining the assessment criteria and expected performance standards, the framework and expressions of Bloom's (revised) taxonomy should be used (see <https://www.bloomstaxonomy.net/>).
- The expected performance standards need to include five assessment levels (very poor, unsatisfactory, satisfactory, good outstanding), each level with a clear description of what is expected for this level.
- When grading, additional to the level selected per assessment criterion, a comment should be provided to the student per criterion and/or for the entire assignment.
- Assessment rubrics need to be imported to Canvas and attached to the respective assignment. Please contact the programme administrator for support.