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Examination Board RSM
Rotterdam School of Management
Erasmus University

Editor

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1 Chair's Foreword

Academic Year 2022 – 2023: default is on campus teaching and testing again (few exceptions only). However, it is not 'back to normal' since the Pandemic changed the way we test our students. For instance, most written tests are now digital via the testing platform ANS, instead of on paper. This brings new challenges for the EUR testing organization, the exam hall, the examiners, and the students. Although we encountered many start-up or teething problems (mostly technical problems), digital testing is the new 'normal'. Most problems are addressed and will be resolved.

At the same time, related to digital and online testing, we are facing new challenges since the emergence of generative AI such as ChatGPT. We must accept and analyse this phenomenon, learn how to deal with it and find our way to keep the good and prevent misuse (such as committing fraud).

An exciting development is that RSM's Executive Board officially agreed to integrate RSM's pre- and post-experience examination boards into a 'One School' Examination Board. It consists of two chambers, one for pre- and one for post-experience programmes, headed by *one* Chair and supported by *one* support team which is headed by *one* Executive Director/Secretary General. Currently we are working on implementing this new structure. Step one is merging the two examination board support offices and linking the two chambers to this integrated support office. This needs a new organizational embedding and funding structure of the One School support team.

Next to having a combined Chair, bringing together the support offices of the Examination Boards, is a vital and relevant step towards a future proof One-School-structure and an aligned and embedded quality assurance culture. We are looking forward to accomplishing this!



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

2 General information

2.1 General tasks of the Examination Board

The tasks of the Examination Board are based on the Higher Education and Scientific Research Act (*Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek- WHW*). It involves a broad range of different tasks regarding the examinations. In summary, it concerns the following tasks:

1. *Supervisory responsibility* regarding the (final) exams. This responsibility is reflected in legal tasks such as supervising the quality of (final) exams, verification of required exit qualifications, awarding of degree certificates, appointing the examiners, imposing sanctions in case of fraud, supervising the implementation and execution of the examination regulations, acting as mediator or as the defendant in case of disputes or appeals.
2. *Regulatory tasks*: The Examination Board sets rules and gives instructions to the examiners. These rules concern matters such as order during tests, fraud, assessment criteria, compensation rules, classifications (such as *summa cum laude*).
3. Tasks that are further defined in the *Teaching and Examinations Regulation* or ‘Onderwijs- en Examenregeling’ (TER or OER). This concerns the granting of exemptions from the TER in individual cases due to personal circumstances or on grounds of the hardship clause (if a rule in an individual case leads to unreasonable consequences).
4. *Advisory tasks*: The Examination Board advises the Dean regarding the Teaching and Examination Regulations.
5. *Tasks by mandate*: The Examination Board RSM/EUR has been mandated by the Dean to establish the final BSA regarding the BSc degree programmes.

The Examination Board performs these tasks independently.

2.2 Mission and vision

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

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

2.3 One School Examination Board

In 2022-2023, RSM has three Examination Boards:

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

Given that the school has one educational policy, one assessment policy and one Dean of Education responsible for NVAO accredited programmes, RSM’s Executive Board decided in May 2023 to integrate the Examination Boards into a ‘One School’ Examination Board consisting of two chambers, one for pre- and one for post-experience programmes, headed by one Chair and supported by one Secretary General. For governance, transparency, and accountability, it is important that for all NVAO accredited programmes the school strives to apply as much as possible the same standard rules and policies including the Quality Assurance of Assessment policy.

In addition, although the different student audiences and volume of students may warrant a different approach, the Dutch Higher Education Act should be applied, bringing together the two support offices of the Examination Boards is a vital step towards achieving more alignment in this important part of quality assurance.

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

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

2.3.1 Examination Board RSM – EUR

The Examination Board RSM – EUR has been established by the Dean for RSM's initial pre-experience degree programmes. The supervisory role of the Examination Board concerns 20 degree programmes and 2 non-degree premaster programmes. [Appendix A.](#) shows the pre-experience BSc- and MSc-programmes concerned and the number of students per programme.

This Examination Board consists of a maximum of nine members of RSM's academic staff including the chairman and an external member. During the Academic Year 2022 - 2023 the Examination Board consisted of 6 members (in total 1,0 fte):

- Prof. Dr. L.C.P.M. Meijs (Chairman, Department 8)
- Dr. I Bogenrieder (Department 2)
- Dr. J.P.J.M. Essers (Department 2)
- Dr. W. Hulsink (Department 4)
- Dr. M.B.J. Schauten (external member)
- Prof. Dr. Ir. H.J. de Vries (Department 1)
- 3 Vacancies

The Examination Board's vision is that all RSM Departments will be represented. During Academic Year 2022 – 2023 the Departments Marketing Management, Accounting and Financial Management and Finance were not represented.

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

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

The Examination Board's Office

The Examination Board RSM – EUR is supported by the Examination Board's Office. The Secretariat prepares the meetings and the decision making of the Board and implements the decisions. The staffing in 2022-2023 was as follows:

- C.M. Dirks-van den Broek LL.M. Secretary/ Managing Director
- J. van der Woude MScPA LL.B Policy officer Quality Assurance Assessment/ Deputy Managing Director
- I.M. van Essen LL.M. Deputy Secretary
- A.M. Schey MScBA Deputy Secretary

- M.C. de Haan – Huijgen Deputy Secretary
- D.M. Schonis Team leader Administration
- L. Guo Management/Office Assistant
- K. van Oers MSc BA Management/Office Assistant
- E. Mohunlol Management/Office Assistant
- T. Moerland Management/Office Assistant

Student requests to the Examination Board must be digitally submitted via the Online Request Form or via Osiris Case (for example, a request for special facilities for students with a disability). A request must be fully motivated and include all relevant documents. The Examination Board will take a decision within four weeks of receiving the complete request and informs the student via the EUR student account e-mail address or via Osiris Case.

2.3.2 Examination Board RSM – BV

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

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

Appendix B. shows the student numbers per programme.

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

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

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

Registrar's Office

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

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

M. Kidney, (Registrar & Compliance Coordinator)

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

3 Quality assurance of assessment

3.1 11 Core tasks regarding quality assurance of assessment

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

The general framework for the quality assurance of assessments is the law governing higher education and academic research (WHW) ¹. Based on the law, the Inspectorate of Education formulated 11 core tasks for examination boards to safeguard the quality of assessment²:

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

The Examination Board performs the quality assurance of assessment task based on these 11 core tasks of the Inspectorate of Education, within the context of RSM's Assessment Policy³ and the Teaching and Examination Regulations of the degree programmes. The Examination Board is drafting a protocol that specifies the procedures and methods for performing the quality assurance for both the initial as well as the post-initial degree programmes, the *Quality Assurance of Assessment Protocol*. This protocol will explain what is expected from the Examination Board in the context of Quality Assurance of Assessment and what is expected from Education Management, which methods and procedures are in place to fulfil the Examination Board's tasks and how these are performed and finally how the Examination Board provides advice and feedback to Education Management. Although the protocol is still in progress, certain parts of the protocol are already in place.

The following paragraphs provide an explanation of the current situation regarding the content and implementation of the 11 core tasks. **Appendix D** shows to what extent the Examination Board performed on the core tasks according to the format agreed by the EUR examination boards.

¹ De wet op het hoger onderwijs en wetenschappelijk onderzoek, WHW

² Based on the Research Report "**Further Improvement, Examination boards in higher education**", Inspectorate of Education, 2015, **Table 5.1a**. The last row has been added after an amendment of the Higher Education Act (Article 7.12b, par.1 sub e WHW).

³ The school's assessment policy. In the Academic Year 2022-2023 this policy was still under construction.

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

3.2.1 Safeguarding exit qualifications

The Examination Board must verify whether the exit qualifications of the degree programme are assessed by the entirety of the summative assessments. The quality of the assessment of the exit qualifications depends on the degree of constructive alignment in the relevant programmes (i.e. interrelationship between intended learning outcomes, learning objectives, education, and testing) and the quality of each test. The Examination Board performs this task based on the Programme Assessment Plans as described in the RSM Assessment Policy and the relevant Teaching and Examination Regulations (TER). To this end Education Management will be asked to provide the Programme Assessment Plans on a yearly basis, starting 2024.

3.2.2 Degree certificates pre- and post-experience degree programmes

According to law the Examination Board establishes whether a student meets the requirements set by the Teaching and Examination Regulations (TER) regarding the knowledge, insight and skills needed to obtain a bachelor's or master's degree⁴. The degree certificate is issued as proof that the requirements have been met. The degree certificate is accompanied by a list of grades and a diploma supplement. The Chairman of the Examination Board signs these three documents.

The following table shows the number of degree certificates issued per initial degree programme in the Academic Year 2022 - 2023, including the number of the *cum laude* (CL) and *summa cum laude* (SCL) certificates.

No	Programme	22/23	CL	%	SCL	%
1	B Bedrijfskunde BA	674	18	3%	1	0,1%
2	B International Business Administration	487	90	19%	15	3,1%
3	M Business Administration MScBA					
	– specialisation Accounting & Financial Management (AFM)	102	15	15%	0	0,0%
	– specialisation Business Analytics & Management (BAM)	106	41	39%	1	0,9%
	– specialisation Master in Management (MiM)	83	22	27%	0	0,0%
	– specialisation Parttime Master Bedrijfskunde (PMB)	6	0	0%	0	0,0%
	– specialisation Parttime Master in Management P(MiM)	44	6	14%	0	0,0%
4	M Business Information Management (BIM)	181	59	33%	5	2,8%
5	M Finance & Investments (FI)	262	38	15%	1	0,4%
6	M Global Business & Sustainability (GBS)	164	23	14%	0	0,0%
7	M Human Resource Management (HRM)	69	15	22%	0	0,0%
8	M International Management/ CEMS	66	30	45,5%	1	1,5%
9	M Management of Innovation					
	M Management of Innovation (MI)	84	22	26%	0	0,0%
	– specialisation Medical Business & Innovation	11	1	9%	0	0,0%
10	M Marketing Management (MM)	206	31	15%	0	0,0%
11	M Organisational Change & Consulting (OCC)	4	1	25%	0	0,0%
12	M Supply Chain Management (SCM)	123	17	14%	0	0,0%
13	M Strategic Entrepreneurship (SE)	56	13	23%	0	0,0%
14	M Strategic Management (SM)	312	70	22%	2	0,6%
		3040				

⁴ See Article 7.11, paragraph 2, WHW

As previous years, the number of cum laude certificates is remarkably high in most master programmes. In some MSc-programmes a cum laude certificate seems to be the standard. Compared to other EUR MSc-programmes those percentages are extremely high although the regulations are very comparable to those of other EUR Schools. The high cum laude rates are a point of concern of the Examination Board and it will be discussed with Education Management and the Academic Directors.

The following table shows the number of degree certificate per MBA programme in 2022, including the number of the *cum laude* (CL) and *summa cum laude* (SCL) certificates.

No	Programme	22/23	CL	%	SCL	%
1	M Corporate Communication	0	0	0%	0	0,0%
2	M International MBA	117	28	24%	4	3.5%
3	M Executive MBA	109	24	22%	2	2,0%
4	M Global Executive MBA	0	0	0%	0	0,0%
5	M Customs and Supply Chain Compliance	13	0	0%	0	0,0%
		239				

3.3 Supervision of the quality of final exams– core task 2

3.3.1 Sampled MSc Thesis monitor

In July 2023 the Education Management in consultation with the Examination Board established an annual sampled MSc Thesis Monitor. The monitor provides comparative information and insight across RSM's initial Master programmes pertaining to the organization of the Thesis trajectory, to collect generic information on the results of the thesis trajectory, and to ascertain sample-wise to what extent theses live up to the learning goals and Master qualifications (Dublin descriptors) required of RSM's Master programmes.

The thesis monitor aims to make the substantive quality assessment of thesis, as a permanent annual part of the quality assurance. The following questions are the basis for this purpose:

1. Does the thesis demonstrate that the student has achieved the intended learning objectives?
2. Does the thesis reflect a sufficient level for a master's degree?
3. Is the thesis relevant and up to date regarding (developments in) the professional field?
4. Are all relevant aspects of the intended learning objectives part of the assessment and grading?
5. Has the assessment/ feedback form been completed adequately?
6. Does the feedback on the form support the grade given?
7. Do the assessment and grade given have a clear, transparent, and logical basis?

Regarding the sample selection, each year, 6 graded theses are reviewed for each programme:

- 2 from the highest decile
- 2 from the lowest
- 2 from the middle class

These checks need to be delivered by the start of the new AY.

The first sampled monitor started in Academic Year 2022-2023 for the Academic Year 2021-2022.

Highlights of the sampled Thesis Monitor 2021 – 2022 were:

- In AY21 85,8% of theses (1874) were completed successfully, a 7% drop compared to AY17.
- The percentage of same department Thesis Committee (TC) compositions was 88%, a 9% rise compared to AY17.
- The thesis trajectory in AY21 took up 52 FTE, some 13% of available staff capacity at RSM.

- Reliance on external capacity in thesis coaching has exploded from 1% (AY17) to 27%. On a total of 2184 TC's 505 TC's consisted of an external examiner, mostly former RSM staff and staff from other university departments.
 - The number of TCs without category 1 examiners has doubled (209) compared to AY17 (103).
 - One (external) staff member spent more than a full-time job in thesis supervision.
- The average thesis grade (7,68) has remained constant as compared to previous years.
 - There were 29 cases of registered plagiarism in theses, of which 13 cases were completed successfully, nonetheless:
 - The use of the assessment matrix shows an increased weight assigned to the thesis defense
 - There is significant variability in the importance of assessment criteria between programs, partly due to differences in disciplinary orientation.
 - The random thesis check shows 95% confirmation of master level qualification and 90% confirmation of achieved ILOs.
 - There were four lower decile cases in which master level qualification was considered doubtful or insufficient
 - The random thesis check also reveals that assessment and grading practices still leave room for improvement; particularly in specifying and communicating program specific ILOs.

The results of the Thesis monitor show that reviewers were generally satisfied with the quality of theses checked (questions 1 to 3). As was to be expected, all theses of which reviewers found the quality level less than satisfactory belonged to the lower decile range. In one case achievement of ILOs, master level qualification and relevance for the professional field were considered insufficient. Achievement of ILOs was considered doubtful in seven more cases (9%). Master level qualification was doubtful in three cases (4%) and professional relevance in another five cases (6%), of which one was a middle decile grade. The scores per program are listed in appendix 2.

Sample grade range	Achievement of ILOs			Sufficient master level qualification			Sufficient relevance professional field		
	Yes	Doubt	No	Yes	Doubt	No	Yes	Doubt	No
Lower decile	18	7	1	22	3	1	21	4	1
Middle decile	24			26			25	1	
Upper decile	25			26			26		
Overall	67	7	1	74	3	1	72	5	1

As regards the quality of assessment and grading practice (questions 4 to 7) the random thesis check shows a more diverse picture.

Sample grade range	ILOs included in assessment & grading			Assessment form completed adequately			Feedback supports grade			Assessment & grade have clear and logical basis		
	Yes	Doubt	No	Yes	Doubt	No	Yes	Doubt	No	Yes	Doubt	No
Lower decile	21	1	4	20	3	3	21	4	1	21	4	1
Middle decile	19	1	4	22	3	1	25		1	23	2	1
Upper decile	19	2	4	23	3		25	1		22	4	
Overall	59	4	12	65	9	4	71	5	2	66	10	2

The score of twelve cases (15%) in which ILOs were not included in assessment (question 4) is specifically due to the Strategic Management department. They indicate that they have not used them because they exclusively relied on the assessment matrix in determining thesis grades after the defense. Moreover, ILOs are not specified and documented explicitly in the SM or SE Master manuals. For other

programs, to the extent that clear ILOs are formulated and communicated to students, the question is how these were included in the grading process, which cannot be seen from the data. There is reason to incentivize programs to be more explicit in the communication of program specific ILOs, so they can be more reliably included in the assessment of master theses.

For the adequate completion of the assessment matrix (question 5) a total of thirteen cases (17%) across the grade range are considered less than satisfactory. The quality of feedback to support the grade (question 6) is considered more favorably, though there again are twelve cases (15%) where this feedback does not seem to contribute to a transparent and logical foundation of assessment and grading (Question 7). This seems puzzling, as one would expect a high correlation between the scores on questions 6 and 7.

Generally, though, the review of sampled theses in most cases supports the original assessment and grading. Thesis quality is judged satisfactory in 95% of cases to merit a master level qualification and in 90% to fulfill intended learning outcomes. The assessment process in 75% (question 4) to 90% (question 6) of cases is considered adequate, which does leave some room for improvement for inspection and accreditation purposes.

3.4 Supervision of the quality of the non-final examinations – core task 3

The Examination Board supervises the quality of non-final examinations through the Examination Monitor and through student feedback and complaints.

The Examination Monitor inspects the non-final assessments by checking whether the examinations are compliant to the examination regulations, the course assessment plans as described in RSM's Assessment Policy and the outcomes of the examinations such as success rates, reliability, and validity. However, since the Covid Pandemic, RSM started testing via the exam platforms (ANS). The Examination Monitor has not been adapted to this platform yet. This adaptation is one of the most important changes within the new Quality Assurance of Assessment Protocol of the Examination Board. In 2022-2023 the most important sources of supervision of the non-final examinations are:

- Student complaints via SR or MSc-Programme Advisory Committee (PAC) or directly via the Examination Board or the EUR legal protection facility;
- Student Representation (SR) Examination Reports of the BSc courses.

Student complaints

Complaint procedures are an important instrument to get feedback from students on the examinations. If students experience dissatisfaction related to the teaching or examinations, it is important that they inform relevant staff members as soon as possible. To that end, RSM and EUR have established the following complaints procedure.

In general, complaints about the *content* or *organization* of the programmes can be reported through the various course evaluations that are sent to students at the end of the block/trimester/semester. The course coordinator/examiner concerned will receive the evaluation feedback of the participating students. During the block/trimester/semester, urgent complaints about the *content of a course* should be reported to the course coordinator via the designated channels, such as Canvas and/or email. High-priority or urgent issues with the *organization* of the programme can be reported to the relevant programme manager.

Students can file complaints regarding *the examinations* by the following procedures:

1. Course evaluations that are sent to students after the examination;
2. Complaints that concern all students (such as disturbances during an examination, a missing page in the exam paper, exam paper lay out, examination format being out of accordance with the relevant material laid out in the course manual and other errors in the questions and/or answer possibilities) regarding BSc-examinations can be filed at the Student Representation RSM;
3. Complaints that concern all students regarding MSc courses usually find their way via the PACs;

4. Individual complaints directly via the Examination Board⁵;
5. The EUR legal protection facility.

The following table shows the number of complaints submitted directly to the Examination Board in Academic Year 2022 - 2023.

Subject	BScBA	BScIBA	MScs	Total
Assessment/Grade	13	7	18	38
Content exam	20	1	8	29
Disruption exam (noise)	3	0	23	26
Technical problems exam	6	4	24	34
Free riding	4	7	0	11
Other	6	4	0	10
Total	52	23	73	148

These numbers need some clarification. For instance, complaints regarding the grading mainly concern the perusal. Complaints regarding the content of the exam usually concern that the exam does not fit in with the teaching. The 23 complaints regarding noise disruption during an MSc exam regards one examination only. Most of the 24 Technical problems with MSc exams concern one exam only: the technical problems were caused by the examination platform ANS. The 11 complaints regarding freeriding are related to only three teams with a team member who did not participate.

SR Examination Reports

The SR draws up a Programme Advisory Report on Examinations of the BSc courses per Block. These reports consist of comprehensive reviews of key issues and main trends on examinations such as inefficiencies in the examination process and violations of students' rights and suggestions on how examination regulations could be improved to prevent issues in the future. The Examination Board discusses the issues in the reports and act if necessary.

The Examination Board discussed Reports of the SR in March 2023. According to SR most examinations were perceived as satisfactory and representative of the respective contents of the course. Nevertheless, there were some issues related to the first year concerning such as the grading of the Capstone exam in the courses Introduction to Business and Organisational Behaviour, which has been reported to lack transparency and clearness in the distribution of points as well as the provision of reasonable feedback. Furthermore, the report provided very useful information on the examinations. For instance, it appeared that many courses are partially assessed by of summative quizzes while quizzing is typically a formative assessment format.

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

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

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

⁵ Note that a complaint cannot concern an *individual decision*, such as the grade awarded by the examiner. If a student disagrees with his/her final grade after the examiner's feedback and the perusal, the student may lodge an appeal with the Examination Appeals Board via the EUR Legal Protection Facility, see Chapter 4 for more information on appeals.

3.5.2 Compliance check via screening of the course manuals

An important part of the Integral Testing Policy is the *course manual check* before the start of the course. The purpose of the manual check is to ensure compliance with regulations and policies. Within the RSM degree programmes, the setup of each course's assessment and assessment criteria are communicated to students via the course manual. The Examination Board checks the course manuals of the degree programmes with a view to verifying that the examinations and assessment are aligned with the educational goals and the learning objectives of the course. To make this alignment more transparent to students, every course manual shall include an assessment plan.

Every bachelor's course manual is checked by the Examination Board before the course starts. The master's course manuals are checked only if the assessment has changed. The Examination Board's Support Team checked **65** RSM BSc courses (BA and IBA) and approximately **36** MSc course manuals. In 2022 -2023 this course manual check has been performed for the last time as per Academic Year 2023 – 2024 the course manual check has been transformed into an ex-post sampled check according to the new Quality Assurance of Assessment Protocol.

3.6 Appointment of examiners – core task 8

Based on Article 7.12c of the Higher Education and Research Act⁶, the Examination Board formally appoints examiners for the examinations of the accredited bachelor and master programmes. This task is part of the quality assurance of examinations and final exams.

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

- a) **Tenured and tenure track RSM academic staff** (assistant professors, associate professors, endowed and full professors) as well as tenured RSM lecturers will be appointed as examiner for the teaching within their discipline, in principle for the duration of their employment contract (category 1 examiners);
- b) At the request of the Department, in consultation with the Academic Director, **other members of the RSM academic personnel** (e.g., untenured lecturers, researchers, PhD candidates) may be appointed as an examiner for a specific course (e.g., thesis trajectory), in principle for the duration of an Academic Year (category 2 examiners);
- c) At the request of the Department, in consultation with the Academic Director, **external examiners** such as a former member of the RSM academic staff or a (former) member of academic staff of another School of the EUR or any other research university may be appointed as an examiner for a specific course (e.g., thesis trajectory), in principle for the duration of an Academic Year. This person must meet the following requirements: a completed PhD, or a university master's degree with demonstrable extensive experience in performing scientific research. Furthermore, at least a hospitality agreement is required (category 3 examiners);

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

- The Thesis Coordinator of the MSc programme shall submit a list of the external experts to be appointed including the required information (such as e-mail address, degrees, scientific research) to the Examination Board via ec@rsm.nl.
- Externals hired as freelancer (via IB-47) must have a hospitality agreement (GVO). No hiring on a basis of 'no cure (pass for thesis), no pay'.
- These freelance examiners may act as co-reader only (exemptions on substantiated request and will certainly be allowed in case of former faculty members or PhD candidates who were associated with the department offering the MSc programme concerned).

⁶ **Artikel 7.12c. Examinatoren**

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

2. De examinatoren verstrekken de examencommissie de gevraagde inlichtingen.

- The Academic Director must allocate an experienced examiner to mentor the external expert (for instance the thesis coordinator) to make the external familiar with RSM rules and procedures.
- d) A UTQ (University Teaching Qualification, in Dutch BKO) or equivalent is preferable or at least following a course for the UTQ.
- e) An examiner who is appointed for the first time shall be mentored by an experienced examiner from the relevant Department.

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

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

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

The following table is an overview of total number of examiners per category per Department in 2022-2023 based on information by the Departments, verified by RSM's HR-department.

Examiners	Category 1	Category 2	Category 3	Total
Department 1 TOM	53	48	38	139
Department 2 O&PM	24	11	9	44
Department 3 MM	25	9	21	55
Department 4 SM&E	31	20	16	67
Department 5 Finance	23	26	14	63
Department 7 A&C	16	3	1	20
Department 8 BSM	21	24	13	58
Total	193	141	112	446

Of the 193 Category 1 Examiners 41 have no University Teaching Qualification or equivalent nor are following a UTQ trajectory. This is a serious point of concern to the Examination Board. It will be addressed to the Dean of Education.

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

Pursuant to Article 7.12b, paragraph 2 and 3 of the Higher Education and Research Act ('WHW'), the Examination Board can take measures in the event of fraud. In Academic Year 2022-2023 **192 cases** were reported. The following table shows the fraud cases and measures during the last few academic years.

	2020-2021	2021-2022	2022-2023
Number of students	498	115	192
Type of test			
Group assignment	82	35	44
Individual assignment	62	25	57
Written test on campus (Chromebook/paper2scan)	0	14	54
Written test online remote	334	26	13
Master Thesis	20	15	24
Type of fraud			
Plagiarism	137	57	64
Peek/cheating	86	41	49
Cell phone/watch	25	4	33

Electronical device (tablet/earbuds/headphones)	16	2	1
Graphic calculator	7	0	1
Miscellaneous	8	5	2
Collaborating during remote exams	158	2	6
Freeriding			21
AI assisted essay/thesis writing			8
Ghost-writing/contract writing			1
Data falsification			1
Wrong identification	61	4	5
Disciplinary measure			
Reprimand (including warnings)	110	40	100
Sanction	267	49	73
invalidation			52
Invalidation + exclusion from one or more examinations			18
Lower grade			2
other			1
No fraud			1
No sanction	7	22	0
Withdrawn	114	4	18

This increase of fraud cases caused a lot of extra workload since every reported student is interviewed by the Examination Board before any decision is taken. Based on the evidence and the hearing, the Examination Board decides on the sanction.

Since the rise of the AI tool ChatGPT as of November 2022, examiners and the Examination Board were suddenly confronted with **AI-assisted essay writing** by of assignments and theses, which is considered fraud, since “*Fraud is the action or negligence of a student as a result of which it is impossible, entirely or partially, to form a correct judgment about the knowledge, insight and skills of him/her or another student.*” This resulted in **8 reported AI cases** (besides 64 cases of plagiarism). The difficulty with these cases is when the student does not give in, it is difficult to prove AI has been used. Much more difficult than with other fraudulent cases such as plagiarism.

Furthermore, the Examination Board sees that – due to the assignment testing as a result of Corona pandemic – there is an increase of collaboration at individual assignments. Fortunately, examiners and OAST are increasingly aware of this phenomenon and try to have more testing on campus. A remarkable fraud case was a backpack with a laptop found in the toilet.

For 2023-2024 the Examination Board expects a huge rise in AI-assisted essay writing/fraud, especially in cases where there is hardly any contact between coach and student during the thesis trajectory.

3.8 Ensuring quality of the organization and procedures of examinations – core task 11

In general, the organisation of assessments like written tests is organized on EUR-level. The organization and rules of order are set in consultation with the EUR Examination Boards via OVE and OSE. The Examination Board safeguards the quality of the organisation and procedures relating to final exams and other summative assessments.

Most important procedure for supervision on the quality of the exam organization is via **student complaints**. The Examination Board can act on failing exam procedures and organisation when students file a complaint at the Examination Board for instance when technical problems occur.

In 2022-2023 the Examination Board received **18 complaints** regarding the exam organization: 15 individual complaints and 3 group complaints. Most complaints were related to technical problems such as late submission to the online exam due to technical problems such as network problems within the Exam Centre or a mismatch between ANS-platform and ProctorExam. In general, students receive extra

time in case of such technical problems. If it appears that extra time did not solve the problem sufficiently, an extra exam opportunity has been awarded after the regular resit.

In one case all students were affected by noise disturbances. In consultation with the Examination Board the examiner increased the grades with 0.3 extra point.

In all cases, the Examination Board contacted the EUR Exam Organization for information and to discuss how to prevent the problems in the future.

Additionally, once a year the annual report of the EUR Exam Organization is shared and discussed with the EUR Examination Boards.

4 Appeals

Students of the initial accredited degree programmes 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 written⁷ and unwritten law are used as the basis for the review⁸.

For students of the post-initial accredited MSc degree programmes a specific appeals procedure has been established because those appeals are not dealt with by the CBE but by an ad hoc committee, whom will be designated and installed by the Dean of Education.

The tables below give an overview of the appeals over the past four academic years and their final verdicts.

Appeals	2019-2020	2020-2021	2021-2022	2022-2023
Subject				
Denial BScBA (Colloquium Doctum)				
Denial admission MSc programme	2	3		1
Negative BSA	2	1	2	1
Denial admission Research Project				
Sanction Group Assignment		14		2
Fraud sanction	9	31	4	3
Denial exemptions				
Denial additional examination	1	3	4	3
Denial re-assessment				
Extension validity grade				
Denial external elective/project				1
Disagreement grade	3	13	15	13
Disagreement exam question(s)				1
Exclusion course				
Denial online education		7	3	
Denial online exam			1	1
Not award cum laude		3	1	
Compensation not applied	1			
Not meeting requirements MBA				3
Other	2	3	6	6
Total	20	78	36	35

Final decision/verdict	2019-2020	2020-2021	2021-2022	2022-2023
Premature				
Withdrawal	6	24	10	21
Settlement	11	46	22	8
Inadmissible		1		
Unfounded	2	4	2	4
Well/partly founded	1	3	2	1
No verdict yet				1
Total	20	78	36	35

⁷ 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').

⁸ Examples of unwritten sources include general principles of good governance and other general legal principles.

5 Decisions in individual cases

5.1 Overview

The Teaching and Examination Regulations (the 'TER') of the various study programmes state in various articles that the Examination Board can allow deviations from the rules in certain cases. The Board may grant exemption from the TER in individual cases, for example, due to personal circumstances, or based on the hardship clause (if a rule would result in unfair consequences in an individual case), or for other specific reasons. The following overview shows the number of requests filed via the EB's web-portals (DMS Decos and Osiris Case (highlighted)) in Academic Years 2019-2020, 2020-2021, 2021-2022 and 2022 - 2023.

Individual Requests via web portal	2019-2020	2020-2021	2021-2022	2022-2023
Admission course without meeting the requirements	25	30	37	56
Appeals	19	81	36	34
Compensation rule	280	102	150	237
Complaint	70	111	125	156
Composition Thesis Committee	32	9	9	2
Confidentiality form	28	38	34	21
SMF functional impairment facilities	78	265	311	307
Documents without a case	124	178	249	162
Early marking of an examination	0	1	6	2
Elective/Project counting towards curriculum BSc	616	999	369	408
Elective/Project counting towards curriculum MSc	54	59	38	26
Exchange & free movers	4	1	0	5
Exemption	111	124	184	347
Extension validity cases/ partial grades	68	71	74	84
Extra Exam opportunity	115	137	123	206
Following 2 or more electives concurrently	53	42	70	50
Fraud / Plagiarism	266	496	116	233
Grade registration Osiris	43	73	56	33
IBA to BA transfer	5	0	4	1
Late examination registration	17	9	11	0
Postponement Active degree granting	25	365	100	81
Postponement Active degree granting (Exchange)				49
Postponement Active degree granting (Internship)				49
Postponement thesis(proposal) deadline	76	157	111	116
Presence during defence session	5	0	1	0
Programme registration after 31 August	75	6	12	1
Ranking statement	20	21	12	19
Statement of no objection	0	10	7	6
Taking an extra-curricular course	24	5	9	0
Total	2233	3390	2254	2691

5.2 Transition from Decos to Osiris Case

The Examination Board Support Team of the initial programmes is in the process of transitioning from Decos workflows into Osiris Case workflows.

A project charter was signed in 2022-2023 called 'Decos migration to Osiris Zaak for student-Examination Board processes'. The term is until Q4 2024.

As part of this project, 40 case types have been identified, 9 of which have been realized in 2022-2023, namely:

- Elective procedure BScBA
- Elective procedure BScIBA
- Compensation B2/B3 BScBA
- Compensation B2/B3 BScIBA
- MSc YFC course exemption
- Postponement thesis deadline
- MSc postponement of issuing the degree
- Withdrawal postponement active degree granting
- SMF testing facility

The tailor-made solution 'Outgoing Exchange Study Plan BSc/MSc' is not one of the 40 established case types but has been realized.

5.3 Functional impairment

The Examination Board may grant students with a temporary or structural functional impairment (e.g., dyslexia, AD(H)D, chronic illnesses, broken limbs etc.) extra and/or special facilities within reasonable limits for the duration of their functional impairment. These facilities are meant to contribute to an equal opportunity towards achieving their academic goals for those students with a functional impairment.

Possible facilities are taking the exam in a separate room with 30 minutes extra time, providing the exam on A3 paper format, taking the exam on a laptop instead of on paper.

Students must provide all relevant documentation (such as a medical statement) via Osiris Case, the student advisers provide advise which facilities should be awarded and finally the Examination Board will take a decision.

The table below shows which and how many facilities have been asked for awarded during the past three Academic Years.

Type of special facilities	2020-2021	2021-2022	2022-2023
Total student requests	265	311	255
extra time 30 min.	246	309	213
A3 format	7	7	7
Exam on PC	13	43	26
exam on paper	3	22	22
Noise cancelling headphones	0	7	6
Extra toilet visits	13	11	7
Read Speaker	5	6	8
remote online proctored exam	0	0	26
Other	1	8	18
Total facilities	288	413	333

6 Non-statutory tasks

6.1 Binding study advice

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

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

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

In August 2023, **815** first-year Bedrijfskunde (BScBA) students and **588** first-year International Business Administration (BScIBA) students received a final binding study advice. The Examination Board considered all individual files of students with personal circumstances and of students potentially eligible for hardship to determine which students were qualified for exemption from the standard. The Examination Board discussed these files with the student advisers and student counsellors in the so-called BSA meetings at the end of the academic year. In view of a consistent policy not only the files of students with personal circumstances were discussed but the hardship files as well. All students who did not meet the BSA-norm of 60 EC and failed no more than two courses were discussed case by case. Decisive factors for application of the hardship clause are the average grade and the overall picture (like how seriously insufficient the grades are, poor results for the same kind of courses etc.). If these factors implicated that the student is most likely fit for the BSc programme, then the student received a positive binding study advice based on hardship.

Before issuing the final BSA, the group of students to whom the Examination Board intended to issue a negative BSA were given the opportunity to be heard. The hearings are meant for students who have failed to achieve the BSA-norm due to serious personal circumstances that have not been reported so far. The personal circumstances must be substantiated with evidence and there must be a clear relationship between the circumstances and the non-completed courses. In addition, the obtained courses must demonstrate a convincing suitability for the continuation of the programme (level of grades and GPA). In academic year 2022-2023, a total of **12** BScBA students and **10** BScIBA students took the opportunity to be heard. The outcome of the hearings was taken into account when the final BSA was issued at the end of August.

If a student objects to a negative binding study advice decision, the student may lodge an appeal with the Examination Appeals Board. In academic year 2022-2023 only one student (BScIBA) appealed against a negative binding study advice.

The next table shows the outcome of the final BSA of academic year 2022-2023 and the years before in percentages. *Please note, in academic year 2020-2021 and 2021-2022 the BSA-norm has been lowered to 51 EC due to the corona crisis.*

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Final Binding Study Advice	2020-2021		2021-2022		2022-2023	
	BScBA (N=1172)	BScIBA (N=550)	BScBA (N=1060)	BScIBA (N=567)	BScBA (N=1032)	BScIBA (N=606)
Positive BSA	75%	87%	55%	86%	50%	86%
Personal circumstances/postponed advice	4%	5%	6%	4%	10%	4%
Negative BSA	14%	6%	23%	6%	19%	6%
Early dropout	7%	2%	16%	4%	21%	3%
Total	100%	100%	100%	100%	100%	100%

7 Review, developments, concerns and outlook

7.1 General review 2022 - 2023

Digital examinations are the new normal. Based on all indicators, the general impression is that the quality of assessment is satisfactory. However, the Examination Board has some concerns:

- An adequate Examination Monitor is missing since the change of the assessment platform and the new assessment methods;
- The MSc cum laude rates is steady remarkably high;
- The number of Category 1 Examiners without any UTQ or equivalent nor following a UTQ trajectory;
- Reliance on external capacity in MSc thesis coaching has exploded from 1% (AY17) to 27%. This is also concerning because only few externals have a UTQ.

7.2 New developments

7.2.1 Technical problems during digital assessments

In principle, all tests are now conducted via the ANS testing platform. This platform requires more specific test settings, something that was previously not a point of attention for examiners. The chance that something goes wrong is not imaginary, after all, the examiner can adjust all kinds of settings.

But it also entails limitations: not all assessment formats lend themselves equally well to the ANS testing platform. For instance, exam questions using Excel seem to be extra vulnerable for application problems.

Meanwhile, it also appears that digital testing is vulnerable due to technical failures such as the ANS test application, supporting software, the Chromebooks, the loading of the test and the loading of the systems, the kiosk app, the network, the access points in the Exam Centre, etc. It occurs regularly and it may seriously affect many students. This can also have consequences for the examiner if the students are entitled to an extra exam opportunity due to the technical malfunctions.

7.2.2 More fraud opportunities

Since November 2022, there are more digital opportunities to commit fraud using generative AI such as ChatGPT. The rapid development of generative AI is particularly worrying since it is widely used and there are no reliable detection programmes available yet. The use of generative AI complicates the judgement of the individual academic level.

7.2.3 Further diversification of degree programmes

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

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

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

7.2.4 *Increasing complexity due to number of students and examiners*

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

7.2.5 *Workload issues*

Even after the Covid Pandemic, it seems that the workload for both support and academic staff is still very high. This can be due to all kinds of reasons, but it is something to consider because too high a workload can cause people to perform less well, become sloppy and sometimes make mistakes. This can only have adverse consequences for the quality of teaching and assessments. Unfortunately, there are no simple solutions, for example by hiring more staff, since the labour market is exceptionally tight. To reduce workload, priorities will need to be identified, and choices will need to be made.

7.3 **Outlook**

For the coming years, the Examination Board's focus will be

1. Achieving the integrated and aligned 'One School' Examination Board (in short EB) that serves both Pre- and Post Experience accredited degree programmes. Specifically, the One School Examination Board's Support Team must be properly put on track. In addition, the EBST's organizational embedding within RSM needs special attention since the management of the educational support staff – including the Examination Board's support staff – has been moved from the Dean of Education to the Director of Operations;
2. The establishment of the Examination Board's Quality Assurance of Assessment Protocol, coherent with RSM's Assessment Policy, and applicable within the context of various educational visions. It will include the 11 core tasks and will be further elaborated, whereby the checklist in Appendix D will serve as a guideline. The Examination Board aims to have this protocol in place by the end of 2024.;
3. To improve communication with the Departments;
4. To advise the Dean of Education to encourage lecturers to obtain the UTQ;
5. To advise the Dean of Education to implement the Turnitin AI-tool in TOP;
6. To discuss the high cum laude rates with the MSc Academic Directors.

Appendix A. Pre-experience Programmes including enrolled students

No	Programme	CROHO	Language	2019	2020	2021	2022*
1	B Bedrijfskunde BA	50645	Dutch	2701	2961	2965	2919
2	B International Business Administration	50952	English	1507	1571	1591	1692
	M Business Administration MScBA						
3	specialisation Accounting & Financial Management	60644	English	123	182	178	175
4	specialisation Business Analytics & Management		English		84	119	159
5	specialisation Master in Management		English	131	101	86	133
6	specialisation Parttime Master Bedrijfskunde (PMB)		Dutch	102	134	48	34
7	specialisation Parttime Master in Management		Dutch		45	103	120
8	M Business Information Management	60453	English	357	329	312	269
	M Finance & Investments						
9	specialisation F&I	60409	English	479	480	478	532
10	specialisation FI-A		English	49	7	4	1
11	M Global Business & Sustainability	60456	English	182	250	285	242
12	M Human Resource Management	60645	English	33	49	73	98
13	M International Management/ CEMS	60256	English	131	125	124	133
	M Management of Innovation						
14	M Management of Innovation	60458	English	109	118	130	123
15	M Medical Business & Innovation		English				19
16	M Marketing Management	60063	English	263	344	358	338
17	M Organisational Change & Consulting	60457	English	46	62	21	3
18	M People, Organisations & Change	60991	English				
19	M Strategic Entrepreneurship	60455	English	75	91	78	97
20	M Strategic Management	60066	English	283	426	515	524
21	M Supply Chain Management	60093	English	155	210	217	180
22	Premaster Bedrijfskunde parttime		Dutch		45		
23	Premaster Bedrijfswetenschappen		Dutch	93	157	134	135
24	Premaster International Business Administration		English	35	70	185	192
25	Premaster Parttime Master Bedrijfskunde (RSM)		Dutch	95	8	4	
				6956	7849	8009	8118

* Count on 1 October 2022

Appendix B. Post-experience Programmes including enrolled students

No	Programme	CROHO	Language	2021	2022	2022-2023*
1	M Corporate Communication	75049	English	54	45	70
2	M International MBA	75047	English	299	264	262
3	M Executive MBA	75045	English	326	308	189
4	M Global Executive (One)MBA	75046	English	34	25	50
5	M Customs and Supply Chain Compliance	75133	English	22	22	22
				735	664	593

* Count on 15 October 2022

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

Allocation of tasks by subject	Board member
Chairman <ul style="list-style-type: none"> – Representation EB (OVE, PM, AD) – Signing of diplomas – Appointment of examiners – Issues related to post-experience master programmes – Issues related to PhD-trajectories 	Prof.dr. L.C.P.M. Meijs (Chair)
External input <ul style="list-style-type: none"> – Issues related to external input such as exemptions based on competencies gained elsewhere, Exchange, Electives, Minors – Complaints regarding examinations MSc programmes – Fraud issues MSc 	Dr. W. Hulsink
Quality control BSc programmes <ul style="list-style-type: none"> – Examination monitoring – Examiners regulations – Complaints regarding B2 & B3 exams – Fraud issues BSc – Issues related to the PMB Programme/ MiM pt – Temporarily: issues related to Bachelor 2 & 3 	Vacancy
External member	Dr. M.B.J. Schauten
Quality control MSc programmes <ul style="list-style-type: none"> – MSc courses (assessment plans) – MSc examinations (peer review) – Issues related to ERIM Research Master 	Prof.dr.ir. H.J. de Vries
Study progress Bachelor 1 <ul style="list-style-type: none"> – BSA – Other issues related to B1 exams – Functional impairment – Complaints regarding B1 exams – Temporarily: Requests for extra examination opportunities and for exemptions 	Dr. I. Bogenrieder
Graduation routes (bachelors' and masters') <ul style="list-style-type: none"> – Supervisor Thesis Quality Check committee – Issues related to the thesis Trajectories MSc and BSc – Temporarily: Validity terms of examinations 	Dr. J.P.J.M. Essers
Supervising the implementation of and derogation from Examination rules / bachelors' programmes <ul style="list-style-type: none"> – Request for extra examination opportunities – Requests for exemptions – Validity terms of examinations – Other issues related to Bachelor 2 & 3 	Vacancy

Appendix D. Checklist core tasks quality assurance examinations

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

Cluster	Number	Core task	1	2	3	4	5
I	1	The Examination Board ascertains at regular intervals whether the total interim examinations package in its entirety examines the final qualifications required, or it engages a third party to ascertain this.					
	1a	The Examination Board issues recommendations on the examination policy once every 3 years (up to date, completeness, level of support) and monitors progress made in action taken as a result of these recommendations once every year.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E[1]	The Examination Board was involved in establishing an RSM Assessment Policy					
	1b	The Examination Board advises each Education Management once every 3 years (once every year in the event of amendments to the curriculum) on the examination plan and its harmonisation with the examination policy and examination matrices.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	The Examination Board was involved in establishing an RSM Assessment Policy,.					
	1c	The Examination Board advises the Education Management every year on its quality assurance in respect of interim examinations and examinations, and to this end, it enters into dialogue with the programme committees.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	There is no dialogue with the programme committees					
	1d	Any other activities performed by the Examination Board or changes in the examinations that the Examination Board wishes to specify in this connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E						
II	2	The Examination Board regularly investigates the quality of the final assignments or engages a third party to do so.					
	IIa	The Examination Board advises each programme management once every 3 years (unless the random check specified below justifies annual advising) on the quality assurance relating to the final assignments. It monitors progress made in action taken as a result of these recommendations once every year.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	With regard to the MSc theses, the Examination Board has drawn up an assessment matrix for the theses. This assessment matrix is part of the Master thesis manual. This manual also describes the roles of the two examiners. Each year, the Examination Board is closely involved in drawing up the thesis manual.					
	IIb	The Examination Board carries out random checks once every year to investigate the quality of the final assignments in each programme or engages the assessment committee to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	E	A new sample check thesis monitor has been developed which aims to make the substantive quality assessment of thesis, a permanent annual part of the quality assurance.					
	IIc	Any other activities performed by the Examination Board or changes in the examinations that the Examination Board wishes to specify in this connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	E								
III	3	The Examination Board regularly investigates the quality of the interim examinations (other than final assignments) or engages a third party to do so.							
	IIIa	The Examination Board advises each Education Management once every 3 years (unless the random check specified below justifies annual advising) on the quality assurance relating to examinations other than the final assignments. It monitors progress made in action taken as a result of these recommendations once every year.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	Since the Pandemic, RSM also started testing via other online exam platforms (ANS). The Examination Monitor has not yet been adapted to this platform yet. Incidentally, there is some insight into the quality of interim exams because in recent years all course manuals and the exam formats have been reviewed in advance. The Examination Board also knows when an examination is not satisfactory through student complaints.							
	IIIb	The Examination Board investigates the quality of each examination (other than a final assignment) in each programme once every 3 years (unless there is cause to conduct more frequent investigations) or engages the assessment committee to do so.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	See former question							
	IIIc	Any other activities performed by the Examination Board or changes in the examinations that the Examination Board wishes to specify in this connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E								
IV	4	The examiners are furnished with guidelines for constructing interim examinations.							
	5	The examiners are furnished with guidelines for holding interim examinations.							
	6	The examiners are furnished with guidelines for assessing interim examinations and establishing the results.							
	9	A procedure has been laid down to which examiners must adhere in the event of suspected fraud.							
	IVa	The Examination Board establishes guidelines for examiners every year relating to the holding of examinations, and a procedure to be pursued in the event of fraud (if required).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	The Examination Board establishes the R&G: binding rules for the examiners to assess and determine the results of the tests and the final exam, compensation rules, rules regarding the quality of the tests and the final exam, rules regarding fraud, etc. In addition, the Examination Board establishes the Examiners' Manual: guidelines for practical implementation of the rules such as how to prevent and detect fraud, how to peer review assessments, how to draft course assessment plans, etc.							
	IVb	The Examination Board evaluates the aforesaid procedures and formulates points for improvement if required.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	The Examination Board evaluates the guidelines annually and adjusts them if necessary. Adjustments to the guidelines are also discussed with Education Management							
	IVc	The Examination Board advises the Education Management every year on the correlation between the Examination Board's guidelines and the policy and regulations relating to the examinations in the relevant programme. It monitors progress made in action taken as a result of these recommendations once every year.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	E	The Examination Board advises annually on the coherence of the R&G and the TER.						
	IVd	Any other activities performed by the Examination Board or changes in the examinations that the Examination Board wishes to specify in this connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E							
V	8	The Examination Board appoints examiners to hold interim examinations on a specific component of the programme (this might be a course or a cluster of courses).						
	Va	The Examination Board appoints the examiners individually once every year.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	There was not enough time to appoint the examiners individually. Nevertheless, there is a digital Examiners' Register.						
	Vb	The Examination Board has formulated criteria for examiners' examining expertise and their professional and substantive expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	The profile of examiners has been determined in consultation with Education Management. Examiners must have sufficient assessment expertise. To that end, tenured examiners (category 1) must have obtained at least a University Teaching Qualification (UTQ, in Dutch BKO) or equivalent or be exempted from this qualification based on senior assessment expertise. In addition, they will be encouraged to take the Senior UTQ (SKO) as well. Examiners who are not yet tenured must at least follow a UTQ training. To be eligible to get tenure, a UTQ must have been obtained.						
	Vc	The Examination Board ascertains that the examiners' examining expertise is up to date.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	Recently, the Examination Board established a digital Examiners' Register. Twice a year, the Examination Board verifies all examiners including their assessment expertise						
	Vd	The Examination Board advises the Education Management on maintaining examiners' examining expertise up to date and contributes towards this.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	Continuous enhancement of assessment competence of examiners is a crucial part of RSM's quality assurance of assessment. For instance, examiners are encouraged to follow the MicroLabs, workshops and MOOCs of the EUR Education Research, Advice & Training department (Risbo) that support examiners in developing and updating assessment expertise.						
	Ve	The Examination Board advises the Education Management on the examination culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	The Examination Board was involved in establishing an RSM Assessment Policy, including the examination culture						
	Vf	Any other activities performed by the Examination Board or changes in the examinations that the Examination Board wishes to specify in this connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI	11	The Examination Board safeguards the quality of the organisation and procedures relating to final exams and other summative assessments.						
	7	The Examination Board ensures that the guidelines are adhered to.						

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	10	The Examination Board verifies that the examiners act in accordance with the rules and guidelines relating to fraud or engages a third party to do so.					
	Vla	The Examination Board advises the Education Management every 3 years on the quality of the organisation and procedures relating to the holding of final exams and other assessments. It monitors progress made in action taken as a result of these recommendations once every year.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	In general, the organisation of assessments like written tests is organized on EUR-level. Once a year the annual report of the EUR Exam Organization is discussed with the Examination Boards. During the Covid-19 years, the Examination Boards were very involved in the new organisation of remote/online assessments. Furthermore, the Examination Board can act on failing exam procedures and organisation when students file a complaint at the Examination Board for instance when technical problems occur.					
	Vlb	The Examination Board ascertains once a year that guidelines and procedures are adhered to.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	Once a year the annual report of the EUR Exam Organization is discussed with the Examination Boards.					
	Vlc	The Examination Board analyses complaints received from students once every year and advises the Education Management on appropriate improvement measures to be adopted.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	During the year the Examination Board receives many complaints from students. Large-scale complaints are always discussed with in Education Management					
	Vld	Any other activities performed by the Examination Board or changes in the examinations that the Examination Board wishes to specify in this connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E						