

ANNUAL REPORT 2013

Examination Board BSc&MSc programmes
Rotterdam School of Management
Erasmus University



© Examination Board BSc&MSc programmes,
Rotterdam School of Management, Erasmus University,
Rotterdam, April 2014

Editor

Ms C.M. Dirks – van den Broek LL.M.
Managing Director Examination Board BSc&MSc programmes
Rotterdam School of Management
Erasmus University
Burg. Oudlaan 50, room T5-41
P.O. Box 1738
3000 DR Rotterdam
tel.: 010-4081895/2743
e-mail: EC@rsm.nl

Table of Contents

1. Foreword	3
2. The Examination Board BSc & MSc programmes	4
2.1 Tasks.....	4
2.2 Composition and way of working	4
2.3 Mission and vision.....	4
2.4 The Examination Board's Office	4
2.5 Case-oriented approach / digitization of student files	5
2.6 Output of the Examination Board.....	6
3. Performance in 2013	7
3.1 The Examination Board as supervisor.....	7
a. The awarding of degrees	7
b. The appointing of examiners	8
c. Quality assurance of (final) examinations: the integrated testing policy	8
• Supervision of Master's theses	8
• The Education Service Point	9
• The Examination Monitor.....	9
• Complaints.....	11
d. Anti-fraud measures	12
e. Supervising the implementation of the examination rules	13
f. Settling of disputes	13
3.2 Regulations: the rules and guidelines and recommendations regarding the OER.....	15
3.3 Decisions in individual cases	15
a. Exemptions	16
b. Additional examination opportunities	17
c. Extension period of validity of examination results	17
d. Facilities for students with a functional impairment	18
e. Compensation rules	18
f. Binding study advice	18
g. Free riders	19
3.4 Admissions decisions.....	20
a. Admission to the pre-Master's programmes	20
b. Admission to the initial Master's degree programmes	21
4. EB's away day	23
Appendix A. Tasks of the Examination Board	24
Appendix B. Students per programme (per 01/10/2013)	25
Appendix C. Portfolio allocation of the Examination Board	26

1. Foreword

For the Examination Board, calendar year 2013 is marked by two major changes for students: at the beginning of the study (the first results of the Nominal = Normal) and at the end of the study (the introduction of the new graduation trajectory within the master).

In August 2013, final *bsa statements* were sent on the basis of the N=N-policy. The Examination Board took stock and concluded the following:

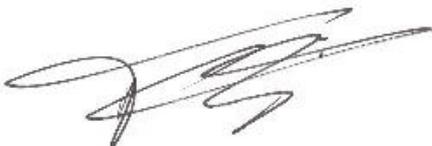
- Students have worked hard and performed significantly better than previous academic years. In this sense, N = N worked. We now have to wait and see how the students who were allowed to continue the programme after the first year, will perform.
- The number of requests on the basis of hardship has increased enormously. The Examination Board has received approximately 200 requests, in particular in the second half of August. Understandably, because at that point it became clear for students that they would not meet the N=N standards. We managed to take timely decisions in all cases, but it has caused much tension among students and staff. The Examination Board is considering holding a ‘transitional meeting’ in 2014 where questionable cases will be discussed. Students will no longer have to appeal to the hardship clause themselves.
- The vast majority of requests concerned two courses where the success rate was extremely low. In one course there clearly was an irregular examination and in the other course there was a mismatch between students’ expectations and the actual examinations. The Examination Board has requested the Rector’s view on these cases: how to act as academic institution (or Examination Board) in cases where an examination does not meet the standard or expectation, especially when it concerns the last examination. Few options remain to fix this within the margins of N=N before the final *bsa* is sent. No solution has been found yet.

In the spring of 2013, the Examination Board was closely involved in defining new rules and procedures concerning the ‘new graduating’. The Board of Education decided that the graduation trajectory within the master programmes had to be altered in such a way that the majority of students could actually complete the programme within one year. This has resulted in a uniform and well-defined thesis project. In the discussion of the new procedures and examination regulations, an in-depth discussion arose between the Faculty Council and the Examination Board about the tasks and competences regarding the quality of the thesis writing process, in particular the composition of the thesis committees (the Examination Board must ensure that the co-reader can comment on a coach in an objective and independent manner) and the transparency of the thesis writing process without a public defence, as is the case now. This has led to changes in the Rules and Regulations. In 2014, the first graduations will take place under the new procedures.

Finally, I would like to draw your attention to the fact that the Examination Board’s secretariat has switched to working digitally in 2013. In February, all the files of students who have ever submitted a request and are still registered with the RSM – 4500 in total – were digitized. New requests have since been handled digitally in a case-oriented approach via Decos, our document management system. Our secretariat is the first department within the EUR that works fully digitally, using software and automated *workflows*. Section 2.3 will go further in the process of digital working.

I cordially invite you to take note of this report. If you have any questions or suggestions, please let us know at ec@rsm.nl.

With kind regards,



Professor Teun W. Hardjono
Chairman

2. The Examination Board BSc & MSc programmes

2.1 Tasks

The Examination Board has a broad range of different tasks with regard to the examinations. The tasks of the Examination Boards are based on the Higher Education and Scientific Research Act (*Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek- WHW*). A summary of the Board's tasks can be found in [appendix A](#).

The Examination Board has been appointed by the Dean on behalf of the BSc- and MSc-programmes funded by the government. [Appendix B](#). shows the BSc- and MSc-programmes concerned and the amount of students per programme.

2.2 Composition and way of working

The Examination Board consists of six members of the faculty, including the chairman. The members are appointed by the Dean for a period of four years. Their 0.2 fte appointments shall be renewable. In 2013, the Committee consisted of the following members:

- prof.dr.ing. T.W. Hardjono (chairman);
- prof.dr. P.P.M.A.R. Heugens;
- dr. E.A. van der Laan;
- dr. J. van Rekom;
- ir. A.J. Roodink;
- dr. M.C. Schippers.

The Examination Board jointly sets up the rules and policy. The Examination Board as a whole meets once a month. Each member has his own portfolio, see [appendix C](#). As portfolio manager, a Board member is responsible for taking care of the daily matters regarding his portfolio.

2.3 Mission and vision

The Examination Board has been commissioned by the legislator to supervise the tests and examinations. The Examination Board performs this independently. Core task of the Examination Board is to ensure the civil effects of the certificates. To this end, the Examination Board draws up rules and policies. Core documents are:

1. The OER (TER) of the programmes concerned. In the TER the educational programme is laid down and matters such as the number of examination opportunities, any sequentiality of examination parts, the binding study advice, and possible exemptions.
2. The 'Rules and Guidelines' that lay down rules regarding examination competence of examiners, fraud, assessment, compensation.
3. The policy paper 'Integrated Testing Policy' which describes the quality assurance of the testing policy. This paper also describes the core values of the Examination Board: professionalism, academic freedom, fair play, continuous improvement.

2.4 The Examination Board's Office

The Examination Board is supported by the Examination Board's Office which consists of the Secretary and two deputy secretaries, three assistants, a project manager and a Management Information Assistant. The Secretariat prepares the meetings and the decision making of the Board and implements the decisions. The staffing in 2013 was as follows:

C.M. Dirks-van den Broek LL.M. (0,8 fte)	Secretary/ Managing Director;
I.M. van Essen LL.M. (0,8 fte)	Deputy Secretary;
A.M. Schey MScBA (0,4 fte)	Deputy Secretary;
M. Hutting – Schutter BA (0,8 fte)	Project manager / Team leader administration;
G.M. den Bakker (0,4 fte)	Assistant;
B.M. Freijssen – Punt (0,6 fte)	Assistant;
I.T.T. Przewoźna MA (0,7 fte)	Assistant;
A. Markus MSc (0,4 fte)	Management Information Assistant

2.5 Case-oriented approach / digitization of student files.

In 2013, the Examination Board switched to a digital, case-oriented approach. This means that all documents relevant to a case are bundled and stored digitally (Decos) in a **case file**. Each student who submits a request at the Examination Board will get a case file in their **student file**.

Behind every case file lies a workflow; a process consisting of actions such as registering incoming requests and forwarding them to the applicable staff, taking a decision, processing the decision in a letter, sending the letter to the student, registering the letter as outgoing mail, closing the case. The workflow enables us to have the steps in the process carried out automatically (not manually). This saves time and work and also monitors the correct handling of the process because actions and sequences are carried out automatically and efficiently.

The software system that supports this way of working - Decos – is well advanced in the development and innovation of *workflows*, management reporting, monitoring turnaround etc.

In February 2013, all analogue student files were digitized. For each student file a PDF file was created and then linked to the student file. Subsequently, the student file will upload all further requests submitted by the student.

The reasons to start working digitally and case-oriented were: enhancing the quality of the archive, improving the work processes and the new working practices (e.g. working at home) but also using as less archive space for the files as possible, given the statutory storage period of files

With the introduction of digital working almost all requests have been submitted digitally. Outgoing decisions are also sent digitally. Another advantage is that the postage fees were reduced to a negligible amount. In Chapter 3.3 the requests are listed according to subject.



Towards a paperless office

2.6 Output of the Examination Board

	2009	2010	2011	2012	2013
<i>Meetings</i>					
Plenary meetings EB RSM	9	8	9	9	8
Meetings Chairmen EUR EB's	3	3	3	3	3
Meetings Secretariats EUR EB's			1	6	6
<i>Individual requests</i>					
	1463	1258	1122	940	2164
<i>Degrees awarded</i>					
BScBA	288	413	517	448	426
BScIBA	248	299	280	287	289
MScBA	1029	881	806	409	145
MScBIM				32	74
MScCHEB				6	25
MScEShip				19	50
MScFI		24	237	313	304
MScGBSM				24	39
MScHRM				18	26
MScMI				47	42
MScMM				92	165
MScSCM		3	63	76	116
MScSM				112	151
MScOCC				31	27
MScIM	48	57	63	54	69
PMB	119	101	95	102	72
MPhil	7	15	9	10	9
MScCC	nvt	nvt	9	17	22
Totaal	1739	1793	2079	2097	2051
<i>Fraud</i>					
Totaal	49	29	47	64	142
<i>Appeals</i>					
Totaal	46	34	51	47	45
<i>Pre-Master's students</i>					
Dutch language hbo-pre-Master's	187	170	171	213	215
English language hbo-pre-Master's	52	47	47	47	48
GM programme foundation year	63	69	48	50	n.a.
Pre-Master's PMB				71	47
Totaal	302	286	266	381	310
<i>Admission Statements MSc programmes</i>					
MSc internal students	715	673	908	784	714
MSc external students	164	363	405	537	734
Totaal	879	1036	1313	1321	1448

3. Performance in 2013

3.1 The Examination Board as supervisor

a. The awarding of degrees

According to law the Examination Board establishes whether a student meets the requirements set by the Teaching and Examination Regulations (TER) with regard to the knowledge, insight and skills needed to obtain a Bachelor's or Master's degree¹. The degree certificate is issued as proof that the requirements have been met. The degree certificate is accompanied by a list of grades and a diploma supplement. The Chairman of the Examination Board signs these three documents. In 2013, the Examination Board issued **2051** degree certificates: **715** bachelor certificates and **1336** master certificates.

Below, an overview of the number of degree certificates issued per programme including the number of the cum laude certificates. Remarkably, the number of cum laude certificates varies considerably per programme.

programme	Degree certificates	cum laude	%
BScBA	426	6	1,4%
BScIBA	289	30	10,4%
MScBA	120	13	10,8%
MScBIM	74	5	6,8%
MScCHEB	25	0	0,0%
MScEShip	50	5	10,0%
MScFI	304	55	18,1%
MScGBSM	39	14	35,9%
MScGM	25	6	24,0%
MScHRM	26	8	30,8%
MScMI	42	10	23,8%
MScMM	165	36	21,8%
MScSCM	116	14	12,1%
MScSM	151	21	13,9%
MScOCC	27	0	0,0%
MScIM	69	27	39,1%
PMB	72	3	4,2%
MPhil	9	3	33,3%
MScCC	22	0	0,0%
Totaal	2051	256	12,5%

Following the advice of the Taskforce EUR Diploma Alignment, the joint chairmen of the Examination Boards of EUR agreed to introduce a new classification: *summa cum laude*. At RSM this new classification has been introduced as from September 1. To qualify for this classification, a student must have an average of 9.0 where no courses may have been retaken. In 2013, no degree classification *summa cum laude* was awarded.

Safeguarding the 'civil effect' (for admission to the legal professions or judiciary) of the degree certificate is one of the core duties of the Examination Board. The activities required to ensure the quality of the examination and therefore also the degree certificates are specified in detail in the integrated testing policy. Further information can be found in section **c**.

¹ See article 7.11, paragraph 2, WHW

b. The appointing of examiners

The Examination Board appoints the examiners. In the Rules and Guidelines, the Examination Board has specified that the members of the academic staff (professors and lecturers and senior lecturers) are examiners for the courses that they provide². Other members of the academic staff, e.g. trainee research assistants (AIO), are therefore not 'automatically' authorised to act as examiners. If a trainee research assistant or another expert from outside the RSM wishes to act as examiner and also to mark examinations, the Examination Board must declare that he or she is authorised to do so.

In the event that an expert from outside RSM wishes to be temporarily declared authorised to act as an examiner in order to participate in a thesis committee, for example, the Examination Board will check whether the person in question complies in principle with the requirements to be appointed as a member of the academic staff of RSM: the minimum requirement is a completed university degree programme and preferably also a completed PhD, or in any case experience in performing scientific research. In 2013 7 external experts has been declared authorized to act as a co-reader within a thesis committee.

In 2013 a new ruling has been established in Article 5.1, paragraph 3 sub c of the Rules & Guidelines: *The thesis committee should be capable to assess the thesis in an objective, independent, and professional manner. Therefore there may be no hierarchical relations between coach and co-reader (e.g. (co)promoter and PhD student ('assistent in opleiding'), job appraisee and job appraiser ('afstemmingshoogleraar'). Coach and co-reader may be member of the same Master Programme, if to the judgement of the Examination Board the Master Programme has sufficiently guaranteed an objective and independent assessment;* Consequently a PhD student/Promoter combination within a thesis committee is not allowed. The combination coach and co-reader from the same programme is permitted only after explicit approval by the Examination Board. Furthermore a coach should always be a member of the RSM faculty of the programme involved.

c. Quality assurance of (final) examinations: the integrated testing policy

One of the core tasks of the Examination Board is to supervise the quality of the degree programmes' (final) examinations. In the *Integrated Testing Policy* memorandum, the Examination Board sets out how it wishes to promote and monitor the quality of testing and examinations.

Supervision of Master's theses

The Examination Board views the final graduation examination as the ideal moment to check whether a student meets the required level, which is why the Board has opted to pay special attention here to that examination. First of all, a procedure has been drawn up to randomly check whether the final graduation examinations meet the specified learning objectives and procedural rules: this is called *sampled monitoring*. The Examination Board has also introduced an *excellence check*.

- *Sampled monitoring*

In 2008 the Examination Board decided, in consultation with the programme directors, to stop using a graduation committee with a second co-reader and to introduce a *dual quality check*. As the body that issues the degree certificates and also as the supervisory body, the Examination Board is very closely involved with the graduation process. The thesis is the ideal moment to check whether the student has attained a high enough level to be eligible for a degree certificate from the degree programme. In 2008 it was decided that about 10% of the theses would be randomly, expertly and objectively monitored by or on behalf of the Examination Board.

In 2013 the sampled monitoring has not been executed due to the introduction of the new thesis trajectory. The Examination Board has been developing a new sampled monitoring process within the new context of the thesis trajectory.

- *Excellence check*

Apart from the introduction of *sampled monitoring*, the Examination Board decided in 2008 that theses that will probably receive a mark of 9 or more out of 10 would be submitted to a **Council for Distinction Marks** in advance to assess whether the thesis is actually at that level. This procedure is similar to that of the degree classification *cum laude* for doctoral degrees. This *Council for Distinction*

² See Article 1.4 of the R&G of all programmes

Marks consists of members of the academic staff at professor level (if possible) from the various departments of the RSM.

The following members have a place in this committee:

- Prof. dr. B.M. Balk (Department 6)
- Prof. dr. P.P.M.A.R. Heugens, voorzitter (Department 4)
- Prof. dr. S.J. Magala (Department 2)
- Prof. dr. ir. H.W.G.M. van Heck (Department 1)
- Prof. dr. R.J.M. van Tulder (Department 8)
- Dr. T.J.M. Mom (Department 4)
- Dr. M. Szymanowska (Department 5)

In 2013, the committee reviewed **40** theses. In 13 instances the verdict was negative initially. The coach and co-reader can lodge an appeal against a negative verdict of the Council for Distinction Mark. The thesis will then be sent out for a second reading to another member of the Council, who will review the thesis. Hereupon the Chairman will take a final decision, taking both reviews into account. In 2013, this happened 3 times, resulting in a positive final decision in one case. In one case no decision had been taken.

The tables below display the number of theses that were nominated for an excellence check per MSc programme.

Programme	2009	2010	2011	2012	2013
MSc (initial)	41	37	44	38	34
- <i>A&C</i>	4	1	4	1	0
- <i>BIM</i>	2	4	4	3	3
- <i>ES/E&NBV</i>	1	0	2	2	0
- <i>FI</i>	9	8	8	5	10
- <i>GBSM</i>	0	0	3	4	1
- <i>HRM</i>	2	5	1	1	2
- <i>OCC/MC</i>	1	0	2	5	0
- <i>MI</i>	0	1	1	2	2
- <i>MM</i>	9	10	10	8	9
- <i>SCM</i>	2	0	1	3	1
- <i>SM</i>	11	8	8	4	5
- <i>GM</i>					1
PMB	3	1	0	2	0
IM-CEMS	5	7	7	7	6
MPhil	1	3	0	1	0
total	50	48	51	48	40

The Education Service Point

Promotion of expertise and training of academic staff regarding the preparation of high-quality tests is a crucial part of assuring the quality of testing. Since the year 2000, faculty lecturers have been able to receive tailor-made support in relation to the construction of examinations from EUR's Risbo Institute. The aim of this support is that lecturers can contact them with questions encountered when preparing examinations, preparing scoring instructions, determining the pass grade, evaluating examination questions, instructing marking assistants, etc. The lecturers receive both verbal and written feedback from Risbo. In 2013, **27** examinations were checked by Risbo, including one master exam only. Also two teachers submitted a request for assistance in making good tests.

The Examination Monitor

The Examination Monitor is an important and labour-intensive instrument for quality assurance. The Examination Board developed the Examination Monitor to allow the Board to receive information about all examinations taken for quality assurance purposes. The Examination Monitor consists of two parts: a comprehensive examination monitor for the Business Administration and International Business Administration Bachelor's degree programmes and a simple monitor for the pre-experience Master's degree programmes. Incidentally, the monitor for the Master's theses described above is not

considered to be part of the Examination Monitor, as this only involves a few individual examinations that are checked more thoroughly.

The Examination Monitor was set up as a tool for gaining an insight into whether examinations meet the four requirements that tests should meet according to the Integrated Testing Policy:

1. *Valid*: Tests are valid if they actually measure what they are supposed to measure;
2. *Reliable*: The reliability is the extent to which one can rely on the results of the measurements, i.e. the extent to which the scores are consistent, accurate and reproducible;
3. *Transparent*: The persons involved are aware of the goals that the test is supposed to measure, how the test is taken and how the performances are assessed;
4. *Efficient*: The information obtained through testing justifies the required investment, especially in terms of time.

- *The Examination Monitor for the Bachelor's degree programmes*

In 2001, in consultation with the RISBO, the Examination Board set up an examination monitoring system for mc examinations only. Later on this monitor has been expanded to examinations taken in any other way.

The examinations are analysed after each trimester and after the resits in the summer. Apart from factors such as success rates, averages, determination of pass marks, reliability factors (for mc examinations), the data recorded also includes the examination method for the subject, the way in which the mark is determined and the *student evaluations* in so far as they relate to the interim examinations.

Another part of the monitor is collecting data about whether the examination meets the rules set by the Examination Board for the examiners. The rules in question relate to the language of the examinations, for example, as well as determination of the pass mark, the number of versions for mc examinations, the number of questions in the various types of multiple-choice questions, etc. These rules are published on the intranet (TeachingNet), so that examiners can see them at all times.

The student assessment is based on the evaluations completed by students after the examination. The following questions can be asked about the examination:

1. *How well is the examination connected to the course content and the learning goals?*
2. *Were the examination questions formulated clearly?*
3. *Was the final examination reasonable in difficulty?*
4. *What is the overall grade you would give for the final examination?*

Next, all examiners involved are informed about the results of the examination monitor with regard to their course.

The data from the monitor are discussed at the next meeting of the Examination Board. The Examination Board only discloses the data from the examination monitor to a limited number of people (for example the Dean of programmes). The data from the monitor cannot be used just like that to determine whether an examination meets the quality criteria or not. Certain results may, however, require further investigation. In such a case, first of all the examiner concerned is asked for comments on the outcome by the member of the Examination Board responsible for Quality Assurance. Based on the feedback, the Examination Board decides whether follow-up action is required. Follow-up action may, for example, involve an adjustment to the pass mark, having the examination assessed by other – internal or external – professionals, imposing a prior assessment by peer review and/or by the RISBO education service point next time. The examiner and (if required) his or her department are informed about any points for improvement.

In 2013, the Examination Board discussed the outcome of the Examination Monitor three times: in February with regard to the examination of the first trimester (bachelor and master) in May with regard to the second trimester (bachelor) and finally in September with regard to the third trimester including the resits (bachelor). One of the first striking results of the monitor was that the turnout for the first year bachelor examinations was particularly increased, especially in the Dutch programme. Probably this is the combined result of the reduction of the number of resits and the introduction of N = N. Also noticeable was that especially the freshmen of the Dutch language bachelor's programme achieved higher grades. Unfortunately, the resits of the courses of *Financiële Processen* and *Marktcontext* of

the Dutch language bachelor's programme were made very poorly. The Examination Board received many complaints regarding these exams. This problem is detailed in the section *Complaints*.

- *The examination monitor for the Master's degree programmes*

There are hardly any mc examinations in the Master's degree programmes. Many examinations take the form of written open questions and/or assignments (individual or in groups). This is why the monitor is limited to an annual overview of success rates, attendance percentages and the average mark. This monitor of 2012-2013 courses has been discussed during the Examination Board meeting in February. Most remarkable is that many master courses have a success rate of 100%. The average grades of former RSM bachelor students are also significantly higher in the master's programme than in the bachelor's programme. The idea is that this is because students are more motivated. The Examination Board wishes to investigate this further.

As of 2014, the Examination Board will report the Examination Monitor to the Dean of Education yearly. This report will be kept confidential.

Complaints

The Examination Board has received many complaints about exams of the following bachelor courses: *Ondernemingsrecht*; *Marketing Management*; *Financiële Processen*; *Marktcontext*; *Foundations of Finance and Accounting*. Below you will find a brief explanation of the complaints and actions taken by the Examination Board.

- *Ondernemingsrecht, third-year course BScBA programme, second trimester, examination in March 2013.*

The Examination Board has received a complaint, countersigned by 130 students. These were complaints relating to the available literature, the classes, the use of Blackboard and the level of the examination. The Examination Board has spoken with both the department and a representative of the complainants. The aim of the meeting was to find a way to help prepare students who need to retake the course as well as possible. The department agreed to organize an extra response lecture for this group. The lecture focused on an evaluation of the first examination opportunity and a preparation of the re-examination. Following this lecture, it was decided to approve two more possible answers to one question. The grading has been adjusted accordingly.

- *Marketing Management, second-year course BScBA programme, second trimester, resit July 2013.*

The Examination Board has received complaints regarding the resit for Marketing Management BKB1021 on July 11: errors in four examination questions; no teacher available to consult, invigilators who make decisions beyond their competence. Unfortunately, this has led to a situation where students thought they did not have to make six out of the 40 multiple choice questions. This also led to unrest during the examination and possible loss of concentration. Therefore, the Examination Board decided to skip these six questions. The pass mark has been lowered from 23 to 22 because of possible loss of concentration, caused by irregularities during the examination.

- *Financiële Processen, first-year course BScBA-programme, third trimester, resit, July 2013.*

The Examination Board received – co-signers included - 53 complaints about this re-sit. The complaints were mainly related to the low pass rate, the allegedly unrepresentative examination, the fact that there was no perusal of the exam afterwards and that the lecturers were not available for any further explanations. The Examination Board has found no indication that the exam should have been substandard. The exam had been assessed by colleagues and the questions had been approved of by key experts beforehand. The Examination Board had already concluded at the regular exam that there seemed to have been a mismatch between the teaching and the examination; in this sense it was to be expected in the re-exam, too.

A perusal is a learning experience for students: the exam questions are discussed and explained so that students gain insight in the possible gaps in their knowledge. The Examination Board informed the department that this also applies to multiple choice exams.

The Examination Board had already decided after the regular exam that bonus points would count in the re-sit. Besides, the Examination Board had already taken into account that the exam was obviously perceived as very difficult in determining the binding study advice. Many students were not expelled from the programme on the basis of hardship if they failed B1 with a near sufficient grade for this course. However, students with clearly failing grades for the course did receive a negative binding study advice.

These complaints led the Examination Board to suspect that the teaching obligations were perhaps not evenly distributed among the different courses in the third trimester. To this end, the Examination Board had contacted the *Student Representation*. It was agreed that in the future they would not only give their assessment per course but also per block, overseeing all courses.

- *Marktcontext, first-year course, third trimester, re-sit July 2013.*

Because the first examination of *Marktcontext* was examined in a non-regular manner (namely in English) an extra examination had already been organized end September.

Following the re-sits of 26 July 2013 however, the Examination Board has received complaints by a number of students. The complaints mainly concerned disturbing spelling and translation errors, discrepancies between the English and Dutch statements, the level of difficulty and the fact that no perusal was organized. The Examination Board has investigated and discussed the complaints with the lecturer. This has resulted in the following:

- The lecturer has slightly altered the response model;
- An evaluation session was organized after all, to prepare for the re-sit of 27 September.
- The lecturer agreed to prepare the re-examination of 27 September in Dutch, mentioning the English terms where relevant. The Department was to ensure that the re-exam was checked by professionals beforehand with regard to content and language.

- *Foundations of Finance and Accounting, first-year course, third trimester, re-sit of 25 July 2013.*

Students complained about the difficulty of the re-sit, noise during the exam and the fact that the bonus would not count in the re-sit. It was found, however, that the exam was screened beforehand by both the Education Service Point and peer tutors. The Examination Board has found no indications that the exam was too difficult or that the noise was so disturbing as to influence any results negatively. The Examination Board did decide that the bonus would be added up to the grade of the re-sit, as was previously decided for the equivalent course in the Dutch bachelor programme.

d. Anti-fraud measures

Pursuant to Article 7.12b, paragraph 2 and 3 of the Higher Education and Research Act ('WHW'), the Examination Board can take measures in the event of fraud.

Annually, about 50,000 RSM examinations are taken in the M-building. The increase in fraud reports in the M-building (from 9 to **65**) is mainly due to the fact that invigilators report if a student has a mobile phone within reach.

In seven cases only it was about cribbing. Two students were excluded from doing examinations for the course concerned for a year.

All the other cases concern (suspicion of) plagiarism, where both the 'provider' and 'acquirer' are punishable, but the latter is more heavily penalized than the first. The increase compared to 2012 is explained by the "Facebook phenomenon" in the literature assignment of *Bedrijfskundige Vaardigheden*: 43 cases. Massive fraud using Facebook has not been seen before, but it certainly demonstrates how easy it is for students to do individual 'take-home exams' and they hardly seem to be aware that this is also fraud ... Fortunately, more and more lecturers are confronting students (especially in the first year!) with their copycat behaviour by the use of Safe Assignment or other plagiarism detectors. Overall, plagiarism is most common in first-year courses. The punishing is primarily intended to deter the students. Therefore, the Examination Board puts relatively much time in these *first-year fraud sessions*.

The fact that fewer senior students commit fraud is probably due to the severe penalties in the first year. As a result of the introduction of N = N, the Examination Board decided that the previously prevailing penalty (exclusion from the course for a year) now has major consequences (= exit programme) in relation to the offense. In many cases, the relevant (not assessable) component was awarded the grade '0', but not to the whole course.

In 2013 there were four cases of plagiarism of which two very serious cases. The Examination Board decided that the students had to redo the entire thesis trajectory.

Of the **142** students suspected of fraud, the Examination Board has approximately **117** spoken in person: 65 individual interviews and 52 in pairs. Altogether there were about **90** (!) fraud interviews in 2013. The students not invited were the ones caught with a mobile phone / smart phone (which were turned off). They received a written reprimand which is included in their dossier and will be considered in future decisions by the Examination Board.

In addition there has been a fraud investigation concerning three ESE students who participated in the RSM-minor *Alternative Investments*. The Examination Board informed the Examination Board of the ESE and advised to impose a reprimand as a penalty. The question was which examination board had jurisdiction. According to the RSM Examination Board that would be the examination board of the principal programme as they have the complete file of the student and can therefore make a balanced decision.

The following chart lists the measures taken over the past five years.

	2009	2010	2011	2012	2013		
	total	total	total	total	BA	IBA/MSc	total
Number of students	49	29	47	64	67	75	142
Type of tests							
Group assignment	13	5	21	16	11	8	19
Individual assignment	11	2	18	36	44	10	54
Written examination	24	15	8	9	12	53	65
thesis	1	1	0	3		4	4
Type of fraud							
plagiarism	23	14	33	55	55	21	76
peek	2	8	3	4	1	5	6
Cell phone	13	3	1	2	10	47	57
Grafic calculator	9	3	10	1	0	1	1
Miscellaneous	2	1	0	2	1	1	2
Disciplinary measure							
none	2	1	0	3	1	1	2
reprimand	18	11	15	13	15	57	72
grade 0					49	8	57
Grade invalid		12	0	37	2	4	6
Grade invalid + exclusion for 1 yr	29	5	32	11	0	4	4
Still pending	0	0	0	0	0	1	1

e. Supervising the implementation of the examination rules

One of the Examination Board's duties is to ensure that the examination rules are properly implemented and to allow deviations from the rules if required based on the hardship clause.

The *screening* of the *course manuals* is used to monitor the specific implementation of the examination rules. The Examination Board also checks the period of validity of interim examinations. The TER states that examinations have a limited period of validity as long as the degree has not yet been awarded: Bachelor's examinations are usually valid for 6 years and Master's examinations for 3 years. All students might exceed the period of validity for one or more examinations are warned by the Examination Board. They are told that they can apply to the Examination Board for an extension to the period of validity. Additionally, the Examination Board can sometimes allow deviations from the rules at the request of a lecturer or a student. The hardship clause is sometimes applied, for example, if a student wishes to advance to the Master's degree programme, but does not yet meet the admission criteria and if their studies would otherwise be delayed by an unreasonable amount of time. In paragraph 3.3 a summary of the Examinations Board's decisions in individual cases will be provided.

f. Settling of disputes

Students can appeal the decisions made by examiners and the Examination Board. The procedure is laid down in Section 7.60 et seq. of the Higher Education and Research Act ('WHW'). This legal procedure is an administrative appeal as referred to in Section 1:5(2) of the General Administrative

Law Act ('Awb'). The Examinations Appeals Board of Erasmus University ('CBE') only performs a review of lawfulness. Both written³ and unwritten law are used as the basis for the review⁴. An appeal must be lodged to the CBE within 6 weeks of the decision being announced. Since the 2010-2011 academic year, EUR has had an online helpdesk for students to submit their complaints, objections and appeals online.

Below a list of appeals over the past five years. The number of appeals against the binding study is remarkable: 24. Against the background of the N = N policy, this number is not that bad. It is mainly the IBA students who appealed: 23, including 13 freshmen. These were students who failed three or more courses. Of those 13 freshmen, six received dispensation from the BSA norms. Only one BA student lodged an appeal. This student had some personal circumstances and hence the appeal has been settled.

Appeals	2009	2010	2011	2012	2013
subject					
denial pre-Master's NL	3	3	4	4	
denial pre-Master's ENG	2		4		
denial admission MScBA (GM)					1
denial admission MScBA	10	6	11	16	
denial admission MScBIM					2
denial admission MScCHEB					1
denial admission MScSM					2
denial admission MScSCM					2
denial admission MSCHRM					1
denial admission MScGBSM					1
denial admission MScMM					1
denial admission MSclM	3	1	3	1	1
negative bsa	19	13	17	16	24
Denial grade registration	3		1		
denial admission Research Project				1	
Fraud sanction	2	1	3	6	1
Denial exemptions	1	1			
Denial additional examination	1		2		2
Denial reassessment	2	1	1		1
Extension validity grade		2	1	1	2
Denial external elective/project					2
other		6	4	2	1
total	46	34	51	47	45

Final decision/verdict	2009	2010	2011	2012	2013
premature	1		1	1	
withdrawal	21	10	13	19	17
settlement	18	16	29	17	24
inadmissible	2			1	1
unfounded	4	2	2	8	3
Well founded	0	0	0	0	0
No verdict yet		2	2	1	0
total	46	30	47	47	45

³ Written sources include the Higher Education and Research Act ('WHW'), the Teaching and Examination Regulations ('OER') and the general principles of good governance included in the General Administrative Law Act ('Awb').

⁴ Examples of unwritten sources include general principles of good governance and other general legal principles.

3.2 Regulations: the rules and guidelines and recommendations regarding the OER

The Examination Board has regulatory powers. The Board can set order rules and provide the examiners with guidelines and instructions. These powers are reflected in the Rules and Guidelines ('R&G'), governing matters such as fraud, rules on passing/failing examinations, *cum laude* rules, compensation schemes, registering for examinations, perusals and the composition of graduation committees. The most important changes for the academic year 2013-2014 were the adjustment to the composition of the thesis committee, the introduction of the classification *summa cum laude*, and the tightening of the granting of the cum laude classification in the master's programmes: henceforth the classification will be granted only if at the most *one* course has been retaken.

In addition, the Examination Board advises the Dean with regard to the setting of the Teaching and Examination Regulations ('TER') for each programme. The Examination Board can also independently submit proposals for changes to the Teaching and Examination Regulations. The Examination Board has given a positive advice regarding the proposed rules regarding the new thesis project. There were no significant changes to the TER of the bachelor programmes.

3.3 Decisions in individual cases

The Teaching and Examination Regulations (the 'OER') of the various study programmes state in various articles that the Examination Board can allow deviations from the rules in certain cases. The Board can grant exemption from the OER in individual cases, for example, due to personal circumstances, or based on the hardship clause (if a rule would result in unfair consequences in an individual case), or for other specific reasons. Examples include exemptions for courses, allowing extra examination opportunities, taking examinations in a manner adapted to allow for a functional impairment, adjustment of the norm of the binding study advice due to personal circumstances, allowing admission to the Master's degree programme in cases of special personal circumstances or hardship, and also granting permission to take external courses (including electives), allowing admission into the pre-Master's programmes for the Master's degree programme, the interim recommendations in the context of the binding study advice, setting up a free Master's programme, etc. Most of the Examination Board's incoming and outgoing mail is related to these issues.

On the next page the total numbers of the main requests by topic. There is a distinction between Dutch requests (from BScBA students or students of the PMB degree programme) and English requests (from BScIBA and MSc students). Next, an explanatory description with regard to the specific requests.

Individual requests Decos 2013	NL	UK	Total
Absence coach/co-reader during oral thesis defence	-	2	2
Graduation MSc	1	13	14
Composition thesis committee	-	27	27
Binding Study Advice is incorrect	5	2	7
Grade registration Osiris	7	-	7
Compensation B2/B3	20	39	59
The authority to examine external lecturers	1	4	5
Extra exam opportunity (due to personal circumstances or Top sport)	13	14	27
Extra exam opportunity for admission MSc	58	27	85
Extra exam opportunity for graduation BSc	7	34	41
Fraud / plagiarism	23	48	71
Fraud specifically BKB1011	43		43
Confidentiality Statement	1	88	89
Hardship in N=N	93	103	196
Switch from IBA to BA	23	14	37
Enrolment after August 31	34	39	73
Elective extra curriculair	15	9	24
Elective/project counting towards the curriculum	33	83	116
Complaint	38	21	59
Requests without workflow	60	90	150
Admission MSc without BSc	15	16	31
Exemption practicals	-	5	5
Transition rule 'last result counts'	3	37	40
Examination abroad	-	7	7
Examination under special supervision	8	-	8
Late registration examination	250	209	459
Admission programme	-	1	1
Registration course although not measure up to the requirements	17	19	36
De-registration programme	1	1	2
Statement examination provision	61	17	78
Statement of no objection	2	4	6
Extension validity partial grades	19	9	28
Extension validity final grades	31	71	102
Early marking of examinations	1	18	19
Request different examination	5	4	9
Overlapping courses AC+FI;	-	1	1
Doing two master programmes	-	19	19
Exemption	130	51	181
Total	1018	1146	2164

a. Exemptions

Most examination regulations state that the Examination Board can grant exemptions based on knowledge and skills obtained elsewhere. However, the regulations for the pre-Master's degree programmes and the Master's regulations state that no exemptions are granted. A broad previous education is already taken into account when considering whether or not to admit students from outside RSM to these programmes. In addition, these programmes are so short and specific that granting exemptions is not a natural option.

Exemptions are only granted for the Bachelor's degree programmes. Many requests for exemption are related to the binding study advice: it often happens that students switch to a similar programme after a negative recommendation.

BScBA

In 2013 there were 23 IBA students that switched to the BScBA programme. In total **74** students submitted a request for an exemption. Some of them asked for an exemption for 3, 4, 5 or 6 courses. In total over **130** requests are handled. The Examination Board first seeks advice of the lecturer of the course concerned.

BScIBA

It is not common to switch to the IBA bachelor programme after a negative binding study advice because this programme is selective. However, students with a foreign background do apply for exemptions. A total of **16** IBA students requested exemption. For **51** courses an exemption has been requested.

b. Additional examination opportunities

Under certain conditions students may request additional examination opportunities due to special circumstances, such as long-term illness, but also if the entire study has been completed except for one subject, as a result of which graduation is in danger of being severely delayed. In 2013 a total of **153** additional examination opportunities were granted.

Most requests for an additional opportunity related to admission to the Master's degree programme in January 2014. These requests involve students who are subject to the 'hard line' policy, meaning that they cannot be admitted to the Master's in September because they still have to pass a course.

In the autumn of 2013, **83** students received an additional examination opportunity for the purpose of the completion of their bachelor programme to be admitted to a Master's in January 2014. The distribution of the additional examination opportunities are as follows noting that three students received an extra opportunity for two courses.

Additional examination opportunities in autumn	BA (+pre-Master's)	IBA (+pre-Master's)
Financial Accounting	39	7
Corporate Finance	9	5
Statistische Methoden en Technieken	7	
SCM	3	3
Other courses	8	5
total	66	20

c. Extension period of validity of examination results

The OER of the Bachelor's and Master's degree programmes states that examination marks have a limited period of validity: 6 years for Bachelor's interim examinations and 3 years for Master's interim examinations. After this period the results expire, unless the Examination Board decides otherwise upon request.

When assessing the requests, the Examination Board mainly takes the following into account:

- Has the period of validity been exceeded by only a small amount of time and is there a real and demonstrable prospect that the programme will be completed soon?
- Has any progress been made with the programme recently?
- Are there any circumstances of a personal nature that have delayed the progress of the student's studies?

The table below shows the number of decisions over the past 4 years.

Extension validity examinations			
2010	2011	2012	2013
220	99	94	102

d. Facilities for students with a functional impairment

Students with temporary or structural forms of disability (e.g. dyslexia or diabetes) may, within reason, make use of special facilities for the duration of the impairment. These facilities, including adaptation of examination facilities, should help to ensure that students with a functional impairment have an equal opportunity of succeeding in their studies.

One key facility offered is the opportunity to take examinations in a separate room with an extra half hour to complete the examination: rooms M1-5 ('Hull') and M1-6 ('Baltimore'). Room GB-29 is intended for taking examinations on a computer.

In 2013, the Examination Board issued 78 new 'Examination Facilities Statements'. The vast majority of these statements concerned students with dyslexia and some individual cases concerned ADD or another condition. In one situation, this was a recurring statement in which the validity of the provision applied to one or more specific examination(s). In 8 cases the Examination Board decided that the examination could take place under the supervision of a student adviser in one of the interview rooms in the T-building.

e. Compensation rules

Due to the introduction of the 'Harde Knip Policy', a compensation rule has been launched. This rule is included in Article 6.1 paragraph 2 of the Rules and Guidelines of the Bachelor's degree programme. As a result of this compensation rule a total of 59 students submitted a request to complete their bachelor's programme by September 2013, with one compensated grade (4, 5 or higher) .

f. Binding study advice

The Examination Board plays an important role in relation to the binding study advice. The Examination Board must issue interim recommendations to all students in the first year of the course three times a year. These recommendations are followed at the end of the academic year by the final advice from the Dean. This final advice is prepared by the Examination Board in collaboration with the study advisers.

Procedure BSA and the N=N policy

As a result of the introduction of the N = N university policy as of September 2012, the standard for first-year students is that they complete bachelor year one in one year (one insufficient grade may be compensated though). Senior students who - for whatever reason - had not yet met the BSA norm, had to complete bachelor year 1 at the end of the academic year 2012-2013 also. At the end of the academic year a binding study advice is given by the Dean to all students. If the student has not met the standard, he must leave the programme and may not subsequently re-start the programme for the next three academic years.

Before the final decisions are sent, the Examination Board determines which students may be exempted from the BSA standard on the basis of personal circumstances or hardship. Students with personal circumstances must report to the student adviser or the student counsellor. To determine which students will qualify for exemption, the Examination Board meets with the academic counsellors and student counsellors to discuss the relevant student files. On 23 August 2013, the BSA meeting 2012-2013 took place. The meeting consisted of two sessions: one for the Dutch language BA bachelor programme and one for the English language International Business Administration bachelor programme. The next table shows the total number of the decisions taken during the BSA meeting 2012-2013 as well as the numbers of the BSA meetings of the years before so that trends may be observed.

BSA cases	2010		2011		2012		2013	
	BA	IBA	BA	IBA	BA	IBA	BA	IBA
Files:								
Personal circumstances	145	61	74	41	44	33	57	77
Hardship	26	25	15	26	16	22	92	65
Total:	171	86	89	67	60	55	149	142
Decisions:								
Exemption due to PC	60	31	43	27	23	18	41	25
Exemption due to hardship	13	17	5	17	10	17	78	25
Negative BSA	98	38	41	23	27	20	30	92

During the BSA meeting of 23 August **291** cases were discussed. The year before 115 cases only. The increase of cases is largely due to the large number of hardship requests.

Notes to the BA meeting

The number of students with personal circumstances had increased slightly compared to the number of last year. Because this year the bar was placed higher, students with circumstances had also earned more credits compared to earlier cohorts. Obviously every case is again unique, but in general no student received an exemption from the norm if less than 40 ECTS were achieved. Remarkably, many students with circumstances still had achieved more than 40 ECTS.

The hardship files were also discussed with the student advisers in view of a consistent policy. The number of requests based on hardship increased markedly compared to previous years. Partly this was due to the introduction of N = N, and partly due to some examinations in which a lot went wrong.

The hardship requests were almost all related to the courses *Financiële Processen* and *Marktcontext*. The problems related to these two courses have led to much turmoil among students. Both courses are poorly to very poorly made, certainly compared to the other courses.

The cause of the problem has not become clear. At the course *Financiële Processen* there seems to have been a mismatch between the teaching and the examination. At the course *Marktcontext* it has not become clear what the problem was. Because in the case of *Marktcontext* the first exam was tested in an irregular manner (i.e. in English instead of Dutch) an additional exam opportunity was inserted in late September, after the deadline for BSA. Students who still could comply with the BSA standard doing this examination opportunity, were allowed to participate and received a postponed BSA study in late August. All this caused much uncertainty among students and has led to a lot of extra work for the Examination Board Office.

The problems with the courses troubled the decision making of the Examination Board extremely. Based on hardship many students were not dismissed from the programme. Students with a grade point average of about 6.5 and a maximum of three failures (including the problematic courses) not lower than 4.5 were granted postponement of the BSA norm based on hardship. Depending on the individual circumstances, some students were granted a conditional postponement for example the condition that they must pass *Marktcontext* and *Wiskunde* by the end of December.

Notes to the IBA meeting

Students of the IBA programme had difficulties with the courses Foundation of Finance & Accounting and Micro Economics. As a general policy, students who failed two courses and with a grade point average of about 7, were granted postponement of the BSA norm. Students who failed 3 or more courses were dismissed from the programme.

BSA after the resit Marktcontext dd September 27, 2013

After the resit of *Marktcontext* 55 students have yet met the BSA norm with the compensation rule. Furthermore, on the basis of hardship another 30 students were not dismissed from the programme. Of course, these students must still pass the course in the academic year 2013-2014. The Examination Board was of the opinion that it would be unreasonable to give these students a negative BSA halfway through the month of October. At that time it would be impossible to start another study programme.

State of progress BA and IBA after the first trimester of the academic year 2013-2014

After the first trimester of the academic year 2013-2014 yet another 11 students met the BSA norm and two students were dismissed because they had not met the BSA condition they were granted in August. Also 11 IBA students yet met the BSA norm and one student was dismissed for not meeting the BSA condition.

g. Free riders

Students must register for an examination during the predetermined registration period. If a student is not registered, no grade will be registered in Osiris, the central student grade registration system. Students are usually informed, however, about the preliminary grades by the lecturer via Blackboard. Students not on the attendance list of the Examination Administration department – the so-called ‘free riders’ – are stamped “at own risk” on their examination paper by the invigilator during the examination.

Up to 2012-2013 the policy was that students could submit a request to the Examination Board by email. After approval from the Examination Board, the student in question received an email. By showing this email, the student could then have the mark registered in Osiris via the ESSC after payment of the administration fee of € 13,50. Because of the large number of students not timely applying for an exam and because of the workload that the Examination Board Office had to spend to handle the requests in this respect, the policy has been modified and tightened with effect from the academic year 2013-2014: Students now pay more handling fees after the expiration of the final applying deadline for the exam. After the regular applying deadline students can take the examination if they pay the administration fee of € 13.50 via the ESSC. After that period they can only take part of the examination and get the grade registered if they pay the handling fee of € 50 via the Examination Board. This amount has to be paid no later than the next working day after the exam via the online Erasmus Payment System. The Examination Board receives a receipt from the system and the student must send an e-mail stating the course, course code and date of the examination. If after verification by the Examination Board it appears that the student has paid correctly and in time and that he meets the other enrolment requirements, the Examination Board will approve that the grade gets registered.

The Examination Board also wants to achieve a positive effect in the process of perusal and debriefing of exams: Teachers receive the positive decisions sooner than before, and thus they can announce the grades earlier for those students. Teachers would like to organize the perusal and debriefing as efficiently as possible and therefore they want students who were not registered in time to be present. The money collected shall be used by for additional manpower at the Examination Board Office.

3.4 Admissions decisions

a. Admission to the pre-Master's programmes

Higher professional education (HBO) pre-Master's programmes

RSM has had lateral entry of HBO students for many years. This group of students have completed a four-year HBO programme related to the RSM Business Administration bachelor's programmes. These students may enter the Master's degree programmes offered by RSM after completing a one-year pre-Master's programme. Since the introduction of the 'Bachelor's-Master's structure', these lateral entries are not funded by the government. However, RSM considers the specific HBO entries to be a valuable addition to the student population and therefore wishes to continue to offer a pre-Master's programme for the group of students that seem to perform best at RSM.

The pre-Master's programme includes 31-33 ECTS. It consists of an academic skills section worth 27 ECTS, plus a mandatory course worth 4-6 ECTS that is specific to the Master's degree programme to be followed afterwards. Admission to the Master's not only requires completion of the pre-Master's programme, but also passing a GMAT test. The minimum score required is 600.

A total of 30 students from the Dutch pre-Master's programme obtained their GMAT before or no later than 15 August 2013 (i.e. within the first year of enrolment). Fourteen students managed to achieve the GMAT-norm in the period from 1 September - 10 January 2014. In total, only 21% of the cohort 2012 achieved the GMAT-norm.

A total of 15 students from the English-language pre-Master's programme obtained their GMAT before or no later than 15 August 2013 (i.e. within the first year of enrolment). Four students managed to achieve the GMAT-norm in the period from 1 September - 10 January 2014. In total, only 38% of the cohort 2012 achieved the GMAT at the end of 2013.

The intake of the pre-Master's programme per September 2013 was limited to 200 students for the Dutch Programme and 40 for the English programme (of which 50% international students). Below a list of the actual number of pre-Master's students enrolled in the last five years.

	2009		2010		2011		2012		2013	
	NL	EN								
actually enrolled	189	52	170	47	171	47	213	47	215	48
Total	241		217		218		260		263	

Of the total of **263** new pre-Master's students, the Hogeschool Rotterdam is the largest supplier with 92 students, followed at some distance by the de Hogeschool Utrecht with 15 students, the Hogeschool Amsterdam with 17 students, Avans (Breda, Tilburg, Den Bosch) with 20 students, the Haagse Hogeschool with 11 students.

PMB pre-Master's programme

The selection for the pre-Master's programme of the PMB programme is handled by a selection committee from the PMB programme. A member of the Examination Board sits on this committee. The Examination Board receives a report on the selection. In 2013, 47 students started this programme.

b. Admission to the initial Master's degree programmes

The Chairman of the Examination Board has a mandate from the Dean to issue *Admission Statements* to the Master's degree programmes.

A distinction can be made between the admission of internal students (students from the BSc(I)BA programmes and the pre-Master's students) and the admission of external students.

Internal students must, in principle, have finished the Bachelor's degree programme or pre-Master's programme (including sufficient GMAT and English test-score). There is also a second entry time for internal students, namely at the end of January.

External students should not only have completed a Bachelor's degree programme, but also met additional requirements, such as a GMAT or specific requirements regarding the average grade.

Furthermore, the Examination Board is authorised to admit students to the Master's based on special circumstances or based on the hardship clause. The admission statements for internal students (Bachelor's and pre-Master's students) is prepared and issued by the Examination Board Office. The admissions statements for external students is prepared and issued by the RSM's Admissions Office.

The following is the report on the admission of consecutively internal and external students.

MSc intake internal students

For the internal master intake per February 2013 **81** students signed up. Of these students, 72 received an Admission Statement.

Ain the summer 893 internal students signed up for the start of the Master's programme per September 2013:

- 642 students have been admitted to the master of their choice (in the 1st round, or in the August round after the resits)
- 251 students have been rejected;
- 10 students (9 pre-Master's students and one student BScIBA) have been admitted to a master's programme on the basis of personal circumstances or the hardship-clause. These decisions were taken after consulting the student advisers.

About 72 of the rejected students were granted an extra exam bon in accordance with the policy of the Examination Board. By achieving the extra exam these students may possibly conclude their BSc degree programme and enrol in the Master's programme per January 2014.

Admission to initial MSc's 2013-2014					
Master	positive	Of which PC	Of which hardship	Of which compensation	negative
Sept 2013	642	8	2	23	251
Sept 2012	784	25	12	21	159
Sept 2011	857	33	34	17	156
Sept 2010	623	67		na	155

These tailor-made decisions caused a huge peak load for the Examination Board Office during the last two weeks of August and the first week of September.

External entry to a Master's

The requests for admission from external students⁵ are handled by the RSM Admissions Office under the responsibility of the Chairman of the Examination Board. In contrast to the internal students, the external students can only start the Master's degree programmes as of 1 September.

In 2013 **734** admission statements has been issued to external students.

Programme	Number
Accounting & Control (MScBA)	36
Business Information Management (MScBIM)	28
Chinese Economy and Business (MScCHEB)	17
Entrepreneurship & New Business Venturing (MScENBV)	20
Finance & Investments (MScFI)	163
General Management (MScBA)	66
Global Business & Stakeholder Management (MScGBSM)	21
Human Resource Management (MScHRM)	15
Management of Innovation (MScMI)	10
Marketing Management (MScMM)	83
MSc International Management - CEMS	65
Organisational Change & Consulting (MScOCC)	19
Strategic Management (MScSM)	136
Supply Chain Management (MScSCM)	55
Grand Total	734

⁵ In this case *lateral entrants* means students who enter the Master's directly from outside RSM. This definition does not include pre-Master's students and students from the *foundation year* of the General Management programme: they are considered to be part of the internal advancement.

4. EB's away day

On March 25 2013, the Examination Board organized an 'away day'. Part of this day in and around Hotel New York was a *Master Class Examination Board* headed by P.C Kwikkers, LL.M.⁶

As an experienced moderator/coach Mr Kwikkers initiated a discussion with the Examination Board and its supporting office covering issues relating to the tasks, position and legal competences of the Examination Board, taking the following into consideration:

- Current rules and regulations;
- Proposed amendments to the latter;
- Existing internal rules and views at the EUR;
- Position vis-à-vis other university bodies;
- The relation Examination Board – examiners;
- Government policy focused on quality and EUR's own policy (particularly N=N);
- Academic freedom versus autonomy versus government;
- Responsibilities, tasks and roles of the Examination Board;
- Composition, appointment, independence and (legal) position of members;
- Delimitation of competence of other bodies and others;
- Examination Board and the Teaching and Examination Regulations;
- Task and role of Examination Board in quality assurance and accreditation processes;
- Exams, tests and their fine tuning;
- Twilight zone of related tasks and activities;
- Formalities and practical matters (fraud, appeal, admission/selection, forms, guidelines etc);
- Other everyday practice.

By the end of an interesting and enjoyable day we concluded that the RSM Examination Board is already well on the way, that the Board is aware of its position but that other departments are not always aware of that position. Unfortunately, the day was too short to thoroughly discuss current critical issues – such as the position of the Examination Board in the N=N discussion.



Peter Kwikkers (third from the left) and the Examination Board RSM

⁶ Mr Kwikkers is a founding partner of Triasnet Consultants, adviser *Hoger Onderwijs* (Higher Education) and former legislative drafter of the WHW bill (*Wet op het Hoger onderwijs en Wetenschappelijk onderzoek – Law on Higher Education and Research*).

Appendix A. Tasks of the Examination Board

The legal framework of the Examination Board is given by Dutch Law, in particular the Dutch Higher Education and Research Act (*Wet op het hoger onderwijs en wetenschappelijk onderzoek- WHW*). The Examination Board BSc & MSc Programmes has many different tasks. Generally, the following components can be discerned:

1. *A supervisory responsibility for / with regard to exams and examinations.* This responsibility is manifested in the competence of the Examination Board to:
 - a. award the certificate of the degree;
 - b. appoint the examiners;
 - c. supervise the quality of exams and examinations;
 - d. take disciplinary action in case of fraud;
 - e. supervise the implementation and execution of the examination regulations with due observance of the common legal principles like equality, legal security, legitimacy, reasonableness, fair play and so on;
 - f. be a mediator or even a defendant in case of disputes or appeals.
2. *An administrative, regulatory task regarding the organisation and coordination of the examinations.* The Examination Board sets rules and gives instructions to the examiners. These rules has been laid down in the *Rules and Guidelines*. These rules concern matters such as order during examinations, fraud, assessment criteria, compensation rules, classifications (like cum laude).
3. *Tasks that are further defined in the Teaching and Examinations Regulation or 'Onderwijs- en Examenregeling'* (TER or OER) established by the Dean. This concerns the granting of exemptions from the OER in individual cases due to personal circumstances or on grounds of the hardship clause (if a rule in an individual case leads to unreasonable consequences). A few examples are: the granting of exemptions for courses, the granting of transition to the Master programme, the interim advice within the framework of the binding study advice, the adjustment of the norm of the binding study advice in the case of personal circumstances, granting extra and/or accelerated examinations opportunities, the establishment of a free master programme.
4. In addition, on behalf of the Dean of the Rotterdam School of Management, the chairman of the Examination Board grants *admission statements* to the MSc-programmes.
5. *Advisory tasks:* three times a year the Examination Board issues an advice to every first year student concerning his study progress. Furthermore the Examination Board advises the Dean regarding his Teaching and Examination Regulations.
6. *Other*, such as delegations in selection committees and the 'colloquium doctum' committee.

Appendix B. Students per programme (per 01/10/2013)

Programme	CROHO	taal	ects	vorm	2008	2009	2010	2011	2012	2013
BScBA*	50015	Ned.	180	vt	2327	2585	2349	1985	2014	2040
BScIBA*	50952	Eng.	180	vt	1209	1249	1183	1065	1190	1181
MScBA**	60644	Eng.	60	vt	2175	2035	1742	851	268	203
MScBIM	60453	Eng.	60	vt				57	153	232
MScCHEB	60454	Eng.	60	vt				25	54	46
MScES	60455	Eng.	60	vt				48	83	76
MScFI	60409	Eng.	60	vt			427	494	525	492
MScGBSM	60456	Eng.	60	vt				32	67	69
MScHRM	60645	Eng.	60	vt				31	58	68
MScMI	60458	Eng.	60	vt				58	80	81
MScMM	60063	Eng.	60	vt				153	295	279
MScOCC	60457	Eng.	60	vt				45	73	78
MScSCM	60093	Eng.	60	vt			126	156	221	231
MScSM	60066	Eng.	60	vt				170	323	357
PMB	60644	Ned.	60	dt	301	273	276	248	221	181
MScIM - CEMS	60256	Eng.	90	vt	155	125	132	132	139	127
General Management	-	Eng.	120	vt	103	107	70	49	50	103
Hbo-pre-Master's NL	-	Ned.	65	vt	396	274	304	238	253	231
Hbo-pre-Master's EN	-	Eng.	65	vt	96	102	82	55	59	54
MPhil	60313	Eng.	120	vt	27	21	28	23	28	28
MScCC	75049	Eng.	60	dt				21	95	95
MScMC	75051	Eng.	60	dt				55		
exchange/cursist	-		-	-				239	305	276
totaal					6789	6771	6719	6230	6554	6528

Appendix C. Portfolio allocation of the Examination Board

Allocation of tasks by subject	Board member
Check of entrance and exit qualifications/chairman <ul style="list-style-type: none"> Chairman/representation EB Signing of diplomas Premasters' admission Masters' admission Granting of admission statements Issues related to post-experience master programmes 	Prof.dr.ing. T.W. Hardjono
Graduation routes (bachelors' and masters') <ul style="list-style-type: none"> Excellence check Sampled monitoring Presence during examination sessions Alternative composition of thesis committees Graduating outside the regular graduation time frame Issues related to the Master's of Philosophy in Business Research 	Prof.dr. P.P.M.A.R. Heugens
External input <ul style="list-style-type: none"> Exemptions on the basis of competencies gained elsewhere Exchange Electives from outside RSM Minors from within RSM Examination authority of external teachers Issues related to pre-experience master programmes 	Dr. E.A. van der Laan
Supervising the implementation of and derogation from Examination rules / bachelors' programmes <ul style="list-style-type: none"> Fraud Request for extra examination opportunities Request for alternative examination forms M1-5 statements Validity terms of examinations Exemption for practical assignments Other issues related to Bachelor 2 & 3 	Dr. J. van Rekom
Quality control <ul style="list-style-type: none"> Complaints about examinations Examination monitoring Examination manual Education Service Point 	Ir. A.J. Roodink
Study progress Bachelor 1 <ul style="list-style-type: none"> BSA Project 'Nominal is the Norm'(N=N) Other issues related to Bachelor 1 	Dr. M.C. Schippers