

ANNUAL REPORT 2015

“Further Improvement”

Examination Board RSM
Rotterdam School of Management
Erasmus University

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

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1 Chairman's Foreword

This report aims to give account of our task performance in 2015, to look back and set new focal points for 2016.

2015 has been a year of "Further Improvement". It started with an important research report of the Inspectorate of Education: "*Further Improvement, Examination boards in higher education*". This report focused on the core tasks of the Examination Board. Although, according to the Inspectorate, Examination Boards have clearly improved their performances, there are still tasks that need further improvement. The key improvement areas are:

- periodic investigation of whether examinations as a whole test the required exit qualifications;
- explicit appointment of examiners;
- guidelines for the creation of examinations; and
- monitoring compliance with guidelines and regulations pertaining to fraud.

The Inspectorate's report has set the agenda of the Examination Board for 2015 and beyond. For instance, the EUR Examination Boards decided to start an intervision project, to share best practices and to elaborate on the practical realization of the 10 core tasks the Inspectorate indicated. In addition, the Examination Board RSM formulated appointment criteria for examiners as the basis for the explicit appointment of examiners.

This year an Interim Programme Assessment review team visited the RSM. The Examination Board had a meeting with this review team. The first feedback of the review team was encouraging. They considered the work of the Examination Board to be of a high standard, clear and well developed concept of its responsibilities and action points. Of course, there are still things that can be improved but there is an issue with the work pressure and perhaps more facilities should be made available.

We seem to be on track. This report gives evidence of the scope and amount of work that has been done. In 2015 we have made some major steps for further improvement. Still, there is plenty to improve: in the last chapter of this report we listed our focal points for 2016.

I cordially invite to read our report and should you have any queries or remarks, then please do not hesitate to let us know at ec@rsm.nl.

However, before you read any further, I would like to remind of a very tragic event that had great impact on the Examination Board.



In January 2015 we were deeply shocked by the news of the sudden passing of our dear colleague Johan van Rekom.

Over 14 years he had been a loyal member of the Examination Board. All these years he governed the portfolios of fraud and the Bachelor years 2/3. His passion was the fight against fraud, especially plagiarism. He acted as a kind of 'Sherlock Holmes' and was never too tired to listen to students during countless fraud meetings and to explain the high importance of accurate referencing. His judgment was always consistent and he paid very much attention to an undesired precedent. His decisions were always well balanced and fair. It's definitively due to his perseverance that more and more RMS students exactly know what the consequences of sloppy referencing/ plagiarism might be...

We will always remember his kindness and dedication, his interest in so many topics, his amazing knowledge of so many languages. A member of the Examination Board you could always count on. Johan, a remarkable person who will be truly missed by all of us.

Prof.dr. Leo Kroon
Chairman

2 The Examination Board BSc & MSc programmes

2.1 Tasks

The Examination Board has a broad range of different tasks with regard to the examinations. The tasks of the Examination 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: 20 degree programmes and three non-degree premaster/exchange programmes.

2.2 Composition and way of working

The Examination Board consists of six members of the RSM academic staff, including the chairman. In 2015, an external board member has been added to the Examination Board as well. The members are appointed by the Dean. The members are:

- Prof.dr. L.G. Kroon (Chairman)
- Dr. E.A. van der Laan
- Ir. A.J. Roodink (Vice Chairman)
- Dr. M.B.J. Schauten (external member)
- Dr. M.C. Schippers
- Dr. A.H.L. Slangen
- Dr. B.H.E. Wempe

The Examination Board jointly sets up the rules, regulations and policy. The Examination Board meets once a month. Each member has been assigned to a portfolio, see [appendix D](#). The portfolio holders have the authority to make decisions about subjects 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. Core 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 OER (TER) of the programmes concerned. In the TER the educational programme is laid down and matters such as the number of examination opportunities, any sequentiality of examination parts, the binding study advice, and possible exemptions.
2. The 'Rules and Guidelines' that lay down rules regarding examination competence of examiners, fraud, assessment, compensation.
3. The policy paper 'Integrated Testing Policy' which describes the quality assurance of the testing policy. This paper also describes the core values of the Examination Board: professionalism, academic freedom, fair play, continuous improvement.

2.4 The Examination Board's Office

The Examination Board is supported by the Examination Board's Office. The Secretariat prepares the meetings and the decision making of the Board and implements the decisions. The staffing in 2015 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
- I.T.T. Przewoźna MA Assistant

2.5 Provision of information to students and teaching staff

On the student website 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 (<https://intranet.eur.nl/group/rsm/examination-board>) for the teaching staff, which provides information about 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 at a glance

	2011	2012	2013	2014	2015
Meetings					
Plenary meetings EB RSM	9	9	8	8	9
Meetings Chairmen EUR EB's	3	3	3	4	5
Meetings Secretariats EUR EB's	1	6	6	9	7
Meetings Dean of programmes	10	10	10	10	10
Degrees awarded					
BSc's	797	735	715	724	788
MSc's	1282	1362	1336	1577	1423
Total	2079	2097	2051	2301	2211
Fraud					
	47	64	142	194	128
Appeals					
	51	47	45	50	48
Individual requests					
	1122	940	2164	2196	3322
Admission Statements MSc programmes					
MSc internal students	908	784	714	727	871

4 Performance in 2015

4.1 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 2015, the Examination Board issued **2211** 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. Remarkably, the number of cum laude certificates varies considerably per programme. And also, in some master programmes a cum laude certificate is not special at all. This raises some concerns about the grading of the courses. This needs further investigation.

¹ See article 7.11, paragraph 2, WHW

programme	degree certificates	cum laude	summa cum laude
BScBA	458	9	0
BScIBA	330	37	4
MScBA AFM	135	27	1
MScBA MiM/GM	63	25	0
MScBIM	154	9	0
MScCHEB	4	0	0
MScEShip	52	1	0
MScFI	289	71	2
MScGBSM	30	8	0
MScHRM	36	13	0
MScMI	46	5	0
MScMM	153	38	1
MScSCM	124	12	0
MScSM	191	20	0
MScOCC	33	4	0
MScIM- CEMS	59	22	3
PMB	47	5	0
ERIM Research MSc	7	3	0
MScCC	0	0	0
Total	2211	309	11

4.2 The appointing 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. Until recently, academic staff members were appointed by default on the basis of the Rules and Guidelines of the Examination Board. However, in the judgment of the Higher Education Inspectorate this is not in accordance with the intention of the law. Therefore, in the Academic Year 2015 – 2016, the Examination Board explicitly appoints the examiners. To that end, the Examination Board formulated the following appointment criteria for examiners.

1. At the start of the Academic Year the Examination Board appoints the examiners for the duration of that year;
2. **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.
3. 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).
4. 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.
5. A **UTQ** (University Teaching Qualification, in Dutch **BKO**) or equivalent is preferable for the examiners mentioned under 1. to 3.
6. During the first year of appointment, an examiner shall be mentored by an experienced examiner from the relevant department.

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.

7. In addition to the above, the following rules apply for examiners within a **thesis committee**³:
 - The **coach** must be a member of the academic RSM personnel associated with the department offering the MSc programme concerned: this includes tenured and tenure track staff as well as PhD candidates and untenured lecturers as long as they are appointed as an examiner. Furthermore, an exception can be made for **former** faculty members or PhD candidates who were associated with the department offering the MSc programme concerned: they may continue to act as coach after the termination of the employment contract for a maximum of one year. Hence, all other examiners including external faculty (from other EUR schools or other universities) may act as **co-reader** only;
 - At the request of a student an **internal or external expert** who is not an academic staff member of any university 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;
8. All appointed examiners will be registered in the RSM's Examiners Register.
9. In case of special circumstances, the Examination Board may grant exceptions to the above rules.
10. The examiners provide the Examination the information requested.
11. 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.

The actual appointment of the RSM examiners based on the above criteria, will start in 2016. In 2015 the Examination Board appointed **26** external experts as an examiner.

4.3 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.

In the autumn of 2015 the Examination Board established an annual report on the examination monitor. This annual report covers the academic year 2014-2015. It has a dual purpose: on the one hand it gives a detailed report on the monitors during the academic year, including the findings, decisions and policy changes of the Examination Board, on the other hand it aims to be a document for the purpose of debate between the Examination Board and the Dean of BSc & MSc Programmes, Programme Directors and the Departments.

The annual Examination Monitor report consists of 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 complaints (except for individual complaints), policy changes and recommendations.

In this general annual report we give a summary of the handling of complaints regarding exams, the Sampled Monitoring and the Excellence Check.

4.3.1 Complaints

This year, the Examination Board received **six** major complaints supported by many students. These complaints concerned the bachelor courses *Human Research Management*, *Marktcontext*, and

³ Please note that there are more rules regarding the composition of thesis committees in Article 5.1 of the Rules and Guidelines of the Examination Board

Foundations of Finance and Accounting and the master courses *Management Science*, *Risk Management* and *Investments*. Most complaints concerned the difficulty of the exam or the lack of coherence between the exam and the teaching.

The Examination Board noticed that many complaints were organized via *Facebook*. Also, many complaints were rather vague. In one case the Examination Board invited the students who submitted a complaint to attend a meeting – organized in concert with the *Student Representation* – to substantiate their complaints. Unfortunately, no student showed up.

The increase of complaints probably results from the greater interest in high quality education and assessment students experience nowadays. After all, students pay their studies largely by themselves and moreover, MSc studies have become more selective and therefore students are keen on high grades. In view of adequate processing of complaints, the Examination Board will introduce a protocol for filing complaints whereby the Student Representation will be involved.

4.3.2 Quality check Master theses

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

Sampled Monitoring

As the body that issues the degree certificates and also as the supervisory body, the Examination Board is very closely involved with the thesis process. The thesis is the ideal moment to check whether the student has attained a high enough level to be eligible for a degree certificate from the degree programme. The Examination Board has been developing a new sampled monitoring process within the new context of the thesis trajectory.

The objective of this Sampled Monitor was to check the quality of the (assessment of the) theses in the context of the recent changes in the thesis trajectory. In the academic year 2013 – 2014 a new MSc thesis trajectory was introduced with strict deadlines. This may have triggered unjustified passes. Therefore, the intention of the sample was mainly to establish, beyond doubt, if the theses are of sufficient (or higher) quality to pass future accreditation. This time the focus was on the borderline cases: 5.5 – 6.5.

The sample theses were re-evaluated by a committee of nine senior faculty: seven members of the Council for Distinction Mark plus two former RSM employees. This committee was chaired by Dr. A. Slangen, member of the Examination Board.

The members of the committee were asked to give their opinion on the following questions within the context of the thesis assessment matrix:

1. Do you agree with the assigned grade?
2. Do you consider the thesis to be of sufficient quality for a pass (i.e., for a 5.5 or higher)?
3. What grade would you have assigned to the thesis? Please use the assessment matrix to form your judgment.
4. If you substantially disagree with the assigned grade, please explain why.

Target group was cohort 2013 of the initial MSc-programmes that graduated in 2013/2014 (nominally). The IM-Cems and MiM programmes were excluded because a different timeline and the changes have had far less impact on these programmes as they always had a strict timeline and high percentage of nominal students. The CHEB programme was also excluded as this programme is being phased out.

The sample consisted of 77 theses with the lowest grades per MSc programme from a total of 852 completed theses. All theses graded with a 5.5 and almost all theses graded with a 6.0 were included.

programme	AC	BIM	ENBV	FI	GBSM	HRM	MI	MM	OCC	SCM	SM	total
first attempt	5	2	0	9	2	4	1	8	1	3	9	44
resits	5	5	4	3	1		3	2	3	6	1	33
total	10	7	4	12	3	4	4	10	4	9	10	77

The committee came up with the following findings:

Quantitative findings

- Actual vs. referee mean grade: 6.26 vs. 6.052
 - difference is statistically significant ($p < 0.05$)
- 16 theses were deemed borderline cases or insufficient
 - 0-5 per referee (mean: 1.8, mean share: 19.3%)
 - 4/11=36.4% of the 5.5s
 - 6/24=25.0% of the 6.0s
 - 6/36=16.7% of the 6.5s
 - 0/6=0% of the 7.0s and 7.5s
 - Extrapolating these percentages to the population suggests that 2.4% of all completed theses raise at least some discussion as to whether they meet the minimum requirements
- The 16 initially-identified debatable theses were subjected to a second review by a different referee to differentiate clear failures from multi-interpretable cases;
- 5 of the 16 theses were deemed clearly insufficient by both the first and second referee. Interestingly, these 5 theses were graded with a 6.0 or a 6.5 (rather than with a 5.5);
- Another 5 theses were deemed borderline cases by one referee and insufficient by the other;
- 6 theses were deemed acceptable by the second referees.
- The 5 clear failures constitute 7.0% of the 71 sample theses in the grade range 5.5-6.5;
- Total number of theses in that grade range: 90
 - suggests the presence of 6.33 clear failures among such theses
- The presence of 6.33 clear failures in the population of 852 completed theses suggests that 0.74% of these theses constitute unjustified passes;
 - assumption: no clear failures among theses graded with a 7.0 or higher
 - caveat: referee assessments omit 2 matrix criteria (7&8)

Additional findings

Regarding the 5 clear failures:

- 3 first attempts, 2 resits;
- None of them was supervised by a PhD student;
- Among them are 2 of the 4 selected theses from one specific MSc programme;
- 3 evaluations in TOP contained not a single unsatisfactory matrix element;
- 3 evaluations in TOP indicated a good presentation/defence.

Regarding the 5 theses that were deemed borderline cases by one referee and insufficient by the other:

- 2 first attempts, 3 resits;
- None of them was supervised by a PhD student;
- Although 2 of the coaches did not have a PhD;
- TOP evaluations for most cases suggest that coach and co-reader consider them passes at the bare minimum;
- 1 evaluation contains 7 unsatisfactory elements.

Regarding the full sample:

- Besides receiving relatively low referee evaluations on the matrix criteria, the sample theses:
 - often had a sloppy layout
 - were often characterized by sloppy in-text citations and reference lists
 - were sometimes rather short
 - sometimes used unexplained abbreviations
- It is unclear whether this is due to time pressure or carelessness.

Conclusion

The most relevant question was: Is the minimum quality of the MSc theses sufficiently guaranteed under the new thesis system? The Examination Board concluded: Yes, since the number of clearly unjustified passes is estimated to be limited to 0.74% of all completed theses.

Recommendations

- Clarify in TOP that admitting a student to the defence implies that the student can no longer be failed will likely further limit the number of unjustified passes by reducing the number of insufficient theses that reach the defence stage;
- Change the compensation system such that coaches and co-readers who fail students also receive the thesis supervision fee provided that the student has submitted a complete thesis;
- Point students to the importance of paying attention to details such as layout and referencing.

Excellence check

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

Member	Department	
Prof. dr. B.M. Balk	1	Technology and Operations Management
Prof. dr. ir. H.W.G.M. van Heck	1	Technology and Operations Management
Prof.dr. L.G. Kroon	1	Technology and Operations Management
Dr. E.A. van der Laan	1	Technology and Operations Management
Prof. dr. S.J. Magala	2	Organisation & Personnel Management
Dr. Y.M. van Everdingen	3	Marketing Management
Prof.dr.ir. A. Smidts	3	Marketing Management
Prof. dr. P.P.M.A.R. Heugens	4	Strategic Management & Entrepreneurship
Dr. T.J.M. Mom	4	Strategic Management & Entrepreneurship
Dr. A.H.L. Slangen (chairman)	4	Strategic Management & Entrepreneurship
Dr. P. de Wolf	4	Strategic Management & Entrepreneurship
Dr. E Sojli	5	Finance
Dr. M. Szymanowska	5	Finance
Prof. dr. R.J.M. van Tulder	8	Business Society Management

In 2014-2015, the committee reviewed **47** theses. In 18 instances the verdict was negative. The coach and co-reader can lodge an appeal against a negative verdict of the Council for Distinction Mark. The thesis will then be sent out for a second reading to another member of the Council, who will review the thesis. Hereupon the Chairman will take a final decision, taking both reviews into account. In 2014-15, this happened 6 times, resulting in a positive final decision in three cases.

So finally, **32** theses passed the excellence check. During the academic year 2013 – 2014 53 theses passed the excellence check. The reason for these differences may be the fact that in 2013 – 2014 there were still a lot of students who graduated in the spring according to the former Thesis Trajectory procedure. So these students were from earlier cohorts.

The next table shows the number of theses that were nominated for an excellence check per MSc programme over the past two academic years.

MS Programme	2013-2014	2014-2015
Business Administration (Accounting & Financial Management programme);	6	4
Business Administration (Master in Management programme);	1	0
Business Information Management;	4	3
Chinese Economy & Business;	1	0
Finance & Investments;	14	11
Global Business & Sustainability;	4	1
Human Resource Management;	2	0
International Management (IM-Cems);	0	13
Management of Innovation;	2	2
Marketing Management;	10	7
Organisational Change & Consulting;	0	0
Research Master in Business and Management (ERIM research master);	1	1
Strategic Entrepreneurship;	0	0
Strategic Management;	12	4
Supply Chain Management;	7	0
Parttime Masteropleiding Bedrijfskunde (PMB).	1	1
Total	65	47

4.4 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 lecturers receive both verbal and written feedback from Risbo. In 2015, **20** examinations – bachelor courses only – were checked by Risbo.

4.5 Anti-fraud measures

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

Annually, about 50,000 RSM examinations are taken in the Van der Goot-building. The main fraud reports in the Van der Goot-building consist of the report of an invigilator when a student has a mobile phone within reach. Despite the fact that announcements were made that phones must be stored in a jacket or bag at the beginning of the examinations, and despite the fact that it was on the front page of the exam, there were still 61 fraud reports of students with a mobile phone within reach. Given the high percentage of boys (> 90%) in this group, who often have no bag or are accustomed to carry their mobile phone in their pocket, the urgency to place lockers in the M-hall is high. However compared to 2014 there was a decline in mobile phone fraud reports.

All the other cases concern (suspicion of) plagiarism, where both the 'provider' and 'acquirer' are punishable, but the latter is more heavily penalized than the former. Fortunately, more and more lecturers confront students (especially in the first year) with their copycat behaviour by the use of *Turnitin* or other plagiarism detectors. Overall, plagiarism is most common in first-year courses. The punishing is primarily intended to deter the students. Therefore, the Examination Board puts relatively much time in these *first-year fraud sessions*.

The fact that fewer senior students commit fraud is probably due to the severe penalties in the first year. As a result of the introduction of N = N, the Examination Board decided that the previously

prevailing penalty (exclusion from the course for a year) now has major consequences (= exit programme) in relation to the offense. In many cases, the relevant (not assessable) component was awarded the grade '0', but not to the whole course.

Last year however, there has also been an increase in the number of cases of plagiarism in the master's (35), one of them in the thesis: this student had to rewrite the whole thesis in 2015-2016. The impression is that this involves external students who are not familiar with the RSM/EUR plagiarism rules. This is a serious concern.

The Examination Board had a meeting with approximately 67 of the students suspected of fraud: 40 individual interview and the others in pairs. The students not invited were the ones caught with a mobile phone / smart phone (which were 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.

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

	2009	2010	2011	2012	2013	2014	2015
Number of students	49	29	47	64	142	194	128
Type of test							
Group assignment	13	5	21	16	19	49	40
Individual assignment	11	2	18	36	54	10	15
Written examination	24	15	8	9	65	134	72
Thesis	1	1	0	3	4	1	1
Type of fraud							
Plagiarism	23	14	33	55	76	60	56
Peek	2	8	3	4	6	3	4
Mobile phone	13	3	1	2	57	109	61
Graphic calculator	9	3	10	1	1	8	0
Miscellaneous	2	1	0	2	2	14	7
Disciplinary measure							
Reprimand	20	12	15	18	74	111	72
Sanction	29	17	32	48	68	83	56

Finally, it is worth mentioning the anti-fraud measure which had been introduced EUR-wide: as from 1 September 2014 students were no longer allowed to take any paper (exam questions and scrap paper) outside the examination room. This rule caused much debate: it sometimes happened that answer sheets were discarded along with the scrap paper and moreover, students were no longer able to check the exam questions. Therefore, the Examination Board considered this anti-fraud measure not in line with the quality assurance of examination and reformulated the rule for RSM students: as of 1 September 2015 students are allowed to take their scrap paper and exam questions (if possible) outside the examination hall *if* they remain seated until the end of the exam.

4.6 Settling of disputes

Students can appeal against the decisions made by examiners and the Examination Board. The procedure is laid down in Section 7.60 et seq. of the Higher Education and Research Act ('WHW'). This legal procedure is an administrative appeal as referred to in Section 1:5(2) of the General Administrative Law Act ('Awb'). The Examinations Appeals Board of Erasmus University ('CBE') only performs a review of lawfulness. Both written⁴ and unwritten law are used as the basis for the review⁵.

⁴ 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').

⁵ Examples of unwritten sources include general principles of good governance and other general legal principles.

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An appeal must be lodged to the CBE within 6 weeks of the decision being announced. Since the 2010-2011 academic year, EUR has had an online helpdesk for students to submit their complaints, objections and appeals online.

Below an overview of the appeals over the past five years.

Appeals	2011	2012	2013	2014	2015
Subject					
Denial BScBA (Colloquium Doctum)				1	
Denial pre-Master's NL	4	4		9	
Denial pre-Master's ENG	4				3
Denial admission MScBA (MiM)			1		1
Denial admission MScBA (AFM)	11	16			
Denial admission MScBIM			2	1	1
Denial admission MScCHEB			1		
Denial admission MScF&I					3
Denial admission MScGBSM			1	1	
Denial admission MScHRM			1		
Denial admission MScIM	3	1	1		
Denial admission MScMM			1	3	
Denial admission MScSCM			2	3	1
Denial admission MScSE					3
Denial admission MScSM			2	2	1
Negative bsa	17	16	24	12	10
Denial grade registration	1				
Denial admission Research Project		1			3
Fraud sanction	3	6	1	2	7
Denial exemptions					
Denial additional examination	2		2	7	6
Denial reassessment	1		1	2	1
Extension validity grade	1	1	2	2	1
Denial external elective/project			2	1	
Denial grade registration				1	
Other	4	2	1	3	7
total	51	47	45	50	48

Final decision/verdict	2011	2012	2013	2014	2015
Premature	1	1			
Withdrawal	13	19	17	16	22
Settlement	29	17	24	31	21
Inadmissible		1	1		
Unfounded	2	8	3	1	3
Well founded	0	0	0		1
No verdict yet	2	1	0	2	1
total	47	47	45	50	48

4.7 Examination Regulations: R&G and TER

The Examination Board has regulatory power. The Board can set rules and provide the examiners with guidelines and instructions. These powers are reflected in the Rules and Guidelines ('R&G'), governing matters such as fraud, rules on passing/failing examinations, *cum laude* rules, compensation schemes, registering for examinations, perusals and the composition of graduation committees. For the academic year 2015-2016 no major changes were introduced.

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. The Examination Board advised positively on the proposed amendments to the rules. Overall, not much has changed. The most outstanding positive modification was the new English language elective for BScBA students in trimester 7. This elective gives the Dutch students the opportunity to enhance their English proficiency for the purpose of the subsequent English taught master programmes. Furthermore, the bachelor thesis has been explicitly excluded from the exemption possibilities.

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 OER in individual cases, for example, due to personal circumstances, or based on the hardship clause (if a rule would result in unfair consequences in an individual case), or for other specific reasons.

The following overview shows the number of requests filed via the EB's webportal: in total **3322**. There is a distinction between Dutch requests (from BScBA students or students of the PMB degree programme) and English requests (from BScIBA and MSc students).

In the year before, the total number of requests was 2196. The increase of 50% is mainly due to the increase of requests regarding complaints, thesis committees, external electives and late registration for an examination.

Next to these web-portal requests, the Examination Board decided upon more individual cases regarding for instance the binding study advice and the admission to the MSc programmes. Hereinafter follows an overview of the most important and extensive requests.

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Individual requests Decos 2015	Dutch	English	Total
Admission course/internship without meeting the requirements	3	18	21
Admission to the programme	5	2	7
Admission to the selective (Master) programme	7	2	9
Alternative way of examination	0	3	3
Appeals	12	39	51
Binding Study advice	23	3	26
Compensation rule B2/B3	35	60	95
Complaint (individual)	57	66	123
Composition Thesis Committee		218	218
Confidentiality form		45	45
Course Exemption	76	31	107
Declaration functional impairment	52	28	80
De-registration Programme	0	3	3
Documents without a case	24	42	66
Early marking of an examination	0	4	4
Elective/Project counting towards curriculum	374	74	448
English registration Osiris	83	0	83
ERIM customised study programme		12	12
Exam registration after the deadline	2	5	7
Examination under supervision	21	3	24
Excellence check		55	55
Exchange		1	1
Extension validity cases/ partial grades	32	14	46
Extension validity final grade	26	33	59
Extension validity PMB	1	0	1
Extra Exam opportunity	68	94	162
Following 2 Masters		15	15
Fraud / Plagiarism	56	73	129
GMAT registration	84	29	113
Grade registration Osiris	16	15	31
Graduation MSc (including 28 requests for defence by Skype)		53	53
Hardship clause for N=N	3	1	4
IBA to BA transfer	2	0	2
IBCOM course counting towards curriculum		68	68
Last result counts' transitional arrangement	0	5	5
Late registration for an examination	533	375	908
Postponement Active degree granting		138	138
Postponement thesis(proposal) deadline		17	17
Presence during graduation session	1	3	4
Programme registration after 31 August	13	38	51
Ranking statement		10	10
Statement of no objection	0	0	0
Taking an exam abroad	0	4	4
Taking an extra-curricular course	9	5	14
Total	1618	1704	3322

5.2 *Non-RSM Elective courses (bachelor and master)*

Students may request permission to take a course from another faculty or university as a bachelor elective or free elective for the master's programme. The first trimester of the Bachelor 3 year offers students a number of different alternatives in order to complete the required 20 ECTS in elective credits. For the regular 60 ECTS master programmes this elective space concerns 6 ECTS. It also offers less alternatives, meaning that the majority of the elective requests the Examination Board deals with are from bachelor students.

General policy

The general policy of the Examination Board regarding elective courses from another faculty or university is, first of all, that the course must be part of an accredited 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; students sometimes pick courses that are relatively easy because they already possess the necessary skills to complete them. Moreover, the course cannot be used for another 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.

2015: a significant increase 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. This resulted into a significant increase of requests filed in 2015, see the table below. 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.

With regard to the case type 'IBCoM course counting towards the curriculum', the Examination Board established and published 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 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 2015, the total number of filed requests grew significantly: **530** requests instead of the total of **169** in 2014. Mostly BA (Bedrijfskunde) students requested permission from the Examination Board: **374** instead of **71** the year before (2014).

Case type	2013			2014			2015		
	BA	IBA/ MSc	total	BA	IBA/ MSc	total	BA	IBA/ MSc	total
Elective/project counting towards curr.	33	83	116	71	74	145	374	74	448
Extra-curricular elective	15	9	24	10	2	12	9	5	14
IBCoM course counting towards curr.	n/a*	n/a*	n/a*	0	12	12	0**	68	68
total	48	92	140	81	88	169	383	147	530

* No mandate for the secretariat in 2013, IBCOM course requests are included in the category “elective counting towards curriculum”.

** Not a valid case type, IBA student 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 2015 are from bachelor students. Only **27** of the cases filed were from master students. Around **85-90 per cent** of the requests are regarding **non-RSM EUR courses**. These are courses from other faculties 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). Requests recorded as ‘Outside EUR’ concern courses from other universities in the Netherlands. ‘Outside NL’ are courses from foreign universities. **Although it seems like many permissions were granted, this category 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). Also, quite frequently students requested up to five courses at once, meaning that below numbers do not represent student numbers but – as mentioned above - the number of filed requests.

2015 Specifics

Category	BA*		IBA**		MSc***		total
	Permitted	Rejected	Permitted	Rejected	Permitted	Rejected	
RSM***	-	-	-	-	13	5	18
Non-RSM EUR	298	36	99	6	1	1	441
Outside EUR	33	6	5	2	0	1	47
Outside NL	10	0	5	3	3	3	24
total	341	42	109	11	17	10	530

* Curricular and extra-curricular requests combined.

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

*** In special cases, the Examination Board considered an alternative RSM course for master students (such as core courses from other master programmes)

Please note: only a few unfinished requests (due to student’s withdrawal or silence) were recorded either as permitted or rejected, depending on the most likely outcome.

As clearly visible in the table above, the large increase in filed requests resulted in many extra hours of administration and consideration. However, the majority of (non-RSM courses) requests were from Erasmus University, which means that the Examination Board did not have to further assess the level of difficulty or the quality (accreditation) of the institution.

5.3 Extra examinations

In special cases students can request for an extra examination considering situations like illness or Topsport, but also if all courses (including the thesis) but one have been passed, hereby a serious extension of the study is expected (e.g. more than four months). In 2015 the Examination Board received **162** requests: 105 concerned a bachelor’s course and 57 a master’s course.

The majority of the requests are related to admission to the master’s programme as of January 2016. It concerns students who are not admissible to one of RSM’s master programmes as of September 2015 due to ‘De Harde Knip’, because they have one 2nd or 3rd trimester B2/B3 course open. In the fall of 2015 **50** of these extra bachelor examinations were granted. The distribution of these extra examinations is as follows:

extra examinations Fall 2015	BA (+premaster)	IBA (+premaster)
Financial Accounting	24	13
Corporate Finance	5	0
Statistische Methoden en Technieken	3	
Cross Cultural Management	0	1
Ondernemingsrecht/Found Bus Law	1	3
total	33	17

The 35 of the 57 requests concerning the master's courses were submitted to conclude the master's degree programme without too much study delay. Most requests concerned the core courses *Risk Management* and *Accounting for Decision making*.

5.4 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. At the end of the academic year, in August, the Dean issues the final binding study advice. 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 which students may be exempted from the BSA standard because of personal circumstances or hardship. To be exempted from the BSA standard means that the student will get the chance to comply with the BSA standard in the subsequent academic year. If the students fails, he must leave the programme at the end of the second year.

In August 2015 **767** BA students and **462** IBA students received a binding study advice. The EB considered **222** 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 2015, the BSA meetings 2014-2015 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 not receive a negative binding study advice based on hardship. Remarkably, most students in this category had quite high averages.

The next table shows the total number of the decisions taken during the BSA meetings of 2015 and of the years before so that trends may be observed.

BSA cases	2011		2012		2013		2014		2015	
	BA	IBA	BA	IBA	BA	IBA	BA	IBA	BA	IBA
Files:										
Personal circumstances	74	41	44	33	57	77	45	21	48	32
Hardship	15	26	16	22	92	65	70	33	86	46
Appeals	5	12	5	9	1	23	5	7	5	5
Total files per programme:	94	79	65	64	150	165	120	61	139	83
Total files both programmes:	173		129		315		181		222	
Decisions:										
Exemption due to PC	43	27	23	18	41	25	39	17	34	19
Exemption due to hardship	5	17	10	17	78	25	51	39	65	43
Total exemptions	48	44	33	35	119	50	90	56	99	62
Negative BSA	41	23	27	20	30	92	30	5	40	21

Compared to the time before the introduction of N=N policy, more students are exempted from the BSA standard after the first year. However, since N=N, students have better grades and start the second year with no or just one or two courses to retake.

5.5 Admission statements

The Chairman of the Examination Board has a mandate from the Dean to issue *Admission Statements* to the Master's degree programmes. However, the Examination Board asked the Dean to end this mandate as of Academic Year 2016-2017. The reason for this request is the result of the change in the law whereby internal students must have been granted the Bachelor's degree (or must have passed the Pre-master programme) before they can be admitted to the Master's degree programme, just like the external students. Since it is no longer possible to facilitate internal students with personal circumstances, there is no reason left for the Examination Board to be involved in the MSc-admittance procedures: it has become a purely executive task.

Meanwhile, the Examination Board issued 871 Admission Statements to internal students in January and September 2015, 50 statements more than in 2014.

6 Focal points 2016

This Annual Report shows the enormous amount of work that has been done by the Examination Board in 2015. Not only thousands of individual decisions have been made but also the quality assurance task of the Examination Board has been broadened and deepened by the annual Examination Monitor Report, the Sampled Monitoring of the master's theses and the further developing of an examiners profile. Yet, there is still a lot more to be done.

Based on the research report of the Inspectorate of Education: "Further Improvement, Examination boards in higher education", the Interim Programme Assessment review, the annual report on the Examination Monitor and a discussion with the Strategic Platform concerning the profile of examiners, the Examination Board formulated the following focal points that need prioritization in 2016 and beyond:

Quality Assurance Policy in general:

1. Update of the brochure *Integral Quality Assurance Policy*;
2. Formulate professional standards for the thesis quality check;
3. Create a sounding board structure with Academic Directors;
4. Introduction of an annual reflection on the Examination Monitor with the (Vice) Dean, Dean of Programmes and the Academic Directors.

Examiners:

5. Optimize the yearly appointment of examiners;
6. Monitor professional development of examination expertise;
7. Formulate a concept for high performing examiners.

Exams:

8. Introduction of an assessment matrix for every course (to begin with B1 courses);
9. Formulate rules for individual/group grading (including rules preventing free-riders);
10. Check of MSc course manuals (whether these are in line with rules and regulations);
11. Formulate clear guidelines for peer review of examinations.

Complaint procedure:

12. Formulate a protocol for complaints.

Fraud:

13. Appliance (introduction and implementation) of plagiarism scanner *Turnitin*;
14. Installation of Turnitin in TOP;
15. Audit application of Turnitin.

Communication:

16. Improve the Examination Board websites for students, examiners and the university community by making them more user friendly and informative.

These are many focal points, too many to fulfil in one year, but they have set the Examination Board's agenda for the next few years.

And clearly, these new tasks will demand more time and effort of the members of the Examination Board and additional deployment of support staff. Also new expertise is needed for instance for the designing of assessment matrices and the professional development of examiners. External experts (e.g. the Risbo) shall be engaged for professional input which will probably result in supplementary budgets.

Appendix A. Tasks of the Examination Board

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

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

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 01/10/2015)

Programme	CROHO	language	ects	full time / part time	2011	2012	2013	2014	2015
BScBA*	50015	Dutch	180	ft	1985	2014	2040	2014	1954
BScIBA*	50952	Eng.	180	ft	1065	1190	1181	1268	1437
MScBA AFM	60644	Eng.	60 + 30	ft	851	268	203	335	184
MSc MiM	60644	Eng.	60	ft					157
MScBIM	60453	Eng.	60	ft	57	153	232	240	285
MScCHEB	60454	Eng.	60	ft	25	54	46	14	2
MScSE	60455	Eng.	60	ft	48	83	76	73	89
MScFI	60409	Eng.	60	ft	494	525	492	430	481
MScGBS	60456	Eng.	60	ft	32	67	69	43	55
MScHRM	60645	Eng.	60	ft	31	58	68	52	40
MScMI	60458	Eng.	60	ft	58	80	81	75	94
MScMM	60063	Eng.	60	ft	153	295	279	217	221
MScOCC	60457	Eng.	60	ft	45	73	78	50	52
MScSCM	60093	Eng.	60	ft	156	221	231	196	214
MScSM	60066	Eng.	60	ft	170	323	357	282	266
PMB	60644	Dutch	60	pt	248	221	181	181	229
MScIM - CEMS	60256	Eng.	90	ft	132	139	127	127	132
premaster NL	-	Dutch	ca 30	ft	238	253	231	252	102
premaster EN	-	Eng.	ca 30	ft	55	59	54	54	27
ERIM Research MSc	60313	Eng.	120	ft	23	28	28	23	22
MScCC	75049	Eng.	60	pt	21	95	95	93	54
MScMC	75051	Eng.	60	pt	55				
exchange/participants	-		-	-	239	305	276	246	228
total					6230	6554	6528	6265	6325

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 – Signing of diplomas – Appointment of examiners – Issues related to post-experience master programmes 	Prof.dr. L.G. Kroon (Chairman)
<p>External input</p> <ul style="list-style-type: none"> – Exemptions on the basis of competencies gained elsewhere – Exchange – Electives from outside RSM – Minors from within RSM – Examination authority of external teachers – Issues related to pre-experience master programmes 	Dr. E.A. van der Laan
<p>Quality control</p> <ul style="list-style-type: none"> – Vice Chairman – Complaints about examinations – Examination monitoring – Examination manual – Education Service Point – Issues related to the PMB Programme 	Ir. A.J. Roodink (Vice Chairman)
<p>External member</p>	Dr. M.B.J. Schauten
<p>Study progress Bachelor 1</p> <ul style="list-style-type: none"> – BSA – Project ‘Nominal is the Norm’(N=N) – Other issues related to Bachelor 1 	Dr. M.C. Schippers
<p>Graduation routes (bachelors’ and masters’)</p> <ul style="list-style-type: none"> – Excellence check – Sampled monitoring – Presence during examination sessions – Alternative composition of thesis committees – Graduating outside the regular graduation time frame – Issues related to the ERIM Research Master 	Dr. A.H.L. Slangen
<p>Supervising the implementation of and derogation from Examination rules / bachelors’ programmes</p> <ul style="list-style-type: none"> – Fraud – Request for extra examination opportunities – Request for alternative examination forms – M1-5 statements – Validity terms of examinations – Exemption for practical assignments – Other issues related to Bachelor 2 & 3 	Dr. B.H.E. Wempe