ANNUAL REPORT 2019 – 2020

Examination Board RSM - EUR
Rotterdam School of Management
Erasmus University

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1   General information

1.1   Tasks of the Examination Board RSM - EUR

The Examination Board has a broad range of different tasks with regard to the examinations. The tasks of the Examination Board are based on the Higher Education and Scientific Research Act (*Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek- WHW*). A summary of the Board's tasks can be found in appendix A. Furthermore, in appendix B the core tasks according to the Inspectorate of Education are listed. Appendix B can be regarded as a practical elaboration of most tasks mentioned in appendix A.

The Examination Board has been appointed by the Dean on behalf of the BSc- and MSc-programmes funded by the government. Appendix C. shows the BSc- and MSc-programmes concerned and the number of students per programme. The supervisory role of the Examination Board concerns many programmes: **19** degree programmes including the non-degree premaster programmes.

1.2   Mission and vision

The Examination Board has been commissioned by the legislator to supervise the examinations. The Examination Board performs this independently. 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 Teaching and Examinations Regulation (TER) of the programmes concerned. In the TER, the educational programme is laid down and matters such as the number of examination opportunities, the sequence of examination parts, the binding study advice, and exemptions.
2.   The 'Rules and Guidelines' that lay down rules regarding examination competence of examiners, fraud, assessment, compensation.
3.   The policy paper 'Integrated Testing Policy' that describes the quality assurance of the testing policy. This paper also describes the core values of the Examination Board: professionalism, academic freedom, fair play, continuous improvement.
4.   The Examination Manual: a set of binding rules regarding examinations and assessments for examiners established by the Examination Board.

1.3   Composition and way of working

The Examination Board consists of six members of RSM's academic staff including the chairman, and during this period two external members (1,6 fte). All members shall be appointed by the Dean. In Academic Year 2019-2020 the members of the Examination Board were:
−   Prof.dr. L.C.P.M. Meijs (Chairman)
−   Ir. A.J. Roodink (Vice Chairman)
−   Dr. I Bogenrieder (since 1 January 2020)
−   Dr. J.P.J.M. Essers
−   Dr. W. Hulsink (since 1 January 2020)
−   Dr. B. Nijveld (external member)
−   Dr. M.B.J. Schauten (external member)
−   Prof.dr.ir. H.J. de Vries (since 1 November 2019)

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

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 with regard to those tasks.

Student requests to the Examination Board must be digitally submitted via the Online Request Form or via Osiris Zaak (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 Zaak.

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

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

1.4   *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 (6,3 fte) in 2019 – 2020 was as follows:

- C.M. Dirks-van den Broek LL.M.   Secretary/ Managing Director
- J. van der Woude MSc LL.B   Policy officer Quality Assurance Assessment/ Deputy Managing Director
- I.M. van Essen LL.M.   Deputy Secretary
- A.M. Schey MScBA   Deputy Secretary
- F.J.A.P.J. Simons MScBA MA   Project manager EB projects
- D.M. Schonis   Team leader Administration
- L. Guo   Assistant
- K. van Oers MSc BA   Assistant
- S. Braakman   Flex-assistant
- M. van Driel   Flex-assistant

1.5 Overview time allocation
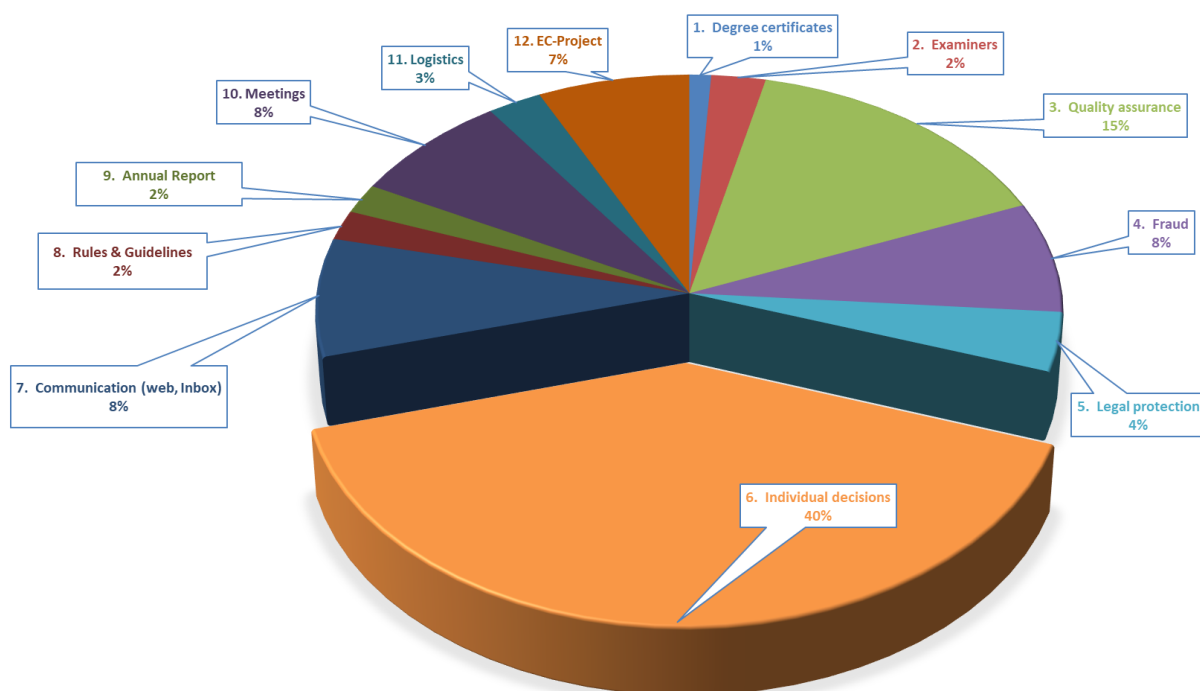
2 Core tasks: Quality assurance of (final) exams

2.1 EC-project plan

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

In the context of this process, the EUR Executive Board ensured that the Examination Boards will be sufficiently facilitated by their Schools to perform the tasks by setting a new standard for facilitation.

And very importantly, in the summer of 2019, in the context of the EUR project "*strengthening (execution) core tasks of the EUR Examination Boards*", all EUR Examination Boards were asked to submit a request for an improvement project at the EUR Executive Board. Approved projects would be eligible for partial funding by the EUR Executive Board.

The Examination Board RSM EUR formulated six projects to be completed within two years, in chronological order:
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.

In November 2019, the Examination Board's project was approved. In December 2019, F.J. Simons was hired as Project Manager to support the project. The projects will be completed by December 2021. Until 31 August 2020 three projects were in progress:

Project 1: BSc Elective procedure
Major concern was to shift the material assessment of external electives from Examination Board to Programme Management and to establish overviews of approved EUR-electives. To that end the Project Manager interviewed stakeholders such as the portfolio holders of the EB members and the secretaries and programme management and the EUR-central manager of EUR-minors.

Project 2: Integral Fraud Policy
The Project Manager interviewed stakeholders of fraud policy such as students, instructors, programme managers, executive directors, etc.

Project 3: Update of the Examination Board's 'Integral Testing Policy'
The Examination Board concluded that the quality cycle was missing a robust RSM Assessment Policy and the Assessment Plans of the BSc and MSc degree programmes. 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 (Appendix F.). In October 2020 the RSM Assessment Policy Project started.

Projectplan Examencommissie RSM

Projectleider: Lucas Meijs

DOELSTELLING

Verbeterslag kwaliteitsborging tentamens & examens

In balans brengen formele takenpakket en facilitering

MIDDEL

Efficiënter uitvoeren kerntaken Examencommissie

Gericht herverdelen Zorg- & Borgtaken

Meer FTE's

6 DEELPROJECTEN

(1, 2, 3) Verbeterslag kwaliteitsborging kerntaken

(4 , 5) Herverdeling taken Management en Examencommissie

(6) Efficiency verbetering kwaliteitsborgingsproces

1. MSc Toetscommissie

KERNTAAK (3,7)
Monitoren van toetsen en examens van BSc- & MSc-vakken op kwaliteit en conform richtlijnen.
Jaarlijks worden honderden BSc- en MSc-toetsen afgenomen.

UITDAGING
Onvoldoende inzicht in de kwaliteit van MSc-tentamens
Het is onmogelijk alle MSc-tentamens te screenen

DOEL
Vergroten inzicht in toetskwaliteit

MIDDEL
• Ontwikkelen steekproefsgewijze monitor
• Implementatie invoering MSc Toetscommissie – samenwerking Programmamanagement en Examencommissie

deadline: 1 september 2020

2. Toetsmanual voor Examinatoren

KERNTAAK (4,5,6)
Geven van bindende richtlijnen aan examinatoren
T.b.v. opstellen, tentamineren en beoordelen van tentamens gebruikt de Examencommissie o.m. een digitale Examination Manual voor examinatoren

UITDAGING
Veel examinatoren zijn onbekend met het gebruik van de Examination Manual

DOEL
Vergroten gebruik & aantrekkelijkheid van Examination Manual door examinatoren

MIDDEL
• Beter toegankelijk maken Examination Manual
• Ontwikkelen workflow waarmee docenten aan de hand van de Examination Manual stapsgewijs toetsen kunnen samenstellen

deadline: 1 september 2020

3. Integraal Fraudebeleid

KERNTAAK (9, 10)
Vaststellen en handhaven fraudeprocedure

UITDAGING
Regels omtrent fraude en plagiaat zijn niet goed bekend bij docenten en studenten

DOEL
Vergroten bekendheid regels omtrent fraude en plagiaat bij docenten en studenten

MIDDEL
Formuleren samenhangend en integraal beleid m.b.t.:
1. Normstelling
2. Actief & passief informeren stakeholders
3. Preventie
4. Detectie
5. Sanctionering

Een integraal beleid zou voorbeeld kunnen zijn voor andere EUR-examencommissies

deadline: 1 september 2020

KERNTAKEN

1. Periodiek onderzoeken of totale pakket van tentamens samen de vereiste eindkwalificaties toetst
2. Periodiek de kwaliteit van de eindwerken onderzoeken
3. Periodiek de kwaliteit van de tentamens onderzoeken
4. Examinatoren ontvangen richtlijnen voor het opstellen van tentamens
5. Examinatoren ontvangen richtlijnen voor de afname van tentamens
6. Examinatoren ontvangen richtlijnen voor de beoordeling tentamens en het vaststellen van de uitslag
7. Erop toezien dat richtlijnen worden nageleefd
8. Aanwijzen van examinatoren voor de tentaminering van specifieke onderdelen van de opleiding
9. Vastleggen van procedure die examinatoren dienen te hanteren bij het vermoeden van fraude
10. Nagaan of examinatoren handelen conform richtlijnen en regelingen over fraude
11. Borgen van de kwaliteit van de organisatie en procedures rondom toetsing

Projectmanager: Frans-Joseph Simons

4. Keuzevakprocedure

KERNTAAK (1)
Dekking eindkwalificaties

UITDAGING
Examencommissie heeft overmatige werklast m.b.t. behandeling verzoeken externe keuzevakken

DOEL
Balans creëren in taakverdeling Examencommissie en Management

MIDDEL
Ontwikkelen workflow en goedkeuringsprocedure voor externe keuzevakken

deadline: voorjaar 2020

5. Procedure voor het Examinatorenregister

KERNTAAK (8)
Aanwijzen examinatoren
RSM heeft momenteel 375 examinatoren, verdeeld over 7 vakgroepen

UITDAGING
De Examencommissie moet zich structureel teveel inspannen om tijdig de noodzakelijke gegevens voor het examinatorenregister te verkrijgen

DOEL
Structurele werkdrukvermindering binnen het beheers- en onderhoudsproces van het examinatorenregister

MIDDEL
• Ontwikkelen structurele procedure & workflow voor soepeler beheer- en onderhoud exminatorenregister
• Herverdeling taken examencommissie en management in beheer- en onderhoud examinatorenregister

deadline: herfst 2020

6. Aanpassen RSM's "Integraal Toetsbeleid"

KERNTAAK (1)
Dekking eindkwalificaties

UITDAGING
Werkwijze is tijdrovend en niet voldoende eenduidig

DOEL
• Standaardiseren van facultair toetsbeleid, toetsprogamma's en toetsen
• Steviger onderbouwen NVAO accreditatiekader

MIDDEL
Gestandaardiseerde & getemporiseerde digitale afvinklijsten toetsbeleid, toetsprogramma's & toetsen

deadline: voorjaar 2021

2.2   Online assessment

The sudden shift to online education was a challenge especially for the examinations. The greatest concern was how to safeguard the quality of remote assessments. In March 2020, as a first step, 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.

In order 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.

All running courses had to adapt their education and assessment to alternative online options. Examiners were encouraged to change multiple-choice exams into open questions exams and assignments. This resulted in increased workload of our teaching staff as preparations and the grading took longer. To support the instructors and to ensure all online assessment guidelines were followed, the Examination Board in cooperation with Programme Management and Learning Innovation Team, reviewed the redesigned courses including the assessment plans, and the assessment options were discussed with the examiners concerned. Of course, this resulted in a lot of extra workload for academic and support staff.

2.2.1   The remote 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. During the year this remote assessment menu for examiners was frequently updated as a result of new insights, technical possibilities, EUR policies and government measures (Appendix).

Eight basic rules described in the Remote Assessment Menu for Examiners:
1. all learning objectives must be assessed;
2. at least 60 per cent of the final grade of a course must be based on individual assessment;
3. assessment must be as fraud resistant as possible;
4. general rule for remote testing is that all written tests must be designed as an open book test; even if it is proctored;
5. use a mix of assessment methods but do not over-assess;
6. no pass/fail on course level;
7. no curved grading;
8. preferred length of proctored exams is 90 or 120 minutes.

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.

2.2.2   Issues regarding remote assessment

The main issues regarding remote assessment that have been encountered so far are:
- Drafting fraud-resistant exams: it appeared that it is very hard to draft online assessments that are fraud resistant. Students have more opportunities to communicate during exams. Fraud incidents increased almost doubled compared to on campus examinations;
- Technical issues related to ProctorExam: the RSM BSc degree programmes have too many students for online proctoring;
- Legal issues related to ProctorExam and privacy;
- Since online testing was organized via several platforms, it was more difficult to organize exams for students with extra facilities;

- Online testing goes with a lot of technical problems such as failing internet connections, failing platforms; failing hardware;
- Students suffered from stress especially during online proctored exams not only because their surrounding must be scanned, failing computers, bad internet connections, but also because they have to sit still in front of their webcam.

Those issues had to be tackled with creative solutions and they caused often extra work for staff and students in case of extra exam opportunities had to be offered.

In case large-scale problems would undermine the quality of exams, there is an ultimate safety net: The Examination Board is authorized to declare the exam results invalid if the assessment of the exam shows that massive irregularities occurred during the examination. In 2019-2020, the safety net has not been necessary; most issues could be tackled on an individual level.

2.3   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) regarding the knowledge, insight and skills needed to obtain a Bachelor's or Master's degree[1]. 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 the Academic Year 2019 - 2020, the Examination Board issued **2551** degree certificates. The following table shows the number of degree certificates issued per programme, including the number of the *cum laude* and *summa cum laude* certificates. As previous years, the number of cum laude certificates is remarkably high in most master programmes. In some MSc-programmes a cum laude certificate seems to be normal. Compared to other EUR MSc-programmes those percentages are extremely high although the regulations are very comparable to those of other EUR Schools.

degree programmes	certificates	cum laude	%	summa cum laude	%
BSc BA	567	11	1,9%	0	
BSc IBA	429	58	13,5%	4	0,9%
MSc BA AFM	86	25	29,1%	2	2,3%
MSc BA MiM	65	14	21,5%	0	
MSc BA PMB	50	2	4,0%	0	
MSc BIM	231	64	27,7%	2	0,9%
MSc EShip	43	4	9,3%	0	
MSc FI (incl FI-A)	274	68	12,7%	0	
MSc GBS	122	27	22,1%	0	
MSc HRM	22	8	36,4%	0	
MSc MI	80	13	16,3%	0	
MSc MM	178	25	14,0%	0	
MSc SCM	95	19	20,0%	0	
MSc SM	195	60	30,8%	3	1,5%
MSc OCC	37	14	37,8%	0	
MSc IM- CEMS	63	30	47,6%	1	1,6%
ERIM Research MSc	3	0		0	
MSc CC	11	3	27,3%	0	
Total	**2551**	**445**	**17,4%**	**12**	**0,5%**

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[1] See article 7.11, paragraph 2, WHW

2.4 Appointment of examiners

Based on Article 7.12c of the Higher Education and Research Act[2], the Examination Board formally appoints examiners for the examinations of the accredited bachelor and master programmes.

At the start of the Academic Year, the Examination Board appointed **397** examiners for the duration of that year based on the following criteria:

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

Table: overview of total number of appointed examiners per category per Department during 2019-2020

Examiners	Category 1	Category 2	Category 3	Total
Department 1 TOM	54	46	21	121
Department 2 O&PM	23	15	4	42
Department 3 MM	23	10	11	44
Department 4 SM&E	30	23	4	57
Department 5 Finance	24	25	6	55
Department 7 A&C	16	7	2	25
Department 8 BSM	17	14	18	49
externals without department			4	4
Total	187	140	70	**397**

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[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.

2.5 Supervision of the quality of final exams and examinations

2.5.1 Examination Monitor

One of the core tasks of the Examination Board is to supervise the quality of the degree programmes' (final) examinations. In the *Integrated Testing Policy* memorandum, the Examination Board sets out how it wishes to promote and monitor the quality of testing and examinations. The Examination Monitor is an important and labour-intensive instrument for quality assurance. The Examination Board developed the Examination Monitor to allow the Board to receive information about all examinations taken for quality assurance purposes. After each trimester, the examinations are screened. In addition to factors such as pass rates, averages, cut-off scores, reliability (mc exams only) it also includes information on the testing method, the grading as well as the student evaluations. All examiners are informed about the data of their course assessment. The Examination Board treats the data of the examinations monitor in a reticent manner. On the basis of the monitor alone, it is impossible to establish whether an examination complies with expectations/standards. The outcomes may lead to further research. Usually, the examiner will be asked for comments. Subsequently, the Examination Board will decide based on the core values if further steps will be necessary to improve the quality of the testing. Points of improvement will be communicated to the examiner and department where necessary.

The Examination Monitor consists of two parts: a comprehensive examination monitor for the Business Administration and International Business Administration Bachelor's degree programmes and a simple monitor for the pre-experience Master's degree programmes. The results of the Examination Monitor are recorded in the Annual Report on the Examination Monitor. This report includes a general process description, a description of the actual assessment methods within the programmes, the monitors during the academic year (bachelor and master), a log with decisions of the Examination Board (adjustment standards, grade changes, etc. at course level), an overview of the complaints on examinations filed by groups of students, policy changes and recommendations.

In 2019 – 2020 also because of the COVID-19-Pandemic, the only Examination Monitor discussed was the one of Trimester 3 and re-sits of Academic Year 2018 – 2019. This also shows that the Examination Monitor is too slow to act fast. In case of possible quality issues, the Examination Board must be able to act promptly. A real-time Examination Monitor would be highly desirable.

Since March 2020, because of the shift to online testing, the Examination Board monitored assessments proactively by setting new standards for online testing and by discussing the assessments ex ante with the examiners of all BSc and MSc courses.

2.5.2 Course manual check

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

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

In accordance with RSM's Testing Policy, the Examination Board checks the course manuals of the degree programmes with a view to verifying that the examinations and assessment are aligned with the educational goals and the learning objectives of the course. To make this alignment more transparent to students, every course manual shall include an assessment plan. This rule has become effective as

of September 2017. It concerns more than 400 BSc and MSc course manuals, including EUR minors and electives. The Examination Board performed this task for many years for the BSc course manuals: every year. approximately **190** minors are checked (RSM/EUR/LDE minors) and **65** RSM BSc courses (BA and IBA). Since September 2017, the Examination Board checks the **225** MSc manuals as well. The goal is to have all MSc course manuals checked within four years. In 2017 70 MSc course manuals have been checked and in 2018 **98** MSc-manuals have been checked and in 2019 -2020 another 27 MSc course manuals and another 38 courses were checked because of the shift to online assessment which had consequences for the testing method and the assessment plans per course.

2.5.3   Quality check Master theses

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

1. The *ex post* Thesis Quality Monitor will cover theses from all MSc degree programmes. The focus of the monitor may vary per audit;
2. Coaches and co-readers need to provide an extra explanation in TOP as to why they assigned a grade of 9.0 or higher. Such a grade should normally only be assigned when a thesis receives a score of 'Excellent' on the majority of the elements of the thesis assessment matrix;
3. In order to maximize its effectiveness, the outcomes of the monitor will be discussed among the Academic Directors of all MSc programmes during one of their periodic meetings. Any irregularities in thesis grading uncovered by the monitor should be shared with the coaches and co-readers involved.
4. Every Department is represented in the committee executing the Thesis Quality Monitor. The Academic Directors of the non-represented Departments nominate a senior faculty member of their department for the committee.
5. The Thesis Quality Monitor shall be double blind;
6. The theses included in the monitor shall be reviewed by senior faculty whose research field is relatively close to the field within which a thesis has been written;

In 2018 the Thesis Quality Monitor was replaced by a thorough audit performed by an *NVAO thesis committee* of seven academic experts. The Examination Board discussed the outcomes of this monitor with the RSM examiners during an Examiners Event in March 2019. In relation to the NVAO recommendations, the conclusions from the Examiners Event was that the thesis assessment matrix is useful to organize the examiners' thought processes on quality aspects of a thesis, but it should not be a computational device to objectively determine thesis quality or grades. The examiners agreed that there should be no weight assigned to the scores and that the matrix should not be used to align assessment practices across programmes and become a straightjacket; any resulting grade alignment would be contrived and no longer reflect authentic quality considerations of assessors deriving from the diverse ILO's for each master programme. Variation between programmes in the thesis assessment is allowable as much as is reflected in the diverse ILO's of the programmes. Another conclusion was that the examiners must provide insightful feedback on their assessment in TOP. All examiners have been instructed to do so.

The next Thesis Quality Monitor should have taken place in 2020. However, due to the Covid pandemic there was a lack of time to perform an audit.

2.6   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.

Fraud incidents almost doubled: 2018-2019 136 incidents, during 2019-2020 266 incidents.

In January 2020 large scale fraud had been detected within a take home assignment of the B1 course *Wetenschapsfilosofie* (BK1107). The fraud was detected by Codas, a digital assessment tool. Via this programme, it appeared that approximately 125 students were under the suspicion of collaborating during the exam although this was explicitly not allowed. As a result, the Examination Board invited 80 students for a hearing and finally the grades of 34 students have been invalidated.

A lot of fraud has been identified committed during remote exams. For instance, students who did not follow the ProctorExam instructions (wrong room scan, ID-irregularities, earphones) but also fraud committed via WhatsApp and Viber during online exams. The following is a summary overview of what occurred and how the Examination Board responded.

ProctorExam

Most students who did not follow up the instructions of ProctorExam for the first time, were punished with a reprimand. Students who deliberately communicated during exams were severely punished by invalidations of grades and denying the right to take resits. A few students were also brought in to be expelled from the programme.

WhatsApp

After the remote test of the Bachelor course BAD13 Supply Chain Management on 9 June 2020, the Examination Board established that several students actively committed fraud during the test by using resources that were not explicitly allowed (the examiners communicated several times that phones were explicitly prohibited) and via WhatsApp asking questions and sharing information. It concerned 10 students. Their grades for the exam were invalidated and they were excluded from other online exams for the rest of the Academic Year.

Viber

In June/July 2020 a large group of IBA-students was detected who collaborated during exams via a Viber-group that was deliberately created to cheat during exams. The Examination Board could identify 51 students. This resulted in 51 meetings and 51 fraud sanctions: 22 students received a reprimand, two students were nominated to the EUR Executive Board to be expelled from the school and all other students received sanctions like invalidation of results and exclusion from re-sits.

Luckily, tests seemed to be sufficiently fraud resistant because the exams consisted of randomised open book/open-ended questions using large item banks. Students could not benefit from committing fraud.

The workload to prevent and detect fraud increased significantly. Not just because of the increased reported incidents from 136 to 266 in a year with 6 months of online testing only, but also because the Examination Board had to review flagged ProctorExam footages. Almost 10% of the students are flagged during ProctorExam. To give an example, an overview of one MSc exam period in May 2020:

Course code	naam	exam/resit	# students	# flagged
BMME027	Advanced valuation & value creation	exam	86	4
BMME028	Fin Tech	exam	37	7
BM05MM	Marketing Management Research	resit	4	1
BMME030	real estate Finance and Investments	exam	52	4
BMSE04	Corporate Entrepreneurship	resit	19	2
BM03SCM	Distribution Networks	resit	14	3
BM04SCM	Facility Logistics Management	resit	18	4
BMME138	Digital Decision Making	exam	54	2
BM05FI	Financial analysis and valuation	resit	78	8
BM25MiM	Business and Psychology	resit	11	1
BMME132	Private Equity	resit	6	2
BM29MIM	Corporate Governance	exam	68	3
BMME045	Managerial and group decision making	exam	45	1
			492	**42**

The total amount of flagged footage during the Academic Year 2019 – 2020 concerned 79 students. To view each footage takes approximately 20 minutes (including contacts with the Exam Organization and sending messages to students). The reviewed ProctorExam footages resulted in 17 warnings to students.

Another reason for the increase of fraud incidents is probably that due to the online situation, alternative assessments – mostly assignments – replaced written exams: examiners used the plagiarism scanner Turnitin on a large scale which resulted in more cases of plagiarism.

2.7   Legal protection

2.7.1   Settling of disputes

Students can appeal against the decisions made by examiners and the Examination Board. The procedure is laid down in Article 7.60 et seq. of the Higher Education and Research Act ('WHW'). This legal procedure is an administrative appeal as referred to in Article 1:5, paragraph 2 of the General Administrative Law Act ('Awb'). The Examinations Appeals Board of Erasmus University ('CBE') only performs a review of lawfulness. Both written[3] and unwritten law are used as the basis for the review[4].

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

Appeals	2014	2015	2016	2017	2018-2019	2019-2020
Subject						
Denial BScBA (Colloquium Doctum)	1		1			
Denial pre-Master´s	9	3		2		1
Denial admission MSc programme	10	10	15	10	4	2
Negative bsa	12	10	16	7	4	2
Denial grade registration	1					
Denial admission Research Project		3		1		
Fraud sanction	2	7	1	2		9
Denial exemptions						
Denial additional examination	7	6	1	1	3	1
Denial re-assessment	2	1	1			
Extension validity grade	2	1	2	2		
Denial external elective/project	1			2	1	
Last results counts			1			
Disagreement grade			1	7	12	3
Disagreement exam question(s)				2	1	
Exclusion course				5		
Compensation not applied				2		1
Other	3	7	8	3	1	1
total	**50**	**48**	**47**	**46**	**26**	**20**

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

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

Final decision/verdict	2014	2015	2016	2017	2018-2019	2019-2020
Premature						
Withdrawal	16	22	18	26	10	6
Settlement	31	21	16	8	8	11
Inadmissible			2	1		
Unfounded	1	3	2	7	7	2
Well founded		1	1	3	1	1
No verdict yet	2	1	7	1		
Redirected to ACB*			1			
total	50	48	47	46	26	20

ACB = Algemene Commissie Bezwaarschriften EUR

It is noteworthy that the number of appeals related to fraud is relatively high. This can be explained by the fact that in June and July 2020 the Examination Board had to deal with a lot of fraud cases during the Covid-19-pandemic due to the fact we had to switch to online testing. The appealed fraud sanctions were all imposed for communicating via WhatsApp and Viber during online assessments.

2.8   Examination Regulations: Rules and Guidelines

The Examination Board has regulatory power. The Board sets rules and provides examiners with guidelines and instructions. Those binding instructions are established in the Rules and Guidelines ('**R&G**') if it concerns rules that are also relevant to know for students (rules regarding assessment, cum laude, compensation, rules of order during exams, exam registration, etc.) and in the Examination Manual for examiners (rules regarding preventing fraud, peer review, exam cover sheets, drafting examinations, etc).

In June 2020, the R&G were established. In the R&G the Examination Board introduced the binding rule for examiners that remote tests must be drafted as open book tests as much as possible, that at least 60% of the assessment must be individual and the absolute cut-off point has been formulated explicitly.

3   Decisions in individual cases

3.1   Overview

The Teaching and Examination Regulations (the 'TER') of the various study programmes state in various articles that the Examination Board can allow deviations from the rules in certain cases. The Board may grant exemption from the TER in individual cases, for example, due to personal circumstances, or based on the hardship clause (if a rule would result in unfair consequences in an individual case), or for other specific reasons. The following overview shows the number of requests filed via the EB´s web-portal in Academic Year 2018-2019 and 2019-2020.

Individual Requests via webportal	2018-2019	2019-2020
Admission course/internship without meeting the requirements	3	25
Appeals	21	19
Compensation rule	83	280
Complaint	74	70
Composition Thesis Committee	120	32
Confidentiality form	58	28
Declaration functional impairment	146	78
Documents without a case	172	117
Early marking of an examination	3	0
Elective/Project counting towards curriculum	574	572
ERIM customised study programme	4	0
Examination under supervision	3	0
Exchange & Free-movers	28	4
Exemption	111	111
Extension validity cases/ partial grades	79	68
Extension validity PMB	1	1
Extra Exam opportunity	95	115
Following 2 or more electives concurrently	32	53
Fraud / Plagiarism	136	266
Grade registration Osiris	43	43
IBA to BA transfer	5	5
IBCOM course counting towards curriculum	146	98
Late examination registration	11	17
Master Admission PMB	3	6
Postponement Active degree granting	163	25
Postponement thesis(proposal) deadline	49	76
Presence during defense session	43	5
Programme registration after 31 August	90	75
Ranking statement	19	20
Taking an extra-curricular course	16	24
Total	**2331**	**2233**

In addition to the requests submitted via the web-portal, the Examination Board is also responsible – by the Dean's mandate – for sending out <u>hundreds of individual decisions</u> such as the final Binding Study Advice in August plus two provisional study advices in December and April, see chapter 5.1.

3.2   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. The majority of the elective requests the Examination Board deals with concern the bachelor's degree programmes.

General policy

The general policy of the Examination Board regarding elective courses from another school or university is, first of all, that the course must be part of an accredited degree programme at a Dutch university or a foreign research-driven university. Secondly, the course must have a level equivalent to the RSM course, i.e. it cannot be a bachelor's course as a master's free elective. In terms of content, skills, attitude and testing, the course must also sufficiently fit 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.

The number of filed requests 2019-2020:

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).

Case type	2016			2017			2018-2019			2019-2020		
	BA	*IBA/ MSc*	**total**	*BA*	*IBA/ MSc*	**total**	*BA*	*IBA/ MSc*	**total**	*BA*	*IBA/ MSc*	**total**
Elective/project counting towards curriculum	379	228	**607**	376	230	**606**	443	277	**720**	427	243	**670**
Extra-curricular elective	1	2	**3**	12	6	**18**	14	1	**15**	7	17	**24**
total	380	230	**610**	388	236	**624**	457	278	**735**	437	252	**694**

Please note, in the above overview the web-portal requests regarding electives and IBCOM courses are added together.

Furthermore, in the summer period of 2020, as a result of the Corona pandemic and the large workload, the Examination Board had to deal with a processing backlog of about two months. We were therefore only able to process most of the requests submitted during this period at the start of the new academic year. These requests are not included in the table above.

The next table shows that most requests in 2019-2020 are filed by bachelor students. Only **54** of the cases filed were from master students. Around **80 per cent** of the requests relate to 'non-RSM EUR courses'. These are courses from other schools of the Erasmus University, mostly from Erasmus School of Economics (ESE), Erasmus School of Law (ESL) and Erasmus School of History, Culture and Communication (ESHCC).

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

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

2019-2020 Specifics

Category	BA*		IBA		MSc		total
	Granted	*Rejected*	*Granted*	*Rejected*	*Granted*	*Rejected*	
RSM*	9	2	6	0	35	1	**53**
Non-RSM EUR	339	23	149	4	1	1	**517**
Outside EUR	35	4	14	2	7	1	**63**
Outside NL	5	2	7	2	6	2	**24**
total	388	31	176	8	49	5	**657****

* *Curricular and extra-curricular requests combined.*

** *The difference of 37 requests with the previous table of year totals is the result of excluding the withdrawn or inapplicable requests.*

3.3 *Functional impairment*

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

In the Academic Year 2018-2019, the Examination Board received **142** requests for special facilities, **134** were granted. From the 134 approvals there were 31 on a temporary basis and 103 on a structural basis. The Examination Board granted all positive requests 30 minutes extra time in a separate room. In addition, some students were allowed to take the exams on PC or receive exams on A3 format. Almost 95 percent of the total requests have been approved.

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

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

As of October 2019, requests related to functional impairment must be filed through *Osiris Zaak* instead of the Examination Board's web-portal. The results of 2019 -2020 are not yet known.

4   Non-statutory tasks

4.1   Binding study advice

The Examination Board plays an important role in relation to the binding study advice. The EB issues a provisional advice to all freshmen twice a year, in December and April. At the end of the academic year, in August, the Examination Board issues the final binding study advice by mandate of the Dean. The Examination Board, in collaboration with the student advisers and the student counsellors, prepares this final advice. If the standards have not been met, the student must leave the programme and may not subsequently re-start the programme for the next three academic years.

Before the final decisions are sent, the Examination Board determines in which cases the binding study advice will be postponed because of personal circumstances. If it is plausible that a student has not been able to perform optimally as a result of personal circumstances, he will get the chance to comply with the BSA standard in the subsequent academic year. If the student fails, he must leave the programme at the end of the second year.

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

Due to the outbreak of the Covid-19-pandemic, the rules regarding binding study advice have been adjusted in Academic Year 2019-2020. Because students could 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 2019-2020. It was decided that for students who did not meet the BSA-standard at the end of the academic year due to the impact of the coronavirus, the definitive binding study advice would be postponed. They would be given the opportunity to achieve the BSA-norm in the Academic Year 2020-2021. As a result, only those students who, based on their study progress, already were unable to meet the BSA standard before the outbreak of the coronavirus in the Netherlands, have finally received a negative binding study advice. For the other students, who did not meet the BSA-standard at the end of the academic year, their binding study advice is postponed until the end of Academic Year 2020-2021.

The next table shows the outcome of the final BSA of academic year 2019-2020 in percentages.

Final Binding Study Advice	2019-2020	
	BA (N=1019)	IBA (N=522)
Positive BSA	47%	64%
Personal circumstances/postponed advice	31%	30%
Negative BSA	1%	0%
Early dropout	21%	6%
Total	**100%**	**100%**

4.2 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 19 degree programmes are set by the Dean, the Secretary of the Examination Board coordinates the revision of these regulations. Based on the input received from the Executive Directors involved, she drafts the proposals and discusses the proposals with the Programme Committees, Faculty Council and the Examination Board.

In June 2020, the amendment proposals to the TER were established. The most important changes concerned:

1. In every TER there are changes regarding the **curriculum**, some small adjustments but also completely new curricula such as the **Business Analytics & Management** programme and the **boosted second curriculum year** of the BSc programmes;
2. A seperate Dutch language TER has been drafted for **the parttime MSc BA Master in Management programme**;
3. The restriction regarding the **re-sit possibility of B1** courses has been deleted in Article 3.1 and in Article 9.1, par. 5 of the TER;
4. A few new rules have been added regarding **on online/remote assessment**, for example the definition of a written test and the introduction of improvement options for other tests than written tests.

5 Focal points

5.1 Workload reduction of the Examination Board

The Examination Board suffers from chronic work overload. To prevent this, the following issues must be tackled.

5.1.1 Better division of executing and securing tasks

A better division of tasks regarding quality assurance of assessment between Programme Management and the Examination Board. Programme Management and examiners must execute qualitative assessment, the Examination Board must secure qualitative assessment. The new task division must be established in the new RSM Assessment Policy document. The new division of tasks will improve the testing culture within the School. According to the Examination Board, the division should be as follows:

Division of tasks between Programme Management and Examination Board	
Programme Management executes	*Examination Board secures*
core task 1 securing exit qualifications	
Drafting Testing Policy, Testing plans, TER, and the evaluation of those and informs the Examination Board about improvement proposals	Gives advice.
core tasks 2 and 3: quality assessment theses & other examinations	
Management has set up and performs a comprehensive PDCA cycle for quality assurance	Examines whether the PDCA cycle is complete and advices Management on strengthening its quality assurance. EB checks by sampling the quality of thesis & other examinations. Special attention to assessment plans and matrices and group assignments
core tasks 4, 5, 6, 9: guidelines for examinations and fraud	
ensures examiners execute guidelines	Establishes guidelines regarding examinations (assessment, compensation, peer review etc) and fraud Sampled checks examinations on compliance
core tasks 7 and 10: monitoring compliance guidelines	
provides EB with information on examinations	Monitors examinations based on Risbo outcomes, evaluations and student complaints. Gives feedback to Management Sampled checks course manuals on compliance
provides Turnitin	Sampled checks use of Turnitin and sanctions fraud
core task 8: appointment examiners	
advices on profile examiners	Establishes profile for examiners, based on professional and testing expertise
requests EB to appoint lecturers as examiners	Assesses compliance with profile and appoints examiners
responsible for the assessment expertise of examiners	
core task 11: organization examinations	
EUR management executes in consultation with EUR schools and EUR examination boards	Gives feedback. Blind spot is archiving procedures examinations

5.1.2   IT-support

The use of IT can potentially reduce the workload. The Examination Board requested the following support:

− Optimizing the appointment of examiners (Data Warehouse Project);
− Sufficient support for efficient digital student requests handling (transfer from Decos to Osiris Zaak);
− Process re-design for an efficient course manual review;
− Process design for a digital Examination Monitor that provides transparent insights into the quality of assessment and functions as an essential part of the cyclical system of internal quality assurance;
− Archiving student exams (EUR project).

5.1.3   Task transfer

The Examination Board would like to transfer non-statutory tasks to other departments. A very time-consuming task is drafting the Teaching and Examination Regulations. These regulations must be established by the Dean but in fact these are drafted by the Examination Board. The Examination Board proposes to hire a T5-lawyer (familiar with Algemene wet bestuursrecht and Higher Education Law) to coordinate regulations and to handle other legal procedures such as appeals against admission denials etc.

5.2   Online assessment in the future

Online assessment will probably be another standard testing method in the future, also after the virus pandemic. The fraud prevention and quality assurance of online assessments needs further improvement. Online proctoring is not the answer certainly not since a lot of international students have unstable internet connectivity and students have more opportunities to work together. A possible answer might be introducing other testing methods on a higher level of Bloom's taxonomy. Or, testing via worldwide assessment centres. This issue needs further exploration.

5.3   Quality assurance of Bachelor and Master thesis or end portfolio

Within the Bachelor and Master programmes new ways are discussed to demonstrate that students have achieved the intended learning outcomes. The Examination Board must prepare for this.

6   Appendix A. Tasks of the Examination Board

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

1. *Supervisory responsibility with regard to exams and examinations*. This responsibility is manifested in the competence of the Examination Board to:
    a. award the degree certificate;
    b. appoint the examiners;
    c. supervise the quality of final exams, examinations and tests (verification of required exit qualifications);
    d. take disciplinary action in case of fraud;
    e. supervise the implementation and execution of the examination regulations with due observance of the common legal principles such as equality, legal security, legitimacy, reasonableness, fair play and so on;
    f. act as mediator or as the defendant in case of disputes or appeals.
2. *Regulatory tasks:* The Examination Board sets rules and gives instructions to the examiners. These rules have been laid down in the *Rules and Guidelines as well as in the Examination Manual for examiners*. These rules concern matters such as order during examinations, fraud, assessment criteria, compensation rules, classifications (such as (summa) cum laude).
3. *Tasks that are further defined in the Teaching and Examinations Regulation or 'Onderwijs- en Examenregeling'* (TER or OER) established by the Dean. This concerns the granting of exemptions from the TER in <u>individual cases</u> due to personal circumstances or on grounds of the hardship clause (if a rule in an individual case leads to unreasonable consequences). A few examples are: the granting of exemptions for courses, the interim advice within the framework of the binding study advice, the adjustment of the norm of the binding study advice in the case of personal circumstances, granting extra examination opportunities.
4. *Advisory tasks*: the Examination Board advises the Dean regarding the Teaching and Examination Regulations.
5. *Mandate*: the Examination Board has been mandated by the Dean to establish the final BSA.

7   Appendix B: Core tasks according to the Inspectorate of Education

Checklist 11 core tasks quality assurance examinations	
1	Periodic verification of whether examinations as a whole test 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 study 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

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)

8 Appendix C. Programme overview including enrolled students

Programme	CROHO	Language	ECTS	ft/pt	2016	2017	2018	2019	2020
BSc BA	50645	Dutch	180	ft	1971	2145	2524	2726	2978
BSc IBA	50952	English	180	ft	1505	1516	1514	1520	1576
Premaster Dutch					18	23	24	93	156
Premaster English					24	38	41	35	70
MSc BA	60644		60	ft					
- AFM	60644	English	60	ft	188	164	151	134	186
- MiM	60644	English	60	ft	155	143	136	134	103
- Parttime MiM/PMB	60644	Dutch	60	pt	267	295	268	197	45
- BAM	60644	English	60	ft					85
MSc BIM	60453	English	60	ft	482	474	361	364	341
MSc FI (incl FI-A)	60409	English	60	ft	548	580	590	556	496
MSc GBS	60456	English	60	ft	114	136	157	186	256
MSc HRM	60645	English	60	ft	62	48	39	34	50
MSc IM / CEMS	60256	English	90	ft	140	133	129	131	125
MSc MI	60458	English	60	ft	124	132	112	110	121
MSc MM	60063	English	60	ft	257	259	248	272	351
MSc OCC	60457	English	60	ft	60	55	54	48	65
MSc SE	60455	English	60	ft	101	63	78	77	92
MSc SM	60066	English	60	ft	257	252	265	294	431
MSc SCM	60093	English	60	ft	249	232	204	163	213
ERIM Research MSc	60313	English	120	ft	21	23	15	9	2
MSc CC	75049	English	60	pt	27	71	96	70	74
Total					**6570**	**6782**	**7006**	**7153**	**7816**

9   Appendix D. Portfolio allocation of the Examination Board

Allocation of tasks by subject	Board member
Chairman – 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 (Chairman)
External input – 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
Quality control – 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 Chairman)
External member	Dr. M.B.J. Schauten
External member (Exam quality control)	Drs. B. Nijveld
Quality control MSc programmes – MSc courses (assessment plans) – MSc examinations (peer review) – Issues related to ERIM Research Master and MSc CC	Prof.dr.ir. H.J. de Vries
Study progress Bachelor 1 – 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
Graduation routes (bachelors' and masters') – 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
Supervising the implementation of and derogation from Examination rules / bachelors' programmes – Request for extra examination opportunities – Requests for exemptions – Validity terms of examinations – Other issues related to Bachelor 2 & 3	Vacature

10 Appendix E. Checklist core task (august 2020)

Cluster	#	Kerntaak	1	2	3	4	5
I	1	**De examencommissie onderzoekt periodiek of het totale pakket van tentamens gezamenlijk de vereiste eindkwalificaties toetst (of laat dit onderzoeken).**					
	Ia	De examencommissie adviseert eens in de drie jaar over het toetsbeleid (actualiteit, volledigheid, draagvlak) en monitort jaarlijks de voortgang t.a.v. de acties n.a.v. uitgebracht advies.	☒	☐	☐	☒	☐
	T[5]	De Examencommissie RSM heeft in 2008 een Notitie Integraal Toetsbeleid vastgesteld in overleg met de Opleidingsdirectie. De grote lijnen en de rol van de verschillende betrokken partijen bij de kwaliteit van toetsing en de wijze waarop het toezicht wordt uitgeoefend is hierin vastgelegd. In de notitie is vastgelegd hoe het totale toetspakket wordt geborgd. Het borgingsproces bestaat uit veel onderdelen waaronder de tentamenmonitor, de thesis monitor, controle course manuals etc. Op elk van de onderdelen wordt door de Examencommissie jaarlijks of tweejaarlijks advies uitgebracht aan de onderwijsdirectie. Daarnaast wordt de Examencommissie vooruitlopend op een accreditatie/visitatie door de onderwijsdirectie betrokken bij het facultaire toetsbeleid en de toetsplannen per opleiding via de zelfevaluaties t.b.v. de accreditatie. In deze accreditatierapporten zijn de <u>eindtermen</u> vastgesteld en het kader van de toetsing op vakniveau omschreven. De Examencommissie controleert daarbij dat alle eindtermen minimaal tweemaal worden afgedekt door de vakken. De examencommissie geeft daarop ook een akkoord of niet en geeft zo nodig adviezen.					
	Ib	De examencommissie adviseert iedere opleiding eens in de drie jaar, en bij wijzigingen in het curriculum jaarlijks, over het toetsplan, en de aansluiting op toetsbeleid en op toetsmatrijzen.	☐	☐	☐	☒	☐
	T	Naast de rol van de Examencommissie als beschreven onder Ia, controleert de Examencommissie via de course manuals van de opleidingen of de gestelde leerdoelen zijn geformuleerd, of ze in overeenstemming zijn met het facultaire toetsbeleid, de eindtermen van de opleiding en of de leerdoelen zijn vertaald naar een assessment plan. Tekortkomingen worden naar de onderwijsdirectie teruggekoppeld. Alle course manuals van de bacheloropleidingen worden jaarlijks gecontroleerd, de course manuals van alle MSc-opleidingen worden minimaal eens in de 4 jaar gecontroleerd en in ieder geval indien er inhoudelijk iets is gewijzigd. NB De course manuals van de post-experience opleiding Corporate Communications en van de part time opleiding Bedrijfskunde worden niet of nauwelijks gecontroleerd.					
	Ic	De examencommissie adviseert de opleiding jaarlijks over haar kwaliteitszorg rond de tentaminering en examinering, en gaat daarvoor in gesprek met de opleidingscommissie.	☐	☐	☒	☐	☐

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[5] T = Toelichting

		T	Jaarlijks doet de Examencommissie uitgebreid verslag over haar taken in een jaarverslag. Dit jaarverslag wordt besproken met de onderwijsdirectie. Onderwerp van de bespreking zijn de uitkomsten en de actiepunten voor het volgende jaar en de door de directie toe te kennen faciliteiten. Verder voert de Examencommissie RSM een uitgebreide tentamenmonitor uit met betrekking tot de tentamens van de bacheloropleidingen, een oppervlakkige monitor van de tentamens van de masteropleidingen en een tweejaarlijkse uitgebreide steekproef van de kwaliteit van de eindwerken van de masteropleidingen. In deze monitor worden ook de studentenevaluaties meegenomen. Jaarlijks doet de Examencommissie verslag van de monitoren in het **jaarverslag Tentamenmonitor**. In deze monitor wordt ook verslag gedaan van de grootschalige studentenklachten. Gedurende het proces van een klachtafhandeling is voorzien in een terugkoppeling naar de opleidingsdirectie. Score 3 is toebedeeld omdat de terugkoppeling naar de onderwijsdirecties sterk verbeterd kan worden. Bovendien mist de monitor van de master tentamens diepgang. Gelet op de Handreiking kerntaak 1 is het de vraag of de monitor door de Examencommissie uitgevoerd moet worden. Overigens, de tentamens van de post-initiële opleiding Corporate Communication worden niet in de tentamenmonitor meegenomen.					
	Id		Overige activiteiten van de examencommissie of veranderingen in de toetsing die de examencommissie in dit kader wil vermelden.	☐	☐	☐	☒	☐
		T	Speciale vermelding verdient de goedkeuring van externe keuzevakken voor individuele studenten (2018-2019 ging het om 740 verzoeken). De Examencommissie besteedt veel tijd aan deze verzoeken om een extern vak in het individuele examenprogramma in te brengen. De meeste tijd zit in de beoordeling van de verzoeken: gecontroleerd wordt wat het niveau is van de instelling, de opleiding, of er overlap is met verplichte onderdelen, of het vak onderdeel is van een tweede opleiding, hoeveel EC's gekoppeld zijn aan het vak etc. Het ziet ernaar uit dat dit werk gaat uitbreiden omdat in het nieuwe bachelor-curriculum 30 credits ipv 20 opgevuld mogen worden met keuzevakken. Bovendien heeft de RSM speciale eenjarige (honoraire) tracks geformuleerd waar studenten voor 60 EC extra keuzevakken mogen inbrengen. Het voorbereidend werk zou overeenkomstig *Handreiking kerntaak 1* verricht moeten worden door de opleidingsdirectie (zoals bij de reguliere Exchange het geval is). Score 4 is ingevuld omdat de Examencommissie heel zorgvuldig en veel werk verricht in dit kader.					
II	2		**De examencommissie onderzoekt periodiek de kwaliteit van de eindwerken (of laat dit onderzoeken).**					
	IIa		De examencommissie adviseert iedere opleiding eens in de drie jaar (tenzij onderstaande steekproef aanleiding geeft tot een jaarlijkse advisering) over de kwaliteitszorg rond de eindwerken. Zij monitort jaarlijks de voortgang t.a.v. de acties n.a.v. uitgebracht advies.	☐	☐	☒	☐	☐
		T	Met betrekking tot de MSc theses heeft de Examencommissie een assessment matrix voor de scripties opgesteld. Deze assessment matrix is onderdeel van de Master thesis manual. In deze manual staan ook de rollen van de twee examinatoren beschreven. De Examencommissie is jaarlijks nauw betrokken bij het opstellen van de thesis manual.					

		De bacheloropleidingen hebben in feite niet echt een eindwerkstuk. Wat daar thesis heet is feitelijk een groepsopdracht gericht op het doen van onderzoek. De Examencommissie heeft daarom minder bemoeienis met de kwaliteit van dit tentamen. Vandaar een score 3. Dit wordt anders in het nieuwe bachelorprogramma maar voor wat de bachelor thesis betreft gaat het nieuwe eindwerkstuk pas in het najaar van 2021 van start.					
	IIb	De examencommissie onderzoekt jaarlijks steekproefsgewijs de kwaliteit van de eindwerken van iedere opleiding (of laat dit onderzoeken door de toetscommissie).	☐	☐	☐	☒	☐
	T	De Examencommissie verricht eens in de twee jaar een steekproef onder de MSc scripties. Hiervan wordt verslag gedaan aan de onderwijsdirectie. De steekproef wordt ook beschreven in het jaarverslag van de tentamenmonitor en het algemene jaarverslag van de Examencommissie. Deze steekproef is laatstelijk uitgevoerd door een externe thesis committee van de NVAO. Een procedure voor de BSc scripties voor het nieuwe bachelor programma moet nog ontworpen worden.					
	IIc	Overige activiteiten van de examencommissie of veranderingen in de toetsing die de examencommissie in dit kader wil vermelden.	☐	☐	☐	☒	☐
	T	De onder IIa genoemde assessment matrix en de rollen van de 2 examinatoren per student en ook de plagiaatcontroles zijn digitaal vastgelegd in TOP (thesis online platform). De Examencommissie heeft toegang tot TOP en kan via TOP controleren of alles volgens de regels verloopt, of de examinatoren aangewezen zijn, of er geen verboden examinator constructies zijn. Dit systeem is transparant en voor de Examencommissie zeer goed werkbaar. Opvallende zaken worden teruggekoppeld naar de Programmadirectie. Dit gebeurt echter nog niet systematisch.					
III	3	**De examencommissie onderzoekt periodiek de kwaliteit van de tentamens (andere dan eindwerken) (of laat dit onderzoeken).**					
	IIIa	De examencommissie adviseert iedere opleiding eens in de drie jaar (tenzij onderstaande steekproef aanleiding geeft tot een jaarlijkse advisering) over de kwaliteitszorg rond de toetsen anders dan eindwerken. Zij monitort jaarlijks de voortgang t.a.v. de acties n.a.v. uitgebracht advies.	☐	☐	☒	☐	☒
	T	Zie ook Ic. De Examencommissie RSM voert een uitgebreide tentamenmonitor uit zowel bij de MSc- als de BSc-opleidingen. In deze monitor worden ook de studentenevaluaties meegenomen. Jaarlijks doet de Examencommissie verslag van de monitoren in het jaarverslag Tentamenmonitor. In deze monitor wordt ook verslag gedaan van de grootschalige studentenklachten. Gedurende het proces van een klachtafhandeling is voorzien in een terugkoppeling naar de opleidingsdirectie. Score 3 is toebedeeld omdat de terugkoppeling naar de onderwijsdirectie sterk verbeterd kan worden. Bovendien, de tentamens van de post-initiële opleiding Corporate Communication worden niet in de tentamenmonitor meegenomen.					

	IIIb	De examencommissie onderzoekt eens in de drie jaar (tenzij er aanleiding is tot frequenter onderzoek) de kwaliteit van iedere toets (anders dan een eindwerk) van iedere opleiding (of laat dit onderzoeken door de toetscommissie).	☐	☐	☐	☒	☐
	T	Zie ook IIIa. De Examencommissie RSM voert per trimester een tentamenmonitor uit. Deze monitor onderzoekt of valide, betrouwbaar, transparant en efficiënt wordt getoetst. De monitor bestaat uit informatie per vak over de toetsvorm, wat de slaagpercentages zijn, welke cesuur is toegepast, uit hoeveel tentamenvragen de toets bestond met hoeveel antwoordmogelijkheden, wat de betrouwbaarheidsfactor is, wat de studentenevaluatie van het tentamen is (waaronder aansluiting toets op onderwezen stof, moeilijkheidsgraad, etc.). Op basis van de verkregen informatie wordt door de Examencommissie bepaald of nader onderzoek nodig is. Verder krijgen alle docenten eens per jaar feedback over de toetsgegevens van hun vak over de afgelopen vijf jaar. Voor wat betreft de mastertentamens wordt eens per jaar naar de kwaliteit van tentamens gekeken naar aanleiding van slaagpercentages en studentenevaluaties. Ook wordt de tentamenkwaliteit beoordeeld naar aanleiding van klachten van studenten.					
	IIIc	Overige activiteiten van de examencommissie of veranderingen in de toetsing die de examencommissie in dit kader wil vermelden.	☐	☐	☐	☐	☒
	T	Naast bovengenoemde activiteiten is vermeldenswaard dat de Examencommissie vooraf regels stelt met betrekking tot de totstandkoming van tentamens zoals een verplichte peer review etc. Ook is er vooraf de mogelijkheid voor examinatoren om de toetsen te laten controleren door het Risbo. De Examencommissie heeft ook het initiatief genomen om examinatoren deel te laten nemen aan speciaal voor RSM ontworpen toetsmodules met het oog op kwalitatief goede tentamens (valide, betrouwbaar, functioneel, controleerbaar). Dit initiatief valt eigenlijk onder de taakstelling van de onderwijsdirectie.					
IV	4	**De examinatoren ontvangen richtlijnen voor de constructie van tentamens.**					
	5	**De examinatoren ontvangen richtlijnen voor de afname van tentamens.**					
	6	**De examinatoren ontvangen richtlijnen voor de beoordeling van tentamens en het vaststellen van de uitslag.**					
	9	**Er is een procedure vastgelegd die examinatoren dienen te hanteren bij het vermoeden van fraude.**					
	IVa	De examencommissie stelt jaarlijks voor examinatoren de richtlijnen voor de tentaminering vast en zo nodig een procedure t.a.v. fraude.	☐	☐	☒	☐	☐

	T	De Examencommissie RSM heeft uitgebreide richtlijnen voor examinatoren vastgesteld met betrekking tot de constructie van tentamens, de afname van tentamens en de beoordeling van de tentamens en het vaststellen van de cijfers. Deze richtlijnen zijn deels opgenomen in de Regels & Richtlijnen van de Examencommissie maar ook in een *Examination Manual* die digitaal beschikbaar is voor alle examinatoren. De informatie is nog erg versnipperd. Hoewel er ook regels met betrekking tot fraude zijn vastgesteld, blijkt dat examinatoren en studenten nog wel behoefte hebben aan duidelijke richtlijnen.					
	IVb	De examencommissie evalueert de bovengenoemde procedures en formuleert zo nodig verbeterpunten.	☐	☐	☐	☐	☒
	T	De Examencommissie evalueert jaarlijks de richtlijnen en deze worden zo nodig aangepast. Aanpassing van de richtlijnen worden ook besproken met de opleidingscommissies en faculteitsraad in het kader van wijzigingen van de examenreglementen.					
	IVc	De examencommissie adviseert de opleiding jaarlijks over de samenhang tussen de richtlijnen van de examencommissie en de regelingen en het beleid t.a.v. toetsing van de opleiding. Zij monitort jaarlijks de voortgang t.a.v. de acties n.a.v. uitgebracht advies.	☐	☐	☐	☐	☒
	T	De Examencommissie adviseert jaarlijks over de samenhang van de regels en richtlijnen van de examencommissie en de OER. De aanpassing van alle examenreglementen worden ook door de secretaris van de Examencommissie begeleid.					
	IVd	Overige activiteiten van de examencommissie of veranderingen in de toetsing die de examencommissie in dit kader wil vermelden.	☐	☐	☐	☐	☐
	T						
V	8	**De examencommissie wijst examinatoren aan voor de tentaminering van een specifiek onderdeel (een vak of cluster van vakken) van de opleiding.**					
	Va	De examencommissie wijst ieder jaar de examinatoren individueel aan.	☐	☐	☐	☒	☐
	T	De Examencommissie RSM wijst de examinatoren jaarlijks aan. Dit proces start aan het begin van het academisch jaar. Deze taak is tijdrovend omdat de benodigde informatie niet wordt aangereikt door de onderwijsdirectie. In de praktijk wordt up-to-date informatie verkregen via de vakgroepen en HR. Examinatoren die HL, UHD of Tenure Tracker zijn worden voor een vakgebied aangewezen. Interne academische staf wordt per vak aangewezen. Hetzelfde geldt voor externe staf. Naast een aanwijzing hebben externen ook een gastvrijheidsovereenkomst nodig zodat zij een ERNA-account hebben waarmee zij bij alle informatie voor examinatoren kunnen komen. In principe worden externen ook bij een vakgroep geplaatst.					
	Vb	De examencommissie heeft criteria geformuleerd voor de	☐	☐	☐	☐	☒

		toetsdeskundigheid en (vak)inhoudelijke deskundigheid van examinatoren.					
	T	De Examencommissie RSM wijst de examinatoren aan op basis van een profiel. Het profiel is vastgelegd in de Regels en Richtlijnen van de Examencommissie. De examinatoren moeten niet alleen gekwalificeerd zijn met betrekking tot het vakgebied maar ook voldoen aan nadere vereisten zoals BKO. Daarnaast heeft de Examencommissie RSM in overleg met Risbo-toetsmodules ontworpen die door examinatoren gevolgd moeten worden. Een afgeronde BKO en de eigen modules zijn niet dwingend voorgeschreven. Een afgeronde BKO is wel onderdeel van een tenure track. Verder kan het zijn dat in geval van klachten over de toetsing van een examinator de Examencommissie de examinator verplicht de modules te volgen.					
	Vc	De examencommissie vergewist zich ervan dat de toetsdeskundigheid van examinatoren up-to-date is.	☐	☐	☐	☐	☒
	T	Bij de aanwijzing als examinator wordt gecontroleerd op de toetsdeskundigheid zoals (vrijstelling van) BKO. Dit kost veel tijd want up-to-date informatie is moeilijk te krijgen. Deze informatie wordt via vakgroepen en HR aangeleverd.					
	Vd	De examencommissie adviseert de opleiding over het up-to-date houden van de toetsdeskundigheid van examinatoren en draagt daaraan bij.	☐	☐	☐	☐	☒
	T	In overleg met de onderwijsdirectie heeft de Examencommissie RSM in samenwerking met Risbo-toetsmodules ontworpen die door examinatoren gevolgd moeten worden. De BKO en modules zijn niet dwingend voorgeschreven. Het kan wel zo zijn dat in geval van klachten over de toetsing van een examinator de examinator wordt verplicht de modules te volgen.					
	Ve	De examencommissie adviseert de opleiding over de toetscultuur.	☐	☐	☐	☒	☐
	T	In de praktijk hebben onderwijsdirectie en examencommissie continu contact met elkaar over de toetscultuur. Zo heeft de Examencommissie maandelijks overleg met de Onderwijsdecaan om hierover te praten. Ook tijdens de bespreking van klachten en het jaarverslag komt de toetscultuur telkens weer aan de orde.					
	Vf	Overige activiteiten van de examencommissie of veranderingen in de toetsing die de examencommissie in dit kader wil vermelden.	☐	☐	☐	☐	☐
	T						
VI	11	**De examencommissie borgt de kwaliteit van de organisatie en procedures van de tentaminering en examinering.**					
	7	**De examencommissie ziet erop toe dat richtlijnen worden nageleefd.**					
	10	**De examencommissie gaat na (of laat nagaan) of examinatoren handelen conform de richtlijnen en regelingen over fraude.**					
	VIa	De examencommissie adviseert de opleiding eens in de drie jaar over de	☐	☐	☐	☒	☐

		kwaliteit van de organisatie en procedures van de tentaminering en examinering. Zij monitort jaarlijks de voortgang t.a.v. de acties n.a.v. uitgebracht advies.					
	T	Op de EUR is de organisatie en de procedures van de tentaminering voornamelijk neergelegd bij de Examenadministratie (met name Tentamenorganisatie) . De Regels en richtlijnen die daarmee verband houden worden besproken in het OVE en OSE en vervolgens verankerd in de regels en richtlijnen van de examencommissies. De opleidingsdirecties zorgen ervoor dat de betreffende docenten/examinatoren op de hoogte zijn van de regels. De Examenadministratie doet jaarlijks verslag van haar activiteiten.					
	VIb	De examencommissie gaat jaarlijks na of richtlijnen en procedures worden nageleefd.	☐	☐	☒	☐	☐
	T	De Examencommissie ontvangt na iedere tentamenronde de informatie van surveillanten met betrekking tot de uitvoering van de regels. Ook ontvangt de Examencommissie jaarlijks het jaarverslag van de Tentamenorganisatie. Daarnaast ontvangt de Examencommissie informatie over de organisatie via klachten van studenten. Ten slotte is de Examencommissie ook regelmatig aanwezig bij tentamens om te observeren hoe getentamineerd wordt. Het naleven van de verschillende richtlijnen wordt ook verder gecontroleerd zoals via de course manual controle, via klachten van studenten, via de examenadministratie (zij informeren de examencommissie als zij zien dat de examinatoren zich niet aan de regels houden zoals deadlines voor aanleveren tentamens, of aanwezigheid tijdens tentamens). Dat examinatoren zich aan de frauderegels houden wordt gefaciliteerd via het digitale inleversysteem voor de scripties waarin automatisch gecontroleerd wordt via Turnitin. De examinatoren moeten actief aangeven of zij van oordeel zijn of er sprake is van fraude. In het systeem wordt ook aangegeven wat van de examinatoren verwacht wordt in geval van fraude. Een dergelijk systeem is minder goed ingeregeld voor de tentamens van de andere vakken.					
	VIc	De examencommissie analyseert jaarlijks de ontvangen klachten van studenten en adviseert de opleiding over eventuele verbetermaatregelen.	☐	☐	☐	☐	☒
	T	De RSM heeft een klachtenprotocol met betrekking tot klachten over tentamens. Dit protocol is opgenomen in het document examenreglement. Klachten worden door de Examencommissie behandeld. De Examencommissie bespreekt de grootschalige klachten altijd ook met de opleidingsdirectie.					
	VId	Overige activiteiten van de examencommissie of veranderingen in de toetsing die de examencommissie in dit kader wil vermelden.	☐	☐	☐	☐	☐
	T						

11 Appendix F. Proposal RSM Assessment Policy

RSM TOETSBELEID
Het Toetsbeleid bevat o.a.:
1. **Visie** op toetsing dat aansluit op de onderwijsvisie (bijvoorbeeld link met RSM-missie en EUR-strategie?);
2. Richtlijnen voor het **format van het toetsplan** van een opleiding (bijvoorbeeld opbouw moeilijkheidsgraad aan de hand van Bloom's Taxonomy)
3. Manier waarop de **toetsplannen** van opleidingen moeten worden ingebed in de **kwaliteitszorg** in het algemeen (bijvoorbeeld matrix of kruisjestabel, toetscommissies);
4. De wijze waarop het niveau van de **eindwerkstukken** wordt bewaakt;
5. **Minimumeisen** die aan alle **tentamens** en toetsen worden gesteld (zoals eisen m.b.t. examinator en TA's, percentage groepswerk, beoordelingsmodellen, absolute cesuur, validiteit, betrouwbaarheid, transparantie)

Het facultair toetsbeleid wordt doorgaans niet jaarlijks opnieuw opgesteld, maar periodiek geactualiseerd (bijvoorbeeld eens per drie of zes jaar). Ook kunnen tussentijds wijzigingen worden doorgevoerd, bijvoorbeeld naar aanleiding van risico's of verbetermogelijkheden waarop de examencommissie heeft gewezen.

TOETSPLANNEN
De opleiding ontwikkelt een curriculum dat ertoe leidt dat studenten de eindcompetenties verwerven. Zij zorgt ervoor dat de eindcompetenties op een valide, betrouwbare en transparante manier worden getoetst. Het toetsplan is een concrete uitwerking van het toetsbeleid per opleiding en heeft als doel:
a) **Transparant** te maken vanuit welke **visie** en op welke **wijze** wordt getoetst; + hoe het geheel van toetsen in het **toetsprogramma** past bij de onderwijsvisie (bijvoorbeeld: soort **toetsvormen, spreiding, variatie**)
b) Duidelijk te maken op welke wijze de opleiding er zorg voor draagt dat studenten de **eindkwalificaties** bereiken (incl. de wijze waarop de eindkwalificaties worden geoperationaliseerd in **leerdoelen** van de onderwijseenheden);
c) De **kwaliteitsverbetering en -bewaking** op het gebied van toetsing inzichtelijk te maken (o.a. hoe de opleiding de **minimumkwaliteit van toetsen** bewaakt)

Het toetsplan wordt vaker herzien dan het toetsbeleid, bijvoorbeeld bij de introductie van een nieuw vak of bij een nieuwe toetsvorm. Het toetsbeleid dient daarbij steeds als kader waarin het toetsplan is ingebed.

Ad a)
Visie: denk aan grootschalig/kleinschalig onderwijs, groeps- en individuele opdrachten, MC-toetsen of open vragen, gesloten of open boek, on- or off-campus toetsing, summatieve en formatieve toetsing, spreiding over het jaar (wanneer er herkansingen zijn, hoe vaak die plaatsvinden), minimaal 60% individuele toetsing, online toetsing in kort time-frame slechts open boek tentamen en geen MC-vragen, etc.

Een toetsprogrammamatrijs biedt inzicht in de wijze waarop de eindkwalificaties worden geoperationaliseerd in leerdoelen van de onderwijseenheden. Hiervoor wordt gebruikt, waarin de leerdoelen direct worden gerelateerd aan de eindkwalificaties. In de onderbouwing bij deze matrijs geeft de opleiding handen en voeten aan het toetsbeleid. Een overzicht van het toetsplan dient in de OER te worden vastgelegd. Sinds jaar en dag staat het onderwijsprogramma in de OER (is een opsomming van de vakken per studiejaar inclusief het aantal EC per vak). In een bijlage van de OER zou de toetsprogrammamatrijs kunnen worden opgenomen.

Ad b)

Verplicht format course manual: niet alleen dient een beschrijving van het onderwijs te worden gegeven, maar ook de toetsing, waaronder**:**

- Leerdoelen (+ relatie tot eindtermen opleiding)
- Toetsvorm(en)
- **Assessment plan** van het vak (d.w.z. ontwerp toetsing van de cursus door docent/ examinator, inclusief relatie met leerdoelen & toetsvormen + weging en relatie tot eindtermen van de opleiding)
- Regels m.b.t. inzet van TA's
- Geen grading on the curve

Ad c)

Kwaliteitsverbetering en – bewaking door:

a) Op vakniveau voorschrijven van:

- **Assessment matrix:** Een uitgewerkt ontwerp per toets inclusief relatie doelen, aantal & typen vragen en/of beoordelingscriteria en weging binnen toets (Risbo-model);
- **Toets + beoordelingsmodel** (concrete uitwerking o.b.v. assessment matrix).

b) Peer review vooraf

c) Toetscommissies (BAT, QAT)

d) Studentenevaluaties

e) Klachtenprocedures

f) Kwaliteitsborging door examencommissie (integraal toetsbeleid (zie nota Integraal Toetsbeleid), inclusief jaarverslag en tentamenmonitor Examencommissie)