

ANNUAL REPORT 2020/2021 – 2021/2022

Examination Board RSM
Rotterdam School of Management
Erasmus University

Editor

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1 Chair's Foreword

Welcome to the Annual Report of the Examination Board. It is the statutory duty of the Examination Board to give account of its duties through an annual report. However, different than usual, this Annual Report comprises the review of *two* Academic Years. The reason for this delayed report is the increased workload caused by measures related to the COVID-19 pandemic. It involved the introduction of remote online teaching and exams, new examination platforms (ProctorExam, ANS), proctoring with one or two camera's, lowered thresholds for BSA, soft cuts for admission to BSc-programmes as well as MSc programmes, etc. On a positive note, many important innovations were introduced such as digital possibilities to assess online and to prevent fraud (proctoring). And since all EUR Examination Boards faced the same challenges, they have strengthened the ties by, for example, holding weekly meetings sharing their concerns and finding new ways of tackling them together.

Meanwhile, the Examination Board continued to work on the EUR-project *Strengthening core tasks of Examination Boards*. Admittedly with some delays, efficiency improvements have been made, for example the introduction of a digital elective procedure via OSIRIS-Case, where responsibilities have been transferred from the Examination Board to Education Management. An important spin-off of this EUR-project is the development of a sustainable RSM Assessment Policy.

Finally, I would like to draw your attention to the fact that this annual report is also a small step building towards aligned and integrated pre- and post-experience RSM Examination Boards and thus a joint annual report. Given the One School approach, RSM should have one educational policy, one assessment policy and one Dean of Education responsible for all NVAO accredited programmes, it is also important that the Examination Boards are integrated and aligned. For governance, transparency and accountability purposes, the school should apply the same standard rules and policies including the Quality Assurance of Assessment policy. This annual report is yet another small step: it provides information about the composition and working methods of both committees, the number of degree programmes, students, and certificates. Further cooperation will become more visible in the next annual reports.

Looking back at the two Academic Years, I conclude that despite the unprecedented challenges and obstacles, the RSM Examination Boards and their support staff managed to innovate and to adapt policies and thus managed to contribute to positive change.



Vriendelijke groet / Regards
Prof.dr. Lucas Meijs
Chair Examination Board RSM

2 General information

2.1 General tasks of the Examination Board

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*). It involves a broad range of different tasks regarding the examinations. In summary, it concerns the following tasks:

1. *Supervisory responsibility* regarding the (final) exams. This responsibility is reflected in legal tasks such as supervising the quality of (final) exams, verification of required exit qualifications, awarding of degree certificates, appointing the examiners, imposing sanctions in case of fraud, supervising the implementation and execution of the examination regulations, acting 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 concern matters such as order during tests, 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). 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).
4. *Advisory tasks*: The Examination Board advises the Dean regarding the Teaching and Examination Regulations.
5. *Tasks by mandate*: The Examination Board RSM/EUR has been mandated by the Dean to establish the final BSA regarding the BSc degree programmes.

The Examination Board performs these tasks independently.

2.2 Mission and vision

The primary task of the Examination Board is to ensure the quality and civil effects of the degree programme certificates. To this end, the Examination Board draws up rules, regulations, and policies. Core documents are:

1. The Examination Board’s policy paper that describes the quality assurance of the assessment. This paper also describes the core values of the Examination Board: professionalism, academic freedom, fair play, continuous improvement.
2. The ‘Rules and Guidelines’, the Examination Board’s binding guidelines and instructions within the framework of the TER to assess and determine the results of the tests and final exams. It involves rules, for example, regarding the appointment of examiners, fraud, assessment, compensation.
3. The ‘Examination Manual’, the Examination Board’s practical manual for examiners in line with the Rules and Guidelines.

2.3 One School, two Examination Boards

Currently, RSM has three Examination Boards:

- the Examination Board RSM – EUR appointed by the Dean on behalf of the accredited initial/pre-experience BSc- and MSc- degree programmes funded by the Government and
- the Examination Board RSM – BV appointed by the Dean of Executive Education on behalf of the accredited post-experience MSc-degree programmes which are not funded by the Government.
- Examination Board ‘MSc Customs and Supply Chain Compliance’.

Given that the school has one educational policy, one assessment policy and one Dean of Education responsible for NVAO accredited programmes, it is important that also the Examination Boards are integrated. For governance, transparency, and accountability, it is important that for all NVAO accredited programmes the school strives to apply as much as possible the same standard rules and policies including the Quality Assurance of Assessment policy.

In addition, although the different student audiences and volume of students may warrant a different approach, the Dutch Higher Education Act should be applied, bringing together the two support offices

of the Examination Boards is a vital step towards achieving more alignment in this important part of quality assurance.

At this moment, the first two examination boards are linked by the joint appointment of the Chair. Meanwhile, the Secretary of the Examination Board RSM – BV joined the monthly Examination Board RSM - EUR meetings as well as the daily board meetings. The support staff of the Examination Board RSM – BV also joined the weekly pre-experience secretaries' meetings. The first concrete steps towards alignment of both examination boards have been taken. This annual report is yet another small step: it provides information about the composition and working methods of both committees, the number of degree programmes, students, and certificates. Further cooperation will become more visible in the next annual reports.

It is important to note that steps have been taken to integrate the Examination Board 'Customs and Supply Chain Compliance' into the Examination Board RSM - BV.

2.3.1 Examination Board RSM – EUR

The Examination Board RSM – EUR has been established by the Dean for RSM's initial pre-experience degree programmes. The supervisory role of the Examination Board concerns many programmes: 20 degree programmes and 4 non-degree premaster programmes. [Appendix A](#) shows the pre-experience BSc- and MSc-programmes concerned and the number of students per programme.

This Examination Board consists of a maximum of nine members of RSM's academic staff including the chairman and an external member. During the Academic Years 2020-2021 and 2021-2022 the members (in total 1,4 fte) of the Examination Board were:

- Prof. Dr. L.C.P.M. Meijs (Chairman)
- Ir. A.J. Roodink (Vice Chairman) until 1 January 2022
- Dr. I Bogenrieder
- Dr. J.P.J.M. Essers
- Dr. W. Hulsink
- Dr. M.B.J. Schauten (external member)
- Prof. Dr. Ir. H.J. de Vries
- Vacancy

The Examination Board jointly sets up rules, regulations, and policies. The Examination Board meets once a month. Each member is responsible for a portfolio. The allocation of portfolios is described in [Appendix C](#). The portfolio holders have the authority to decide on issues within their portfolio.

The Examination Board establishes Rules of Procedure in which its working method is laid down as well as the division of portfolio of tasks between the members of the Examination Board for handling the day-to-day affairs regarding those tasks.

The Examination Board's Office

The Examination Board RSM – EUR 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 2020-2021 and 2021-2022 was as follows:

- C.M. Dirks-van den Broek LL.M. Secretary/ Managing Director
- J. van der Woude MScPA LL.B Policy officer Quality Assurance Assessment/ Deputy Managing Director
- I.M. van Essen LL.M. Deputy Secretary
- A.M. Schey MScBA Deputy Secretary
- M.C. de Haan – Huijgen Deputy Secretary (from 1 May 2022)
- D.M. Schonis Team leader Administration
- L. Guo Assistant
- K. van Oers MSc BA Assistant
- F.J.A.P.J. Simons MScBA MA Project manager EB projects (until December 2021)

Student requests to the Examination Board must be digitally submitted via the Online Request Form or via Osiris Case (for example, a request for special facilities for students with a disability). A request must be fully motivated and include all relevant documents. Any (certified copies of) diplomas, transcripts, certificates, etc. may not be submitted digitally, but must be shown in original form at the secretariat of the Examination Board. The Examination Board will take a decision within four weeks of receiving the complete request and informs the student via the EUR student account e-mail address or via Osiris Case.

2.3.2 Examination Board RSM – BV

The Examination Board RSM – BV oversees the following post-experience accredited RSM degree programmes:

1. International Full-time MBA (FT MBA)
2. Executive MBA (EMBA)
3. Global Executive OneMBA (OneMBA)
4. Cologne Rotterdam – Executive MBA (formal degree awarding body lies with the dedicated Examination Board at the University of Cologne)
5. MSc Corporate Communications

Appendix B. shows the student numbers per programme.

The Examination Board RSM – BV consists of five RSM's academic staff members and one external member. All members are appointed by the Dean of Executive Education. The members of the Examination Board RSM - MBA are:

- Prof. Dr. L.C.P.M. Meijs (Chairman)
- Prof. Dr. P.P.M.A.R. Heugens
- Dr. M.B.J. Schauten (external member)
- Dr. M. Stevens
- Prof. Dr. S.T.L.R. Sweldens
- Vacancy

The Examination Board collectively sets up rules and policies. The Examination Board meets at least three times during the academic calendar (meetings do not take place during European summer vacation period).

Registrar's Office

The Examination Board RSM – BV is supported by the Registrar and the Registrar & Compliance Coordinator (the Registrar and Registrar & Compliance Coordinator are 1.0 fte positions, but not fully devoted to Examination Board support).

E.H. Wijnmaalen, M.A. (Registrar/Director of the Registrar's Office)

M. Kidney, (Registrar & Compliance Coordinator)

Bayle Building, Room J2-33/35

Tel. +31 (0)10-40 82222

Email: registrar@rsm.nl

Student requests to the Examination Board are sent via email to registrar@rsm.nl. The Examination Board reviews the case and, if deemed necessary, may invite the student for a hearing. The Registrar informs the students on decisions of the Examination Board. In case students wish to appeal the decision, they can lodge an appeal with the 'University Arbitration Board' dealing with post experience programmes. This should be made within six weeks from the announcement of the decision of the Examination Board. For MBA students, a code of conduct is laid down in the MBA Teaching & Examinations Regulations (TER).

For more details on post experience programmes, please also refer to the annual reports 2021 and 2022 (calendar years) of the Examination Board RSM – BV.

3 Quality assurance of assessment

3.1 11 Core tasks

The Examination Board has been commissioned by the legislator to supervise the examinations. The Examination Board performs this independently. The principal task of the Examination Board is to ensure the quality and civil effects of the degree programme certificates. This quality assurance policy must ensure that the Examination Board is able to guarantee involved parties (students, employees, society) that graduates have reached a level that fulfils the requirements for conferring a degree on them and presenting them their diploma.

The general framework for the quality assurance of assessments is the law governing higher education and academic research (WHW). Based on the law, the Inspectorate of Education formulated 11 core tasks for examination boards to safeguard the quality of assessment¹:

11 core tasks regarding quality assurance of assessment	
1	Periodic verification of whether examinations as a whole assess the required exit qualifications
2	Periodic verification of the quality of final exams.
3	Periodic verification of the quality of non-final examinations.
4	Examiners receive guidelines for drafting examinations.
5	Examiners receive guidelines for conducting 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 degree programme.
9	Establishing a procedure to be followed by examiners in suspected cases of fraud.
10	Investigation as to whether examiners act in accordance with the guidelines and regulations pertaining to fraud.
11	Ensuring quality of the organization and procedures of examinations

It should be noted that the past two academic years were fundamentally different from other years which makes it impossible to compare the performance on the core tasks with years before. After all, like every educational institute, RSM has been struggling finding a way to perform educational activities and examinations in the context of the exceptional circumstances during the COVID-19 Pandemic.

To safeguard the quality of education and assessments the Examination Board worked closely together with Education Management. The focus was to make online education and assessment possible while maintaining minimum standards. To ensure the quality of the exams and to uphold the quality of the degree certificates, the Examination Board, Programme Management and Learning Innovation Team jointly developed an Assessment Menu for examiners containing the most important rules for remote assessment, practical notes and approved assessment methods. Furthermore, on course level, the examiners were assisted by representatives of the Examination Board, Programme Management and the Learning Innovation Team to redesign their course to online options.

In the following paragraphs the core tasks will be elaborated, and Appendix D shows to what extent the Examination Board performed on the core tasks.

¹ Based on the Research Report "**Further Improvement**, Examination boards in higher education", Inspectorate of Education, 2015, **Table 5.1a**. The last row has been added after an amendment of the Higher Education Act (Article 7.12b, par.1 sub e WHW).

3.2 *EUR-project Strengthening (execution) core tasks of the EUR Examination Boards*

In 2019 all EUR Examination Boards of initial degree programmes formulated projects in the context of the EUR project "*strengthening (execution) core tasks of the EUR Examination Boards*". The focus was to improve the execution of their core tasks related to quality assurance.

The Examination Board RSM- EUR formulated six projects:

1. establishing a new **BSc elective procedure**, whereby programme management will be involved with a preparatory/advisory task;
2. drawing up an **integral fraud policy**;
3. adapting and **updating the "Integral Testing Policy"** into an instrument for quality assurance of assessments and the final exam;
4. **improving the Examination Manual** for examiners which, in addition to binding rules, also provides support regarding the preparation of exams;
5. designing a **digital, dynamic Examiners Register**;
6. establishing an **Assessment Committee** to monitor the quality of MSc exams.

With these projects, the Examination Board intended to improve the performance of the core tasks and to improve efficiency by rearranging the care and securing responsibilities between the Examination Board and the Programme Management on the one hand and by digitizing and automating as many work processes as possible on the other.

Obviously, the COVID-19-Pandemic disrupted the planning of the projects considerably. Nevertheless, important steps have been made. In short:

- The first project has been finalised: a digital workflow and approval procedure for external electives is in place whereby Education Management carries out the substantive evaluation of the requests.
- The second project has come to an end: the Examination Board established an integral fraud policy. In 2023 examiners will be provided by clear instructions on how to detect and deal with (suspicion of) fraud.
- The third project is still under construction. A first step was that Education Management had to formulate an RSM assessment policy.
- The fourth project is still under construction. An assessment manual had been drafted in Canvas, but it turned out RSM examiners are not that familiar to the Canvas environment. Therefore, RSM is working on a Curriculum Management System (CMS) that will support examiners to establish their courses – including assessments – in a professional, uniform design. Possibly this system can also contribute to a new assessment monitoring system.
- The fifth project has almost been finalised. Since March 2021, the Information Management and Consulting (IMC) department has been working on a digital portal. A trial version Examiners Register is expected for 2023.
- The last project is also under construction. The Examination Board and Education Management agreed to a procedure, its organization and funding. In 2023 it will be implemented for the first time.

3.3 *Verification whether examinations as a whole test the exit qualifications – core task 1*

3.3.1 *Safeguarding exit qualifications*

The Examination Board must verify whether the exit qualifications of the degree programme are assessed by the entirety of the summative assessments. The quality of the assessment of the exit qualifications depends on the degree of constructive alignment in the relevant programmes (i.e. interrelationship between learning outcomes, learning objectives, education and testing) and the quality of each test. The Examination Board performs this task based on the School's assessment policy, the assessment plans and the relevant Teaching and Examination Regulations (TER).

Although there used to be an *Integral Testing Policy* in place regarding the quality assurance of the (entirety of the) examinations, during the COVID-19 Pandemic it could not be fully performed because of new testing formats such as remote online assessments.

The COVID-19 Pandemic made the need for a more concrete RSM assessment policy more evident: a solid basis providing sufficient guidance for concrete implementation in (online) education and assessment was missing. Therefore, in May 2020, the Examination Board proposed the Dean of Education to form a project group to draft a new RSM Assessment Policy. In October 2020 the RSM Assessment Policy Project started. The aim was to draft a sustainable policy that fits the frameworks of the Law, the accreditation organizations (NVAO, AACSB, EQUIS), and the SDG's. This RSM Assessment Policy is still under construction, a draft-version will be discussed with the Academic Directors in 2023.

As soon as the RSM Assessment Policy is officially in place, the Examination Board will update its Quality Assurance of Assessment Policy as described in Chapter 3.2. Within the context of the new RSM Assessment Policy, this new *Quality Assurance of Assessment Protocol* will be focussed on the 11 core tasks regarding quality assurance of examinations as specified by the Inspectorate of Higher Education. An important part of the RSM Assessment Policy will be the establishment of a programme assessment plan for each degree programme. The Examination Board will focus its quality assurance of the exit qualifications based on these programme assessment plans including the related course assessment plans.

During the Academic Years 2020-2021 and 2021-2022 the RSM Assessment Policy was not yet in place, nor was the Quality Assurance of Assessment Protocol. Thus, during these Corona years, the Examination Board did not actually verify on degree programme level whether the exit qualifications were met, nevertheless the Examination Board has contributed to a large extent in developing the RSM Assessment Policy. For the upcoming Academic Years without doubt the development of the Examination Board's Quality Assurance of Assessment Protocol has the highest priority.

3.3.2 *Degree certificates pre- and post-experience degree programmes*

According to law the Examination Board establishes whether a student meets the requirements set by the Teaching and Examination Regulations (TER) regarding the knowledge, insight and skills needed to obtain a bachelor's or master's degree². 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.

The following table shows the number of degree certificates issued per programme, including the number of the (*summa cum laude*) and 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 the standard. Compared to other EUR MSc-programmes those percentages are extremely high although the regulations are very comparable to those of other EUR Schools.

² See Article 7.11, paragraph 2, WHW

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No	Programme	2020-2021	cum laude	%	summa cl	%	2021-2022	cum laude	%	summa cl	%
1	B Bedrijfskunde BA	723	14	2%	1	0,1%	705	18	3%	0	0,0%
2	B International Business Administration	465	88	19%	3	0,6%	450	99	22%	6	1,3%
3	M Business Administration MScBA										
	specialisation Accounting & Financial Management (AFM)	123	24	20%	5	4,1%	103	24	23%	2	1,9%
	specialisation Master in Management (MiM)	68	18	27%	0	0,0%	60	17	28%	0	0,0%
	specialisation Parttime Master Bedrijfskunde (PMB)	75	4	5%	0	0,0%	16	0	0%	0	0,0%
	specialisation Parttime Master in Management P(MiM)	0	0	0%	0	0,0%	30	4	13%	0	0,0%
	specialisation Business Analytics & Management (BAM)	56	26	46%	0	0,0%	76	26	34%	0	0,0%
4	M Business Information Management (BIM)	238	75	32%	1	0,4%	183	72	39%	1	0,5%
5	M Finance & Investments										
	specialisation F&I	310	41	13%	0	0,0%	252	36	14%	0	0,0%
	specialisation FI-A	5	2	40%	0	0,0%	1	1	100%	0	0,0%
6	M Global Business & Sustainability (GBS)	150	34	23%	0	0,0%	183	32	18%	0	0,0%
7	M Human Resource Management (HRM)	43	19	44%	0	0,0%	44	18	41%	0	0,0%
8	M International Management/CEMS	66	45	68%	5	7,6%	53	30	57%	2	3,8%
9	M Management of Innovation (MI)	85	21	25%	0	0,0%	84	21	25%	0	0,0%
10	M Marketing Management (MM)	230	37	16%	0	0,0%	232	48	21%	0	0,0%
11	M Organisational Change & Consulting (OCC)	35	10	29%	0	0,0%	14	6	43%	0	0,0%
12	M Supply Chain Management (SCM)	123	18	15%	0	0,0%	127	17	13%	0	0,0%
13	M Strategic Entrepreneurship (SE)	68	14	21%	0	0,0%	44	9	21%	0	0,0%
14	M Strategic Management (SM)	280	70	25%	1	0,4%	295	73	25%	0	0,0%
		3143					2952				

No	Programme	2021	cum laude	%	summa cl	%	2022	cum laude	%	summa cl	%
15	M Corporate Communication	11	1	9%	1	9,1%	0	0	0%	0	0,0%
16	M International MBA	148	11	7%	2	1,4%	147	23	16%	3	2,0%
17	M Executive MBA	111	16	14%	3	2,7%	104	22	21%	3	2,9%
18	M Global Executive (One)MBA	34	18	53%	4	11,8%	0	0	0%	0	0,0%
19	M Customs and Supply Chain Compliance	0	0	0%	0	0,0%	0	0	0%	0	0,0%
		304					251				

3.4 Supervision of the quality of final exams and assessments – core tasks 2 & 3

3.4.1 Improvising the quality assurance in times of disruption

The Examination Board's core tasks 2 & 3 refer to monitoring the quality of final exams and other assessments. The Examination Board used to perform these tasks according to the *Integral Testing Policy* memorandum, which contains protocols to monitor the quality of the final exams and other assessments. An important instrument to monitor the final exams is the Quality check of Master theses. To supervise the examinations per programme component an Examination Monitor was in place. However, as mentioned in the above, due to the COVID-19 Pandemic circumstances, those two monitors were not performed by the Examination Board. Instead, the Examination Board had to improvise and was very much involved in securing the quality of online assessments by formulating minimum standards for online assessment and by reviewing redesigned courses including the assessment plans. If necessary, assessment options were discussed with the examiners, Programme Management, and the Learning Innovation Team. Fortunately, EUR's examination boards were in good contact with each other and shared their experiences and best practices. All of this has helped us to endure the COVID-19 pandemic by making remote teaching and assessments possible, not flawless but without any significant accidents.

3.4.2 Student Feedback

RSM is committed to high quality education and examinations and intends to improve these continuously and students are an important source of information. The Examination Board needs feedback from students when the quality of examinations or exam procedures do not comply to standards. RSM has a few feedback systems in place:

- Course evaluations,
- Student Representation (SR) Examination Reports and the
- Student complaints via SR or MSc-Programme Advisory Committee (PAC) or the EUR legal protection facility.

Despite the COVID-19 Pandemic the students managed to continue to provide their feedback which made it possible to quickly adapt the remote assessments.

Course evaluations

In general, complaints about the *content* or *organization and examinations* of the courses can be reported through the various course evaluations that are sent to students after the examinations. The course coordinator/examiner as well as the Academic Director and the Examination Board will receive the evaluation feedback of the participating students.

SR Examination Reports

The SR draws up a Programme Advisory Report on Examinations of the BSc courses per Block. These reports consist of comprehensive reviews of key issues and main trends on examinations such as inefficiencies in the examination process and violations of students' rights and suggestions on how examination regulations could be improved to prevent issues in the future. The Examination Board discusses the issues in the reports and act if necessary. Once per year the SR is invited to discuss problems in a regular meeting of the Examination Board. In April 2021 an SR-representative visited the meeting to discuss the Block 1, 2, 5, 6 and BSc minor examination reports of Academic Year 2020-2021. The Examination Board received very useful information on the new remote online assessments. In general, most concerns related to the exam time provided, to technical issues in regards of online examinations, to discrepancies between the information provided during the lectures about the exam and the actual exam itself. Furthermore, the SR also emphasized that the quality of the mandatory peer review was sometimes insufficient resulting in many errors in the exams.

Student complaints

Complaints regarding exam issues that concern all students (such as disturbances during an examination, a missing page in the exam paper, exam paper lay out, examination format being out of accordance with the relevant material laid out in the course manual and other errors in the questions and/or answer possibilities), can be submitted via SR if it concerns a BSc course. Student complaints regarding MSc courses usually find their way via the PACs. Individual students may file individual complaints regarding an examination directly with the Examination Board or via the EUR Legal Protection Facility. During last two Academic Years most complaints related to technical deficiencies during remote online exams. For instance, students were not able to start the exam on time in ANS or ProctorExam, students making the exam remotely were not added to the ANS platform, students experiencing interruptions on the ANS platform during the examination, etc. These glitches often resulted in an extra (individual) exam.

3.5 Assessment guidelines – core tasks 4, 5, 6 and 7

3.5.1 Examination Regulations: Rules and Guidelines and the Examiners' Manual

The Examination Board has regulatory power. The Board sets rules and provides examiners with guidelines and instructions regarding assessment. Those binding instructions are established in the Rules and Guidelines ('R&G') (rules regarding assessment, fraud, cum laude, compensation, rules of order during exams, exam registration, etc.) and in the Examiners' Manual (guidelines for practical implementation of the rules such as how to prevent and detect fraud, how to peer review assessments, how to draft course assessment plans, etc.

During the COVID-19-Pandemic specific regulations were needed for online assessment. In 2020 the Examination Board formulated minimum standards for online assessment such as at least 60% individual testing, all learning objectives must be assessed, and assessments must be as fraud resistant as possible. To have fraud-resistant exams, examiners had to draft open-book exams with mainly open-ended randomized questions (not more than 50 per cent multiple choice questions using large item banks). Exam questions should be formulated in such a way that the answer cannot quickly be found in the book, googled, or communicated in chat groups. Hence questions should be at the higher levels of Bloom's Taxonomy. During the Pandemic these rules resulted in an Assessment Menu for remote examinations.

3.5.2 The Assessment Menu for examiners

To ensure the quality of the exams and to uphold the quality of the degree certificates, the Examination Board, Programme Management and Learning Innovation Team jointly developed a Menu for examiners containing the most important rules for remote assessment, practical notes, and approved assessment methods. Examples of the rules described in the Remote Assessment Menu are:

- all learning objectives must be assessed;
- at least 60 per cent of the final grade of a course must be based on individual assessment;
- assessment must be as fraud resistant as possible;
- general rule for remote testing is that all written tests must be designed as an open book test; even if it is proctored;
- use a mix of assessment methods but do not over-assess;
- no pass/fail on course level;
- no curved grading;
- preferred length of proctored exams is 90 or 120 minutes.

During the two academic years this remote assessment menu for examiners was frequently updated because of new insights, technical possibilities, EUR policies and government measures. In collaboration with Programme Management, the Learning Innovation Team, and the Examination Board information meetings with the BSc- and MSc-examiners were organized a few to clarify the (updated)

rules for online assessment and to answer their questions. Nevertheless, the constant change of rules and procedures caused a lot of stress among examiners as well as students.

3.5.3 Course manual check

An important part of the Integral Testing Policy is the *course manual check*. The purpose of the manual check is to ensure compliance with regulations and policies. Within the RSM degree programmes, the setup of each course's assessment and assessment criteria are communicated to students via the course manual. 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.

Every bachelor's course manual is checked by the Examination Board before the course starts. The master's course manuals are checked only if the assessment has changed. During the COVID-19 this check was very intensive because the assessment of all courses had been changed so that they could be assessed remotely if necessary.

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). In 2020-2021 **180** MSc course manuals have been checked and in 2021-2022 in total **95** course manuals.

This course manual check is obviously very labour-intensive. In the context of the EUR project "*strengthening (execution) core tasks of the EUR Examination Boards*" the course manual check will be transformed into an ex post sampled check performed by programme management and the Academic Directors. This new procedure will probably start in 2023 via the CMS.

3.6 Appointment of examiners – core task 8

Based on Article 7.12c of the Higher Education and Research Act³, the Examination Board formally appoints examiners for the examinations of the accredited bachelor and master programmes. This task is part of the quality assurance of examinations and final exams.

For the purpose of conducting examinations and establishing the results thereof, the Examination Board appoints the examiners in compliance with the following rules:

- a) **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, in principle for the duration of their employment contract (category 1 examiners);
- b) At the request of the Department, in consultation with the Academic Director, **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), in principle for the duration of an Academic Year (category 2 examiners);
- c) At the request of the Department, in consultation with the Academic Director, **external examiners** such as 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 appointed as an examiner for a specific course (e.g., thesis trajectory), in principle for the duration of an Academic Year. 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);

Furthermore, if an Academic Director must hire external experts to guide and assess students in the context of the MSc thesis trajectory, also the following rules must be adhered to:

³ **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.

- The Thesis Coordinator of the MSc programme shall submit a list of the external experts to be appointed including the required information (such as e-mail address, degrees, scientific research) to the Examination Board via ec@rsm.nl.
 - Externals hired as freelancer (via IB-47) must have a hospitality agreement (GVO). No hiring on a basis of ‘no cure (pass for thesis), no pay’.
 - These freelance examiners may act as co-reader only (exemptions on substantiated request and will certainly be allowed in case of former faculty members or PhD candidates who were associated with the department offering the MSc programme concerned).
 - The Academic Director must allocate an experienced examiner to mentor the external expert (for instance the thesis coordinator) to make the external familiar with RSM rules and procedures.
- d) A UTQ (University Teaching Qualification, in Dutch BKO) or equivalent is preferable or at least following a course for the UTQ.
- e) An examiner who is appointed for the first time shall be mentored by an experienced examiner from the relevant Department.

In case of special circumstances, the Examination Board may grant exceptions to these appointment rules. All appointed examiners shall be registered in RSM's Examiners Register.

Furthermore, all appointed examiners must comply with the binding rules the Examination Board has set regarding examinations. They also must provide the Examination Board information requested.

In case an examiner persistently fails to comply with the applicable examination regulations or fails to deliver examinations that meet the minimum quality standards, the Examination Board can suspend or withdraw the appointment as examiner. The Examination Board will not do so until the person concerned in all fairness has had a chance to conform to the relevant rules.

The following table is an overview of total number of examiners per category per Department in 2021-2022 based on information by the Departments, not verified by RSM's HR-department.

Examiners	Category 1	Category 2	Category 3	Total
Department 1 TOM	57	55	25	137
Department 2 O&PM	23	11	8	42
Department 3 MM	27	10	19	56
Department 4 SM&E	31	19	11	61
Department 5 Finance	23	28	14	65
Department 7 A&C	15	5	7	27
Department 8 BSM	20	20	7	47
Total	196	148	91	435

3.7 Fraud measures pre-experience programmes – core tasks 9 & 10

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.

In Academic Year 2019 -2020 266 cases of fraud were reported⁴. In Academic Year 2020 – 2021 a staggering amount of 498 fraud cases were reported. This increase of fraud cases implied considerable extra work on the part of the members and support staff of the Examination Board. Every reported student must have an opportunity to be heard before any decision can be taken. Based on the evidence and the hearing, the Examination Board decides on the sanction.

⁴ For this academic year we do not have detailed information per fraud case.

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In 2021-2022 the amount of fraud cases dropped again significantly. It seems the increase of fraud cases are largely due to remote online examinations. Possibly there's also a relation whether proctored by one or two cameras. The Examination Board will continue to follow developments on fraud during remote examinations.

The following table shows the fraud cases and measures during the last few years. Note that the annual overview switched from an annual overview to an overview per Academic Year.

	2016	2017	2018	2020-2021	2021-2022
Number of students	147	82	155	498	115
Type of test					
Group assignment	70	21	45	82	35
Individual assignment	3	2	12	62	25
Written examination offline	55	48	91	0	14
Written examination online				334	26
MasterThesis	19	11	7	20	15
Type of fraud					
Plagiarism	91	33	64	137	57
Peek/cheating	27	3	21	86	41
Cell phone/watch	28	35	49	25	4
Electronical device (tablet/earbuds/headphones)				16	2
Graphic calculator	1	3	4	7	0
Miscellaneous	0	8	17	8	5
Collaborating during remote exams				158	2
Wrong identification				61	4
Disciplinary measure					
Reprimand	100	49	84	46	27
Sanction	47	17	58	267	49
No sanction		16	13	7	22
Warning				74	13
Withdrawn				114	4

4 Legal protection

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 written⁵ and unwritten law are used as the basis for the review⁶. The table below gives an overview of the appeals over the past four academic years.

Appeals	2018-2019	2019-2020	2020-2021	2021-2022
Subject				
Denial BScBA (Colloquium Doctum)				
Denial admission MSc programme	4	2	3	
Negative BSA	4	2	1	2
Denial admission Research Project				
Sanction Group Assignment			14	
Fraud sanction		9	31	4
Denial exemptions				
Denial additional examination	3	1	3	4
Denial re-assessment				
Extension validity grade				
Denial external elective/project	1			
Disagreement grade	12	3	13	15
Disagreement exam question(s)	1			
Exclusion course				
Denial online education			7	3
Denial online exam				1
Not award cum laude			3	1
Compensation not applied		1		
Other	1	2	3	6
Total	26	20	78	36

Final decision/verdict	2018-2019	2019-2020	2020-2021	2021-2022
Premature				
Withdrawal	10	6	24	10
Settlement	8	11	46	22
Inadmissible			1	
Unfounded	7	2	4	2
Well founded	1	1	3	2
No verdict yet				
Total	26	20	78	36

It is noteworthy that in 2020-2021 the number of appeals related to fraud is relatively high. This can be explained by the fact that in the same year the Examination Board had to deal with a lot of fraud cases

⁵ 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').

⁶ Examples of unwritten sources include general principles of good governance and other general legal principles.

during the COVID-19-Pandemic due to the fact we had to switch to remote online testing. The Examination Board expects that the number of appeals and fraud cases will decrease sharply when assessments will be on campus again.

5 Decisions in individual cases

5.1 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 (DMS Decos and Osiris Case) in Academic Years 2019-2020, 2020-2021 and 2021-2022.

Individual Requests via web portal	2019-2020	2020-2021	2021-2022
Admission course without meeting the requirements	25	30	37
Appeals	19	81	36
Compensation rule	280	102	150
Complaint	70	111	125
Composition Thesis Committee	32	9	9
Confidentiality form	28	38	34
Declaration functional impairment	78	265	311
Documents without a case	124	178	249
Early marking of an examination	0	1	6
Elective/Project counting towards curriculum BSc	616	999	369
Elective/Project counting towards curriculum MSc	54	59	38
Exchange & free movers	4	1	0
Exemption	111	124	184
Extension validity cases/ partial grades	68	71	74
Extra Exam opportunity	115	137	123
Following 2 or more electives concurrently	53	42	70
Fraud / Plagiarism	266	496	116
Grade registration Osiris	43	73	56
IBA to BA transfer	5	0	4
Late examination registration	17	9	11
Postponement Active degree granting	25	365	100
Postponement thesis(proposal) deadline	76	157	111
Presence during defence session	5	0	1
Programme registration after 31 August	75	6	12
Ranking statement	20	21	12
Statement of no objection	0	10	7
Taking an extra-curricular course	24	5	9
	2233	3390	2254

In addition to the requests submitted via the web-portal, the Examination Board is also responsible – by the Dean's mandate – for establishing the final Binding Study Advice for approximately 1600 students. In addition, the Examination Board sends out two provisional study advices regarding the BSA each year.

5.2 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 EC for electives. For the regular 60 ECTS master programmes, the free electives concern 6 EC. Most of the elective requests the Examination Board deals with concern the bachelor's degree programmes.

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 in 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 regarding 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, if 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 EC - which will not contribute to the final GPA. The Examination Board does not allow exemptions for the master elective. It is also required that the course is taken while the student in question is enrolled at RSM as a student. 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.

5.3 Functional impairment

The Examination Board may grant students with a temporary or structural functional impairment (e.g., dyslexia, AD(H)D, chronic illnesses, broken limbs 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) via Osiris Case, the student advisers provide advise which facilities should be awarded and finally the Examination Board will take a decision.

In the Academic Year 2020-2021, the Examination Board received 265 requests and in 2021-2022 311 requests. The table below shows which and how many facilities have been awarded.

Type of special facilities	2020-2021				2021-2022			
	Requests	Revoked	Denied	Granted	Requests	Revoked	Denied	Granted
Total	265	18	0	247	311	31	4	276
extra time 30 min.	246	0	0	246	309	0	4	272
A3 format	7	0	0	7	7	0	0	7
Exam on PC	13	0	0	13	43	0	0	43
exam on paper	3	0	0	3	22	0	0	22
Noise cancelling headphones	0	0	0	0	7	0	0	7
Extra toilet visits	13	0	0	13	11	0	0	11
ReadSpeaker	5	0	0	5	6	0	0	6
Other	1	0	0	1	8	0	0	8

6 Non-statutory tasks

6.1 Binding study advice

Due to the corona pandemic, the rules regarding binding study advice (BSA) have been adjusted in academic year 2020-2021 (just like in 2019-2020). Because students could still experience study delay as a result of the corona crisis, agreements have been made at national level about the implementation of the binding study advice in 2020-2021. The Dutch universities have decided to lower the BSA-norm for first year students by 10-15%. Following this joint decision, RSM has chosen to lower the BSA-norm from 60 EC to 51 EC. Because there were still restrictive measures in academic year 2021-2022 as a result of the corona crisis, it was decided to lower the BSA-norm to 51 EC for that year group (cohort) as well.

The Examination Board plays an important role in relation to the binding study advice. The Examination Board issues a provisional advice to all freshmen at least twice a year. 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, the student will get the chance to comply with the BSA-norm in the subsequent academic year. If the student fails, the student 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 even though they did not meet the BSA-norm.

In August 2021, **1090** first-year Bedrijfskunde (BScBA) students and **539** first-year International Business Administration (BScIBA) students received a final binding study advice. In August 2022 it concerned **890** BScBA students and **544** BScIBA students. The Examination Board considered all individual files of students with personal circumstances and of students potentially eligible for hardship to determine which students were qualified for exemption from the standard. The Examination Board discussed these files with the student advisers and student counsellors in the so-called BSA meetings at the end of the academic year. In view of a consistent policy not only the files of students with personal circumstances were discussed but the hardship files as well. All students who did not meet the BSA-norm of 51 EC and failed no more than two courses 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 the grades are, poor results for the same kind of courses etc.). If these factors implicated that the student is most likely fit for the BSc programme, then the student received a positive binding study advice based on hardship.

Before issuing the final BSA, the group of students to whom the Examination Board intends to issue a negative BSA will be given the opportunity to be heard. The hearings are meant for students who have failed to achieve the BSA-norm 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). In academic year 2020-2021, a total of **28** BScBA students and **19** BScIBA students took the opportunity to be heard. In academic year 2021-2022, **24** BScBA students and **10** BScIBA registered for the hearings.

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

If a student objects to a negative binding study advice decision, the student may lodge an appeal with the Examination Appeals Board. In academic year 2020-2021 **3** students appealed against a negative binding study advice (2 BScIBA students and 1 BScBA student) and in academic year 2021-2022 only **1** student (BScBA).

The next table shows the outcome of the final BSA of academic year 2020-2021 and 2021-2022 in percentages.

Final Binding Study Advice	2020-2021		2021-2022	
	BScBA (N=1172)	BScIBA (N=550)	BScBA (N=1060)	BScIBA (N=567)
Positive BSA	75%	87%	55%	86%
Personal circumstances/postponed advice	4%	5%	6%	4%
Negative BSA	14%	6%	23%	6%
Early dropout	7%	2%	16%	4%
Total	100%	100%	100%	100%

6.2 Drafting the Teaching and Examination Regulations

The Examination Board advises the Dean regarding 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.

Although the Teaching and Examination Regulations of the 24 programmes (including the pre-master programmes) are set by the Dean, it has been the custom for many years that the Secretary of the Examination Board coordinates the revision of these regulations. Based on the input received from the Executive Directors involved, the Secretary drafts the proposals and discusses the proposals with the Programme Committees concerned, the Faculty Council and the Examination Board. Since this time-consuming procedure is not part of the tasks of the Examination Board, it was decided in 2022 to transfer this coordinating task to the Dean's Office. Hence, this is no longer part of the Examination Board's Annual Report.

7 Review, developments and concerns

7.1 General review 2020-2021 and 2021-2022

In retrospect, we can say that Academic Year 2020-2021 was a peak year in terms of workload. Not only unprecedentedly high numbers of fraud cases and appeals, but also a lot of proactive input in upfront reviewing of course manuals and assessments. It was also necessary on countless occasions for the Examination Board to be involved in rectifying technical disruptions during tests. As a result, the Examination Boards perhaps shifted too much from 'safeguarding' to 'caring' in terms of responsibilities. Because of the immense workload, not all core tasks could have been addressed. In addition, due to the workload some members of the support staff have been absent for a longer period.

Meanwhile, the Examination Board learned that remote online assessment has many challenges such as recurring technical issues related to the testing platforms, proctoring, failing internet connections, failing hardware, extra difficulties to organize exams for students who need extra facilities. In addition, the quality of remote online exams is under pressure because of the possibilities to commit fraud. This also means more work for academic staff to design fraud resistant online exams, large item banks, testing on higher level of Bloom's Taxonomy, etc. And finally, it appeared students suffered from stress especially during online proctored exams. All in all, the Examination Board prefers on campus assessments to online testing. In the following paragraph a summary of some more concerns related to new developments.

7.2 New developments and concerns

7.2.1 Online (remote) assessment

Since the Covid-19 Pandemic, online testing has become indispensable. Even on campus written tests are mainly taken on a computer. In principle, all tests are now conducted via the ANS testing platform. This platform requires more specific test settings, something that was previously not a point of attention for examiners. The chance that something goes wrong is not imaginary, after all, the examiner can adjust all kinds of settings. But it also entails limitations: not all assessment formats lend themselves equally well to the ANS assessment platform. Tests in which students must make calculations themselves, other test platforms seem more suitable, such as Sowiso and GraspLe. Meanwhile, it also appears that online testing is vulnerable due to technical failures such as internet connectivity. It doesn't happen very often, but when it does, many students are seriously affected. This can also have consequences for the examiner if the students are entitled to an extra exam opportunity due to the technical malfunctions.

7.2.2 More fraud opportunities

Online tests give students more opportunities to commit fraud: during remote online written tests, students still seem to find ways to work together, while assignments offer new digital opportunities to commit fraud using generative AI such as ChatGPT. The rapid development of generative AI is particularly worrying since it is widely used and there are no reliable detection programmes available yet. The use of generative AI complicates the judgement of the individual academic level.

7.2.3 Further diversification of degree programmes

The number of RSM degree programmes is growing steadily. There are now 24 pre-experience programmes within the jurisdiction of the Examination Board. Until 1985, there was only one degree programme: the post-candidate programme in Business Administration. Until 2002 there were just 5 programmes: the part time programme Bedrijfskunde (PTO), the BSc degree programmes Bedrijfskunde and International Business Administration, the MSc Business Administration and the MSc IM-CEMS programme. Since the MSc specialisations were converted to MSc degree programmes in 2008, The Examination Board covers 24 pre-experience programmes and counting.

It appears that the MSc programmes are diverging further and further: different teaching methodologies, different exam deadlines, specific learning routes. Also striking is the (sometimes very) different cum-laude percentages for the MSc programmes.

Another phenomenon that should be mentioned in this context is that more and more programmes relate to same Croho-code. For example, 5 programmes fall under the Croho-code MSc Business Administration. The students of these programmes receive the same degree certificate upon completion of their studies, but with completely different content and learning outcomes. This makes it very difficult for the Examination Board to give a judgement on the assessment quality of these programmes.

7.2.4 Increasing complexity due to number of students and examiners

Student numbers are increasing and the same applies to the number of examiners. This increase in scale makes the education and examination organization increasingly complex. The range of tasks of the Examination Board has also become more complex over the years (more student requests, more complaints, more appointments of examiners, etc.) and the examination rules are becoming difficult to implement, for example because there is insufficient capacity to test students at the same time.

7.2.5 Flexibilization learning routes

There is a tendency within higher education to make individual learning routes more flexible. The question is whether and to what extent the quality of these individual learning routes can be guaranteed. This may lead to an enormous administrative burden, especially in the case of large student numbers.

7.2.6 Double Degree programmes

RSM participates in the following Double Degrees Programmes/Double Studies:

- BSc Double studies with EUR School of Law
- BSc Double Studies with EUR School of Philosophy
- MSc Double Degrees with the Schools of Business Administration of the universities of Bocconi, HEC, ESADE, St Gallen
- BSc Double Degree with the Faculty of Economics & Business, Gadjah Mada University, Indonesia
- BSc Double Degree with Guanghua School of Management, Peking University

The cooperation with universities outside Europe may cause problems due to different assessment rules and culture. This often only becomes apparent when the collaboration is already implemented.

7.2.7 Workload issues

Hopefully, the pandemic will be a thing of the past, but despite that, it seems that the workload for both support and academic staff has continued to increase. This can be due to all kinds of reasons, such as the developments mentioned above, but it is something to consider because too high a workload can cause people to perform less well, become sloppy and sometimes make mistakes. This can only have adverse consequences for the quality of teaching and assessments. Unfortunately, there are no simple solutions, for example by hiring more staff, since the labour market is exceptionally tight. To reduce workload, priorities will need to be identified and choices will need to be made.

7.3 Outlook

It seems we are past the COVID-19 Pandemic, and it will soon be pretty much business as usual again. Now is the time to focus on the core tasks again, to perform the safeguarding tasks as these were meant to be performed. Therefore, the Examination Board's focus will be finalising the Examination Board's improvement projects mentioned in Chapter 3.2. Most important project is the establishment of the Examination Board's Quality Assurance of Assessment Protocol. The Examination Board is committed to making rapid progress towards the establishment of a Quality Assurance of Assessment Protocol which must be future proof, coherent with RSM's Assessment Policy, and applicable within the context

of various educational visions. It will include the 11 core tasks and will be further elaborated, whereby the checklist in Appendix D will serve as a guideline. The Examination Board aims to have this protocol in place by the end of 2023.

Appendix A. Pre-experience Programmes including enrolled students

No	Programme	CROHO	Language	2017	2018	2019	2020	2021	2022
1	B Bedrijfskunde BA	50645	Dutch	2123	2490	2701	2961	2965	2919
2	B International Business Administration	50952	English	1506	1505	1507	1571	1591	1692
	M Business Administration MScBA								
3	specialisation Accounting & Financial Management	60644	English	158	142	123	182	178	175
4	specialisation Business Analytics & Management		English				84	119	159
5	specialisation Master in Management		English	142	135	131	101	86	133
6	specialisation Parttime Master Bedrijfskunde (PMB)		Dutch	267	243	102	134	48	34
7	specialisation Parttime Master in Management		Dutch				45	103	120
8	M Business Information Management	60453	English	465	340	357	329	312	269
	M Finance & Investments								
9	specialisation F&I	60409	English	484	474	479	480	478	532
10	specialisation FI-A		English	84	90	49	7	4	1
11	M Global Business & Sustainability	60456	English	134	153	182	250	285	242
12	M Human Resource Management	60645	English	48	37	33	49	73	98
13	M International Management/ CEMS	60256	English	132	129	131	125	124	133
	M Management of Innovation								
14	M Management of Innovation	60458	English	128	104	109	118	130	123
15	M Medical Business & Innovation		English						19
16	M Marketing Management	60063	English	255	244	263	344	358	338
17	M Organisational Change & Consulting	60457	English	53	54	46	62	21	3
18	M Strategic Entrepreneurship	60455	English	57	75	75	91	78	97
19	M Strategic Management	60066	English	247	259	283	426	515	524
20	M Supply Chain Management	60093	English	229	191	155	210	217	180
21	Premaster Bedrijfskunde parttime		Dutch				45		
22	Premaster Bedrijfswetenschappen		Dutch	23	24	93	157	134	135
23	Premaster International Business Administration		English	38	41	35	70	185	192
24	Premaster Parttime Master Bedrijfskunde (RSM)		Dutch			95	8	4	
				6595	6744	6956	7849	8009	8118

Appendix B. Post-experience Programmes including enrolled students

No	Programme	CROHO	Language	2021	2022
1	M Corporate Communication	75049	English	54	45
2	M International MBA	75047	English	299	264
	M Executive MBA				
3	M Executive MBA	75045	English	326	308
4	M Executive MBA - Cologne/Rotterdam		English	54	40
5	M Global Executive (One)MBA	75046	English	34	25
6	M Customs and Supply Chain Compliance	75133	English	22	22
				789	704

Appendix C. Portfolio allocation of the Examination Board RSM – EUR

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 	Prof.dr. L.C.P.M. Meijs (Chair)
<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 – Complaints regarding examinations MSc programmes – Fraud issues MSc 	Dr. W. Hulsink
<p>Quality control</p> <ul style="list-style-type: none"> – Examination monitoring – Examiners regulations – Complaints regarding B2 & B3 exams – Fraud issues BSc – Issues related to the PMB Programme/ MiM pt – Temporarily: issues related to Bachelor 2 & 3 	Ir. A.J. Roodink (Vice Chair) until 1 January 2022
<p>External member</p>	Dr. M.B.J. Schauten
<p>Quality control MSc programmes</p> <ul style="list-style-type: none"> – MSc courses (assessment plans) – MSc examinations (peer review) – Issues related to ERIM Research Master and MScCC 	Prof.dr.ir. H.J. de Vries
<p>Study progress Bachelor 1</p> <ul style="list-style-type: none"> – BSA – Other issues related to B1 exams – Functional impairment – Complaints regarding B1 exams – Temporarily: Requests for extra examination opportunities and for exemptions 	Dr. I. Bogenrieder
<p>Graduation routes (bachelors' and masters')</p> <ul style="list-style-type: none"> – Supervisor Thesis Quality Check committee – Issues related to the thesis Trajectories MSc and BSc – Temporarily: Validity terms of examinations 	Dr. J.P.J.M. Essers
<p>Supervising the implementation of and derogation from Examination rules / bachelors' programmes</p> <ul style="list-style-type: none"> – Request for extra examination opportunities – Requests for exemptions – Validity terms of examinations – Other issues related to Bachelor 2 & 3 	Vacancy

Appendix D. Checklist core tasks quality assurance examinations

Scaling: 1 (we do not perform this activity at all) – 5 (we perform this activity in considerable depth)
The aim is to perform every activity at least on level 3 (we perform this activity to a reasonable extent).

Cluster	Number	Core task	1	2	3	4	5
I	1	The Examination Board ascertains at regular intervals whether the total interim examinations package in its entirety examines the final qualifications required, or it engages a third party to ascertain this.					
	la	The Examination Board issues recommendations on the examination policy once every 3 years (up to date, completeness, level of support) and monitors progress made in action taken as a result of these recommendations once every year.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E[1]	Although there is an Integral Testing Policy in place regarding the quality assurance of examinations, during the Covid-19 Pandemic it could not be performed. Instead, the Examination Board was continuously very much involved in securing the quality of online assessments by formulating minimum standards for online assessment and by reviewing redesigned courses including the assessment plans. If necessary, assessment options were discussed with the examiners, Programme Management, and the Learning Innovation Team.					
	lb	The Examination Board advises each Education Management once every 3 years (once every year in the event of amendments to the curriculum) on the examination plan and its harmonisation with the examination policy and examination matrices.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	In addition to la, the Examination Board checks via the course manuals of the programmes whether the learning objectives are aligned with the programme assessment plans and whether the learning objectives have been translated into a course assessment plan. Shortcomings are reported back to the examiner and Programme Management. All course manuals of the bachelor's programmes are checked annually, the course manuals of all MSc programs are checked at least once every 4 year and, in any case, if anything has changed in terms of content or assessment format.					
	lc	The Examination Board advises the Education Management every year on its quality assurance in respect of interim examinations and examinations, and to this end, it enters into dialogue with the programme committee.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	The COVID-19-Pandemic made the need for a more concrete RSM assessment policy more evident, a solid basis providing sufficient guidance for concrete implementation in (online) education and assessment was missing. Therefore, in May 2020, the Examination Board proposed the Dean of Education to form a project group as soon as possible to draft an RSM Assessment Policy. After the establishment of the RSM Assessment Policy it will be evaluated regularly.					
	ld	Any other activities performed by the Examination Board or changes in the examinations that the Examination Board wishes to specify in this connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E						
II	2	The Examination Board regularly investigates the quality of the final assignments or engages a third party to do so.					
	IIa	The Examination Board advises each programme management once every 3 years (unless the random check specified below justifies annual advising) on the quality assurance relating to the final assignments. It monitors progress made in action taken as a result of these recommendations once every year.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	E	With regard to the MSc theses, the Examination Board has drawn up an assessment matrix for the theses. This assessment matrix is part of the Master thesis manual. This manual also describes the roles of the two examiners. Each year, the Examination Board is closely involved in drawing up the thesis manual.						
	IIb	The Examination Board carries out random checks once every year to investigate the quality of the final assignments in each programme or engages the assessment committee to do so.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	Part of the Integral Testing Policy was the MSc thesis monitor. During the Covid-19 Pandemic this sampled check has not been performed. However, a new sample check thesis monitor has been developed which aims to make the substantive quality assessment of thesis, as initiated by the TOE and periodic NVAO accreditation, a permanent annual part of the quality assurance. Yet, this monitor has not been performed yet.						
	IIc	Any other activities performed by the Examination Board or changes in the examinations that the Examination Board wishes to specify in this connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E							
III	3	The Examination Board regularly investigates the quality of the interim examinations (other than final assignments) or engages a third party to do so.						
	IIIa	The Examination Board advises each Education Management once every 3 years (unless the random check specified below justifies annual advising) on the quality assurance relating to examinations other than the final assignments. It monitors progress made in action taken as a result of these recommendations once every year.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	The Examination Board designed an Examination Monitor in which all interim exams are checked regularly. However, this monitor was not performed during the Covid-19 Pandemic because the exams were taken in a completely different way than before. Since the Pandemic, RSM also started testing via other online exam platforms (ANS). The Examination Monitor has not yet been adapted to this platform yet. Incidentally, there is some insight into the quality of interim exams because in recent years all course manuals and the exam formats have been reviewed in advance. The Examination Board also knows when an examination is not satisfactory through student complaints.						
	IIIb	The Examination Board investigates the quality of each examination (other than a final assignment) in each programme once every 3 years (unless there is cause to conduct more frequent investigations) or engages the assessment committee to do so.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	See former question						
	IIIc	Any other activities performed by the Examination Board or changes in the examinations that the Examination Board wishes to specify in this connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E							
IV	4	The examiners are furnished with guidelines for constructing interim examinations.						
	5	The examiners are furnished with guidelines for holding interim examinations.						
	6	The examiners are furnished with guidelines for assessing interim examinations and establishing the results.						
	9	A procedure has been laid down to which examiners must adhere in the event of suspected fraud.						

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	IVa	The Examination Board establishes guidelines for examiners every year relating to the holding of examinations, and a procedure to be pursued in the event of fraud (if required).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	E	The Examination Board establishes the R&G: binding rules for the examiners to assess and determine the results of the tests and the final exam, compensation rules, rules regarding the quality of the tests and the final exam, rules regarding fraud, etc. In addition, the Examination Board establishes the Examiners' Manual: guidelines for practical implementation of the rules such as how to prevent and detect fraud, how to peer review assessments, how to draft course assessment plans, etc.					
	IVb	The Examination Board evaluates the aforesaid procedures and formulates points for improvement if required.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	The Examination Board evaluates the guidelines annually and adjusts them if necessary. Adjustments to the guidelines are also discussed with Education Management					
	IVc	The Examination Board advises the Education Management every year on the correlation between the Examination Board's guidelines and the policy and regulations relating to the examinations in the relevant programme. It monitors progress made in action taken as a result of these recommendations once every year.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	The Examination Board advises annually on the coherence of the R&G and the TER.					
	IVd	Any other activities performed by the Examination Board or changes in the examinations that the Examination Board wishes to specify in this connection	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	In 2021 the Examination Board established a detailed integral fraud policy. Examiners are not yet fully informed					
V	8	The Examination Board appoints examiners to hold interim examinations on a specific component of the programme (this might be a course or a cluster of courses).					
	Va	The Examination Board appoints the examiners individually once every year.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	During the Covid-19 Pandemic there was not enough time to appoint the examiners individually. Nevertheless, there was an Examiners' Register.					
	Vb	The Examination Board has formulated criteria for examiners' examining expertise and their professional and substantive expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	E	The profile of examiners has been determined in consultation with Education Management. Examiners must have sufficient assessment expertise. To that end, tenured examiners (category 1) must have obtained at least a University Teaching Qualification (UTQ, in Dutch BKO) or equivalent or be exempted from this qualification based on senior assessment expertise. In addition, they will be encouraged to take the Senior UTQ (SKO) as well. Examiners who are not yet tenured must at least follow a UTQ training. To be eligible to get tenure, a UTQ must have been obtained.					
	Vc	The Examination Board ascertains that the examiners' examining expertise is up to date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	E	Recently, the Examination Board established a digital Examiners' Register. Twice a year, the Examination Board verifies all examiners including their assessment expertise					

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	Vd	The Examination Board advises the Education Management on maintaining examiners' examining expertise up to date and contributes towards this.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	E	Continuous enhancement of assessment competence of examiners is a crucial part of RSM's quality assurance of assessment. For instance, examiners are encouraged to follow the MicroLabs, workshops and MOOCs of the EUR Education Research, Advice & Training department (Risbo) that support examiners in developing and updating assessment expertise.					
	Ve	The Examination Board advises the Education Management on the examination culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	E	Past two Academic Years the Examination Board was involved in establishing an RSM Assessment Policy, including the examination culture					
	Vf	Any other activities performed by the Examination Board or changes in the examinations that the Examination Board wishes to specify in this connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI	11	The Examination Board safeguards the quality of the organisation and procedures relating to final exams and other summative assessments.					
	7	The Examination Board ensures that the guidelines are adhered to.					
	10	The Examination Board verifies that the examiners act in accordance with the rules and guidelines relating to fraud or engages a third party to do so.					
	Vla	The Examination Board advises the Education Management every 3 years on the quality of the organisation and procedures relating to the holding of final exams and other assessments. It monitors progress made in action taken as a result of these recommendations once every year.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	In general, the organisation of assessments like written tests is organized on EUR-level. Once a year the annual report of the EUR Exam Organization is discussed with the Examination Boards. During the Covid-19 years, the Examination Boards were very involved in the new organisation of remote/online assessments. Furthermore, the Examination Board can act on failing exam procedures and organisation when students file a complaint at the Examination Board for instance when technical problems occur.					
	Vlb	The Examination Board ascertains once a year that guidelines and procedures are adhered to.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	Once a year the annual report of the EUR Exam Organization is discussed with the Examination Boards.					
	Vlc	The Examination Board analyses complaints received from students once every year and advises the Education Management on appropriate improvement measures to be adopted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	E	During the year the Examination Board receives many complaints from students. Large-scale complaints are always discussed with in Education Management					
	Vld	Any other activities performed by the Examination Board or changes in the examinations that the Examination Board wishes to specify in this connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E						