

ANNUAL REPORT 2018

Examination Board RSM - EUR
Rotterdam School of Management
Erasmus University

Editor

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1 Chair's Foreword 2018

2018 was an eventful and interesting year for the Examination Board.

In this foreword I would like to draw attention to some of the trends and challenges RSM faces from the perspective of examinations.

As Examination Board we are proud about the results of the 2018 AACSB-NVAO joint accreditation (NVAO/AACSB) that went very successful. In close cooperation with academic directors, examiners and programme management, the Examination Board managed to upgrade the whole system of assurance of learning that satisfied the accreditation panel. They highly value the role of the Examination Boards and the expertise of their individual members and that they play an important role in setting the assessment scene and in safeguarding the quality of examinations. In sum, the panel considered that assessment is getting the attention it deserves at RSM through adequate policies, good quality exams, decent thesis assessment systems and capable Examination Boards. The suggestion from the AACSB/NVAO Thesis Committee to take a closer look at the transparency of the thesis grading and feedback has led to planning a specific analysis of thesis grading and a discussion with examiners.

The Examination Board also has been able to intensify the relations with other parties involved in the quality assurance of learning process of RSM by attending the meetings of Academic Directors, the Learning and Innovation Team and discussing the concerns and plans of the Examination Board with the Executive Board and Strategic Platform. Also have the relations with the student representatives been intensified. The Examination Board is content to see that the School takes the quality of education and examination seriously. Nevertheless, the results of the *Keuzegids* remain a concern.

Last but not least, the Examination Board wants to thank the 375 examiners at RSM who are doing a great job! Together we ensure that the high standards of RSM are securely met by our students and that this can be certified in the eyes of both internal and external stakeholders.

Vriendelijke groet / Regards
Lucas Meijs



2 The Examination Board RSM - EUR

2.1 Tasks

The Examination Board has a broad range of different tasks with regard to the examinations. The tasks of the Examination Board 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](#). Furthermore, in [appendix B](#) the core tasks according to the Inspectorate of Education are listed. Appendix B can be regarded as a practical elaboration of most tasks mentioned 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 C](#) shows the BSc- and MSc-programmes concerned and the number of students per programme. The supervisory role of the Examination Board concerns many programmes: 19 degree programmes and three non-degree premaster/exchange programmes.

2.2 Composition and way of working

The Examination Board consists of seven members: six members of RSM's academic staff, including the chairman and one external member. All members shall be appointed by the Dean. In 2018 members of the Examination Board were:

- Prof.dr. L.C.P.M. Meijs (Chairman)
- Ir. A.J. Roodink (Vice Chairman)
- Dr. J.P.J.M. Essers
- Dr. E.A. van der Laan
- Dr. M.B.J. Schauten (external member)
- Dr. B.H.E. Wempe
- Vacancy B1 portfolio

The Examination Board jointly sets up the rules, regulations and policy. The Examination Board meets once a month. Each member is responsible for a portfolio. The allocation of portfolios is described in appendix D. The portfolio holders have the authority to decide on issues within their portfolio.

2.3 Mission and vision

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

1. The Teaching and Examinations Regulation (TER) of the programmes concerned. In the TER, the educational programme is laid down and matters such as the number of examination opportunities, the sequence of examination parts, the binding study advice, and 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' that 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.
4. The Examination Manual: a set of binding rules regarding examinations and assessments for examiners established by the Examination Board.

2.4 The Examination Board's Office

The Examination Board is supported by the Examination Board's Office. The Secretariat prepares the meetings and the decision making of the Board and implements the decisions. The staffing in 2018 was as follows:

- C.M. Dirks-van den Broek LL.M. Secretary/ Managing Director

- I.M. van Essen LL.M.	Deputy Secretary
- A. Markus MSc	Deputy Secretary/Management Information Assistant
- A.M. Schey MScBA	Deputy Secretary
- D.M. Schonis	Team leader Administration
- G.M. den Bakker	Assistant
- L. Guo	Assistant
- I. Chaara	Flex-assistant
- S. Braakman	Flex-assistant
- L. de Mooij	Flex-assistant

2.5 Provision of information to students and teaching staff

On the student websites of the Examination Board (<http://www.rsm.nl/examination-board/> and <http://www.rsm.nl/examencommissie/>) students can find all kinds of relevant information, such as the tasks of the Examination Board, the Examination Regulations, how to file a request or lodge an appeal, etc.

In addition to the student website, the Examination Board maintains an internal [website](#) for the examiners, which provides binding guidelines concerning testing, and other regulations, procedures and policies issued by the Examination Board. These regulations, procedures and policies are laid down in the so-called *Examination Manual*.

3 Output 2018 at a glance

	2013	2014	2015	2016	2017	2018
Meetings						
Plenary meetings EB RSM	8	8	9	8	9	9
Meetings Chairmen EUR EB's	3	4	5	6	5	1
Meetings Secretariats EUR EB's	6	9	7	7	6	9
Meetings Dean of programmes	10	10	10	10	10	10
Degrees awarded						
BSc's	715	724	788	875	811	786
MSc's	1336	1577	1423	1528	1650	1810
Total	2051	2301	2211	2403	2461	2596
Examiners appointed						
			350	346	358	375
Fraud						
	142	194	128	147	82	155
Appeals						
	45	50	48	47	46	43
Complaint procedures						
			6	4	4	1
Individual requests						
	2164	2196	3322	2779	2717	3161
Admission Statements MSc programmes						
MSc internal students	714	727	871	1046	93	72

4 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 2018, the Examination Board issued **2596** degree certificates. The following table shows the number of degree certificates issued per programme, including the number of the *cum laude* and *summa cum laude* certificates. As previous years, the number of cum laude certificates is remarkably high in most master programmes. In some MSc-programmes a cum laude certificate seems to be fairly normal. Compared to other EUR MSc-programmes those percentages are extremely high although the regulations are very comparable to those of other EUR Schools The Examination Board formulated a new action point for 2019 (see Appendix E), to have a closer look at the percentages and to discuss this subject with the respective Academic Directors of the MSc degree programmes.

degree programmes	certificates	cum laude		summa cum laude	
BScBA	363	7	2%	0	0%
BScIBA	423	53	13%	7	2%
MScBA AFM	115	17	15%	5	4%
MScBA MiM/GM	101	21	21%	0	0%
MScBIM	313	59	19%	0	0%
MScEShip	44	5	11%	0	0%
MScFI	295	41	14%	2	1%
MScFI-Advanced	39	18	46%	0	0%
MScGBSM	91	19	21%	0	0%
MScHRM	34	8	24%	0	0%
MScMI	99	11	11%	0	0%
MScMM	166	47	28%	0	0%
MScSCM	134	20	15%	2	1%
MScSM	166	45	27%	0	0%
MScOCC	34	8	24%	0	0%
MScIM- CEMS	68	43	63%	1	1%
MScBA PMB	89	6	7%	0	0%
ERIM Research MSc	6	2	33%	0	0%
MScCC	16	5	31%	0	0%
Total	2596	435	17%	17	1%

¹ See article 7.11, paragraph 2, WHW

5 The examiners

5.1 Appointment of examiners

On the basis of Article 7.12c of the Higher Education and Research Act², the Examination Board formally appoints examiners for the examinations of the accredited bachelor and master programmes. At the start of the Academic Year, the Examination Board appointed **375** examiners for the duration of that year based on the following criteria:

1. **Tenured and tenure track** RSM academic staff (assistant professors, associate professors, endowed and full professors) as well as tenured RSM lecturers will be appointed as examiner for the teaching within their discipline (*category 1 examiners*);
2. At the request of the Department, **other members of the RSM academic personnel** (e.g. untenured lecturers, researchers, PhD-candidates) may be appointed as an examiner for a specific course (e.g. thesis trajectory) (*category 2 examiners*);
3. At the request of the Department, **a former member** of the RSM academic staff or a (former) **member of academic staff of another** School of the EUR or any other research university may be **temporarily** appointed as an examiner for a specific course (e.g. thesis trajectory). This person must meet the following requirements: a completed PhD, or a university master's degree with demonstrable extensive experience in performing scientific research. Furthermore, at least a **hospitality agreement** is required (*category 3 examiners*);
4. A **UTQ** (University Teaching Qualification, in Dutch **BKO**) or equivalent is preferable for the examiners mentioned under 1. to 3.
5. During the first year of appointment, an examiner shall be mentored by an experienced examiner of the relevant department;
6. At the request of a student, an **internal or external expert** may be temporarily appointed as a co-reader of a thesis committee. This person must meet the following requirements: a completed PhD, or a university master's degree with demonstrable extensive experience in performing scientific research. This examiner may act as **co-reader only**
7. All appointed examiners will be registered in the RSM's Examiners Register;
8. The examiners shall comply with the binding rules the Examination Board has set regarding examinations. These rules shall be included in the Examination Manual;
9. In case of special circumstances, the Examination Board may grant exceptions to the above rules;
10. The Examination Board can suspend or withdraw the appointment as examiner if the person concerned persistently fails to comply with the applicable examination regulations or to deliver examinations that meet the minimum quality standards. The Examination Board will not do so until the person concerned in all fairness has had a chance to conform to the relevant rules.

Table: overview of total number of appointed examiners per category per Department

Examiners	Category 1	Category 2	Category 3	Total
Department 1 TOM	50	48	17	115
Department 2 O&PM	23	14	5	42
Department 3 MM	22	6	10	38
Department 4 SM&E	29	28	4	61
Department 5 Finance	25	21	7	53
Department 7 A&C	15	5	1	21
Department 8 BSM	14	14	13	41
externals without department			4	4
Total	178	136	61	375

² Artikel 7.12c. Examinatoren

1. Voor het afnemen van tentamens en het vaststellen van de uitslag daarvan wijst de examencommissie examinatoren aan.

2. De examinatoren verstrekken de examencommissie de gevraagde inlichtingen.

5.2 The Examiners Event

Every year the Examination Board organises an *Examiners Event* for all appointed RSM examiners. Purpose of the event is to get into closer contact with examiners, and share experiences and best practises.

The goal of the event is dual:

1. to inform RSM's examiners about new topics with regard to assessment and quality of examinations;
2. to give the Examination Board a platform to discuss with examiners and vice versa.

The 2nd Examiners Event of RSM's Examination Board took place on 14 February 2018. It was attended by 47 persons. The two presentations during the event were:

1. The Risbo MOOC on Assessment in Higher Education. In this MOOC examiners are guided through the different phases of preparing, creating and evaluating the assessments of their course. For more information see: <https://www.coursera.org/learn/assessment-higher-education>.
2. Furthermore lecturer and examiner Florian Madertoner gave a presentation about Digital Testing using the software *Paper2Scan* and *Gradescope*, a tool for online summative testing. He was supported by Arco Jansen from RSM's Learning and Innovation Team and explained the benefits for:
 - examiners (geography independent, flexible working hours, supervision of grading and graders is easy and the possibility of anonymous grading, fast and easy export of grades to Excel no copying of exams, room booking etc.);
 - students (real-time feedback, item-specific analytics, online perusal).

The participants/examiners asked questions and got enthused to use this software or the newer version ANS.

At the end of the afternoon Chairman Lucas Meijs presented the view of the Examination Board with regard to topics such as assessment matrix, perusals, grading schemes, the complaints and appeals of students, the (master)Thesis trajectory and the Thesis Online Platform. There was a lively discussion/interaction between the Examination Board and the examiners. The Chairman emphasized the importance to work together as examiners and Examination Board to keep it 'do-able'.

5.3 Enhancement of professional skills

Development of examination expertise of examiners is part of RSM's quality assurance of testing. In 2017, the Examination Board in concert with the Risbo Institute provided support to examiners to construct qualitative examinations in two ways: workshops to improve their professional skills and professional assistance constructing examinations. These initiatives are described in more detail below.

5.3.1 Risbo-workshops for examiners

Within the framework of quality assurance and development, the Examination Board would like to promote the expertise of examiners regarding assessment. To this end, at the EB's request, Risbo developed three training modules, in addition to the individual coaching and feedback (via Risbo's Education Service Point) they offer RSM examiners. The English-taught training modules are:

1. Assessment construction and assessment matrix

This training is about how to compose the assessment of a course, based on a course assessment-plan and -matrix, according to the principle of constructive alignment.

2. How to construct assessment questions

This training is about how to develop good quality test items (both multiple choice and essay questions) that meet the requirements for validity, reliability and transparency.

3. Peer review and assessment analyses

During the third training, examiners learn how to review their own examinations and those of colleagues on test- and item-level, based on a number of quality criteria and analyse the output of the test results.

The Examination Board will eventually require all examiners of the RSM BSc- and MSc-programmes to complete these modules. While in 2017 only 17 persons attended the modules, in 2018 the number increased considerably: **72** persons attended workshops. At the end of the year, **31** examiners passed three modules and received the Risbo certificate.

5.3.2 *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, examiners 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 examiners can contact them with questions encountered when preparing examinations, preparing scoring instructions, determining the pass grade, evaluating examination questions, instructing marking assistants, etc. The examiners receive both verbal and written feedback from Risbo. In 2018, in total **17** examinations were checked by the Risbo-team: 15 bachelor examinations (BA and IBA) and two MSc examinations.

6 Supervision of the quality of final exams and examinations

6.1 *Examination Monitor*

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. 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. The results of the Examination Monitor are recorded in the Annual Report on the Examination Monitor. This report includes a general process description, a description of the actual assessment methods within the programmes, the monitors during the academic year (bachelor and master), a log with decisions of the Examination Board (adjustment standards, grade changes, etc. at course level), an overview of the complaints on examinations filed by groups of students, policy changes and recommendations.

6.2 *Course manual check*

Within the RSM degree programmes, the setup of each course's assessment and assessment criteria are communicated to students via the course manual. A course manual is written by the course's examiner or coordinator and contains minimally the following elements:

- Course overview, containing general information on the course's subject matter as well as more specifically the topics covered in the course, and the relevance of the subject/topics within the given programme's curriculum;
- Course structure, including an overview of workload, teaching format, attendance requirements, assignment types to be given;
- Stated learning objectives for the course;
- Assessment methods and matrix, including the forms of assessment used in the course and how those assessment forms are used to meet the course's stated learning objectives.

In accordance with RSM's Testing Policy, the Examination Board checks the course manuals of the degree programmes with a view to verifying that the examinations and assessment are aligned with the educational goals and the learning objectives of the course. To make this alignment more transparent to students, every course manual shall include an assessment plan. This rule has become effective as of September 2017. It concerns more than 400 BSc and MSc course manuals, including EUR minors and electives. The Examination Board performed this task for many years for the BSc course manuals: every year approximately **190** minors are checked (RSM/EUR/LDE minors) and **65** RSM BSc courses (BA and IBA). Since September 2017, the Examination Board checks the MSc manuals as well. The goal is to have all MSc course manuals checked within four years. In 2017 70 MSc course manuals have been checked and in 2018 **98** MSc-manuals have been checked.

6.3 Quality check Master theses

The Examination Board views the MSc thesis trajectory as the ideal moment to check whether a student meets the required level. To this end, the Examination Board carried out an *ex post* sampled monitoring audit: the general *Thesis Quality Monitor* under the following set of rules and boundary conditions:

1. The *ex post* Thesis Quality Monitor will not only cover theses that received an excellent grade but also those with other grades. The focus of the monitor may vary by year;
2. Coaches and co-readers need to provide an extra explanation in TOP as to why they assigned a grade of 9.0 or higher. Such a grade should normally only be assigned when a thesis receives a score of 'Excellent' on the majority of the elements of the thesis assessment matrix;
3. In order to maximize its effectiveness, the outcomes of the monitor will be discussed among the Academic Directors of all MSc programmes during one of their periodic meetings. Any irregularities in thesis grading uncovered by the monitor should be shared with the coaches and co-readers involved.
4. Every Department is represented in the committee executing the Thesis Quality Monitor. The Academic Directors of the non-represented Departments nominate a senior faculty member of their department for the committee.
5. The Thesis Quality Monitor shall be double blind;
6. The theses included in the monitor shall be reviewed by senior faculty whose research field is relatively close to the field within which a thesis has been written;
7. The Examination Board reserves the right to switch back to a system of *ex ante* Excellence Checks if consecutive monitors uncover a disproportionately high percentage of unjustified excellent grades.

In 2017 -2018 the Thesis Quality Monitor was replaced by the *NVAO thesis committee* of seven academic experts:

- Winfried Ruigrok, University of St. Gallen, chair
- Bert De Reyck, University College London
- Anne-Wil Harzing, Middlesex University Business School
- Nancy Huyghebaert, KU Leuven
- Kjell Jörgensen, Norwegian Business School
- Mette Morsing, Copenhagen Business School
- Hans van Trijp, Wageningen University

The AACSB/NVAO thesis committee reviewed 265 theses from 19 degree programmes: On average, the committee reviewed 15 theses per programme among those products written and accepted in the academic years 2015-2016 and 2016-2017. Three types of students were involved: bachelor students at the end of their undergraduate studies, master students finishing their graduate studies, and post-experience students who combine work (experience) with postgraduate studies.

The committee's task was twofold:

- I. to look into the quality and contents of the theses (related to standard 4 NVAO) and
- II. to review the assessment of the theses by the assessor(s) (related to standard 3 NVAO).

Ad I

At the level of thesis quality, the committee members indicated that each thesis of every programme fulfilled at least the minimum criteria one would expect of a final product of academic orientation at bachelor or master level. Theses indicate to what extent students have achieved the intended learning outcomes. In terms of scoring, the committee noticed that theses tend to get relatively high scores. Because the committee members agreed in the vast majority of cases to the thesis scores given by the assessors, it is fair to state that overall, the quality of the theses was quite high. This finding is valid for all programmes.

Nonetheless, the committee did notice differences in thesis quality across programmes. The fact that thesis ranking is very often appropriate suggests that supervisors calibrate thesis scores. While the evidence shows that this may happen within a given programme, several experts indicated that there seems to be no calibration across programmes: a thesis with score 7 in programme X may be of higher (or lower) quality than a thesis with a similar score in programme Y. Some experts suggested that there is a need for grade calibration across pre-experience MSc programmes.

Ad II

The committee members noticed that for each individual programme the thesis trajectory is clearly outlined. Moreover, several clusters of programmes such as the two bachelor programmes, all pre-experience master programmes, and to some extent also the three MBA programmes have their own common approach to the thesis.

According to the committee, the existence of this TOP system makes the thesis process transparent. Assessors, moreover, grade each thesis according to a grading protocol featuring assessment criteria that are the learning objectives of the thesis course. The thesis committee welcomes this grading protocol as a transparent way to assess theses and calibrate scores. Nonetheless, the committee noticed that there is no strict 'translation' of the qualitative assessments per criterion into a (fixed and calculated) final grade. The experts appreciate that each programme and all assessors have some leeway to establish the final grade. However, this discretion has also led to thesis experts complaining in some programmes about the lack of rigour in setting the final grade and about the discrepancy between the sum of appreciations for each of the criteria and the final grade for the entire thesis.

The implementation of the system can be improved though - at the level of the individual programmes - by having assessors *provide more qualitative feedback in the evaluation forms to motivate their appreciation of the different criteria and the overall score*. Very often, the evaluation form contains only scores and rates but no (or hardly any) insightful feedback. In several cases the feedback does not provide additional information to underpin the score. While in every programme there are a few individual exceptions who do complete the form in an insightful way (and in some programmes there are more exceptions than in others), the overall picture is one where the thesis committee agrees with the final grades but has no information on the motivation of the assessors for these scores. This finding does not apply to a few mostly post-experience master programmes who tend to provide more qualitative information.

All pre-experience and post-experience master theses are assessed by two individuals: the thesis supervisor and the second assessor. While second assessors are clearly mentioned in the evaluation form, there is no indication about their independent role in thesis assessment. In fact, the evaluation forms often seem to indicate that the second assessor mainly confirms / agrees to the assessment of the supervisor. In none of the programmes, the thesis committee could establish on the basis of the evaluation form whether the second supervisor had read the entire thesis and done a full, proper and independent assessment.

7 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.

Although more than 65.000 RSM students took part in an examination in the *Van der Goot*-building, there were only **60** suspicions of fraud/ detected. The main fraud reports from the Van der Goot-building consist of the report of an invigilator when a student has a mobile phone (or watch) within reach. However, it seems that the different ways of communication that phones must be stored in a jacket or bag is starting to pay off. Nevertheless, the urgency to place lockers in the M-hall is still high. Most of the fraud cases linked to individual or group assignments concern (suspicion of) plagiarism: **64** cases. The 'provider' as well as the 'acquirer' are punishable, but the latter is more heavily penalized than the former. Fortunately, more and more examiners confront students (especially in the first year at the 'Adoptieverslag') with their copycat behaviour by the use of *Turnitin* or other plagiarism detectors.

The Examination Board had a meeting with approximately **79** of the students suspected of fraud: **40** individual interviews and the others in pairs/groups. The students not invited were the ones caught with a mobile phone / watch that was turned off and with a "clean record". They received a written reprimand, which is included in their dossier and will be considered in future decisions by the Examination Board. Last year there was an increase because of covers of calculators, most of the time it was by mistake/old formulas and the examiner of the course 'Besliskunde' checked more on cheating.

To make freshman more aware of the importance of correct referencing (to avoid plagiarism), the Examination Board gave a presentation about correct referencing to all mentors involved in the BA-course 'Bedrijfskundige vaardigheden'.

Together with MSc-programme management, a special approach has been developed to inform all master students about the importance of correct referencing. Furthermore, the use of the plagiarism scanner *Turnitin* within the Thesis Online Platform has made all examiners (and thus students) more aware of the importance of plagiarism checking. Especially with the high intake of external master students, some of whom are unfamiliar with RSM's high scientific standards, it seems even more necessary to check on plagiarism.

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

	2014	2015	2016	2017	2018
Number of students	194	128	147	82	155
Type of test					
Group assignment	49	40	70	21	45
Individual assignment	10	15	3	2	12
Written examination	134	72	55	48	91
MasterThesis	1	1	19	11	7
Type of fraud					
Plagiarism	60	56	91	33	64
Peek/cheating	3	4	27	3	21
Cell phone/watch	109	61	28	35	49
Graphic calculator	8	0	1	3	4
Miscellaneous	14	7	0	8	17
Disciplinary measure					
reprimand	111	72	100	49	84
sanction	83	56	47	17	58
no sanction				16	13

8 Legal protection

8.1 Complaints on examinations

The RSM is committed to high quality examinations and wants to improve these continuously. Therefore, the RSM needs feedback from students if examinations do not live up to RSM-standards. Students may submit a complaint on examinations at the Examination Board. Most of the time complaints concerns an individual case of a student. In 2018, the Examination Board received 83 individual complaints (see paragraph 10.1).

This paragraph is about the large scale *group-complaints* that (may) concern the quality of the examination. In 2018, the Examination Board received the following complaints that concerned all students.

1. Financiële Processen BKB007

The complaint involved the *Finance* part of the exam for the course *Financiële Processen BKB007* on 22 June 2018. Only two days before the re-sit, it appeared that in the regular Finance partial examination, different assessment methods had been applied to the *Bedrijfskunde* course and *International Business Administration* course. Because the content of the examinations did not differ, the Examination Board decided to align the grading for these examinations in the sense that the most favourable method is applied for students. As a result of this decision, the grades for the Finance partial examination of the *Bedrijfskunde* course have been adjusted. Since this decision was taken only shortly after the re-sit and in order to accommodate *Bedrijfskunde* students who might not have taken part in the re-sit on the basis of the new final grade, the Examination Board decided that for *Bedrijfskunde* students who have retaken the Finance partial exam on July 16, the highest mark obtained for the Finance part counts for the calculation of the final grade for the course *Financiële Processen*.

2. International Marketing Research (BAB011), Marktonderzoek (BKB0024), Marketing Management (BAB25)

The Examination Board received a complaint from students that three Marketing exams consisted of old exam questions: *Marketing Management (BAB25)* of 20 June 2018, *International Marketing Research (BAB011)* and *Marktonderzoek (BKB0024)* of 22 June 2018.

The Examination Board checked the complaint and it appeared that these exams consisted of questions that are identical to questions from the regular exam and the re-sit of the academic year 2016-2017. Furthermore, several questions from the 2018 exam were in the same order as the questions that were used in the 2017 exam and the majority of these questions also have the same order in the answer alternatives.

The way exam questions were re-used is a violation of the guideline regarding the re-use of exam questions: "An examination may not contain a single examination question worded in literally the same way as in the two previous examinations. Reuse of older examination questions worded in literally the same way should be avoided as much as possible." Therefore, the Examination Board addressed the examiners. Their response was that they were not aware of this guideline. The Examination Board criticized the examiners since they were informed of the rules when they were appointed as examiners. The Chair of the Marketing Department has been informed by the Examination Board.

Finally, the Examination Board did not invalidate the examinations since it was unable to determine if and to what extent students were aware of the old exam questions.

8.2 Settling of disputes

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

The table below gives an overview of the appeals over the past six years.

Appeals	2012	2013	2014	2015	2016	2017	2018
Subject							
Denial BScBA (Colloquium Doctum)			1		1		
Denial pre-Master's NL	4		9				
Denial pre-Master's ENG				3		2	1
Denial admission MScBA (MiM)		1		1	1	1	2
Denial admission MScBA (AFM)	16				1		
Denial admission MScBIM		2	1	1	2	1	2
Denial admission MScCHEB		1					
Denial admission MScF&I				3	1		1
Denial admission MScF&I Advanced							1
Denial admission MScGBS		1	1			2	1
Denial admission MScHRM		1			1		
Denial admission MScIM	1	1			1	1	2
Denial admission MScMM		1	3		2	3	2
Denial admission MScSCM		2	3	1	2	1	1
Denial admission MScSE				3			
Denial admission MScSM		2	2	1	1	1	3
Denial admission MScMI					2		1
Denial admission MScOCC					1		
Negative bsa	16	24	12	10	16	7	4
Denial grade registration			1				
Denial admission Research Project	1			3		1	1
Fraud sanction	6	1	2	7	1	2	3
Denial exemptions							
Denial additional examination		2	7	6	1	1	3
Denial reassessment		1	2	1	1		1
Extension validity grade	1	2	2	1	2	2	
Denial external elective/project		2	1			2	
Last results counts					1		
Disagreement grade					1	7	9
Disagreement exam question(s)						2	
Exclusion course						5	
Compensation not applied						2	
Other	2	1	3	7	8	3	5
total	47	45	50	48	47	46	43

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.

Final decision/verdict	2012	2013	2014	2015	2016	2017	2018
Premature	1						
Withdrawal	19	17	16	22	18	26	21
Settlement	17	24	31	21	16	8	9
Inadmissible	1	1			2	1	2
Unfounded	8	3	1	3	2	7	5
Well founded	0	0		1	1	3	2
No verdict yet	1	0	2	1	7	1	4
Redirected to ACB*					1		
total	47	45	50	48	47	46	43

*ACB = Algemene Commissie Bezwaarschriften EUR

The number of appeal procedures remains quite constant. It is noteworthy that the number of appeals related to the assessment is relatively high and the number of appeals against negative BSA has further declined. The latter is probably explained by the fact that last year we have introduced the 'hearings' in the BSA-process, see chapter 10.6 Binding study advice. Furthermore, we observe that the trend that more and more students are represented by a lawyer continues.

9 Examination Regulations: R&G and TER

The Examination Board has regulatory power. The Board sets rules and provides examiners with guidelines and instructions: the Rules and Guidelines ('R&G'). These regulations govern matters such as fraud, rules on passing/failing examinations, *cum laude* rules, compensation schemes, registration for examinations, perusals.

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 TER. In June 2018, the amendment proposals to the TER and R&G were established. The most important changes concerned:

- the BSc complaints procedures,
- the change from "last result counts" to 'highest result counts',
- the admission requirements for the IBA- and MSc-programmes.

In the R&G the Examination Board introduced an article requiring examiners to comply with the binding rules laid down in the Examination Manual for examiners.

10 Decisions in individual cases

10.1 Overview

The Teaching and Examination Regulations (the 'TER') of the various study programmes state in various articles that the Examination Board can allow deviations from the rules in certain cases. The Board may grant exemption from the TER 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. The following overview shows the number of requests filed via the EB's web-portal in 2016, 2017 and 2018⁵.

Individual Requests Decos	2016	2017	2018
Admission course/internship without meeting the requirements	5	50	5
Alternative way of examination	5	6	5
Appeals	46	45	42
Compensation rule	87	136	174
Complaint	61	66	83
Composition Thesis Committee	215	132	132
Confidentiality form	45	72	74
Course Exemption	116	132	114
Declaration functional impairment	101	134	138
Documents without a case	65	102	174
Early marking of an examination	3	4	4
Elective/Project counting towards curriculum	505	513	559
ERIM customised study programme	6	8	4
Examination under supervision	32	10	2
Exchange & Free-movers	7	4	8
Extension validity cases/ partial grades	31	43	78
Extension validity final grade	38	37	8
Extension validity PMB	10	1	2
Extra Exam opportunity	139	93	90
Following 2 or more electives concurrently	41	49	47
Fraud / Plagiarism	130	83	162
Grade registration Osiris	62	26	27
Graduation/de-registration MSc Programme	29	1	3
IBA to BA transfer	12	4	9
IBCOM course counting towards curriculum	110	106	121
Last result counts' transitional arrangement	4	4	2
Late registration for a test examination	399	439	632
Master Admission PMB	5	6	72
Postponement Active degree granting	178	150	198
Postponement thesis(proposal) deadline	29	29	57
Presence during defense session	13	27	19
Programme registration after 31 August	67	64	88
Ranking statement	37	40	15
Taking an exam abroad	1	0	0
Taking an extra curricular course	3	16	13
Total	2637	2632	3161

⁵ Compared to former annual reports the total number of requests 2016 and 2017 slightly differ because some subjects are no longer in the Decos' web-portal

In addition to the requests submitted via the web-portal, the Examination Board is also responsible – by the Dean’s mandate – for sending out hundreds of individual decisions such as the final Binding Study Advice in August plus two provisional study advices in December and April, see chapter 10.6.

Furthermore, the Examination Board receives a vast number of e-mails daily. These include questions concerning topics such as grade registrations in Osiris and specific questions about the Examination Board’s policy. In 2018, the Examination Board’s Office sent **13.801** emails (13.051 in 2017).

10.2 Exemptions

At the request of a bachelor student, the Examination Board may grant exemption for a course (excluding the Research Training/ Bachelor thesis). Exemptions will be granted if in the opinion of the Examination Board the acquired knowledge, insight and skills are equivalent in terms of nature, content and level to the examination part of the programme for which exemption is requested.

The Examination Board assesses requests according to the following conditions:

1. The time spent on the course (possibly expressed in credits) should at least be equal to the time allotted to the course for which exemption is sought;
2. There should be sufficient similarity between content, methods, learning objectives and level of the course on the basis of which the applicant hopes to qualify for an exemption and the course for which exemption is sought. This must be substantiated by the submitted documents;
3. The documents should also prove that the applicant has passed the courses with satisfactory grades.

The Examination Board decides on the basis of the relevant documents (i.e. certificates, lists of grades, course descriptions, literature, etc.) and the assessment of the RSM examiner(s) concerned.

In 2018, the Examination Board received **114** requests submitted by **72** students. The following table shows the distribution of the numbers.

	students	granted	denied	Withdrawn or pending	total requests
BA	60	65	21	3	89
IBA	12	16	8	1	25
total	72	81	29	4	114

The vast majority of BA-requests concerned EUR-courses and then especially courses of the Erasmus School of Economics such as ICT (FEB11013). Most BA requests come from students who, after a binding study advice, have switched to the RSM bachelor’s degree programme Bedrijfskunde/Business Administration.

Almost all IBA-requests concerned courses from previous education at foreign universities or Dutch universities.

10.3 Non-RSM electives (bachelor and master)

Students may request permission to take a course from another faculty or university as a bachelor elective or a free elective for the master’s programme. The first trimester of the Bachelor 3 year offers students a plenty of alternatives to complete the required 20 ECTS for electives. For the regular 60 ECTS master programmes, the free electives concern 6 ECTS. The majority of the elective requests the Examination Board deals with concern the bachelor’s degree programmes.

General policy

The general policy of the Examination Board regarding elective courses from another school or university is, first of all, that the course must be part of an accredited degree programme at a Dutch

university or a foreign research-driven university. Secondly, the course must have a level equivalent to the RSM course, i.e. it cannot be a bachelor's course as a master's free elective. In terms of content, skills, attitude and testing, the course must also sufficiently fit with the specified exit qualifications for the programme. Also, it must have added value for the programme, which is why there should not be too much overlap with mandatory parts of the RSM programme concerned. This is often a reason for rejection. The basic rule with regard to languages is that, as part of the RSM programmes offered in English, the external course may not be taught in Dutch. Courses in other languages are considered, provided that there is an assessable (online) manual available in English (or Dutch). The manuals are not required for the language course options offered by the IBA programme.

Furthermore, the course may not count twice: it cannot be part of another degree programme being taken by the student in question. For the bachelor, the Examination Board will then consider an 'exemption' for the same amount of ECTS - which will not contribute to the final GPA. The Examination Board does not allow exemptions for the master elective. Finally, in case of a request to let a non-RSM elective count towards the curriculum, explicit approval from the Examination Board is required before the start of the course. The Examination Board will grant their permission if they conclude that the content and level of the elective(s) is of similar university level and supervised and assessed by university examiners.

2018: steady number of filed requests

With the Examination Regulations of 2015-2016 entering into force as of September 2015, the Examination Board adopted a more flexible position towards external electives counting towards the bachelor curriculum. Whereas in the academic year 2014-2015 only 5 ECTS were meant for an approved (external) elective, in 2015-2016 students had the choice to pick electives for the entire 20 ECTS elective space. The 20 ECTS electives option was already an alternative in earlier Appendices of the Regulations (2013-2014 and 2014-2015), but less clearly communicated as a regular option via channels such as the website. Also more elective space exemptions were requested and granted, due to the more flexible position of the Board regarding students going for two bachelor degrees. This resulted into a significant increase of requests filed in 2015 and even more requests in 2016 and 2017. In 2018, this number only slightly grew.

With regard to the case type 'IBCoM course counting towards the curriculum', the Examination Board established and publishes an elective list for IBA students with approved courses from the International Bachelor of Science (BSc) programme in Communication and Media (IBCoM) at Erasmus School of History, Culture and Communication. The secretariat of the Examination Board is mandated to deal with cases regarding IBCoM courses, which are always permitted if on the list. In 2018, IBCoM electives remain to be popular (N = 114). In particular the courses on Corporate Communications and (the psychology side of) Consumer Behaviour, which offer more depth to the topics and connect well with Business Administration. This IBCoM elective popularity also seems to be the result of a lack of available elective options at other faculties, which is a general concern for the institution and is a relevant topic of discussion.

In the following table, two request categories are specified: those related to the Dutch spoken bachelor's degree programme Bedrijfskunde (BA) and those related to the English spoken bachelor's and master's degree programmes IBA and MSc's (IBA/MSc).

In 2018, the number of filed requests only slightly grew: from 624 submitted requests in 2017 to **636** in 2018:

Case type	2015			2016			2017			2018		
	BA	IBA/ MSc	total									
Elective/project counting towards curriculum	374	74	448	379	126	505	376	139	515	385	121	506
Extra-curricular elective	9	5	14	1	2	3	12	6	18	11	5	16
IBCoM course counting towards curriculum	.*	68	68	.*	102	102	.*	91	91	.*	114	114
total	383	147	530	380	230	610	388	236	624	396	240	636

* Not a valid case type, IBA students have priority thus no mandate for secretariat to grant BA students permission.

As you can see in the next table, the majority of the requests in 2018 are from bachelor students. Only **48** of the cases filed were from master students. Around **80 per cent** of the requests relate to 'Non-RSM EUR courses'. These are courses from other schools of the Erasmus University, mostly from Erasmus School of Economics (ESE), Erasmus School of Law (ESL) and Erasmus School of History, Culture and Communication (ESHCC).

BA and IBA requests in the category 'RSM' refer to the free-to-choose RSM bachelor projects such as consultancy and research projects and the STAR Management Week committee. For the master, these numbers refer to student requests to include courses from other RSM master programmes, which are only considered in special cases and with explicit approval from the concerned Academic Director.

Requests recorded as 'Outside EUR' concern courses from other universities in the Netherlands. 'Outside NL' are courses from foreign universities. Although it seems like most requests have been granted, this category 'Outside NL' also refers to adapted requests based on input from the Examination Board support staff or tailor-made decisions (usually the case for foreign course proposals). For MSc purposes, the Academic Directors are consulted to judge whether the external course adds value and quality to the concerning RSM MSc curriculum. Also, in general, quite frequently students requested up to five courses at once, meaning that below numbers do not exactly represent student numbers but – as mentioned above - the number of filed requests. Lastly, please note that partially approved requests have been categorized as 'granted'.

2018 Specifics

Category	BA*		IBA**		MSc		total
	Granted	Rejected	Granted	Rejected	Granted	Rejected	
RSM***	5	0	9	1	12	4	31
Non-RSM EUR	321	29	145	3	1	0	499
Outside EUR	25	2	5	2	16	11	61
Outside NL	7	4	12	2	4	0	29
total	358	35	171	8	33	15	620***

* Curricular and extra-curricular requests combined.

** Curricular, extra-curricular and IBCOM requests combined.

*** The difference of 16 requests with the previous table of year totals is the result of excluding the withdrawn or inapplicable requests.

10.4 Extra examinations

In certain circumstances such as 1) a medical condition or 2) participation in top sports/Steep or 3) when all courses (including the thesis) but one have been passed and hereby a serious extension of

the study is expected, students can submit a request for an extra examination. The policy on granting extra examinations is published on the [Examination Board's website](#).

In 2018 the Examination Board received **86** requests: 47 concerned a bachelor's course, 36 concerned a master's course and 3 a PMB course. Only 1 PMB course was granted.

Of the **36** request for extra resits for **MSc** courses, 11 were granted. Most of the extra Master resit requests are for the Financial Masters: Finance and Investments and Accounting & Financial Management. They took place on individual basis, mostly during the summer.

On 25 and 28 September 2018 **20** of these extra BscBA/IBA examinations took place. The distribution of these extra resits is as follows:

Extra resits BSc Fall	2016		2017		2018	
	BA +prem	IBA +prem	BA +prem	IBA +prem	BA +prem	IBA +prem
Financial Accounting	6	1	0	4	2	2
Human Resource Management	5	1	0	1	1	0
Supply Chain Management	1	2	1	1	2	7
Innovatiemanagement	2	0	0	6	2	0
Ondernemingsrecht / Found. of Business Law	3	4	4	3	2	1
Statist. Methoden en Technieken	28	0	0	0	0	0
(Bus.) Information Management	2	3	0	0	1	0
Total	47	11	5	15	10	10
	58		20		20	

10.5 Functional impairment

The Examination Board may grant students with a temporary or structural functional impairment (e.g. broken limbs, dyslexia, chronic illnesses etc.) extra and/or special facilities within reasonable limits for the duration of their functional impairment. These facilities are meant to contribute to an equal opportunity towards achieving their academic goals for those students with a functional impairment. Possible facilities are, taking the exam in a separate room with 30 minutes extra time, providing the exam on A3 paper format, taking the exam on a PC. Students must provide all relevant documentation (such as a medical statement) and the Examination Board will consult the student advisers or other experts before taking a decision.

In 2018, the Examination Board received **138** requests for special facilities, **132** were granted. From the 132 approvals there were 31 on a temporary basis and 101 on a structural basis. The Examination Board granted all students 30 minutes extra time in a separate room. In addition, some students were allowed to take the exams on PC or receive exams on A3 format.

Functional impairment	requests
AD(H)D	30
Autism	0
Dyslexia	53
Chronic illness	13
Mental illness	2
Overig	40
Total	138

Type of special provision	Requests	Denied	Granted
Extra time in separate room	138	6	132
Special provision (A3 format/ exam on PC)	18	1	17

10.6 Binding study advice

The Examination Board plays an important role in relation to the binding study advice. The EB issues a provisional advice to all freshmen twice a year, in December and April. At the end of the academic year, in August, the Examination Board issues the final binding study advice by mandate of the Dean. The Examination Board, in collaboration with the student advisers and the student counsellors, prepares this final advice. If the standards have not been met, the student 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 in which cases the binding study advice will be postponed because of personal circumstances. If it is plausible that a student has not been able to perform optimally as a result of personal circumstances, he will get the chance to comply with the BSA standard in the subsequent academic year. If the student fails, he must leave the programme at the end of the second year.

In addition, the Examination Board also determines in advance whether there are students who are eligible for application of the hardship clause. These students will not receive a negative final binding study advice despite the fact that they did not meet the BSA standard.

In August 2018 **897** BA students and **524** IBA students received a binding study advice. The EB considered individual student files because of personal circumstances or hardship. To determine which students will qualify for exemption from the standard, the Examination Board meets with the student advisers and student counsellors to discuss the relevant student files.

On 20 and 21 August 2018, the BSA meetings 2017-2018 took place: one for the Dutch language BA bachelor's programme and one for the English language International Business Administration bachelor's programme.

During these meetings not only the files of students with personal circumstances were discussed with the student advisers and student counsellors but the hardship files as well, in view of a consistent policy. All students with one non-compensable insufficient grade or two insufficient grades were discussed case by case. Decisive factors for application of the hardship clause are the average grade and the overall picture (like how seriously insufficient are the grades, poor results for the same kind of courses etc.). If these factors implicate that the student is most likely fit for the BSc programme, then he will receive a positive binding study advice based on hardship.

Before issuing the final BSA, the group of students to whom the Examination Board intended to issue a negative BSA were given the opportunity to be heard. The hearings are meant for students who have failed to achieve the BSA standard due to serious personal circumstances that have not been reported so far. The personal circumstances must be substantiated with evidence and there must be a clear relationship between the circumstances and the non-completed courses. In addition, the obtained courses must demonstrate a convincing suitability for the continuation of the programme (level of grades and GPA).

The outcome of the hearings were taken into account when the final BSA was issued at the end of August.

The next table shows the total number of the decisions taken during the BSA meetings and hearings of 2018 and of the years before so that trends may be observed.

BSA cases	2013		2014		2015		2016		2017		2018	
	BA	IBA	BA	IBA	BA	IBA	BA	IBA	BA	IBA	BA	IBA
Files:												
Personal circumstances	57	77	45	21	48	32	96	63	53	52	98	38
Hardship	92	65	70	33	86	46	105	91	110	43	74	27
Hearings											14	13
Appeals	1	23	5	7	5	5	5	11	4	3	2	2
Total files per programme:	150	165	120	61	139	83	206	165	167	98	188	80
Total files both programmes:	315		181		222		371		265		268	
Decisions:												
Exemption due to PC	41	25	39	17	34	19	49	20	43	36	61	30
Exemption due to hardship	78	25	51	39	65	43	80	82	51	42	67	32
Total exemptions	119	50	90	56	99	62	129	102	94	78	128	62
Negative BSA	30	92	30	5	40	21	77	63	73	20	60	18

10.7 Admission statements PMB

The Chairman of the Examination Board still has a mandate from the Dean to issue *Admission Statements* to PMB students who passed the premaster programme. This resulted in **72** admission statements. The mandate will expire in 2019.

11 Focal points

11.1 Evaluation of the focal points 2016 – 2018

In the Annual Report 2016 the Examination Board defined the following focal points that needed prioritisation:

Core tasks	Focal points 2017 - 2018	
Examiners	a.	Professional development of examination expertise: Risbo modules and BKE
	b.	Develop policy requirements and mentoring external examiners
	c.	Formulate a concept and incentives for high performing examiners
Quality Assurance	d.	Update brochure <i>Integral Quality Assurance Policy</i> ;
	e.	Organize Academic Directors Day (to discuss issues such as cum laude, peer review, publication exam questions)
	f.	Require of a (course) assessment matrix for every course (BSc & MSc)
	g.	Formulate rules for individual/group grading (including rules preventing free-riders);
	h.	Check of MSc course manuals (whether these are in line with rules and regulations);
	i.	Require peer review of each examination
Fraud	j.	Formulate Fraud Prevention Plan
Legal Protection	k.	Implement the Complaint Protocol
Communication	l.	Improve communication with stakeholders: 1. information should be easy to find, illustrated with good and bad practices; 2. Emphasise that the Examination Board is above all a supervisory body, rather than an executing or advisory committee 3. Make examiners sensitive for legal impact of their examinations

In 2017 and 2018 most focal points have been finalised:

- a. The Examination Board introduced the Risbo-workshops for examiners as described in paragraph 5.3.1;
- b. Requirements for external examiners have been established in Article 1.4 of the Rules & Guidelines. Furthermore, the Examination Board formulated a guideline for engagement of teaching assistants in the examination processes;
- f. The Examination Board established and implemented the rule that every course requires an assessment plan that must be published in the course manual;
- g. The Examination Board established a policy on individual/group assessment including rules to prevent free riding;
- h. All BSc and MSc course manuals are reviewed by the Examination Board, at least once in four years;
- i. Peer review of every course is a requirement according to the Rules & Guidelines of the Examination Board;
- k. The Examination Board implemented a Student Complaint Protocol;
- l. & e. Communication with stakeholders has been improved. For instance, all examiners receive an Examination Manual which is also digital available on the RSM's intranet. Furthermore, to improve relations with examiners a yearly Examiners Event has been introduced. Finally, the chairman and secretary visit the meetings of MSc Academic Directors and the Strategic Platform (Dean, Vice-Dean, Dean of Education, Dean of Research and Chairs of RSM Departments).

11.2 Focal points 2019

Taken into account the progress of the focal points 2016 -2018, the following points still need further action:

1. the update of the Integral Quality Assurance Policy;
2. an Integral Fraud Policy;
3. on request of the Strategic Platform, the RSM Examination Boards (RSM – EUR and RSM – MBA) are drafting an Action Plan for quality assurance of examinations: a list of actions to be taken to set a high quality standard for RSM examinations (including the organization and procedures) with roles for everyone involved in examination processes. This Action Plan will be drafted in consultation with RSM's Executive Board. The first draft has been discussed with the Executive Board (see Appendix E) and the first concrete decisions have been made such as a protocol for the examinations of the first year bachelor courses.

11.3 New developments

At the end of 2018, the joint EUR Examination Boards started a professionalization process led by drs. Martine Pol – Neefs of the Inspectorate of Higher Education and temporary policy officer at EUR. This process is based on the 11 core tasks quality assurance examinations according to Inspectorate of Higher Education. In 2019, thematic seminars will be organized regarding these core tasks. Every seminar consists of an explanatory presentation by Martine Pol, a presentation by an EUR Examination Board sharing their practices, a presentation by an expert explaining the theory, followed by discussions and finally resulting in a guideline for EUR Examination Boards regarding their core tasks related to quality assurance.

Meanwhile, the EUR will ensure that the Examination Boards are sufficiently facilitated by their Schools to perform the tasks. The Executive Board will set a new standard for facilitation.

We are convinced this promising process will lead to concrete projects in 2019 – 2020 that will take the quality assurance of examinations to a higher level.

Appendix A. Tasks of the Examination Board

The legal framework of the Examination Board RSM - EUR 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 has many different tasks. Generally, the following components can be discerned:

1. *Supervisory responsibility with regard to exams and examinations.* This responsibility is manifested in the competence of the Examination Board to:
 - a. award the degree certificate;
 - b. appoint the examiners;
 - c. supervise the quality of final exams, examinations and tests (verification of required exit qualifications);
 - 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 such as equality, legal security, legitimacy, reasonableness, fair play and so on;
 - f. act as mediator or as the defendant in case of disputes or appeals.
2. *Regulatory tasks:* The Examination Board sets rules and gives instructions to the examiners. These rules have been laid down in the *Rules and Guidelines as well as in the Examination Manual for examiners*. These rules concern matters such as order during examinations, fraud, assessment criteria, compensation rules, classifications (such as (summa) 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 TER 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 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 examination opportunities.
4. *Advisory tasks:* the Examination Board advises the Dean regarding the Teaching and Examination Regulations.
5. *Mandate:* the Examination Board has been mandated by the Dean to establish the final BSA.

Appendix B: Core tasks according to the Inspectorate of Education

Core tasks	
1	Periodic verification of whether examinations as a whole test the required exit qualifications
2	Periodic verification of the quality of final student assignments.
3	Periodic verification of the quality of non-final examinations.
4	Examiners receive guidelines for the creation of examinations.
5	Examiners receive guidelines for the administration of examinations.
6	Examiners receive guidelines for the assessment of examinations and determining results.
7	Monitoring compliance with guidelines.
8	Appointment of examiners for a specific component of the study programme.
9	Establishing a procedure to be followed by examiners in suspected cases of fraud.
10	Investigation in 2012/2013 as to whether examiners act in accordance with the guidelines and regulations pertaining to fraud.

Source: **Table 5.1a** from the Research Report “**Further Improvement, Examination boards in higher education**”, Inspectorate of Education, 2015

Appendix C. Students per programme (per 01/09/2018)

Programme	CROHO	language	ECTS credits	full time / part time	2014	2015	2016	2017	2018
BScBA	50015	Dutch	180	ft	2014	1954	1954	2136	2520
BScIBA	50952	Eng.	180	ft	1268	1437	1490	1507	1513
MScBA AFM	60644	Eng.	60	ft	335	184	173	159	150
MSc MiM	60644	Eng.	60 + 30	ft		157	155	143	136
MScBIM	60453	Eng.	60	ft	240	285	436	469	361
MScCHEB	60454	Eng.	60	ft	14	2	1		
MScSE	60455	Eng.	60	ft	73	89	91	59	78
MScFI	60409	Eng.	60	ft	430	481	504	484	492
MScFI-Advanced	60409	Eng.	60	ft			38	84	91
MScGBS	60456	Eng.	60	ft	43	55	112	134	157
MScHRM	60645	Eng.	60	ft	52	40	53	48	39
MScMI	60458	Eng.	60	ft	75	94	118	128	111
MScMM	60063	Eng.	60	ft	217	221	243	257	247
MScOCC	60457	Eng.	60	ft	50	52	57	54	54
MScSCM	60093	Eng.	60	ft	196	214	239	229	204
MScSM	60066	Eng.	60	ft	282	266	245	247	264
PMB	60644	Dutch	60	pt	181	229	267	285	256
MScIM - CEMS	60256	Eng.	90	ft	127	132	140	132	129
premaster NL	-	Dutch	ca 30	ft	252	102	18	23	24
premaster EN	-	Eng.	ca 30	ft	54	27	24	38	41
ERIM Research MSc	60313	Eng.	120	ft	23	22	22	23	14
MScCC	75049	Eng.	60	pt	93	54	27	56	88
exchange/participants	-		-	-	482	435	432	463	457
total					6501	6532	6839	7158	7426

Appendix D. Portfolio allocation of the Examination Board

Allocation of tasks by subject	Board member
<p>Chairman</p> <ul style="list-style-type: none"> – Representation EB (OVE, PM, AD) – Signing of diplomas – Appointment of examiners – Issues related to post-experience master programmes – Issues related to PhD-trajectories 	<p>Prof.dr. L.C.P.M. Meijs (Chairman)</p>
<p>Graduation routes (bachelors' and masters')</p> <ul style="list-style-type: none"> – Supervisor Thesis Quality Check committee (PM); – Issues related to graduation such as thesis defence via Skype, alternative composition of thesis committees, postponement of deadlines; – Issues related to pre-experience MSc's including ERIM Research Master 	<p>Dr. J.P.J.M. Essers</p>
<p>External input</p> <ul style="list-style-type: none"> – Issues related to external input such as exemptions on the basis of competencies gained elsewhere, Exchange, Electives, Minors; – Fraud 	<p>Dr. E.A. van der Laan</p>
<p>Quality control</p> <ul style="list-style-type: none"> – Examination monitoring – Examiners regulations – Complaints regarding examinations MSc programmes – Issues related to the PMB Programme 	<p>Ir. A.J. Roodink (Vice Chairman)</p>
<p>External member</p>	<p>Dr. M.B.J. Schauten</p>
<p>Study progress Bachelor 1</p> <ul style="list-style-type: none"> – BSA (Lucas) – Other issues related to Bachelor 1 – Functional impairment – Complaints regarding examinations BSc programmes (Ton) 	<p>vacancy</p>
<p>Supervising the implementation of and derogation from Examination rules / bachelors' programmes</p> <ul style="list-style-type: none"> – Request for extra examination opportunities – Validity terms of examinations – Exemption for practical assignments – Other issues related to Bachelor 2 & 3 – Plagiarism (structural issues such as scanners) 	<p>Dr. B.H.E. Wempe</p>

Appendix E. Concept Action Plan Examination Board – Executive Board RSM

Proposed actions to be taken to set a high quality standard for RSM examinations (including the organization and procedures). Core values are:

- Professionalism;
- Academic freedom;
- Transparency;
- Continuous improvement.

I. School/Dean/Dean of Education/Vice Dean

1. A process has to be developed that HR should give a signal to the examination board if a new staff member is hired and can be appointed as an examiner. In addition, part of this process has to be that all information about examinations will be shared with the new staff;
2. An official RSM protocol and timeline for making the exams, wherein it is preferred that the exams of the major Bachelor courses are made before the courses start. Also a peer review will take place.
3. Will calibrate the theses grading.

II. RSM Examination Boards (RSM – EUR and RSM – MBA)

1. To monitor closer the exams, for instance do the examinations of the MBA programmes cover the learning goals of the programmes?
2. All information for the MBA programmes is on paper, i.e. the programme Intended Learning Outcomes matrix and the assessments plans.
3. The Examination Board will clarify what the sources are of the 10 Golden rules for assessment and which discretionary power the examination boards (and others) have to change the rules.
4. The Examination Board will look into the question what is possible to ensure that the exam questions and answers will not be used by others.
5. The Examination Board will look into the question if the examiner has to be physical present during an exam.
6. The Examination Board will closely monitor compliance with examination regulations.

III. Departments

1. More checks and balances for the category 3 examiners: *former member of RSM's academic staff or external academic staff with hospitality agreement (GVO)*
2. The Departments shall allocate an experienced examiner to mentor examiners who are appointed for the first time.
3. Ensures all examiners (including lecturers) acquire professional competence in assessment.

IV. Academic Directors

1. The Academic Directors will substantiate the pass rates and cum laude rates.
2. Arrange for a team of high quality lecturers and examiners to deliver the courses and examinations and liaises with the Chair of the Department to this end;
3. Ensure that every newly appointed examiner has been allocated an experienced examiner to mentor him/her into RSM's testing policy, examination regulations and the Examination Manual. This also applies to external examiners within the programme.

V. Examiners

1. All RSM examiners take note of the examination regulations and will comply with those rules.
2. Will provide substantial feedback in the TOP in order to make the grading process more transparent
3. Will actively scan for plagiarism and in case of suspected plagiarism will inform the Examination Board.