

ANNUAL REPORT 2016

Examination Board RSM
Rotterdam School of Management
Erasmus University

“Focus on expertise”

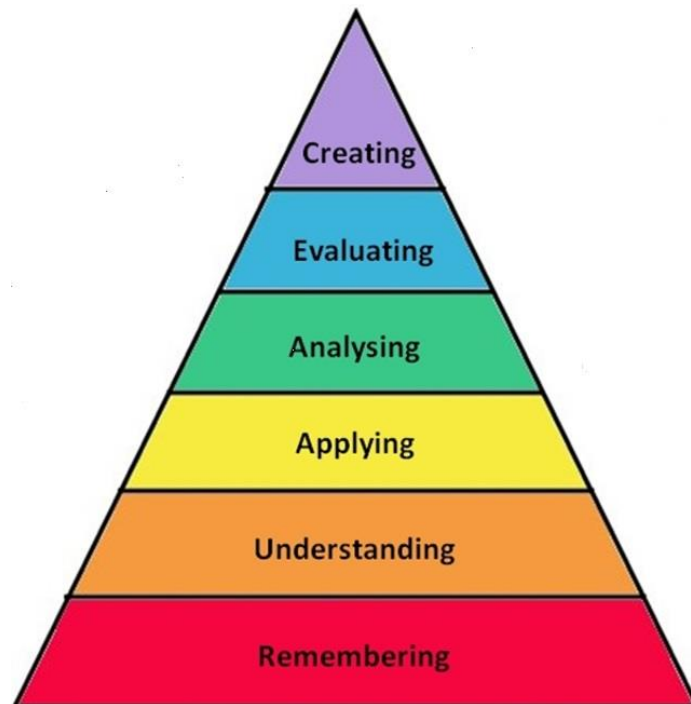


Image on the cover page: Bloom's Taxonomy from Manual Assessment Matrix RSM, Risbo

Editor

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

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Rotterdam School of Management, Erasmus University,
Rotterdam, April 2017

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1 A foreword ...

The Examination Board has a number of different tasks. Most important and time-consuming tasks are the supervisory responsibility with regard to the quality of the exams, the individual exemptions from the examination regulations, disciplinary action in case of fraud, handle complaints concerning examinations and mediate in case of disputes or appeals. In order to fulfil these tasks, the Examination Board must be a spider in the web of all 20 accredited degree programmes, the premaster programmes and the advanced programmes. This includes a yearly appointing of hundreds of examiners, checking hundreds of course manuals, taking thousands of decisions. In order to do so it needs consultation with the student advisers, programme managers, executive directors, academic directors, and so on. This report gives account of all the work done in 2016. Once again, the output of the Examination Board has been immense.

This year, the Examination Board focused on enhancing the expertise of the members and supporting staff of the Examination Board as well as the appointed examiners. For example, the Examination Board organized an Examiners Event to discuss aspects of the assessment such as how to design an assessment matrix, digital grading and feedback, etc. Furthermore, the Examination Board participated in a Risbo-Workshop on how to monitor the quality of exams. Finally yet importantly, at the request of the Examination Board, the Risbo designed three modules for examiners to improve their assessment skills. These initiatives are very much appreciated by all concerned and will help to further the quality of testing. Since Bloom's Taxonomy played an important role in all these initiatives, it deserved a place on the cover page of this report.

In the last chapter, we evaluate last year's focal points and look ahead.

We cordially invite you to read our report. Please feel free to contact us at ec@rsm.nl if you have any questions or remarks.

... and a farewell

However, before you read any further, we must – once again – commemorate a tragic loss.



On 14 September 2016, we received the shocking news of the sudden death of Leo Kroon. Since December 2014, he was our Chairman. Modest, sincere, thorough, genuine, kind, a real gentleman with a good sense of humour. We were so fortunate to have him as our Chairman. We miss him dearly. May he rest in peace.

Our thoughts are with Cisca, Annet, Jos and his other relatives and close ones.

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 seven members: six members of the RSM academic staff, including the chairman and one external member. All members shall be appointed by the Dean. In 2016 members of the Examination Board were:

- Prof.dr. L.G. Kroon (Chairman) (until 14 September 2016)
- Dr. E.A. van der Laan
- Ir. A.J. Roodink (Vice Chairman)
- Dr. M.B.J. Schauten (external member)
- Dr. M.C. Schippers (until 1 September 2016)
- 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 is responsible for a portfolio. The allocation of portfolios is described in appendix D. The portfolio holders have the authority to decide on issues within their portfolio.

2.3 Mission and vision

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

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

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 2016 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
- A. Hendrikse flex-assistant
- M.D. van der Kooij flex assistant
- G. Peters flex-assistant
- C.S. Andela flex-assistant

2.5 Provision of information to students and teaching staff

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

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

3 Output 2016 at a glance

	2012	2013	2014	2015	2016
Meetings					
Plenary meetings EB RSM	9	8	8	9	8
Meetings Chairmen EUR EB's	3	3	4	5	6
Meetings Secretariats EUR EB's	6	6	9	7	7
Meetings Dean of programmes	10	10	10	10	10
Degrees awarded					
BSc's	735	715	724	788	875
MSc's	1362	1336	1577	1423	1528
Total	2097	2051	2301	2211	2403
Examiners appointed					
				350	346
Fraud					
	64	142	194	128	147
Appeals					
	47	45	50	48	47
Complaint procedures					
				6	4
Individual requests					
	940	2164	2196	3322	2779
Admission Statements MSc programmes					
MSc internal students	784	714	727	871	1046

4 The awarding of degrees

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

In 2016, the Examination Board issued **2403** 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 will be further discussed with the Academic Directors in the upcoming year.

degree programmes	certificates	cum laude		summa cum laude	
BScBA	509	11	2%	0	0%
BScIBA	366	44	12%	10	3%
MScBA AFM	116	14	12%	0	0%
MScBA MiM/GM	70	16	23%	0	0%
MScBIM	197	32	16%	0	0%
MScCHEB	1	0	0%	0	0%
MScEShip	62	5	8%	0	0%
MScFI	271	43	16%	0	0%
MScGBSM	34	11	32%	0	0%
MScHRM	25	6	24%	0	0%
MScMI	65	8	12%	0	0%
MScMM	149	50	34%	0	0%
MScSCM	154	23	15%	1	1%
MScSM	178	35	20%	0	0%
MScOCC	41	18	44%	0	0%
MScIM- CEMS	60	25	42%	3	5%
PMB	74	5	7%	0	0%
ERIM Research MSc	12	2	17%	0	0%
MScCC	19	5	26%	0	0%
Total	2403	353	15%	14	1%

¹ See article 7.11, paragraph 2, WHW

5 The examiners

5.1 Appointment of examiners

On the basis of Article 7.12c of the Higher Education and Research Act², the Examination Board formally appoints examiners for the examinations of the accredited bachelor and master programmes. At the start of the Academic Year, the Examination Board appointed **346** examiners for the duration of that year based on the following criteria:

1. **Tenured and tenure track** RSM academic staff (assistant professors, associate professors, endowed and full professors) as well as tenured RSM lecturers will be appointed as examiner for the teaching within their discipline (*category 1 examiners*);
2. At the request of the Department, **other members of the RSM academic personnel** (e.g. untenured lecturers, researchers, PhD-candidates) may be appointed as an examiner for a specific course (e.g. thesis trajectory) (*category 2 examiners*);
3. At the request of the Department, **a former member** of the RSM academic staff or a (former) **member of academic staff of another** School of the EUR or any other research university may be **temporarily** appointed as an examiner for a specific course (e.g. thesis trajectory). This person must meet the following requirements: a completed PhD, or a university master's degree with demonstrable extensive experience in performing scientific research. Furthermore, at least a **hospitality agreement** is required (*category 3 examiners*);
4. A **UTQ** (University Teaching Qualification, in Dutch **BKO**) or equivalent is preferable for the examiners mentioned under 1. to 3.;
5. During the first year of appointment, an examiner shall be mentored by an experienced examiner of the relevant department;
6. At the request of a student, an **internal or external expert** may be temporarily appointed as a co-reader of a thesis committee. This person must meet the following requirements: a completed PhD, or a university master's degree with demonstrable extensive experience in performing scientific research. This examiner may act as **co-reader only**
7. All appointed examiners will be registered in the RSM's Examiners Register;
8. In case of special circumstances, the Examination Board may grant exceptions to the above rules;
9. 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.

Examiners	Category 1	Category 2	Category 3	Total
Department 1 TOM	44	40	18	102
Department 2 O&PM	20	10	5	35
Department 3 MM	22	14	9	45
Department 4 SM&E	26	32	1	59
Department 5 Finance	25	20	7	52
Department 7 A&C	13	7	0	20
Department 8 BSM	15	15	3	33
Total	165	138	43	346

Next to the 346 RSM examiners, the Examination Board appointed **5** external experts as a temporal examiner at the request of a student.

² Artikel 7.12c. Examinatoren

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

2. De examinatoren verstrekken de examencommissie de gevraagde inlichtingen.

5.2 *The Examiners Event*

Worth mentioning is that the Examination Board organised an **Examiners Event** on 9 February 2016 for all RSM examiners. Purpose of the event was to get into a closer contact with examiners, and share experiences regarding new examination regulations, grading rules, (new) modes of assessment and the working of the plagiarism scanner 'Turnitin'. Themes of discussion were the following:

- How can grading guarantee the quality of the diploma?
- What are the different roles of assessment in education?
- What defines the utility of a test or assignment?
- Which ways of assessment are suitable in which context?
- What is the influence of assessment on student behaviour?
- How to deal with complaints of students?
- A demonstration of the working of 'Turnitin' and its application 'Grademark' (for giving feedback)

The Examiners Event was well attended and thanks to the fruitful discussions under EB's Chairman Kroon leadership the meeting was very much appreciated by all participants. Events like these will certainly improve the relationship between the Examination Board and the examiners. Therefore, the Examination Board decided to organize an Examiners Event every year onwards.

5.3 *Enhancement of professional skills*

In 2016, an important focal point was the enhancement of professional skills of the Examination Board as well as the examiners. In concert with the Risbo, the Examination Board introduced the following initiatives to improve the quality of testing.

5.3.1 *Risbo-workshop for the Examination Board*

On 25 January 2016, the members and staff of the Examination Board attended a customised Risbo workshop on monitoring the quality of exams and assessments. The Risbo explained the theory and practice on the assessment cycle from testing vision to designing tests, to assessments, to feedback. The follow-up of this workshop was the idea to develop workshops for RSM examiners.

5.3.2 *Risbo-workshops for examiners*

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

1. Assessment construction and assessment matrix

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

2. How to construct assessment questions

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

3. Peer review and assessment analyses

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

These Risbo workshops will start in 2017. The Examination Board will eventually require all examiners of the RSM BSc- and MSc-programmes to complete these modules.

5.3.3 *The Education Service Point*

Promotion of expertise and training of academic staff regarding the preparation of high-quality tests is a crucial part of assuring the quality of testing. Since the year 2000, examiners have been able to receive tailor-made support in relation to the construction of examinations from EUR's Risbo Institute. The aim of this support is that examiners can contact them with questions encountered when preparing examinations, preparing scoring instructions, determining the pass grade, evaluating examination questions, instructing marking assistants, etc. The examiners receive both verbal and written feedback from Risbo. In 2016, **16** bachelor examinations (BA and IBA) were checked by Risbo.

6 Supervision of the quality of final exams and examinations

6.1 Examination Monitor

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

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

6.2 Quality check Master theses

6.2.1 From Sampled Monitoring to Thesis Quality Monitor

The Examination Board views the thesis trajectory as the ideal moment to check whether a student meets the required level. Therefore, the Examination Board carried out an *ex ante* (excellence check) and an *ex post* (sampled monitoring) audit.

At the request of several Academic Directors the Examination Board decided in 2016 to integrate the *ex ante* checks in the system of *ex post* sampled monitoring, resulting in a general *Thesis Quality Monitor* under the following set of rules and boundary conditions:

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

This Thesis Quality Monitor shall apply with effect from student cohort 2016-2017.

Since the *ex ante* Excellence Check was still operative in 2016, a short account of the Excellence Checks.

6.2.2 Excellence Check

Theses that will probably receive a mark of 9 or more out of 10 should be submitted to the **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
Dr. Y.M. van Everdingen	3	Marketing Management
Dr. T.J.M. Mom	4	Strategic Management & Entrepreneurship
Dr. A.H.L. Slangen (chairman)	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 2016, the committee reviewed **69** theses. In 17 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 2016 this happened 5 times, resulting in one positive final decision and 4 negative.

So finally, **53** theses passed the excellence check.

The next table shows the number of theses that were nominated for an excellence check per MSc programme.

MSc Degree Programmes		2016
Business Administration (Accounting & Financial Management programme);	AFM	5
Business Administration (Master in Management programme);	MIM	2
Business Information Management;	BIM	7
Chinese Economy & Business;	CHEB	0
Finance & Investments;	FI	17
Global Business & Sustainability;	GBS	0
Human Resource Management;	HRM	1
International Management (IM-Cems);	IM-CEMS	7
Management of Innovation;	MI	4
Marketing Management;	MM	8
Organisational Change & Consulting;	OCC	2
Research Master in Business and Management (ERIM research master);	MPhil	0
Strategic Entrepreneurship;	SE	1
Strategic Management;	SM	8
Supply Chain Management;	SCM	5
Parttime Masteropleiding Bedrijfskunde (PMB).	PMB	2
Total		69

7 Fraud measures

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

Annually, about 50,000 RSM examinations are taken in the Van der Goot-building. The main part of fraud reports in the Van der Goot-building involve invigilator reports on students caught with a mobile phone within reach. Compared to 2015 there was a significant drop in the number of mobile phone fraud-reports: from 109 in 2014 to 28 in 2016. It seems that the new way of communication the RSM's phone policy is successful. One noticeable fact is the high percentage of boys (> 90%) in this group. Since we can assume this group is accustomed to carry their mobile phone in their pocket, the urgency to place lockers in the M-hall is still high.

Apart from crib suspicions during tests of BAP065 Skills 1-IT in the PC-room, all cases concern suspicions of plagiarism. In these cases, the EC policy is to pursue both the 'provider' and 'acquirer', but the latter is to be more heavily penalised than the former. Fortunately, more and more examiners confront students (especially in the first year) with their copycat behaviour by the use of *Turnitin* or other plagiarism detectors.

The Examination Board had a meeting with **91** suspected fraud cases: 22 individual interviews (of which 19 related to the master thesis) and the rest in pairs/groups. Students caught with a mobile received a written reprimand, which was included in their dossier and will be considered in future decisions by the Examination Board.

The introduction of the new plagiarism scanner *Turnitin* by September 1st, 2015, has severely impinged the practice of plagiarism checking because of technical failure and lack of IT support for users of the programme. The Examination Board has initiated a pilot project for the screening of 1635 master thesis proposals using Turnitin-reports provided by the IT-department.

This inquiry brought to light 27 'mild' cases of plagiarism (mainly insufficient referencing) and 37 'serious' cases. The coaches and co-readers of these serious cases were informed by a message from the Examination Board including an off-line Turnitin-report.

Once the 2015/2016 academic year was closed, the Examination Board started a second pilot into 1205 of the 1720 theses processed in the Thesis Online Platform (TOP) system. This inquiry revealed 60 cases of insufficient referencing and 153 cases more substantive cases of plagiarism suspicion.

Awaiting the efforts of our IT staff to link the (locally built) TOP system to Turnitin, the Examination Board realizes that it will be difficult, if not effectively impossible, for current examiners to check the theses of their students for plagiarism.

Especially with the high intake of external master students, some of whom are unfamiliar with RSM's high scientific standards, the Examination Board wants to emphasize that the current lack of an effective system of plagiarism checking by coaches and co-readers makes it difficult to perform her role as guardian of RSM's anti-fraud policy. A taskforce consisting of Ben Wempe, Erwin van der Laan and Martine Schey has been established to look into this problem.

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

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	2010	2011	2012	2013	2014	2015	2016
Number of students	29	47	64	142	194	128	147
<i>Type of test</i>							
Group assignment	5	21	16	19	49	40	70
Individual assignment	2	18	36	54	10	15	3
Written examination	15	8	9	65	134	72	55
MasterThesis	1	0	3	4	1	1	19
<i>Type of fraud</i>							
Plagiarism	14	33	55	76	60	56	91
Peek	8	3	4	6	3	4	27
Cell phone	3	1	2	57	109	61	28
Graphic calculator	3	10	1	1	8	0	1
Miscellaneous	1	0	2	2	14	7	0
<i>Disciplinary measure</i>							
reprimand	12	15	18	74	111	72	100
sanction	17	32	48	68	83	56	47

8 Legal protection

8.1 Complaints

Students may submit a complaint on the testing at the Examination Board. Most of the time it concerns an individual complaint of a student who disagrees with a grade granted by the examiner. This paragraph is about the *non-individual complaints* that (may) concern the quality of the examination.

In 2016, the Examination Board received four non-individual complaints concerning a test. It concerned the following:

1. The Student Representation informed the Examination Board that there had been a large number of complaints about the final test of the IBA course *Operations Management* (BAP57). The complaints concerned amongst others a low pass rate, the structure of the test (it did not resemble old tests), ambiguous questions (content- and language-wise), late announcement of the perusal. The Examination Board asked the examiners concerned to respond to the complaints. Based on their responses the Examination Board concluded that there was no reason to doubt the quality of the *Operations Management* test. On the other hand, the examiners observed that many students concentrate too much – and in several cases exclusively – on material offered by instances with no relation to the examiners of the course. These materials often contain mistakes and try to teach easy fix methods to succeed at the exam, instead of teaching insight. Also, according to the examiners many students showed a passive attitude during exercise classes.
2. The regular test of the IBA course *Corporate Finance* (re-use of exam questions). The test was not in accordance with the rules of the Examination Board in particular the re-use of exam questions and the peer review of an exam. The new examiner was not yet familiar with the RSM rules regarding the preparation of exams. The examiner, the Academic Director and the Department Chair will see to it that it will not happen again.
3. The re-sit of the BA course *ORMO* (low pass rate, complexity of questions). The Examination Board decided that the complaint was unfounded.
4. The re-sit of the finance-part of the BA and IBA courses *Financiële Processen* and *Foundations of Finance and Accounting* (unclear questions/answer-possibilities, no good answer-possibility, low pass rate, editorial flaws). After consultation with the examiners, the Examination Board concluded that the complaints were unfounded. However, the complaints resulted in two appeals and the Examinations Appeals Board decided that one of the appeals was well founded. This decision resulted in a re-calculation of the final BSA months later.

8.2 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 written³ and unwritten law are used as the basis for the review⁴.

In the following table an overview of the appeals over the past six years. The number of appeal procedures remains constant. It is noteworthy that students are increasingly represented by a lawyer. In the opinion of the Examination Board this unfortunately often results in a procedure that is more focused on formalities than on content and what is good for the student's career.

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.

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Appeals	2011	2012	2013	2014	2015	2016
Subject						
Denial BScBA (Colloquium Doctum)				1		1
Denial pre-Master's NL	4	4		9		
Denial pre-Master's ENG	4				3	
Denial admission MScBA (MiM)			1		1	1
Denial admission MScBA (AFM)	11	16				1
Denial admission MScBIM			2	1	1	2
Denial admission MScCHEB			1			
Denial admission MScF&I					3	1
Denial admission MScGBSM			1	1		
Denial admission MScHRM			1			1
Denial admission MScIM	3	1	1			1
Denial admission MScMM			1	3		2
Denial admission MScSCM			2	3	1	2
Denial admission MScSE					3	
Denial admission MScSM			2	2	1	1
Denial admission MScMI						2
Denial admission MScOCC						1
Negative bsa	17	16	24	12	10	16
Denial grade registration	1			1		
Denial admission Research Project		1			3	
Fraud sanction	3	6	1	2	7	1
Denial exemptions						
Denial additional examination	2		2	7	6	1
Denial reassessment	1		1	2	1	1
Extension validity grade	1	1	2	2	1	2
Denial external elective/project			2	1		
Last results counts						1
Disagreement grade						1
Other	4	2	1	3	7	8
total	51	47	45	50	48	47

Final decision/verdict	2011	2012	2013	2014	2015	2016
Premature	1	1				
Withdrawal	13	19	17	16	22	18
Settlement	29	17	24	31	21	16
Inadmissible		1	1			2
Unfounded	2	8	3	1	3	2
Well founded	0	0	0		1	1
No verdict yet	2	1	0	2	1	7
Redirected to ACB						1
total	47	47	45	50	48	47

9 Examination Regulations: R&G and TER

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

In addition, the Examination Board advises the Dean with regard to the setting of the Teaching and Examination Regulations ('**TER**') for each programme. The Examination Board can also independently submit proposals for changes to the TER.

In June 2016 the amendment proposals to the TER and R&G were established. The most important changes concerned:

TER

1. Improved definition of an exam;
2. IBA 100% selection;
3. BSA hardship policy;
4. The RSM Honours Programme;
 1. Future MSc admission requirements for internal students;
 2. Exemptions from MSc admission requirements for external students;
 3. Finance & Investments Advanced programme;
 4. Amendments to the admission requirements of the MiM-programme;
 5. Amendments to the composition of the MiM-programme;

R&G

1. Appointment criteria for examiners
2. Compensation rules B2/B3: trimester 7 courses excluded.
3. Adjustments related to the composition of the Thesis Committee;
4. Amendments to the Excellence Check protocol;
5. An addition to iudicium (summa) cum laude: 8,25 = thesis trajectory included.

10 Decisions in individual cases

10.1 Overview

The Teaching and Examination Regulations (the ‘TER’) of the various study programmes state in various articles that the Examination Board can allow deviations from the rules in certain cases. The Board may grant exemption from the 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 **2779**.

Individual Requests Decos 2016	NL	UK	Total
Admission course/internship without meeting the requirements	5	0	5
Admission to the programme	3	2	5
Admission to the selective (Master) programme	3	2	5
Alternative way of examination	1	4	5
Appeals	11	35	46
Binding Study Advice	5	8	13
Compensation rule B2/B3	33	54	87
Complaint	28	33	61
Composition Thesis Committee	na	215	215
Confidentiality form	na	45	45
Course Exemption	90	14	104
Declaration functional impairment	61	40	101
Documents without a case	38	27	65
Early marking of an examination	0	3	3
Elective/Project counting towards degree programme	379	126	505
English registration Osiris	24	na	24
ERIM customised study programme	na	6	6
Exam registration after the deadline	16	9	25
Examination under supervision	21	11	32
Excellence check	na	75	75
Exchange	0	7	7
Extension validity cases/ partial grades	21	10	31
Extension validity final grade	10	28	38
Extension validity PMB courses	10	na	10
Extra Exam opportunity	38	101	139
Following two Masters	na	41	41
Fraud / Plagiarism	39	91	130
GMAT registration	24	7	31
Grade registration Osiris	14	48	62
Graduation MSc	na	29	29
IBA to BA transfer	12	na	12
IBCOM course counting towards degree programme	8	102	110
Last result counts’ transitional arrangement	1	3	4
Late registration for a test examination	222	152	374
Postponement Active degree granting	0	178	178
Postponement thesis(proposal) deadline	na	29	29
Presence during oral defence thesis trajectory	0	13	13
Programme registration after 31 August	22	45	67
Ranking statement	0	37	37
Statement of no objection	0	6	6
Taking an exam abroad	1	0	1
Taking an extra-curricular course	1	2	3
Total	1141	1638	2779

When comparing the outcome with the 2015 overview (3322 requests), there has been a reduction in the number of individual requests. This is mainly due to a reduction of the late registration for tests: a drop from 908 to 374. This drop can be explained by a procedural change: until 2015, students had to enroll themselves, while in 2016 students are automatically registered for their regular tests.

Furthermore, the admission requirements for the premaster programmes have also changed. This now entails that students must have attained their GMAT *before* they are admitted to the programme. This resulted in a significant decrease of GMAT-registrations by the Examination Board's office.

In addition to the requests submitted via the web portal, the Examination Board is also responsible – by the Dean's mandate – for sending out hundreds of individual decisions such as the Master Admission Statements in August and January (see chapter 10.7) and the final Binding Study Advice in August (plus two provisional study advices in December and April, see chapter 10.6).

Furthermore, the Examination Board receives a vast number of e-mails daily. These include questions concerning topics such as grade registrations in Osiris and specific questions about the Examination Board's policy.

10.2 Exemptions

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

The Examination Board assesses requests according to the following conditions:

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

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

In 2016, the Examination Board received **104** requests submitted by **52** students. The following table shows the distribution of the numbers.

	students	granted	denied
BA	46	67	23
IBA	6	8	6
total	52	75	29

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

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

10.3 Non-RSM electives (*bachelor and master*)

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

General policy

The general policy of the Examination Board regarding elective courses from another school or university is, first of all, that the course must be part of an accredited degree programme at a Dutch university or a foreign research-driven university. Secondly, the course must have a level equivalent to the RSM course, i.e. it cannot be a bachelor's course as a master's free elective. In terms of content, skills, attitude and testing, the course must also sufficiently fit with the specified exit qualifications for the programme. Also, it must have added value for the programme, which is why there should not be too much overlap with mandatory parts of the RSM programme concerned. This is often a reason for rejection. Furthermore, the course may not count twice: it cannot be part of another degree programme being taken by the student in question. For the bachelor, the Examination Board will then consider an 'exemption' for the same amount of ECTS - which will not contribute to the final GPA. The Examination Board does not allow exemptions for the master elective. Finally, in case of a request to let a non-RSM elective count towards the curriculum, explicit approval from the Examination Board is required before the start of the course. The Examination Board will grant their permission if they conclude that the content and level of the elective(s) is of similar university level and supervised and assessed by university examiners.

2016: continued growth 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 and even more requests in 2016, see the following table. 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 2016, IBCoM electives remain to be popular (N = 102). In particular the courses on Corporate Communications and (the psychology side of) Consumer Behaviour, which offer more depth to the topics and connect well with Business Administration.

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 2016, the growth in the number of filed requests continues: **610** submitted requests instead of the total of 169 in 2014 and 530 in 2015. Mostly BA (*Bedrijfskunde*) students requested permission from the Examination Board: 379.

Case type	2014			2015			2016		
	BA	IBA/ MSc	total	BA	IBA/ MSc	total	BA	IBA/ MSc	total
Elective/project counting towards curriculum	71	74	145	374	74	448	379	126	505
Extra-curricular elective	10	2	12	9	5	14	1	2	3
IBCoM course counting towards curriculum	0	12	12	-*	68	68	-*	102	102
total	81	88	169	383	147	530	380	230	610

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

As you can see in the next table, the majority of the requests in 2016 are from bachelor students. Only **26** 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.

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, 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.

2016 Specifics

Category	BA*		IBA**		MSc***		total
	Granted	Rejected	Granted	Rejected	Granted	Rejected	
RSM***	13	4	7	2	4	5	35
Non-RSM EUR	277	34	157	3	-	2	473
Outside EUR	21	-	9	-	4	1	35
Outside NL	17	-	6	4	8	2	37
total	328	38	179	9	16	10	580

* 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 with regard to the total numbers: the difference of 30 request (610-580) between this table and the previous overall table is made up excluded withdrawn or inapplicable requests.

As clearly visible in the table above, the big number of filed requests (which started in 2015) 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.

10.4 Extra examinations

In special cases students can submit a 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 2016 the Examination Board received **112** requests: 72 concerned a bachelor's course, 1 a PMB and 39 a master's course.

The majority of the requests are related to admission to the master's programme as of January 2017. 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 2016 **58** of these extra bachelor examinations were granted. The distribution of these extra examinations is as follows:

Extra resits Fall 2016	BA (+premaster)	IBA (+premaster)
Financial Accounting	6	1
Human Resource Management	5	1
Statistische Methoden en Technieken	28	0
(Business)Information Management	2	3
Supply Chain Management	1	2
Innovatiemanagement	2	0
Ondernemingsrecht/Found Bus Law	3	4
Total	47	11

The high amount of extra resits 'Statistische Methoden en Technieken' (28) stem from the fact that 13 of them are awarded because the resit of the first year course BKB009 Marktcontext was on the same date as the resit of the 2nd year course Statistische Methoden en Technieken. Unfortunately only one of these 13 student passed the extra resit, while of the other 15 (3rd or 4th year) students 14 passed it. Noteworthy is the high decline of extra resits Financial Accounting compared to 2015 (from 37 to 7). Since Corporate Finance changed in 2016-2017 from the 6th to the 4th trimester, no extra resits were granted.

The 21 of the 39 requests concerning the master's courses were submitted to conclude the master's degree programme without too much study delay. Most requests (7) concerned the core courses *Risk Management*.

10.5 Functional impairment

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

In 2016, the Examination Board granted **93 students** extra facilities. In **45%** of the cases the impairment involved dyslexia. The Examination Board granted all students 30 minutes extra time. In addition, **12 students** were allowed to take the exams on PC and **6 students** were granted exams on A3 format.

10.6 Binding study advice

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

Before the final decisions are sent, the Examination Board determines 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 2016 **703** BA students and **536** IBA students received a binding study advice. The EB considered **371** 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 18 and 19 August 2016, the BSA meetings 2015-2016 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 2016 and of the years before so that trends may be observed.

BSA cases	2012		2013		2014		2015		2016	
	BA	IBA	BA	IBA	BA	IBA	BA	IBA	BA	IBA
Files:										
Personal circumstances	44	33	57	77	45	21	48	32	96	63
Hardship	16	22	92	65	70	33	86	46	105	91
Appeals	5	9	1	23	5	7	5	5	5	11
Total files per programme:	65	64	150	165	120	61	139	83	206	165
Total files both programmes:	129		315		181		222		371	
Decisions:										
Exemption due to PC	23	18	41	25	39	17	34	19	49	20
Exemption due to hardship	10	17	78	25	51	39	65	43	80	82
Total exemptions	33	35	119	50	90	56	99	62	129	102
Negative BSA	27	20	30	92	30	5	40	21	77	63

Compared to the time before the introduction of N=N policy, more students are exempted from the BSA-norm 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.

10.7 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 **94** Admission Statements to PMB students and **952** (January 2016 and September 2016) to internal RSM bachelor students in January 2016.

11 Focal points

11.1 Evaluation of the focal points 2016 – 2018

In the Annual Report 2015 the Examination Board formulated 16 focal points for 2016 and beyond. These focal points are too many to fulfil in one year, but they have set the Examination Board's agenda for 2016 and the next few years. In June 2016 the focal points were discussed with RSM's Executive Board. The minutes of this meeting are attached to the report (Annex E).

The following list shows the progress of the focal points.

Core tasks	focal points 2016 - 2018		progress
Examiners	a.	Optimize the yearly appointment of examiners;	done
	b.	Monitor professional development of examination expertise;	In progress: Risbo modules are offered, examiners need to pass these modules
	c.	Formulate a concept for high performing examiners (and incentives such as International Teaching Programme?)	New proposal needs to be formulated
Quality Assurance Policy:	d.	Update of the brochure Integral Quality Assurance Policy;	
	e.	Formulate professional standards for the thesis quality check;	
	f.	Create a sounding board structure with Academic Directors;	
	g.	Introduction of an annual reflection on the Examination Monitor with the (Vice) Dean, Dean of Programmes and the Academic Directors.	
	h.	Introduction of an assessment matrix for every course (to begin with B1 courses);	in progress: course assessment plan and- matrix have been designed in concert with Risbo
	i.	Formulate rules for individual/group grading (including rules preventing free-riders);	
	j.	Check of MSc course manuals (whether these are in line with rules and regulations);	
Fraud:	k.	Formulate clear guidelines for peer review of examinations.	In progress, Risbo module 3
	l.	Appliance (introduction and implementation) of plagiarism scanner Turnitin;	done
	m.	Installation of Turnitin in TOP;	Impracticable
Legal Protection:	n.	Audit application of Turnitin.	Pilot thesis (proposal) fraud check
	o.	Formulate a protocol for complaints.	done
Communication:	p.	Improve communication Examination Board with stakeholders: Newsletters, websites for students, examiners and the university community by making them more user friendly and informative.	in progress: Communication plan has been developed, a new examiners website has been re-designed

11.2 Focal points 2017 – 2018

The Examination Board formulated the following focal points that need prioritization in 2017 - 2018: These points will be discussed with RSM's Executive Board.

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

11.3 Final remark

As indicated in the foreword, the Examination Board is doing a massive amount of important work. Year after year, the Examination Board is expected to do more: more tasks, more rules, more programmes, more examiners, more students, etc. The Board works efficiently but it is hard – if not impossible – to keep pace with the growth. Considering the focal points, the Board needs to do even more. As a logical consequence, choices have to be made: either outsource tasks or hire extra support staff. This needs to be discussed with RSM's Executive Board.

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 (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 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 as well as in the Examiners Manual*. 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:* the Examination Board advises the Dean regarding the Teaching and Examination Regulations.
5. *Mandate:* the Examination Board has been mandated by the Dean to establish the final BSA.

Appendix B: Core tasks according to the Inspectorate of Education

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

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

Appendix C. Students per programme (per 01/10/2015)

Programme	CROHO	language	ects	full time / part time	2012	2013	2014	2015	2016
BScBA	50015	Dutch	180	ft	2014	2040	2014	1954	1954
BScIBA	50952	Eng.	180	ft	1190	1181	1268	1437	1490
MScBA AFM	60644	Eng.	60 + 30	ft	268	203	335	184	173
MSc MiM	60644	Eng.	60	ft				157	155
MScBIM	60453	Eng.	60	ft	153	232	240	285	436
MScCHEB	60454	Eng.	60	ft	54	46	14	2	1
MScSE	60455	Eng.	60	ft	83	76	73	89	91
MScFI	60409	Eng.	60	ft	525	492	430	481	504
MScFI-Advanced	60409	Eng.	60	ft					38
MScGBS	60456	Eng.	60	ft	67	69	43	55	112
MScHRM	60645	Eng.	60	ft	58	68	52	40	53
MScMI	60458	Eng.	60	ft	80	81	75	94	118
MScMM	60063	Eng.	60	ft	295	279	217	221	243
MScOCC	60457	Eng.	60	ft	73	78	50	52	57
MScSCM	60093	Eng.	60	ft	221	231	196	214	239
MScSM	60066	Eng.	60	ft	323	357	282	266	245
PMB	60644	Dutch	60	pt	221	181	181	229	267
MScIM - CEMS	60256	Eng.	90	ft	139	127	127	132	140
premaster NL	-	Dutch	ca 30	ft	253	231	252	102	18
premaster EN	-	Eng.	ca 30	ft	59	54	54	27	24
ERIM Research MSc	60313	Eng.	120	ft	28	28	23	22	22
MScCC	75049	Eng.	60	pt	95	95	93	54	27
MScMC	75051	Eng.	60	pt					
exchange/participants	-		-	-	305	276	246	228	231
total					6554	6528	6265	6325	6638

Appendix D. Portfolio allocation of the Examination Board

Allocation of tasks by subject	Board member
Chairman <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) (until 14 September 2016)
External input <ul style="list-style-type: none"> – Exemptions on the basis of competencies gained elsewhere – Exchange – Electives from outside RSM – Minors from within RSM – Examination authority of external teachers – Issues related to pre-experience master programmes 	Dr. E.A. van der Laan
Quality control <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)
External member	Dr. M.B.J. Schauten
Study progress Bachelor 1 <ul style="list-style-type: none"> – BSA – Project ‘Nominal is the Norm’(N=N) – Other issues related to Bachelor 1 	Dr. M.C. Schippers (until 1 September 2016)
Graduation routes (bachelors’ and masters’) <ul style="list-style-type: none"> – Excellence check – Sampled monitoring – Presence during examination sessions – Alternative composition of thesis committees – Graduating outside the regular graduation time frame – Issues related to the ERIM Research Master 	Dr. A.H.L. Slangen
Supervising the implementation of and derogation from Examination rules / bachelors’ programmes <ul style="list-style-type: none"> – Fraud – Request for extra examination opportunities – Request for alternative examination forms – M1-5 statements – Validity terms of examinations – Exemption for practical assignments – Other issues related to Bachelor 2 & 3 	Dr. B.H.E. Wempe

Appendix E. Minutes of the meeting Examination Board Executive Board

Date: 02 June 2016

Attendance

Prof.dr. A. de Jong (AJ), prof.dr. E. Waarts (EW), prof.dr. L.G. Kroon (LK), mr. C.M. Dirks –van den Broek (CD), prof.dr.ir. E. van Raaij (ER), dr. G. Jacobs (GJ), drs. W.F. Mijnhardt (WM)

Agenda & input

Presentation Annual Report examination board 2015 (powerpoint slides and report 2015)

Further improvement plans Examination board 2016-2018

Annual report 2015

1. CD presents the results of 2015 on the core tasks which clearly shows a growth in the workload and workload ratio of the examination board, both for the members of the board as the board support office.
2. The EDU portfolio grows and becomes more diversified, especially the MSc portfolio has a special dynamic because of its range in programmes (in student size and academic/professional fields).
3. There is no Examination Board member profile yet and the current school incentives for board members are too low (0,2), which makes recruiting and retaining board members from academic departments a challenge, especially international faculty members.
4. As most of the workload is in the individual cases (57%), the future focus will be on prevention of cases instead of solving of cases.
5. Further improvement is needed, based on recent report of the Inspectorate HE (2015). The most important challenge is to perform systematic periodic verifications of examinations vs exit qualifications on all programmes in the EDU portfolio (point nr 1 in report inspectorate)
6. Recent TOE evaluation stresses the importance of QA in the case of group assignments.

Further Improvement plans

1. The examination board aims to intensify their work for the master portfolio, the systematic check on the exit examinations in general and the communications towards students and examiners;
2. There is currently a low priority in the coverage of the board activities for privately financed masters like CCC;
3. The focal point will be on the systematic application of “assessment matrixes”;
4. CD presents a activity plan for 2016 – 2018 with 17 focal points with a corresponding budget request of 155 K euro;
5. CD explains the newly proposed resources needed to deliver the action points.

Conclusions

1. Produce a clear profile for an examination board member;
2. Activities to change the mind set of examiners, to create an incentive for more proudness in the role are welcomed;
3. The board activities for post-experience masters need to be covered within the domain of a member of the examination board. For professional post-experience masters and MBA there will be separate examination boards due to the specific nature of these programmes and students;
4. The proposed extra elements of the examination board budget are realistic to deliver the planned (new) activities;
5. The total budgets including the extra budget for the action points needs to be agreed upon with the DDP, with exclusion of the 30K for the International Teaching programme award, which does not seem to be the best incentive for quality at the moment;.

6. Examination board will switch to English as formal language during meetings when an international faculty member will become member of the Board. The annual report is already in English.

AOB

An organogram and the profile of the board and its members needs to be placed on the website (f.e. for the Faculty manual).