

ANNUAL REPORT 2017

Examination Board RSM - EUR
Rotterdam School of Management
Erasmus University

Editor

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1 Chairman's Foreword

As any year, 2017 was an eventful and interesting year for the Examination Board. In this foreword I would like to draw attention to some of the trends and challenges RSM faces from the perspective of examinations.

An emerging trend in 2017 is the growing juridification of the appeal process. Although the Examination Board acknowledges the right of students to appeal against any formal decision made by an examiners or the Examination Board, we are concerned about the change in processes that will lead to more work for examiners and the Examination Board who need to explain why they made a certain decision. This is even more troublesome as the appeals are more focused on procedural justice than on content-based justice.

A step forward is the improving internal position of the Examination Board and the communication with other parties involved in the educational process of RSM. From this year on we will attend the meetings of Academic Directors which fulfils the function of a sounding board, where examination issues can be raised, concerns and insights can be shared.

Another positive development is that the RSM Examination Boards of the pre- and post-experience programmes are beginning to align their examination policies. I consider this to be one of my main tasks as chairman of both committees.

2017 to a large extent already was aimed at preparing the two accreditations (NVAO/AACSB) the school will hopefully be getting renewed in 2018. As a part of this, the examiners were asked to revise and complement their teaching modules, assessment matrices and grading rubrics. The Examination Board has especially put a lot of effort to get a better control over the examinations of the master programmes. For example, we prescribed an assessment plan for all master courses to be checked by the Examination Board before publication. Understandably, many perceived this as a lot of red tape, more work and extra time. Nevertheless, it ensured that examiners were focussed on alignment between education and examinations. Thanks to this joint effort we feel RSM is now having most of the quality insuring processes in place that are needed.

Last but not least, the Examination Board wants to thank the 358 examiners at RSM who are doing a great job! Together we ensure that the high standards of RSM are securely met by our students and that this can be certified in the eyes of both internal and external stakeholders.

Vriendelijke groet / Regards
Lucas Meijs



2 The Examination Board RSM - EUR

2.1 Tasks

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

The Examination Board has been appointed by the Dean on behalf of the BSc- and MSc-programmes funded by the government. [Appendix C](#) shows the BSc- and MSc-programmes concerned and the number of students per programme. The supervisory role of the Examination Board concerns many programmes: 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 RSM's academic staff, including the chairman and one external member. All members shall be appointed by the Dean. In 2017 members of the Examination Board were:

- Prof.dr. L.C.P.M. Meijs (Chairman)
- Dr. E.A. van der Laan
- Ir. A.J. Roodink (Vice Chairman)
- Dr. M.B.J. Schauten (external member)
- Dr. A.H.L. Slangen (until 1 October 2017)
- Dr. B.H.E. Wempe
- Vacancy B1 portfolio

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

2.3 Mission and vision

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

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

2.4 The Examination Board's Office

The Examination Board is supported by the Examination Board's Office. The Secretariat prepares the meetings and the decision making of the Board and implements the decisions. The staffing in 2017 was as follows:

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

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

2.5 Provision of information to students and teaching staff

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

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

3 Output 2017 at a glance

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

¹ PMB-students only, see paragraph 10.7 for further clarification

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 degree². The degree certificate is issued as proof that the requirements have been met. The degree certificate is accompanied by a list of grades and a diploma supplement. The Chairman of the Examination Board signs these three documents.

In 2017, the Examination Board issued **2461** 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 programmes a cum laude certificate seems to be fairly normal. The Examinations Board will discuss this matter with the Academic Directors of the MSc degree programmes.

degree programmes	certificates	cum laude		summa cum laude	
BScBA	404	9	2%	0	0%
BScIBA	407	68	17%	12	3%
MScBA AFM	103	23	22%	2	2%
MScBA MiM/GM	65	21	32%	0	0%
MScBIM	237	52	22%	2	1%
MScEShip	69	10	14%	0	0%
MScFI	298	32	11%	2	1%
MScGBSM	69	7	10%	0	0%
MScHRM	38	19	50%	1	3%
MScMI	73	10	14%	0	0%
MScMM	174	42	24%	1	1%
MScSCM	149	23	15%	1	1%
MScSM	168	44	26%	0	0%
MScOCC	41	15	37%	0	0%
MScIM- CEMS	64	31	48%	1	2%
PMB	86	5	6%	0	0%
ERIM Research MSc	7	2	29%	0	0%
MScCC	9	3	33%	0	0%
Total	2461	416	24%	22	2%

² 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 Act³, 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 **358** 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	47	46	16	109
Department 2 O&PM	23	11	0	34
Department 3 MM	20	11	11	42
Department 4 SM&E	29	31	4	64
Department 5 Finance	27	15	7	49
Department 7 A&C	13	7	0	20
Department 8 BSM	14	15	3	32
externals without department			8	8
Total	173	136	49	358

³ Artikel 7.12c. Examinatoren

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

2. De examinatoren verstrekken de examencommissie de gevraagde inlichtingen.

5.2 The Examiners Event

Every year the Examination Board organises an **Examiners Event** for all RSM examiners. Purpose of the event is to get into a closer contact with examiners, and share experiences and best practises. In 2017, the event was postponed to February 2018.

5.3 Enhancement of professional skills

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

5.3.1 Risbo-workshops for examiners

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

1. Assessment construction and assessment matrix

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

2. How to construct assessment questions

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

3. Peer review and assessment analyses

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

The Examination Board will eventually require all examiners of the RSM BSc- and MSc-programmes to complete these modules. In 2017, **17** persons attended those workshops from whom 7 passed all three workshops.

5.3.2 The Education Service Point

Promotion of expertise and training of academic staff regarding the preparation of high-quality tests is a crucial part of assuring the quality of testing. Since the year 2000, examiners have been able to receive tailor-made support in relation to the construction of examinations from EUR's Risbo Institute. The aim of this support is that examiners can contact them with questions encountered when preparing examinations, preparing scoring instructions, determining the pass grade, evaluating examination questions, instructing marking assistants, etc. The examiners receive both verbal and written feedback from Risbo. In 2017, in total **12** examinations were checked by the Risbo-team: 11 bachelor examinations (BA and IBA) and one MSc examination.

6 Supervision of the quality of final exams and examinations

6.1 Examination Monitor

One of the core tasks of the Examination Board is to supervise the quality of the degree programmes' (final) examinations. In the *Integrated Testing Policy* memorandum, the Examination Board sets out how it wishes to promote and monitor the quality of testing and examinations. The Examination Monitor is an important and labour-intensive instrument for quality assurance. The Examination Board developed the Examination Monitor to allow the Board to receive information about all examinations taken for quality assurance purposes. The Examination Monitor consists of two parts: a

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

6.2 Course manual check

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

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

In accordance with RSM's Testing Policy, the Examination Board checks the course manuals of the degree programmes with a view to verifying that the examinations and assessment are aligned with the educational goals and the learning objectives of the course. To make this alignment more transparent to students, every course manual shall include an assessment plan. This rule has become effective as of September 2017. It concerns more than 400 BSc and MSc course manuals, including EUR minors and electives. The Examination Board performed this task for many years for the BSc course manuals. Only from September 2017, the Examination Board checks the MSc manuals as well. For the first time 70 MSc-manuals have been checked.

6.3 Quality check Master theses

6.3.1 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 e 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 disproportionally high percentage of unjustified excellent grades.

This Thesis Quality Monitor shall apply with effect from student cohort 2016-2017. However, since the ex-ante Excellence Check was still operative in 2017 for cohort 2016 of the IM-CEMS, MiM- and PMB-programmes, a short account of the Excellence Checks.

6.3.2 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. In 2017 the Council was composed as follows:

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
Prof. dr. M.A. van Dijk	5	Finance
Prof. dr. R.J.M. van Tulder	8	Business Society Management

In 2017, the Council reviewed only **5** theses. In 2 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. However, in 2017 the coach and co-readers agreed to settle with the decision of the Council. So finally, **3** theses passed the excellence check. In all instances it concerned a thesis of the MSc degree programme International Management – CEMS.

7 Fraud measures

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

Although more than 65.000 RSM students took part in an examination in the *Van der Goot*-building, there were only **48** suspicions of fraud detected. The main fraud reports from the Van der Goot-building consist of the report of an invigilator when a student has a mobile phone within reach. However, it seems that the different ways of communication that phones must be stored in a jacket or bag is starting to pay off. Nevertheless, the urgency to place lockers in the M-hall is still high.

Most of the fraud cases linked to individual or group assignments concern (suspicion of) plagiarism: **33** cases. The 'provider' as well as the 'acquirer' are punishable, but the latter is more heavily penalized than the former. Fortunately, more and more examiners confront students (especially in the first year) with their copycat behaviour by the use of *Turnitin* or other plagiarism detectors.

The Examination Board had a meeting with approximately **47** of the students suspected of fraud: 13 individual interviews and the others in pairs/groups. The students not invited were the ones caught with a mobile phone / smart phone that was turned off and with a “clean record”. They received a written reprimand, which is included in their dossier and will be considered in future decisions by the Examination Board.

To make freshman more aware of the importance of correct referencing (to avoid plagiarism), the Examination Board – by means of a pilot – set out an instruction about correct referencing to all mentors involved in the BA-course ‘Bedrijfskundige vaardigheden’. Furthermore, all BA-freshman received a printed version/mini syllabus of the [Handout referencing 2017](#):

It seems that this approach has been successful because there was a drop in plagiarism cases at the ‘adoptieverslag’ from 31 to 18 cases. Admittedly, 2017 was the first year that the examiner of this course used the Turnitin plagiarism scanner instead of Safe Assignment.

For 2018-2019 the Examination Board is planning to do the same for all IBA freshmen.

Together with MSc programme management, a special approach has been developed to inform all master students about the importance of correct referencing.

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.

In 2017 the EUR plagiarism scanner could not be built in the digital thesis system TOP. Scanning theses on plagiarism is therefore still very time consuming. 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.

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

	2013	2014	2015	2016	2017
Number of students	142	194	128	147	82
Type of test					
Group assignment	19	49	40	70	21
Individual assignment	54	10	15	3	2
Written examination	65	134	72	55	48
MasterThesis	4	1	1	19	11
Type of fraud					
Plagiarism	76	60	56	91	33
Peek	6	3	4	27	3
Cell phone	57	109	61	28	35
Graphic calculator	1	8	0	1	3
Miscellaneous	2	14	7	0	8
Disciplinary measure					
reprimand	74	111	72	100	49
sanction	68	83	56	47	17
no sanction					16

8 Legal protection

8.1 Complaints on examinations

The RSM is committed to high quality examinations and wants to improve these continuously. Therefore, the RSM needs feedback from students if examinations do not live up to RSM-standards. Students may submit a complaint on examinations at the Examination Board. Most of the time complaints concerns an individual case of a student. In 2017, the Examination Board received 66 individual complaints (see paragraph 10.1).

This paragraph is about the large scale *group-complaints* that (may) concern the quality of the examination. In 2017, the Examination Board received four non-individual complaints concerning a test. It concerned the following:

1. In May 2017, the Student Representation filed an official complaint with the Examination Board regarding the written test for the course *Leadership, Sustainability and Governance* (LSG), which took place on 22nd April 2017. LSG is a compulsory course in the second year of the Bachelor's degree programmes *Bedrijfskunde* (BKB2029) and *International Business Administration* (BAB27). For both programmes, the passing rates were very low.

The written test consisted of 25 multiple-choice questions and 5 open-ended questions results. It appeared that the exam questions in itself were not wrong. However, there were a few reasons why students could not prepare well enough for the exam. Firstly, the course had been moved from trimester 4 to trimester 6. In the latter are less teaching days available which resulted in a compressed course. The last lecture even took place on the day before the written exam took place. Secondly, during the course was told that students 'should only memorize the most important definitions', and 'no details were required'. The exam however was perceived as very detail-oriented. Moreover, the exam comprised questions on books that were put under 'optional literature'.

On top of that, during the process of establishing, processing, delivering and communicating grades irregularities occurred, which led to confusion and a very late announcement of grades.

After collecting the relevant information, Programme Management and Examination Board decided to 'neutralize' the written exam of the course, implying that the results obtained were to be considered non-existent. By consequence, the initial re-sit changed to be the initial exam, and an additional re-sit was planned over summer in August, in order to provide students with two chances to pass the exam. Moreover, given the fact that both exams would take place in the middle of summer, whereas many students did not plan to stay over summer, an additional written test - multiple-choice questions only - had been organised in January 2018.

To prevent any similar occurrence in future, the lecturers in consultation with Programme Management and Examination Board will restructure the course.

2. In July 2017, the Examination Board received several complaints about bonus questions missing in the re-sit of the first year IBA course *Microeconomics* BAP068. After consulting the examiner, it appeared that the "bonus" questions were in fact "easy" questions: for the regular exam as well as for the re-sit the examiner included two questions that were directly based on the questions from the book. As such, the lecturer complied with the regulations and the students received questions that they should have received. All the points were calculated correctly and the students had received the "bonus" questions.

In 2017 the Examination Board designed a specific protocol for group-complaints to ensure that the complaints can be dealt with in an efficient and effective manner. The **Student Representation RSM** (SR) plays an important role within this protocol. The SR collects and groups the complaints and informs the examiner before the official perusal. The examiner shall respond to the received SR comments during the perusal. If, after completion of the perusal procedure, the SR believes that the complaints have not been resolved in accordance with expectations, the SR may submit a complaint

to the Examination Board via the [web portal](#). The Examination Board will investigate the complaint filed based on the submitted documents and will conduct its own research in conjunction with these. In all cases, both the SR and the examiner will be heard. Within six weeks of lodging the complaint, the Examination Board will inform the complainant of its subsequent findings and any conclusions that may have been reached. In general, such findings and conclusions drawn by the Examination Board are not appealable.

8.2 Settling of disputes

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

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

⁴ Written sources include the Higher Education and Research Act ('WHW'), the Teaching and Examination Regulations ('OER') and the general principles of good governance included in the General Administrative Law Act ('Awb').

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

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

The number of appeal procedures remains quite constant. It is noteworthy that the number of appeals related to the assessment has increased firmly and the number of appeals against negative BSA has declined remarkably. Furthermore, quite some students are represented by a lawyer. The impression is that lawyers are now better versed in education law.

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 2017, the amendment proposals to the TER and R&G were established. The most important changes concerned:

TER:

- Evaluation rules;
- Term of validity;
- Additional admission requirements for one-year MSc-programmes for internal RSM bachelor- and premaster students;
- Introduction of a Sandwich Year within the BSc-programmes;
- Introduction of a Double Degree programme *Recht en Bedrijfskunde* for BScBA students only;
- 100% selection IBA students (IBA programme only);
- BSA will be issued only once.

R&G:

- Introduction assessment plan and publication exam questions;
- Directive for grade calculation and setting the cut score for MC-tests;
- Refinement of rounding rules;
- Amendments to the compensation rules B2/B3.

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 web-portal in 2016 and 2017.

Individual Requests Decos	2016	2017
Admission course/internship without meeting the requirements	5	50
Admission to the programme	5	6
Admission to the selective (Master) programme	5	17
Alternative way of examination	5	6
Appeals	46	45
Binding Study Advice	13	59
Compensation rule B2/B3	87	136
Complaint	61	66
Composition Thesis Committee	215	132
Confidentiality form	45	72
Course Exemption	116	132
Declaration functional impairment	101	134
Documents without a case	65	102
Early marking of an examination	3	4
Elective/Project counting towards degree programme	505	513
English registration Osiris	24	0
ERIM customised study programme	6	8
Exam registration after the deadline	25	29
Examination under supervision	32	10
Excellence check	75	5
Exchange	7	4
Extension validity cases/ partial grades	31	43
Extension validity final grade	38	37
Extension validity PMB courses	10	1
Extra Exam opportunity	139	93
Following two Masters	41	49
Fraud / Plagiarism	130	83
GMAT registration	31	2
Grade registration Osiris	62	26
Graduation/de-registration MSc Programme	29	1
IBCOM course counting towards degree programme	110	106
Last result counts' transitional arrangement	4	4
Late registration for a test examination	374	410
Postponement Active degree granting	178	150
Postponement thesis(proposal) deadline	29	29
Presence during oral defence thesis trajectory	13	27
Programme registration after 31 August	67	64
Ranking statement	37	40
Statement of no objection	6	6
Taking an exam abroad	1	0
Taking an extra-curricular course	3	16
Total	2779	2717

There has been a slight reduction of requests filed via the web-portal: from 2779 in 2016 to 2749 in 2017. On the one hand, this is the result of tasks that are no longer carried out by the Examination Board (e.g. GMAT- and English-registration), and certain decisions are no longer decided via the web-portal (for example the composition of Thesis Committees). On the other hand, there has been an increase of other decisions such as the compensation rule, exemptions and functional impairment.

In addition to the requests submitted via the web-portal, the Examination Board is also responsible – by the Dean’s mandate – for sending out hundreds of individual decisions such as the final Binding Study Advice in August (773 mails to BScBA students and 622 to BScIBA students) plus two provisional study advices in December and April, see chapter 10.6.

Furthermore, the Examination Board receives a vast number of e-mails daily. These include questions concerning topics such as grade registrations in Osiris and specific questions about the Examination Board’s policy. In 2017, the Examination Board’s Secretariat sent **13.051** emails (12.029 in 2016).

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 2017, the Examination Board received **132** requests submitted by **63** students. The following table shows the distribution of the numbers.

	students	granted	denied	withdrawn	total requests
BA	54	76	30	6	112
IBA	9	10	9	1	20
total	63	86	39	7	132

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. The basic rule with regard to languages is that, as part of the RSM programmes offered in English, the external course may not be taught in Dutch. Courses in other languages are considered, provided that there is an assessable (online) manual available in English (or Dutch). The manuals are not required for the language course options offered by the IBA programme.

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

2017: steady number of filed requests

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

With regard to the case type 'IBCoM course counting towards the curriculum', the Examination Board established and publishes an elective list for IBA students with approved courses from the International Bachelor of Science (BSc) programme in Communication and Media (IBCoM) at Erasmus School of History, Culture and Communication. The secretariat of the Examination Board is mandated to deal with cases regarding IBCoM courses, which are always permitted if on the list. In 2017, IBCoM electives remain to be popular (N = 91). In particular the courses on Corporate Communications and (the psychology side of) Consumer Behaviour, which offer more depth to the topics and connect well with Business Administration. This IBCoM elective popularity also seems to be the result of a lack of available elective options at other faculties, which is a general concern for the institution and will be a relevant topic of discussion this year.

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 2017, the number of filed requests only slightly grew: from 610 submitted requests in 2016 to **624** in 2017:

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

* 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 2017 are from bachelor students. Only **56** of the cases filed were from master students. Around **80 per cent** of the requests relate to 'Non-RSM EUR courses'. These are courses from other schools of the Erasmus University, mostly from Erasmus School of Economics (ESE), Erasmus School of Law (ESL) and Erasmus School of History, Culture and Communication (ESHCC).

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

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

2017 Specifics

Category	BA*		IBA**		MSc		total
	Granted	Rejected	Granted	Rejected	Granted	Rejected	
RSM***	5	1	6	2	12	3	29
Non-RSM EUR	301	34	145	2	0	2	484
Outside EUR	28	2	2	2	34	1	69
Outside NL	9	3	13	4	2	2	33
total	343	40	166	10	48	8	615***

* Curricular and extra-curricular requests combined.

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

*** The difference of 9 requests with the previous table of year totals is the result of excluding the withdrawn or inapplicable requests.

10.4 Extra examinations

In certain circumstances such as 1) a medical condition or 2) participation in top sports or 3) when all courses (including the thesis) but one have been passed and hereby a serious extension of the study is expected, students can submit a request for an extra examination. The policy on granting extra examinations is published on the [Examination Board's website](#).

In 2017 the Examination Board received **93** requests: 53 concerned a bachelor's course, 7 a PMB-course and 33 another MSc course.

On 21/25 September 2017 **20** of these extra bachelor examinations were granted. The distribution of these extra resits is as follows:

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

The decrease in the number of requests for extra resits for Bachelor courses in September, is mainly due to a policy change: in 2017 it was no longer possible to request an extra exam for a B2 course such as *Statistische Methoden en Technieken*.

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 2017, the Examination Board received **134** requests for special facilities, 120 were granted. In almost 50% of the cases the impairment involved dyslexia and in 25% it involved ADD/ADHD. The Examination Board granted all students 30 minutes extra time in a separate room. In addition, **18 students** were allowed to take the exams on PC and some students receive 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 in which cases the binding study advice will be postponed because of personal circumstances. If it is plausible that a student has not been able to perform optimally as a result of personal circumstances, he will get the chance to comply with the BSA standard in the subsequent academic year. If the student fails, he must leave the programme at the end of the second year.

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

In August 2017 **684** BA students and **544** IBA students received a binding study advice. The EB considered individual student files because of personal circumstances or hardship. To determine which students will qualify for exemption from the standard, the Examination Board meets with the student advisers and student counsellors to discuss the relevant student files.

On 17 and 21 August 2017, the BSA meetings 2016-2017 took place: one for the Dutch language BA bachelor's programme and one for the English language International Business Administration bachelor's programme.

During these meetings not only the files of students with personal circumstances were discussed with the student advisers and student counsellors but the hardship files as well, in view of a consistent policy. All students with one non-compensable insufficient grade or two insufficient grades were discussed case by case. Decisive factors for application of the hardship clause are the average grade and the overall picture (like how seriously insufficient are the grades, poor results for the same kind of courses etc.). If these factors implicate that the student is most likely fit for the BSc programme, then he will receive a positive binding study advice based on hardship. 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 2017 and of the years before so that trends may be observed.

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

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. In 2017 all admission statements were handled by RSM's Admission Office except those for the PMB programme: the Examination Board still issued the admission statements to PMB students: 93 admission statements, 3 denials and 7 individual decisions because of personal circumstances. The PMB admissions mandate will be reviewed in 2018.

11 Focal points

11.1 Evaluation of the focal points 2016 – 2018

In the Annual Report 2016 the Examination Board defined the following focal points that needed prioritisation in 2017 - 2018:

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

In 2017 the following focal points have been (partly) finalised:

- a. The Examination Board introduced the Risbo-workshops for examiners as described in paragraph 5.3.1;
- f. In 2017, the Examination Board introduced the rule that every course requires an assessment matrix that must be published in the course manual;
- g. The Examination Board designed a first draft for RSM' policy on group assessment including rules to prevent free riding;

- h. As from September 2017 most MSc course manuals are reviewed by the Examination Board;
- i. Peer review of every course is a requirement according to the Rules & Guidelines of the Examination Board;
- k. The Examination Board drafted a the complaints protocol which will be part of the examination regulations as of September 2018;
- l. Communication with stakeholders has been improved. For instance, all examiners receive an Examination Manual which is also digital available on the RSM's intranet. Furthermore, to improve relations with examiners a yearly Examiners Event has been introduced.

11.2 New focal points

The 2017-2018 priorities as set in the Annual Report 2016, have been discussed with RSM's Executive Board (see Appendix E minutes of the meeting Examination Board – Executive Board RSM). This resulted in the following focal points:

Core tasks	Focal points 2018	
Examiners	a.	Formulate a concept and incentives for high performing examiners
	b.	Formulate a guideline for engagement of teaching assistants in the examination processes
Quality Assurance	c.	Update brochure <i>Integral Quality Assurance Policy</i>
	d.	Finalize guidelines for group assessment (including rules preventing free-riders)
	e.	Develop a policy on digital testing
Fraud	f.	Formulate a Fraud Prevention Plan
Legal Protection	g.	Implement the Student Complaint Protocol
Communication	h.	Strengthen ties with Academic Directors

11.3 Commitment of RSM's Executive Board

As a follow-up to the Annual Report 2016 (see Appendix E), RSM's Executive Board assured to support the Examination Board by means of the following commitments:

1. The independent status of the Examination Board-will be secured by appointing an additional external member of the Board,
2. The Executive Board will set clear boundaries of the various RSM committees including the Academic Directors by a clear organogram of the School and by establishing a role profile for RSM's Academic Directors,
3. And last but not least, the Executive Board will allocate an extra fte support staff on the level of a Secretary to the Examination Board.

Appendix A. Tasks of the Examination Board

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

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

Appendix B: Core tasks according to the Inspectorate of Education

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

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

Appendix C. Students per programme (per 01/09/2017)

Programme	CROHO	language	ECTS credits	full time / part time	2013	2014	2015	2016	2017
BScBA	50015	Dutch	180	ft	2040	2014	1954	1954	2136
BScIBA	50952	Eng.	180	ft	1181	1268	1437	1490	1507
MScBA AFM	60644	Eng.	60	ft	203	335	184	173	159
MSc MiM	60644	Eng.	60 + 30	ft			157	155	143
MScBIM	60453	Eng.	60	ft	232	240	285	436	469
MScCHEB	60454	Eng.	60	ft	46	14	2	1	
MScSE	60455	Eng.	60	ft	76	73	89	91	59
MScFI	60409	Eng.	60	ft	492	430	481	504	484
MScFI-Advanced	60409	Eng.	60	ft				38	84
MScGBS	60456	Eng.	60	ft	69	43	55	112	134
MScHRM	60645	Eng.	60	ft	68	52	40	53	48
MScMI	60458	Eng.	60	ft	81	75	94	118	128
MScMM	60063	Eng.	60	ft	279	217	221	243	257
MScOCC	60457	Eng.	60	ft	78	50	52	57	54
MScSCM	60093	Eng.	60	ft	231	196	214	239	229
MScSM	60066	Eng.	60	ft	357	282	266	245	247
PMB	60644	Dutch	60	pt	181	181	229	267	285
MScIM - CEMS	60256	Eng.	90	ft	127	127	132	140	132
premaster NL	-	Dutch	ca 30	ft	231	252	102	18	23
premaster EN	-	Eng.	ca 30	ft	54	54	27	24	38
ERIM Research MSc	60313	Eng.	120	ft	28	23	22	22	23
MScCC	75049	Eng.	60	pt	95	93	54	27	56
exchange/participants	-		-	-	496	482	435	432	463
total					6645	6501	6532	6839	7158

Appendix D. Portfolio allocation of the Examination Board

Allocation of tasks by subject	Board member
<p>Chairman</p> <ul style="list-style-type: none"> – Representation EB (OVE, PM, AD) – Signing of diplomas – Appointment of examiners – Issues related to post-experience master programmes – Issues related to PhD-trajectories 	<p>Prof.dr. L.C.P.M. Meijs (Chairman)</p>
<p>External input</p> <ul style="list-style-type: none"> – Issues related to external input such as exemptions on the basis of competencies gained elsewhere, Exchange, Electives, Minors; – Fraud (acting) 	<p>Dr. E.A. van der Laan</p>
<p>Quality control</p> <ul style="list-style-type: none"> – Examination monitoring – Examiners regulations – Complaints regarding examinations MSc programmes – Issues related to the PMB Programme 	<p>Ir. A.J. Roodink (Vice Chairman)</p>
<p>External member</p>	<p>Dr. M.B.J. Schauten</p>
<p>Study progress Bachelor 1</p> <ul style="list-style-type: none"> – BSA – Other issues related to Bachelor 1 – Functional impairment – Complaints regarding examinations BSc programmes – Fraud 	<p>vacancy</p>
<p>Graduation routes (bachelors' and masters')</p> <ul style="list-style-type: none"> – Issues related to graduation such as thesis defence via Skype, alternative composition of thesis committees, postponement of deadlines; – Supervisor Thesis Quality Check committee (PM); – Issues related to pre-experience MSc's including ERIM Research Master 	<p>Dr. A. Slangen (until 1 October 2017)</p>
<p>Supervising the implementation of and derogation from Examination rules / bachelors' programmes</p> <ul style="list-style-type: none"> – Request for extra examination opportunities – Request for alternative examination forms – Validity terms of examinations – Exemption for practical assignments – Other issues related to Bachelor 2 & 3 – Plagiarism (structural issues such as scanners) 	<p>Dr. B.H.E. Wempe</p>

Appendix E. Minutes of the meeting Examination Board – Executive Board RSM

Date: 21 December 2017 and follow-up on 21 February 2018

Attendance

Prof.dr. E. Waarts (Dean of Degree Programmes), prof.dr. D. van Dierendonck (Vice-Dean), prof.dr. L.C.P.M. Meijs (Chairman Examination Board RSM), mr. C.M. Dirks –van den Broek (Managing Director Examination Board RSM - EUR), drs. W.F. Mijnhardt (Policy Director), ir. A.J. Roodink (Vice Chairman Examination Board RSM - EUR).

Agenda & input

1. Presentation Annual Report Examination Board 2016 (PowerPoint presentation and report 2016)
2. Focal points 2017 – 2018

Annual report 2016

Professor Meijs briefly outlines the Annual Report 2016 using PowerPoint slides. Strong points are the improved relations with RSM's examiners – by the explicit appointment of the examiners, the introduction of the Examiners Event, the digital Examination Manual and the introduction of Risbo-workshops – and the improved Examination Monitor. Nevertheless, there are still major challenges to face such as strengthening the ties with the Academic Directors (who are unfamiliar with the position and competencies of the Examination Board), dealing with the increase of juridification of appeals and complaints procedures (more lawyers are involved which means more emphasis on formal procedures than the individual context) and the increased workload of the Examination Board-members and supporting staff (due to more programmes, more students, more examiners, more rules). In addition, the image of the Examination Board needs special attention: it is perceived as too slow and too much red tape. This is to some extent a consequence of the hybrid legal portfolio of the Examination Board: it has not only executive powers such as granting exemptions to individual students but above all supervisory powers regarding quality assurance of examinations as well as legislative and judiciary powers.

Focal points 2017 - 2018

Concerning the follow-up to the annual report, professor Meijs reflects on the focal points. Most of the set priorities for the years 2016 – 2018 have been met. The priorities for 2017 and 2018 are discussed and there is consensus on the following:

- RSM's Testing Policy will be updated;
- A policy on group assessments and prevention of free-riding will be formulated;
- Ties between Examination Board and Academic Directors will be strengthened;
- A fraud prevention plan will be established;
- A students' complaint protocol will be established to funnel complaints;
- A guideline for engagement of teaching assistants in the examination processes will be formulated;
- A policy on digital testing will be developed in consultation with the Learning Innovation Team.

Agreements

To achieve the discussed priorities, the Executive Board and the Examination Board agree upon the following:

4. The independent status of the Examination Board-will be secured by appointing an additional external member of the Board,
5. The Executive Board will set clear boundaries of the various RSM committees including the Academic Directors by a clear organogram of the School and by establishing a role profile for RSM's Academic Directors,

6. The Executive Board will allocate extra support staff to the Examination Board. A commitment has been made for an extra fte on the level of a Secretary to the Examination Board. The exact job description will be formulated in consultation with the Dean of Education.

Aob

The Examination Board will raise issues such as the 100% success rates of MSc-courses and the high “cum laude” percentages of MSc-programmes with the Academic Directors. Furthermore, the Examination Board must be compliant to the new privacy regulations before 25 May 2018.