

ANNUAL REPORT 2023 - 2024

One School Examination Board RSM
Rotterdam School of Management
Erasmus University Rotterdam

Editors

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1 Chair's Foreword

We are pleased to present the annual report of the 2023-2024 academic year of the examination board of Rotterdam School of Management (RSM). Issuing the annual report is one of our legal obligations (see clause 7.12b sub 5 Wet op het hoger onderwijs en wetenschappelijk onderzoek, hereinafter: WHW), and it helps us demonstrate how our legal tasks have been implemented and executed. In this report, we will elaborate on the same.

The report is shared with the Executive Board of Erasmus University Rotterdam (EUR), and with the Dean of RSM. Through the networks of OVE (Overleg Voorzitters Examencommissies) and OSE (Overleg Secretarissen Examencommissies), it is also made accessible to other examination boards within EUR. The value of these networks has become increasingly clear over the past couple of years, having allowed us to informally exchange thoughts and information, while still remaining independent.

Our previous annual report already mentioned the integration of the RSM BV examination board into One Examination Board. This process has been ongoing in 2024, but we have already taken important steps towards this. This report gives insights into what we have done so far and even though we are not there yet, we can confidently state that we have already made valuable contributions and improvements as a consequence of the further integration in this short time frame. We will continue to do so in the future.

This report covers quality assurance from the perspective of our core tasks as an examination board. It also provides details about the appeals we have dealt with in 2024, as well as information on individual decisions and cases. Lastly, the report covers the Binding Study Advice, which is a task that has been mandated to the examination board.

The last paragraph will focus on development and challenges we have been faced with in 2024, and we will look to the (near) future. In the near future, we aim to continue working together with the management, making sure the examination board remains in the right position to safeguard quality. Meanwhile, the management should be looking at quality from the perspective of its own tasks and responsibilities. Both management and examination board will look for the best way to separate the different perspectives, while creating synergy where possible.



Vriendelijke groet / kind 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

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 further integrate the Examination Boards of RSM – EUR and RSM BV 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.

The two RSM Examination Boards are linked by the joint appointment of the Chair. Since 1 May 2024, also the support staff offices have been joined into a One School Examination Board support team. The support team is now in a process of separation of tasks in the RSM BV of the Registrar's Office and the Examination Board support staff.

2.3.1 Examination Board RSM, chamber public funded degree programmes

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 2023 – 2024 the Examination Board consisted of 6 members (in total 1,0 fte):

- Prof. Dr. L.C.P.M. Meijs (Chairman, Department 8)
- Prof. Dr. P.G.J. Roosenboom (Vice Chairman, Department 5)
- 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)
- 3 Vacancies

The Examination Board's vision is that all RSM Departments will be represented. During Academic Year 2023 – 2024 the Departments Marketing Management and Accounting 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 2023 – 2024 was as follows:

- C.M. Dirks-van den Broek LL.M. Secretary General (until 31 December 2024)
- B.C. Grashoff, MA, LL.M, Secretary General (from 1st September 2024 onward)
- 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
- K.H. van der Werff Deputy Secretary RSM BV (from 1st May 2024)
- K. van Oers MSc Management/Office Assistant (from 1st April 2024: Employee Administrative Processes and Systems)
- E. Mohunlol Management/Office Assistant (until 1 December 2023)
- T. Moerland Management/Office Assistant
- J. Lintner MA Management/Office Assistant (from end of April 2024)

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. Any (certified copies of) diplomas, transcripts, certificates, etc. may not be submitted digitally, but must be shown in original form at the secretariat of the Examination Board. The Examination Board will take a decision within four weeks of receiving the complete request and informs the student via the EUR student account e-mail address or via Osiris 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 MBA (GEMBA)
4. MSc Corporate Communications

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. 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

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

Until May 2024, the Examination Board RSM – BV was 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 until 1 February 2024)
- M. Kidney, (Registrar & Compliance Coordinator until 1 March 2024)

As per 1 March 2024, the primary contact person for RSM BV has been Mariapia di Palma, Registrar (also see section 2.3 above).

We are currently still in a transition phase, moving towards One Examination Board. Consequently, not all the data can easily be combined or incorporated just yet. This may mean that some data are presented separately.

3 Quality assurance of assessment

3.1 Eleven core tasks

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.

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.

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

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. The degree programmes started to develop new Programme Assessment Plans hence the Examination Board did not have the opportunity to evaluate those plans.

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.

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. This is a point of concern to the Examination Board that has been addressed to the Academic Directors.

The following table shows the number of the degree certificates issued per initial degree programme in the Academic Year 2023 – 2024, including the number of the *cum laude* (CL) and *summa cum laude* (SCL) certificates.

⁴ See Article 7.11, paragraph 2, WHW

Programme	Judicium						Total
	GRADUATED		CL		SC		
	#	%	#	%	#	%	#
Bedrijfskunde	711	96,1%	28	3,8%	1	0,1%	740
International Business Administration	381	72,6%	125	23,8%	19	3,6%	525
Accounting & Financial Management	97	83,6%	18	15,5%	1	0,9%	116
Business Analytics & Management	99	68,8%	43	29,9%	2	1,4%	144
Business Information Management	137	74,5%	45	24,5%	2	1,1%	184
Finance & Investments	323	83,7%	62	16,1%	1	0,3%	386
Finance & Investments Advanced (FI-A)	0		1	100,0%	0		1
Global Business & Sustainability	155	86,1%	25	13,9%	0		180
Human Resource Management	13	92,9%	1	7,1%	0		14
International Management	16	25,8%	40	64,5%	6	9,7%	62
Management of Innovation	69	83,1%	14	16,9%	0		83
Marketing Management	216	81,2%	49	18,4%	1	0,4%	266
Master in Management	79	79,8%	19	19,2%	1	1,0%	99
Medical Business & Innovation	12	75,0%	4	25,0%	0		16
Parttime Master Bedrijfskunde	2	100,0%	0		0		2
Parttime Master in Management	54	94,7%	3	5,3%	0		57
People, Organisations & Change	46	76,7%	13	21,7%	1	1,7%	60
Strategic Entrepreneurship	75	80,6%	17	18,3%	1	1,1%	93
Strategic Management	248	72,7%	93	27,3%	0		341
Supply Chain Management	112	82,4%	23	16,9%	1	0,7%	136
Total	2845	81,2%	623	17,8%	37	1,1%	3505

The following table shows the number of the degree certificates issued per non-initial degree programme in the Academic Year 2023 – 2024, including the number of the *cum laude* (CL) and *summa cum laude* (SCL) certificates.

No	Programme	23-24*	CL	%	SCL	%
1	International full-time MBA (MBA24)	98	9	9%	11	11%
2	Executive MBA (EMBA23)	82	8	10%	1	1%
3	Global Executive MBA (GEMBA24)	23	2	9%	0	0%
4	MSc Corporate Communications	Data unavailable				

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.

3.3.2 Highlights of the Thesis monitor

- The percentage of successfully completed theses increased from 85,8% (1874 theses) in AY21 to 88,2% (2142 theses) in AY23
- The percentage of same department TC compositions rose from 88% in AY21 to 95% in AY23
- The thesis trajectory grew from 52 fte in AY21 to 57,8 fte in AY23, a rise of almost 12%
- o Reliance on external capacity in thesis coaching dropped slightly from 27% in AY21 to 24% in AY22
- o The number of TCs without category 1 examiners almost doubled to 376 in AY22 compared to AY21 (209)
- o In AY23 two (external) staff members (both in the Strategic Management department) spent more than a full-time job in thesis supervision alone
- The average thesis grade in AY23 dropped slightly (7,64) compared to AY21 (7,68)

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.

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 2023 – 2024 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,
- The MSc- Programme overview of success rates,
- 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 2023 – 2024.

Subject	BScBA	BScIBA	MScs	Total
Assessment/Grade	12	2	4	18
Content exam	10	2	23	35
Disruption exam (noise)	5		2	7
Technical problems exam	11	30	40	81
Free riding	2		0	2
Thesis coaching/grading			6	6
Other	23	15	23	61
Total	63	49	98	210

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 November 2023 and May 2024. 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 alignment with the course content of the written tests of Accounting, especially in numerical exercises. Furthermore, the report provided very useful information on the examinations. For instance, it

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.

appeared that many courses are partially assessed by 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.

To facilitate examiners, the Examination Board established a one pager with the **10 most important examination rules** for examiners you, which is enclosed in the examiners appointment letter, see Appendix E.

3.5.2 Course manual check

In 2022 -2023 this course manual check has been performed for the last time by the Examination Board 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. During this ex-post sampled check the Examination Board noted that several Course Manuals did not comply with the regulations and/or policies, some did not even mention a Course Assessment Plan. The chair of the Examination Board has shared this information with the Dean of Education.

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. Former members of RSM academic staff/personnel who are

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.

hired to guide and assess students will be appointed as an examiner in the same category as they were during their RSM appointment. Other externals will be appointed as a **category 3 examiner**; 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).
 - 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) An examiner has preferably a UTQ (University Teaching Qualification, in Dutch BKO) or equivalent or is at least in the process of acquiring it.
- 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 for the initial degree programmes, per category per Department in 2023 – 2024 based on information by the Departments, verified by RSM's HR-department.

Examiners	Category 1	Category 2	Category 3	Total
Department 1 TOM	54	42	31	127
Department 2 O&PM	27	10	9	46
Department 3 MM	27	6	26	59
Department 4 SM&E	32	27	8	67
Department 5 Finance	26	26	26	78
Department 7 A&C	16	3	0	19
Department 8 BSM	25	24	17	66
Total	207	138	117	462

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 2023-2024 **147 cases** were reported. The following table shows the fraud cases and measures during the last few academic years.

	2020-2021	2021-2022	2022-2023	2023-2024
Number of students	498	115	192	147
Type of test				
Group assignment	82	35	44	36
Individual assignment	62	25	57	29
Written test on campus (Chromebook/paper2scan)	0	14	54	57
Written test online remote	334	26	13	3
Master Thesis	20	15	24	22
Type of fraud				
Plagiarism	137	57	64	7
Peek/cheating	86	41	49	13
Cell phone/watch	25	4	33	30
Electronical device (tablet/earbuds/headphones)	16	2	1	3
Graphic calculator	7	0	1	8
Miscellaneous	8	5	2	9
Collaborating during remote exams	158	2	6	0
Freeriding			21	32
AI assisted essay/thesis writing			8	42
Ghost-writing/contract writing			1	0
Data falsification			1	0
Wrong identification	61	4	5	3
Disciplinary measure				
Reprimand (including warnings)	110	40	100	67
Sanction	267	49	73	69
invalidation			52	61
Invalidation + exclusion from one or more examinations			18	1
Lower grade			2	1
other			1	6
No fraud			1	11
No sanction	7	22	0	0
Withdrawn	114	4	18	0

The decrease of fraud cases compared to 2022-2023 is not yet investigated. Important to note that it still caused a lot of extra workload since every reported student is heard 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 **42 reported AI cases** (besides 7 cases of plagiarism). The difficulty with these cases is when the student does not give in, it is rather difficult to prove AI has been used. Much harder to prove 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 unauthorized collaboration at individual assignments. Fortunately, examiners and OAST are increasingly aware of this phenomenon and try to have more testing on campus. However the assignment way of assessing is still a major point of attention for the Examination Board.

For 2024-2025 the Examination Board expects again a rise in AI-assisted essay writing/fraud, especially in cases where there is hardly any contact between coach and student during the thesis trajectory.

Since May 2024, when the roles Examination Board and the Registrar's office were separated, the Examination Board handled 52 cases, out of which 46 concerned MBA25 students, 7 EMBA25 students and 4 EMBA24 students.

3.8 Input and feedback from with stakeholders

An important part of quality assurance of assessment PDCA-circle is the input of and feedback to stakeholders such as the Dean of Education, the Departments Chairs, the Academic Directors, the examiners and of course the students. In 2024, the examination board started working on a communication plan, which will take effect in 2025. It will include the following items.

Dean of Education

- There have been meetings between the Chair of the examination board and the Dean of Education, but the aim is to do this on a more regular basis;
- During these meeting, the Annual Report will be discussed, along with day-to-day business.

Department Chairs

There have been talks with the department chairs, addressing assessment and fraud issues. Our aim is to intensify these talks in 2025.

Academic Directors

There have been talks with the Academic Directors, but our aim is to intensify these talks in 2025.

Examiners

We have professionalized the appointment of examiners by creating a better workflow. Along with their appointment, examiners have been made aware of their tasks and responsibilities with regards to assessment.

Students

RSM is committed to high quality education and examinations and intends to improve these continuously and students are an important source of information. The Examination Board needs feedback from students when the quality of examinations or exam procedures are not up to RSM's quality standards. RSM has a few student feedback systems in place:

1. Course evaluations,

2. Student complaints via SR or MSc-Programme Advisory Committee (PAC) or the EUR legal protection facility (see Chapter 3.4 Complaints).
3. Student Representation (SR) Examination Reports (BSc programmes) (see Chapter 3.4).

3.9 Communication

Next to the abovementioned communication plan, the Examination Board uses various communication channels to provide clear and accessible information to both students and examiners.

3.9.1 Website for students

On the Examination Board pages of the RSM website, students can find a wide range of relevant information, including the tasks of the Examination Board, the Examination Regulations, as well as policies and procedures (see [Examination Board](#)). Additionally, the Examination Board has published several articles on the online Student Knowledge Base of our department Education Services, offering further guidance on its procedures and policies (see [For current students at RSM](#)).

3.9.2 Examination Manual for examiners

The Examination Board maintains an internal website specifically for examiners, which provides binding guidelines concerning testing, assessment and other relevant regulations, procedures and policies issued by the Examination Board. These are compiled in the [Examination Manual](#), serving as a comprehensive reference to ensure consistency and compliance with the rules.

3.9.3 Examination Board Wiki

In the 2023-2024 academic year, we have set up an internal knowledge base for the Examination Board Support Team (EBST): the RSM Examination Board Wiki. This platform brings together the Examination Board's policies and work processes in a single accessible location. It is designed to help the EBST team keep its knowledge up to date, enhance operational efficiency, and provide a shared reference point for consistent decision-making.

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 CBE appeals over the past three academic years and their final verdicts.

Appeals	2021-2022	2022-2023	2023-2024
Subject			
Denial BScBA (Colloquium Doctum)			
Denial admission MSc programme		1	
Negative BSA	2	1	5
Denial admission Research Project			
Sanction Group Assignment		2	
Fraud sanction	4	3	3
Denial exemptions			
Denial additional examination	4	3	3
Denial re-assessment			
Extension validity grade			1
Denial external elective/project		1	
Denial extra perusal			2
Disagreement grade	15	13	5
Disagreement exam question(s)		1	
Exclusion course			1
Denial online education	3		
Denial online exam	1	1	1
Not award cum laude	1		1
Compensation not applied			
Not meeting requirements MBA		3	
Technical issues during exam			2
Other	6	6	7
Total	36	35	31

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.

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Final decision/verdict	2021-2022	2022-2023	2023-2024
Premature			
Withdrawal	10	21	13
Settlement	22	8	13
Inadmissible			
Unfounded	2	4	4
Well/partly founded	2	1	
No verdict yet		1	1
Total	36	35	31

-BA: 11 appeals, of which 6 were upheld and 5 withdrawn → including 4 BSA-related cases that were upheld.

-IBA: 9 appeals, of which 4 were upheld and 5 withdrawn → including 1 BSA-related case that was upheld.

-MSc: 11 appeals, of which 3 were upheld, 3 withdrawn, 3 declared unfounded, and 1 still pending (1 handled elsewhere).

An interesting case involved an appeal concerning a decision related to the suspected use of AI in a Master's thesis. The DD student insisted that references had disappeared and there had been transcription errors. The Examination Appeals Board (CBE) did not agree with this argument; the student was expected to verify and correctly cite their sources. (Appeal declared unfounded).

Another case involved a student who had been admitted to the Master's programme through the so-called "soft cut" and had incorrectly obtained their diploma despite not having completed the Bachelor's degree. Ample opportunity was provided for the student to complete the missing course, but the student did not consider this necessary and refused to return the diploma. The CBE upheld our defense. After the ruling in our favor, the student eventually completed the required course. (Appeal declared unfounded)

The pending case concerns the interpretation of the *cum laude* policy. The student had a different interpretation of the applicable rules, namely that the same course could be retaken multiple times, whereas the policy allows for only one resit in total. The CBE agreed with the student, leading to a revision of the *cum laude* policy. (Appeal upheld)

RSM BV:

There was one appeal case at RSM BV, handled by an Ad Hoc Committee convened specifically for each case.

This involved an MBA student who failed too many courses and, under the applicable rules, should have been dismissed from the programme due to exceeding the maximum number of resits (>3). The student had already been granted an extra opportunity to complete the programme but was unsuccessful. The appeal was declared unfounded. Nevertheless, the student was allowed to graduate due to personal circumstances that had not been fully presented earlier.

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 such as having a Topsport status⁹. The following overview shows the number of requests filed via the EB's web-portals (DMS Decos and Osiris Case (highlighted)) in Academic Years 2021-2022, 2022 – 2023 and 2023 – 2024.

Individual Requests via web portal	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Admission course without meeting the requirements	25	30	37	56	39
Appeals	19	81	36	34	29
Compensation rule	280	102	150	237	132
Complaint	70	111	125	156	236
Composition Thesis Committee	32	9	9	2	0
Confidentiality form	28	38	34	21	25
SMF functional impairment facilities	78	265	311	307	295
NIEUW: Online Proctored exam topsport/exchange				61	44
Documents without a case	124	178	249	162	111
Early marking of an examination	0	1	6	2	14
Elective/Project counting towards curriculum BSc	616	999	369	408	487
Elective/Project counting towards curriculum MSc	54	59	38	26	26**
Exchange & free movers	4	1	0	5	8*
Exemption BSc	111	124	184	347	102***
Exemption MSc career course					140
Extension validity cases/ partial grades	68	71	74	84	40
Extra Exam opportunity	115	137	123	206	160
Following 2 or more electives concurrently	53	42	70	50	35
Fraud / Plagiarism	266	496	116	233	153
Grade registration Osiris	43	73	56	33	64
IBA to BA transfer	5	0	4	1	3
Late examination registration	17	9	11	0	0
Postponement Active degree granting	25	365	100	81	2
Postponement Active degree granting (Exchange)				49	2****

⁹ In 23-24 there were 25 students with a Topsport status. They are entitled to special facilities such as online proctoring, extension of the validity period of partial grades, extension of thesis deadline in the MScs. Sometimes adapted testing, or extra/alternative exams. All requests from elite athletes must be submitted on the recommendation of the student advisor.

Postponement Active degree granting (Internship)				49	70
Postponement thesis(proposal) deadline	76	157	111	116	91
Presence during defence session	5	0	1	0	0
Programme registration after 31 August	75	6	12	1	0
Ranking statement	20	21	12	19	22
Statement of no objection	0	10	7	6	7
Taking an extra-curricular course	24	5	9	0	1
Total	2233	3390	2254	2691	2338

* There were 8 individual students requesting permission for two or more elective courses abroad. These requests are also counted as a request to follow an elective course towards curriculum BSc.

**18 requests via Decos and 8 requests via Osiris Case

***88 requests via Decos and 14 requests via Osiris Case

****as of 2023-2024 Master students who want to go on Exchange are again required to leave their Master Free Elective open. Except for students in the MSc BA MiM, MSc BA part-time MiM and MSc BA BAM programmes; these programmes do not have a MFE and therefore students need to apply for a postponement of active degree issuance. This explains the decrease in the number of requests in 2023-2024.

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, in 2023-2024 the following new Osiris Case workflows have been realized:

- RSM Master Free Elective request (a combination of the old case types 'Elective/project counting towards curriculum MSc' and 'Following a core course as Master Free Elective' and includes approval for following an extra MFE)
- RSM BSc Course exemption request (old case types Vrijstelling BScBA and Exemption BSc IBA)
- RSM BSA Personal Circumstances: this was a pilot for BSc IBA for the requests for a postponement of the Binding Study Advice based on personal circumstances, primarily developed by the student advisers with the input from the EBST team. This workflow does not replace an old case type.

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.

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

Type of special facilities	2021-2022	2022-2023	2023-2024
Total student requests	311	255	295
extra time 30 min.	309	213	277
A3 format	7	7	2
Exam on PC	43	26	16
exam on paper	22	22	5
Noise cancelling headphones	7	6	6
Extra toilet visits	11	7	9
Read Speaker	6	8	12
remote online proctored exam	0	26	9
Other	8	18	34
Total facilities	413	333	370

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 2024, 823 first-year Bedrijfskunde (BScBA) students and 603 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 2023-2024, a total of 18 BScBA students and 12 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 2023-2024 5 students (4 Bedrijfskunde students and 1 IBA student) appealed against a negative binding study advice. All of these cases have been settled, which means that the negative binding study advice has been converted into a postponed binding study advice.

The next table shows the outcome of the final BSA of academic year 2023-2024 and the years before in percentages. Please note, in academic year 2021-2022 the BSA-norm has been lowered to 51 EC due to the corona crisis.

Final Binding Study Advice	2021-2022		2022-2023		2023-2024	
	BScBA (N=1060)	BScIBA (N=567)	BScBA (N=1032)	BScIBA (N=606)	BScBA (N=1003)	BScIBA (N=622)
Positive BSA	55%	86%	50%	86%	46%	83%
Personal circumstances/postponed advice	6%	4%	10%	4%	11%	7%
Negative BSA	23%	6%	19%	6%	26%	6%
Early dropout	16%	4%	21%	3%	18%	3%
Total	100%	100%	100%	100%	100%	100%

6.2 PMB-cases

The Parttime Master Bedrijfskunde (PMB) was discontinued as of 31 August 2021. In December 2023, a total of 57 students that have not yet completed this programme, received an e-mail from the Dean with details on a 'Overgangsregeling' / Transitional arrangement. This arrangement was established on 31 August 2023 as an attachment of the Teaching and Examination Regulations of the PMB (regarding the termination and phasing out). The arrangement is as follows:

"Those who were enrolled in the PMB program for one or more academic years between September 1, 2013, and the present may complete the program by no later than September 1, 2025, under the following rules and procedures:

1. Those who wish to make use of this completion arrangement must notify us as soon as possible, preferably before August 15, 2023, but no later than August 15, 2024, via the contact email address: parttime-bedrijfskunde@rsm.nl.
2. Subsequently, the individual must register as a student in the PMB program as soon as possible, preferably for the 2023–2024 academic year (or the 2024–2025 academic year if not yet completed), upon payment of the statutory tuition fee. Enrollment will proceed according to specific instructions from RSM.
3. For each student, the RSM Education Directorate (or a representative thereof) will determine which components of the curriculum still need to be completed. The curriculum outlined in the 2018–2020 Education and Examination Regulations (OER) will serve as the guiding framework, with the following provisions:
 - o The thesis track may be completed in accordance with the OER and the 2018–2020 Rules and Guidelines;
 - o For other outstanding courses, the RSM-EUR Examination Board, in consultation with the Education Directorate, will determine substitute requirements that align with the content, level, and scope of the course as defined in the 2018–2020 OER. The results of these substitute requirements will be recorded in Osiris under the corresponding course in the curriculum.
4. To complete the PMB program, the relevant program components must be passed with a satisfactory grade, ensuring that all components of the PMB curriculum as per the 2018–2020 OER are completed. The Examination Board (or a representative thereof) will determine whether the student has met the program requirements. Subsequently, the EUR Examination Administration will confirm whether all administrative requirements have been fulfilled. If so, the MScBA PMB diploma will be issued by or on behalf of the Examination Board. The graduation date will be the date on which the final component of the program was successfully completed.
5. After August 31, 2025, it will no longer be possible to complete the PMB program unless the student can demonstrate to the satisfaction of the RSM Examination Board that timely completion was

not possible due to prolonged, serious personal circumstances. In such cases, substitute requirements may be determined in accordance with the above procedure.”

Prior to this email, some students had already reached out to RSM and individual arrangements had been made. Following that e-mail, an additional number of 31 former students contacted RSM and were invited to a meeting with the Academic Director of the PMB and one of the secretaries of the examination board.

In these meetings most of the former students explained the background of their study delay (mostly personal circumstances). On the basis of these meetings a study plan was determined, thesis coaches were appointed and for the students that also missed other courses besides their thesis, (new and former) examiners were asked whether they could grade the missing assignments or have oral exams or written tests. This was all included in a formal decision from the examination board that the students received ending with “As emphasized in our meeting this is your last opportunity to complete your PMB, see also the attached attachment to the OER/TER.” Because of the custom-made solutions that were sought, each individual student, this is a very time-consuming process. The examination board is still expecting additional requests in 2025.

7 Review, developments, and concerns

7.1 *Developments and concerns*

This chapter reflects on new developments, concerns and opportunities for the future.

Increased vulnerability of assessment

Detecting and preventing fraud has always been, and will remain a core task of the examination board. In addition to that, generative AI has become widely available over the past few years, allowing students to use this tool more frequently and more intensely. Detecting the usage of AI has been a challenge and it will remain a point of attention in the near future, because the usage of generative AI makes it more complicated to assess a student's knowledge and skills. Dealing with AI while safeguarding quality will be one of the main focus points of the examination board in the future.

Increasing complexity due to diversification, number of students and examiners

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.

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.

Appointment of examiners

An important task of the examination board is the appointment of examiners. It has also been a workload driver over the past few years, because of the way the process was set up. The examination board is happy to conclude that important steps have been taken with regards to the same. Thanks to the professionalization of the appointment process, the examination board can proudly state that there have been large improvements in this area.

There is still room for improvement here, though, especially when it comes to the qualifications of the examiners. That is why we will focus on BKO in 2025.

Another action item for 2025 is the approval procedure of the thesis pairs. The examination board must to be in control of the same, but we believe steps towards this must be taken.

Workload issues

Regardless of the improvements that have been made, for example in the appointment of examiners, 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.

7.2 Outlook and opportunities

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

1. Further improving and aligning the '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.
2. Safeguarding assessment in a world where generative AI is widely accessible.
3. (further) Improving the process of appointing examiners and approving thesis pairs, paying special attention to their qualifications.
4. Several processes can be improved. One example is the abovementioned (3), but other processes may also be made more efficient. The examination board will focus on the same in 2025.

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Appendix A. Pre-experience Programmes including enrolled students

Reference date is 4 June 2025

School	Exam level	Programme	CROHO	Number of registrations				
				2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
RSM	Bachelor	Total		4.532	4.555	4.609	4.517	4.320
		Bedrijfskunde	60645	2.961	2.964	2.917	2.765	2.565
		International Business Administration	60952	1.571	1.591	1.692	1.752	1.755
	Master	Total		3.037	3.130	3.177	3.393	3.126
		Accounting & Financial Management	60644	182	178	175	175	212
		Business Analytics & Management	60644	84	119	160	188	156
		Business Information Management	60453	329	312	269	266	216
		Finance & Investments	60409	480	478	531	656	627
		Finance & Investments Advanced (FI-A)	60409	7	4	1	1	
		Global Business & Sustainability	60456	250	285	242	251	206
		Human Resource Management	60645	49	73	98	20	
		International Management	60256	125	124	133	132	124
		Management of Innovation	60458	118	130	122	127	123
		Marketing Management	60063	344	358	338	375	331
		Master in Management	60644	101	86	133	134	115
		Medical Business & Innovation	60458			19	23	23
		Organisational Change & Consulting	60457	62	21	3		
		Parttime Master Bedrijfskunde	60644	134	48	34	23	22
		Parttime Master in Management	60644	45	103	120	124	130
		People, Organisations & Change	60991				81	100
		Research Master in Business and Management (research)	60313		1			
		Strategic Entrepreneurship	60455	91	78	97	145	138
		Strategic Management	60066	426	515	523	491	429
	Supply Chain Management	60093	210	217	179	181	174	
	Pre-master	Total		280	323	328	341	464
		Premaster Bedrijfskunde parttime	60645	45				
		Premaster Bedrijfswetenschappen	60645	157	134	135	139	208
		Premaster International Business Administration	60952	70	185	193	202	256
		Premaster Parttime Master Bedrijfskunde (RSM)	60645	8	4			
	Grand Total			7.849	8.008	8.114	8.251	7.910

Appendix B. Post-experience Programmes including enrolled students

Reference date is 1 May 2025

No	Programme	CROHO	Language	2023
1	M Corporate Communication	75049	English	-
2	M International MBA (MBA24)	75047	English	99
3	M Executive MBA (EMBA24)	75045	English	83
	M Executive MBA (EMBA23)	75045	English	82
4	M Executive MBA Cologne - Rotterdam	75045	English	-
5	M Global Executive MBA (GEMBA24)	75046	English	25
6	M Global Executive MBA (GEMBA25)	75046	English	28
7	M Customs and Supply Chain Compliance	72133	English	-

Appendix C. Portfolio allocation of the initial degree programme EB chamber

Allocation of tasks by subject	Board member
Chair <ul style="list-style-type: none"> - Representation EB Dean and Dean of Education, OVE - Signing of diplomas - Representation/Contact MSc Academic Directors - Appointment of examiners - Issues related to post-experience master programmes - Issues related to PhD-trajectories 	Prof.dr. L.C.P.M. Meijs (Chair) Department 8
External input and MSc courses <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 Department 4
Quality control BSc programmes <ul style="list-style-type: none"> - Quality assurance BSc courses (assessment plans, peer reviews, examination monitoring), - Representation EB BSc Academic Director - Complaints regarding B2 & B3 exams - Fraud issues BSc 	Vacancy Department 1, 3 or 7
External member	Dr. M.B.J. Schauten External
Quality control MSc programmes <ul style="list-style-type: none"> - Representation/Contact Departments - MSc courses (assessment plans) - MSc examinations (peer review) - Quality Assurance MSc assessments - Issues related to ERIM Research Master 	Prof.dr. P.G.J. Roosenboom (Vice Chair) Department 5
Study progress Bachelor 1 <ul style="list-style-type: none"> - BSA - Other issues related to B1 exams - Functional impairment - Fraud issues B1 - Complaints regarding B1 exams - Temporarily: Complaints regarding B2 & B3 exams - Temporarily: Requests for extra examination opportunities and for exemptions 	Dr. I. Bogenrieder Department 2
Graduation routes (bachelors' and masters') <ul style="list-style-type: none"> - Thesis Monitor (BSc & MSc) - Issues related to the thesis Trajectories BSc and MSc - Temporarily: Fraud issues B2 & B3 - Temporarily: Validity terms of examinations 	Dr. J.P.J.M. Essers Department 2
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 Department 1, 3 or 7
PM	Vacancy Department 1, 3 or 7

Appendix D. 10 most important examination rules for examiners 2023 – 2024

10 most important examination rules for examiners 2023-2024
Examiners are responsible for the testing of their courses: it is their discretionary power to construct and assess an examination and to determine the results of the assessment.
Examiners fulfil their authority regarding testing within the context of the RSM Assessment Policy, the RSM Examination Regulations and the Examination Manual .
Deployment of assistant-assessors such as mentors, student-assistants and other teaching assistants and guest-lecturers in the context of summative assessment may only be implemented under certain conditions as outlined in the Examination Manual (Guideline Assessment by Teaching Assistants). The examiner must monitor assistant-assessors on adequate performance of their task in accordance with the assessment instructions. The examiner determines the grades.
The examination of a course represents the educational goals of the course in terms of content and form. This is documented in a course assessment plan that must be published in the course manual. For the construction of the assessment, the examiner uses an assessment matrix.
Peer review: To ensure the quality of the examinations, the Examination Board requires that the examiners have their exams checked by a colleague examiner, in advance. It is not necessary that the colleague examiner belongs to the same department as the examiner, but the colleague examiner must be at least knowledgeable in the relevant field. The Examination Board has drawn up the peer review checklist for exams that can be used as a guideline. The name of the peer reviewer must be specified on the exam cover page.
Re-use of examination questions: A written test may not be a copy of any previous examination. A written test may not contain a single multiple-choice or open question worded in literally the same way as in the two previous examinations. Re-use of older examination questions worded in literally the same way should be avoided as much as possible. In the case of knowledge-based questions, rephrasing of old examination questions regularly will be unavoidable. Regarding examination questions containing numbers, it is expected that these will always be changed.
The examination questions and (model) answers of a written test must be posted on Canvas as soon as possible after a written test and no later than one week after the test took place so that students can check which questions they have answered (in-) correctly.
The Examination Board expects examiners to actively scan for fraud such as plagiarism, ghost-writing and freeriding. An examiner who suspects that a student is cheating must report this to the Examination Board. Meanwhile the examiner must not grade the test that is under suspicion.
During each written test on campus, the examiner must be present at least during the 1st half-hour of the examination for questions and report to the senior invigilator in advance. When the examiner leaves the examination room, he/she should leave a telephone number where he/she can be reached if necessary. For remote online written tests, other rules may be applicable. For additional information please check the EUR's Written Examinations Instructions as well as the ANS instructions.
If an examiner concludes that a multiple-choice question is incorrect after the examination, this question should be dropped. Consequently, the multiple-choice test will contain fewer questions, and this does affect the cut-off score of the examination as well as the weight of each good answer in the grade of a student. Examination questions can only be dropped after notification of the Examination Board.
Upon the examiner's substantiated request, the Examination Board may grant an exception to the above rules

Appendix E. 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).
 This checklist is only for the public funded degree programmes.

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.					
	Ia	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					
	Ib	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..					
	Ic	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 committee.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	There is no dialogue with the programme committees					
	Id	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.					

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	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"/>
	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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>
	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"/>
	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"/>
	E	The Examination Board evaluates the guidelines annually and adjusts them if necessary. Adjustments to the guidelines are also discussed with Education Management					

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	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"/>
	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"/>
	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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	E	There is a digital Examiners' Register and an improvement has been made in this process. Now, all examiners are appointed individually.					
	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"/>
	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"/>
	E	Twice a year, the Examination Board verifies all examiners including their assessment expertise. If the expertise is not up to standard, the Dean of Education will be informed.					
	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"/>
	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"/>
	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"/>

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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.					
	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						