

Examination Board ESHCC

Annual Report 2021-2022

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Preface

This annual report of the Examination Board of the Erasmus School of History, Culture and Communication is related to the period 1 September 2021 up to and including 31 August 2022. The academic year 2021-2022 was another unusual year, disrupted by the ongoing COVID-19 pandemic. Education and assessment were partly offered online again, as a result of the nationwide lockdown in December 2021-January 2022. Also, after the lockdown ended and after all restrictions were lifted, many students were allowed to participate in online teaching and assessment until the end of the academic year 2021-2022. As a result, there were still many students participating in online proctored or take-home-exams without direct surveillance, which has been a major concern of the Examination Board.

This hybrid form of offering exams, both on-campus and online, resulted in an increase of workload for the Examination Board related to fraud and plagiarism. The Examination Board had to investigate different kind of fraud suspicions: invigilator reports from students who participated on campus, flagged online proctoring reviews and reported suspicions of plagiarism in assignments and take-home-exams.

The number of reported fraud cases doubled in the year under review from 57 to 110, which was one of the reasons for reviewing the fraud and plagiarism procedure, as will be discussed in Chapter 3. The new plagiarism procedure will become effective as of the next academic year, and the Examination Board hopes that the workload of the Examination Board will decrease as a result of this specification of the procedure.

Unfortunately, there was again one personnel change in the academic year under review. These continuous changes in composition of the Examination Board affect its effectiveness, since it takes a while before a new member becomes acquainted with all the working methods of the EB. These personnel changes might be a result of the limited and insufficient hours that are allocated to the Examination Board, which makes the job less attractive. Despite having addressed this in our last annual report, members still did not receive an extension of hours for the year under review. Nevertheless, the Examination Board continued to work on its quality assurance tasks, such as the quality assessment of courses and the thesis trajectory and the appointment of examiners.

This annual report again follows the format that was set for EUR Examination Boards. This report starts with a general paragraph that outlines the composition of the Examination Board, its tasks and responsibilities and a review of the Outlook and priorities described in the Annual Report of 2020-2021. (Paragraph 1). The next paragraph focuses on the quality assurance tasks of the Examination Board (Paragraph 2), followed by an overview of all individual student requests (Paragraph 3). The next paragraph (4) provides an overview of the other, or non-statutory activities of the Examination Board. The report ends with a conclusion and outlook to the coming academic year (Paragraph 5).

Paragraph 1 - General

1.1 – Programmes for which the Examination Board operates

The Examination Board operates for all ESHCC degree programmes. In the academic year 2021-2022, these concerned the following programmes:

Bachelor programmes:

- Algemene Cultuurwetenschappen (ACW) / International Bachelor in Arts and Culture Studies (IBACS)
- Geschiedenis (GS) / International Bachelor in History (IBH)
- International Bachelor in Communication and Media (IBCoM)

Master programmes (all have premaster programmes, except SCMA and DDS):

- Arts & Culture (A&C) with the specialisations:
 - Cultural Economics and Entrepreneurship (CEE)
 - Arts, Culture and Society (ACS)
 - Tourism, Culture and Society (TCS)
- History, with the specialisations:
 - Global History and International Relations (GHIR)
 - Global Markets, Local Creativities (GLOCAL)
- Media Studies (MS) with the specialisations:
 - Media & Journalistiek (M&J)
 - Media & Creative Industries (MCI)
 - Media, Culture & Society (MCS)
 - Media & Business (M&B)
 - Digitalisation, Surveillances & Societies (DDS)¹
- Research Master Media Studies with the specialisation:
 - Sociology of Culture, Media and the Arts (SCMA)

1.2 - Composition of the Examination Board

The seven members of the Examination Board have been appointed by the Dean of the School. The board is formed by a delegation of two staff members from each of the Faculty's three departments, plus an external member.

The Examination Board faced fewer personnel changes than last year, but unfortunately one member of the History department stepped down after being in position for only one year. This was the fourth year in a row that a member of the History department stepped down, which is challenging for the member of the History department who stays in position, as it takes almost a full year to get acquainted with the working methods of the Examination Board. On a positive note: Ini Luyk, the external member was reappointed for two more years and will stay with the board until September 2023.

¹ This specialisation was offered for the first time in 2021-2022.

Table 1. Composition of the Examination Board as of October 2021

Name	Department	Position	FTE	Member since	Member until
J. Kneer, PhD	Media & Communication	Chair	0.1	1-9-2015	1-11-2022
J.C. Nierstrasz, PhD	History	Vice Chair	0.04	1-9-2015	1-9-2022
L. E. Braden, PhD	Arts & Culture Studies	Member	0.04	1-11-2020	1-11-2022
J.S. Lee, PhD	Media & Communication	Member	0.04	1-11-2020	1-11-2022
T. Navarrete Hernandez, PhD	Arts & Culture Studies	Member	0.04	1-11-2020	1-11-2022
J.J. Euwe, PhD	History	Member	0.04	1-10-2021	1-10-2023
C.G. Luyk, MA		External member	0.01	1-9-2019	1-9-2023

1.2.1 – Composition of the fraud and plagiarism committee

The Examination Board had two subcommittees to investigate suspicions of fraud and plagiarism.

Table 2a. Composition of the Plagiarism committee 2021-2022

Name	Department	Investigated cases
L.E. Braden, PhD	Arts & Culture Studies	History and Media & Communication students
J.J. Euwe, PhD & J.C. Nierstrasz, PhD	History	Media & Communication and Arts & Culture students

Jeroen Euwe replaced Tina van der Vlies as member of the plagiarism committee. In the first months, Jeroen Euwe worked together with Chris Nierstrasz on various cases, to become acquainted with the working methods of the plagiarism committee.

Table 2b. Composition of the Fraud in exams committee 2021-2022

Name	Department	Investigated cases
J.S. Lee, PhD	Media and Communication	Fraud in exams, online proctored exams
T. Navarrete Hernandez, PhD	Arts & Culture Studies	Fraud in exams, online proctored exams

Jay Lee and Trilce Navarrete Hernandez worked together on the fraud in exam cases. The committee had a more diverse workload this year, since exams were offered both on-campus and online. The subcommittee fraud in exams investigated invigilator reports for on-campus exams, online proctoring reviews and Turnitin reports for take-home-exams.

1.2.2 – Composition of the secretariat of the Examination Board

The Examination Board was supported by the official secretary, a secretariat assistant and a quality assurance assistant.

Table 3. Composition of the secretariat of the Examination Board 2021-2022

Name	Position	FTE	Responsibilities
A. Kortekaas, MSc LL.M	Official secretary	0.8-1.0 FTE	Policy, regulations and procedures Fraud and plagiarism Quality assurance Representation in internal and external working groups Binding study advice
Y. Markus, MSc	Quality assurance assistant	0.5 FTE	Quality assurance Fraud and plagiarism
C.M.J. Verel LL.M	Secretariat administrative assistant	0.6 FTE	Incoming student requests Archiving and correspondence Facilities for students with a functional impairment

The responsibilities of the secretariat were divided slightly different in the year under review. The Examination Board changed its procedure for handling fraud and plagiarism cases and as a result of this change in procedure, the plagiarism hearings were attended by at least one member of the secretariat as well (see for more details chapter 3.2). As such, for fraud and plagiarism cases, this member of the secretariat was primarily the official secretary and the quality assurance assistant served as back-up.

1.3 – The framework within the Examination Board operates

The Examination Board operates within the frameworks defined by

- the Higher Education and Research Act (WHW)
- the General Administrative Law Act (AWB)
- the Teaching and Examination Regulations (TERs) of the degree programmes
- the Rules and Guidelines (R&G) of the Examination Board
- the EUR Examination Rules

The Examination Board is an independent body that safeguards the quality of exams and tests. The Examination Board determines 'whether a student meets the requirements defined in the TER regarding the knowledge, insights and skills necessary to obtain a grade'².

EUR has defined 11 key tasks for examination boards regarding quality assurance:

1. The Examination Board ascertains at regular intervals whether the total interim examinations package in its entirety examines the final qualifications required.
2. The Examination Board regularly investigates the quality of the final assignments or engages a third party to do so.
3. The Examination Board regularly investigates the quality of the interim examinations (other than final assignments) or engages a third party to do so.
4. The Examination Board provides examiners with guidelines for constructing interim exams.
5. The Examination Board provides examiners with guidelines for holding interim exams.
6. The Examination Board provides examiners with guidelines for assessing interim exams and establishing results.
7. The Examination Board ensures that the guidelines are adhered to.
8. The Examination Board appoints examiners to hold interim exams on a specific component of the programme (this might be a course or a cluster of courses).
9. A procedure has been laid down to which examiners must adhere in the event of suspected fraud.

² Art. 7.12 part. 2 WHW

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.
11. The Examination Board safeguards the quality of the organization and procedures relating to holding interim examinations.

Chapter 2 and Appendix 1 will reflect on these key tasks and what activities the Examination Board undertook in the year under review.

1.3.1 - Working methods of the Examination Board

The Examination Board met six times in the year under review. During the meetings, the members discuss a wide variety of topics concerning quality assurance.

- Procedure assurance of course assessment quality
- Procedure assurance of thesis assessment quality
- Appointment of examiners
- Online proctoring
- Policy on exemptions
- Policy for retention of examination opportunities
- New procedure for fraud and plagiarism
- Quality assurance on programmatic level

At the end of the year, an additional meeting was held with the student advisors regarding the speed appeals students made to the intended negative binding study advice decisions.

1.3.2 – Working methods of the executive committee of the Examination Board

The Examination Board's executive committee comprises the chair and the secretary. The executive committee met once every week. They formulated decisions in day-to-day-affairs, and prepared appeal cases (wrote defence statements and attended sessions) that were brought before the Board of Appeals for Examinations (CBE).

The chair attended the meetings of the university board of chairs of Examination Boards (OVE). Throughout the academic year 2021-2022 the OVE-meetings took place on a bi-weekly basis. The secretary participated in EUR's consultative body for secretaries of Examination Boards (OSE). The secretary acted as Vice-chair as of 1 September 2021 and as Chair as of 1 January 2022 of this consultative body.

1.3.3 – Working methods of the secretariat

The official secretary was primarily responsible for writing policy documents, regulations (such as updating the TER and the Rules and Guidelines), attending fraud and plagiarism hearings, assisting the Examination Board with its quality assurance tasks and representing the Faculty in various internal and external working groups and fraud and plagiarism cases. The secretary worked closely with colleagues from Team Study Progress and Diploma and Education Systems Advice and Management. In addition, the secretary participated in consultations with the programmes involved in the RASL Dual Degree programme.

The administrative assistant of the secretariat was primarily responsible for all incoming mail and primary point of contact for incoming student requests, arranging facilities for students with a functional impairment and several administrative tasks of the Examination Board (keeping the Examination Board journal, sending out decisions on behalf of the Examination Board etc.). The quality assurance assistant handled various tasks related to the Examination Board's quality assurance tasks, such as sending out appointment letters to examiners, sending out letters related to

the course and thesis quality assurance procedures. In addition, the quality assurance assistant served as back-up of the secretary and the administrative assistant of the secretary in their absence.

The secretary and the administrative assistant met with the ESHCC student advisors every four weeks to discuss ongoing affairs, changes in policy and individual student requests.

1.4 – Independence of the Examination Board

The WHW defines several requirements for the Examination Board to serve as an independent body³. The members of the Examination Board are appointed by the Dean of the School, and each internal member represents one of the three departments of the School. None of the Examination Board members holds any financial responsibility within the School, which guarantees their independent position. Since the members are appointed by the Dean, the members can position themselves independently within their own department as Examination Board member, as they can be held accountable for their Examination Board duties by the Dean, rather than their department head. In addition, all members of the Examination Board hold a permanent position within the School.

When Jeroen Euwe joined the Examination Board in October 2021, the Examination Board discussed a possible conflict of interest, because Jeroen Euwe is also a member of the Faculty Council. Because the ESHCC Faculty Regulations do not forbid that an academic staff member can participate in both bodies, Jeroen Euwe was appointed as a member of the Examination Board. The Examination Board agreed that Jeroen Euwe would not participate in any discussion if there would be a conflict of interest because of his Faculty Council membership.

The external member does not represent one of the ESHCC departments. As such, the external member increases the independence of the Examination Board. The external member is an experienced chair of an Examination Board of the Hogeschool Utrecht with ample experience in the quality assurance tasks of the Examination Board. She provides the Examination Board with (legal) advice, attends the meetings of the board and participated in the thesis quality assurance procedure.

1.5 – Review of last year's goals

In the Annual Report 2020-2021, the Examination Board set the following goals:

1. Continue with the implementation of Osiris Case for the workflow of the secretary of the Examination Board.
2. Improve the assessment of the thesis evaluation by meeting with the thesis coordinators.
3. Review the fraud and plagiarism procedure.
4. Review the Assessment Protocol.
5. Work with a year plan

1.5.1 – Implementation of Osiris Case

This first ambition was partly met. The secretary and the Osiris keyuser redesigned two of the already existing workflows in Osiris Case: the workflow for retention of examination opportunities and the exemption for Minor/electives. This redesign was a consequence of the policy changes the Examination Board agreed upon, with regard to these two types of requests.

Students were already able to submit their request via Osiris Case; however the decision letter was send manually via email. Additional administration and archiving was also done via manual uploads. After redesigning the workflows, the entire process was completed in Osiris, including the archiving of the decision (letter), which saves the secretariat time.

³ Art. 7.12a par.1 WHW

There are more workflows that can be developed or made more efficient by redesigning them, and the ultimate goal is to make sure that all student requests are processed via Osiris Case in an efficient manner, by redesigning and/or developing a number of cases every year. This will therefore be a recurring goal for the coming years.

1.5.2 – Improve the assessment of the thesis evaluation

Last year, the chair and secretary of the Examination Board met with the thesis coordinators to discuss several outcomes of the yearly evaluation of the thesis assessment, conducted by the Examination Board, to improve and align the thesis assessment. The intention was to redo this again in the year under review. There were some developments with regard to the development of a new thesis submission platform that would result in further alignment of the thesis (assessment) procedure. The Examination Board therefore did not initiate a new meeting with the thesis coordinators but decided to be involved in the development of the new Thesis Management System, which is expected in 2023.

1.5.3 – Review of the fraud and plagiarism procedure

The Examination Board had the ambition to review its fraud and plagiarism procedure because of several rulings of EUR's CBE and the CBHO. This change of procedure was effected quickly because of a ruling of EUR's CBE in a plagiarism case, where the CBE overturned a decision of the ESHCC Examination Board and asked to take a new decision. The new plagiarism procedure was discussed in several meetings of the Examination Board and adopted as of 1 September 2022, after consultation with the Education Programme Directors and one of the examiners who teaches an Academic Skills course. More information about the new plagiarism procedure can be found in Chapter 3.2.

1.5.4 – Review of the Assessment Protocol

The ESHCC Assessment Protocol was established by the Examination Board in 2013 and slightly revised in 2018. Assessment changed quite tremendously in recent years, partly because of the COVID-19 pandemic, partly because of new insights and developments in assessment, which made it necessary to update the document again. Even though the document was established in 2013 by the Examination Board, the question is whether or not it would be better if the ownership of this document to lie with programme management. Furthermore, an updated Assessment Protocol should derive from the ESHCC Assessment Policy. Programme Management updated the ESHCC Assessment Policy document from 2013 by incorporating minor changes that were the result of the new ESHCC management structure and by announcing that an in-depth revision will take place as soon as the Educational Vision has taken effect. In order to prevent the information in the Assessment Protocol from being outdated, the Examination Board decided to use a similar approach and to provide the Assessment Protocol with an update. All incorrect and irrelevant information, such as broken URLs or outdated information were removed from the document. The Examination Board is looking forward to being involved in the process for establishing a new Assessment Protocol in an advisory role, rather than taking the lead and after the new Assessment Policy has been written.

1.5.5 – Work with a year plan

The Examination Board worked with a year plan for the first time in the year under review. The experiences with the year plan were very positive, as it provides structure and guidance for the members of the Examination Board. The Examination Board prepared a year plan for the coming academic year again (see Appendix 4) and will incorporate the year plan in its annual report.

In addition, to this more generic year plan, the quality assurance assistant developed a detailed schedule for all tasks related to the quality assurance tasks of the Examination Board.

Paragraph 2 - Reflection of quality assurance tasks Examination Board

The Examination Board has the statutory duty to safeguard the quality of the final exam and (interim) examinations. In the end, the Examination Board is responsible for the quality assurance of the diplomas. This paragraph starts with an overview of the issued degree certificates, followed by a reflection on the various quality assurance tasks that were carried out by the Examination Board.

2.1 – Issuing degree certificates

In the past academic year, 417 bachelor's and 427 master's degrees were awarded at ESHCC, which is a 35% increase in awarded bachelor degree certificates and a 11% increase in master degree certificates. The increase in bachelor degree certificates was already anticipated in last year's annual report, and is primarily caused by the postponed graduation of IBCoM students who delayed their graduation in order to pursue an exchange in the Fall of 2021, which wasn't possible in the previous academic year as a result of the COVID-19 pandemic.

The tables below show the distribution of certificates across the various degree programmes and specialisation programmes. The small decrease in bachelor degree certificates for Arts & Culture Studies and History (both 7%) were compensated by a large increase in bachelor degree certificates for IBCoM (77% increase compared to 2020-2021). The Examination Board expects that the number of awarded bachelor degree certificates will decrease again in 2022-2023, since most delayed IBCoM graduations have been awarded a degree.

Table 4. Bachelor certificates awarded between 01 September 2021 until 31 August 2022

	2017/18	2018/19	2019/20	2020/21	2021/22
ACW	27	21	12	14	16
IBACS	53	41	48	72	64
GS	47	36	51	48	30
IBH	12	19	25	21	34
IBCoM	142	149	189	154	273
Total	281	266	325	309	417

Source: student information system Osiris

Table 5. Master certificates awarded between 01 September 2021 until 31 August 2022

					2017/18	2018/19	2019/20	2020/21	2021/22
Arts & Culture		88	87	95	106	107			
	ACS	27	27	35	29	33			
	CEE	61	54	51	56	60			
	TCS		6	9	21	14			
History		29	53	43	52	47			
	CG			4	10	2			
	GHIR			11	24	31			
	GLOCAL		11	18	16	13			
	MAGES	29	42	10	2	1			
Media Studies		140	148	212	218	263			
	M&C	20	5	1	0	0			
	M&J	21	18	32	21	35			
	M&B	81	66	102	100	111			
	MCS	18	32	25	29	26			
	MCI		27	52	68	76			

	DDS				15
Media Studies (research)	7	9	8	8	10
Total	264	297	358	384	427

Source: student information system Osiris

2.2 Appointment examiners

The Examination Board continued and finetuned the appointment procedure for its examiners. Examiners were appointed at the start of the academic year and the procedure was repeated in February again for any new hires who joined the department throughout the academic year. Prior to the appointment procedure, the Examination Board discussed the examiner profiles and asked the Education Programme Directors for feedback on the profiles and an update of the list of examiners.

The full description of the criteria can be found in Appendix 2. The Examination Board appointed in total 194 examiners divided over the different categories.

Table 6. Appointed examiners 2021-2022

	Category 1	Category 2	Total
Arts & Culture	29	30	59
History	27	14	41
Media and Communication	73	21	94
Total	129	65	194

At the moment, a University Teaching Qualification (UTQ) is preferable for examiners who are appointed by the Examination Board. It seems though that there are many examiners appointed for consecutive years without having obtained a UTQ. It remains a challenge though to have a complete overview of all examiners, but also of their teaching qualifications. The registration of these qualifications lies with different organizational units. Sometimes Human Resources has registered the UTQ, sometimes this information is with the (secretariat of the) department and sometimes the examiner forgot to register their qualification that was obtained elsewhere. For next year, the Examination Board wishes to look into these discrepancies and ask departments to explain why certain experienced examiners have not obtained a UTQ yet.

2.3 Quality assurance on courses and exams

The Examination Board continued the assurance of assessment quality in individual courses. This year, nine courses per department have been assessed, bringing the total sample size to twenty-seven courses, which was comparable to last year. The table below shows an overview of the selected courses.

Table 7. Sample of courses for quality assurance 2021-2022

Course code	Course name	Department	Level	Last sampled
CC1018	Introductie Kunst- en Cultuurbeleid	Arts & Culture Studies	BA1	First time
CC1021	Arts, Culture, and Media	Arts & Culture Studies	BA1	2018-2019
CC2039	Theories of the Avant-Gardes	Arts & Culture Studies	BA2/BA3	First time
CC1017	Marketing Arts and Culture	Arts & Culture Studies	BA2/BA3	2018-2019
CC3107	Economics of Cultural Heritage	Arts & Culture Studies	BA2/BA3	2019-2020

CC2025	Introduction to Economic Theory	Arts & Culture Studies	PM CEE	First time
CC1024	Social Science Research	Arts & Culture Studies	PM ACS	First time
CC4160	Project: Applied Cultural Entrepreneurship	Arts & Culture Studies	MA CEE	First time
CC4119	Economics of Fashion, Design and Architecture	Arts & Culture Studies	MA ACS	2016-2017
CM1002	Introduction to Social Science Research	Media & Communication	BA1	2017-2018
CM1013	Key Concepts in the Social Sciences	Media & Communication	BA1	2017-2018
CM2033	The Business of Media	Media & Communication	BA2	2019-2020
CM2066	Privacy, Surveillance and New Media Technologies	Media & Communication	BA2	First time
CM2072	Consumer Behavior & Marketing Action	Media & Communication	BA2	First time
CM2071	Science Fiction and Media	Media & Communication	BA2	First time
CM2006	Qualitative Methods in Media and Communication	Media & Communication	PM MS	2019-2020
CM4401	Beeldvorming en Media	Media & Communication	MS	2014-2015
CS5009	Globalization, Digitalization and Culture	Media & Communication	SCMA	2019-2020
CH1104	Heuristic Skills and Sources	History	BA1	2019-2020
CH1107	Dutch History in a Globalizing World	History	BA1	2020-2021
CH2216	Quantitative Historical Methods	History	BA2	First time
CH2223	Biopower: Feeding, Breeding and Bleeding for World Domination 1870-1950	History	BA2	First time
CH2224	Global Environmental Politics	History	BA2	First time
CH2217	Rethinking History 2	History	BA3	First time
CH4122	International Relations Theory	History	MA	First time
CH4128	Heritage and Fashion	History	MA	2017-2018
CH4137	Port Cities and Maritime History	History	MA	2019-2020

Courses were selected for evaluation based on several criteria, including an even spread across the different BA and MA programs / specializations, the inclusion of new courses, or courses having received an insufficient evaluation last year. In addition, some courses were selected at random. The Examination Board requested course coordinators to submit the course guide, test materials, answering models / grading matrices, and the assessment matrix. The evaluation concerned various elements, such as the information regarding tests provided in the course guide, the relationship between the course's learning objectives and the end terms of the programme, the transparency and contents of tests, the marking and answer models.

While most courses received a passing grade, the Examination Board did establish some recurring issues from previous years that have not been resolved yet. The main problem was that in multiple courses the assessment matrix was either not present or not properly filled in. Additionally, the Examination Board noticed that the grading rubrics and/or answering models were not of sufficient quality. The same grading criteria were either reused for multiple different assessment moments, or points were solely given per question and not per question element.

Lastly, some concerns were raised about the assessment methods in several courses. In some cases, the percentage of group work exceeded the maximum percentage in the Assessment Protocol, the not preferred format of take home was chosen for the final exam or the workload was generally too high.

The Examination Board provided each course coordinator whose course was part of the sample with a letter, containing specific feedback on how to improve the observed issues. Additionally, every department head and Education Programme Director received a letter with the general outcomes for their respective department. Therefore, the Examination Board trusts that the observed issues will be addressed accordingly in the upcoming academic year.

The Examination Board does find it difficult to make a balanced sample, as it is our intention to limit examiner's workload as much as possible, by avoiding having examiners appear in the sample multiple times in a row. We are therefore considering stepping away from the random sample and to start with a course rotation schedule next year. In that way, the Examination Board can guarantee that every course is reviewed structurally every 3 or 4 years.

2.4 Quality assurance of thesis

The Examination Board performed an assessment of the thesis quality as part of its quality assurance responsibilities. Ten Bachelor- and pre-Master theses, and ten Master theses were sampled from each department, which were submitted in the academic year 2020-2021.

The sample consisted of theses from each specialisation and represented a range of grades, from low passing grades to excellent grades. Programme management was requested to provide all relevant documentation, which included the student's thesis, the evaluation forms from all assessors, including the combined evaluation form, and the Turnitin plagiarism reports. The focus of the assessment by the Examination Board was solely on the procedural aspects of the thesis trajectory, which was assessed by looking into the following aspects:

- Whether all three thesis assessment forms were present and archived;
- Whether the comments on the assessment forms fit the suggested grades per element;
- Whether the grades per element correctly add up to the final grade;
- Whether the explanatory notes that substantiate the evaluation are sufficiently elaborate;
- Whether the evaluations of supervisor and second reader are sufficiently similar, and if not, whether a third reader was consulted;
- Whether the final form adequately combines feedback from both original forms;
- Whether the plagiarism check was conducted and gave rise to suspicion, and if so, if this was acted upon;
- Whether the thesis met the requirements in terms of structure and size.

Overall, the Examination Board was satisfied with the quality of the thesis assessment procedure. The feedback of the first- and second readers was largely similar in content and of sufficient quality, as well as in line with the final grade. Additionally, the Examination Board did not observe any problematic instances of plagiarism.

However, several points of attention arose during the assessment procedure. In some instances, the Examination Board did not have access to all three evaluation forms, which has occurred for several years in a row. This made it difficult to thoroughly assess the consistency of the feedback between the first- and second readers in some cases. Furthermore, the given grades per element did sometimes not add up to the final grade, which should not be possible. Lastly, the length of some of the Bachelor theses was substantially too long and not in line with the rules and guidelines for the thesis procedure.

Based on these conclusions, the Examination Board presented the departments with the following recommendations:

- Ensure that all three assessment forms are delivered (either as one merged file or as three different files).
- Calculate the final grade averaging the 'process' section by the adviser separately from the rest of the assessment elements.

- Make sure that the feedback from the supervisor and second/third reader are sufficiently aligned and reflected in the final evaluation form.
- Agree on the guidelines for word count. Determine what should be done if word count is significantly over the specified limitations.
- The check for the Turnitin report should be included in the form. Some possible minor plagiarism was detected, and the sources and action taken is unclear.

2.5 – Summary quality assurance tasks

In Appendix 1, the checklist with the 11 key tasks of the Examination Board is presented and to what extent the Examination Board of ESHCC performed these activities in the year under review.

- The Examination Board continued with the quality assurance of exams and theses (key tasks 2 and 3) in the year under review and is happy with the current procedure. The Examination Board reviews a sample of approximately 10 courses and 20 theses per department and writes recommendation for the programme management. Last year's annual report identified an improvement point concerning timing of the course assessment procedure, since examiners would receive their feedback quite late. The Examination Board changed the timeline and split the workload by reviewing the courses of Term 1 and 2 in April 2022 and the Term 3 and 4 courses in the summer of 2022. In that way, examiners received the feedback shortly after they taught the course and were they able to incorporate the feedback in the next academic year.
- The course assessment procedure will be improved again as of next year, since the Examination Board would like to work with a course rotation scheme, in which at least every mandatory bachelor course and a majority of the mandatory master courses is reviewed every four years.
- In addition, the appointment procedure for examiners was finetuned and examiners were appointed before they would start teaching a course. Furthermore, the examiner profiles were shared with the Education Programme Directors before the procedure started. The appointment procedure remains challenging, because certain information, like University Teaching Qualifications, seem to be incomplete or missing. It is the ambition of the Examination Board to make sure that the information in the examiner's register is accurate and complete in the coming academic year.
- There is still a lot to do when it comes to quality assurance on the programmatic level. One of the assessment plans was updated in the year under review, but the Examination Board was not asked to advise on the Assessment plan. In addition, the Examination Board thinks it would be good if programme management would start with writing down a vision on assessment, which is translated into a Faculty Assessment Policy and Assessment Protocol, before renewing the programme Assessment Plans.

Paragraph 3 - Decisions regarding individual students

The Teaching and Examination Regulations (TERs), the Rules and Guidelines and the Rules of Order for written exams stipulate the rights and obligations of students following the ESHCC's degree programmes. The Examination Board is authorized to make exceptions within these frameworks, on request of the student. Students can appeal to decisions made by the Examination Board, if they do not agree with the decision made. This paragraph discusses the individual student requests, the fraud and plagiarism suspicions and the number of appeal cases.

3.1 – Individual student requests

The majority of the incoming and outgoing mail of the Examination Board concerned a wide variety of individual student requests. Last year, the Examination Board reported a large increase of student requests, after reporting a drop in student requests in 2019-2020. The number of requests in the year under review is comparable to the number of requests in the years before the COVID-19 pandemic: 327 in 2021-2022 compared to 329 in 2018-2019.

There were various fluctuations in the different type of requests: the number of requested exemptions increased just like the requested acknowledgement of a student's personal circumstances in relation to their binding study advice. Furthermore, it seems that fewer students requested provisions for their functional impairment, since the number of requests dropped from 53 to 35. Also, the number of requests for external electives/minors dropped from 100 to 78. This number is expected to drop even more in the coming academic year, since the Education Programme Directors of the bachelor programmes in Arts and Culture Studies and History decided that students can participate in all ESHCC elective courses without prior permission as of the academic year 2022-2023.

Table 8. Individual student requests to the Examination Board 2021-2022

Category	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Exemptions	42	30	33	20	12	37	47
Retention of exam opportunity	38	40	39	25	29	37	41
Extension of term of validity	47	29	32	10	4	3	1
Impairment	24	45	54	46	39	53	35
Binding study advice-PO	26	22	33	25	22	14	22
External course/ elective/ minor	41	49	62	69	99	100	78
Examination programme	23	29	10	12	3	50	8
Miscellaneous	40	51	46	45	41	29	33
Postponement active conferral of degree			24	34	17	31	39
- cancelled				1	0	7	8
Complaints		7	8	23	13	14	6
CBE cases	6	7	9	19	6	5	9
Total	287	309	350	329	285	380	327

Source: ESHCC Examination Board journal 2021-2022

The Examination Board discussed and slightly adopted its policy for students requesting a retention of an examination opportunity and for requests related to exemptions for the Minor and elective curriculum components in January 2022. It was decided that retention of examination opportunities

would only be granted for 'final exams' and that small interim exams, which do not have resits are no longer eligible for retention of examination opportunities.

3.2 – Fraud and plagiarism cases

Fraud and plagiarism continued to be a big topic for the Examination Board as the workload increased again in the year under review for various reasons. First of all, the number of fraud cases reported to the Examination Board increased once again: a record number of 110 fraud cases were reported to the Examination Board of which 62 cases were handled by an Examination Board member, while 48 were referred back to the examiner. Second, the academic year 2021-2022 was still affected by the consequences of the COVID-19 pandemic, which resulted in a wide diversity of assessment types, both online and offline, such as take-home-exams, online proctored exams and on campus exams. Each type of assessment needs a different monitoring of possible fraudulent behaviour, which increased the workload of the Examination Board. Not only Turnitin reports had to be reviewed for plagiarism, but also online proctoring footage had to be reviewed while additionally also the old school fraud reports for on-campus examinations were part of the fraud monitoring. Finally, the Examination Board had to change its plagiarism procedure after a verdict from EUR's CBE. After consulting the secretary of the CBE and various other secretaries of the Examination Board, it was decided that the fraud hearings would be attended by at least two members representing the Examination Board: one member and the secretary.

3.2.1 – Online proctoring

Even though the academic year 2021-2022 started with the intention to go back to normal by offering education and assessment on campus again, the Faculty was forced to go back online because of a new full lockdown in December 2021. Even though the lockdown had already ended by January 2022, students were allowed to finish their academic year online. In total, 945 exams were taken via online proctoring. Several issues were reported. Most of the flagged exams were not considered as fraudulent behaviour but were related to issues with the internet connection of the students. More problematic were the cases where there was no recording at all from the student participating in the exam: there was 1 such case.

Additionally, there were 2 reprimands given to student who had unauthorized sources in their proximity, but who did not make use of these sources. Finally, there was one very obvious case of fraud in an online proctored exam, where a student used Google to look up the answer to a question. Even though this action of the student was very obvious, it is worrisome that this was not noticed by the reviewers of the online proctoring footage but was only noticed during a random check by the secretariat of the Examination Board.

The Examination Board decided before the start of the academic year 2021-2022 to abolish the use of the second camera. The second camera was criticized by participation bodies and students, since the second camera was considered a violation of student's privacy. Unfortunately, the abolishment of the second camera had a negative side effect: students were no longer asked to perform the standard 'room scan' prior to the start of their exam. Without a room scan, students do not show their table, which makes it impossible to guarantee that students did not have any unauthorized materials within reach. The supplier of the proctoring footage informed EUR that students would only need to perform a room scan when also the second camera would be enabled. The Examination Board finds this very strange, because a room scan is even more necessary when there is only one camera in place. Unfortunately, the supplier decided that it would also not be possible in the future to have a room scan, whilst only having the front camera. The Examination Board therefore decided that for the academic year 2022-2023 the second camera will be put in place again.

3.2.2 – Fraud and plagiarism in open book exams and assignments

Fraud and plagiarism were again a focal issue in the year under review. The Examination Board decided to review its plagiarism procedure for various reasons:

- There was some unclarity amongst examiners about when to report. The previous procedure included a threshold Turnitin score of 20%, which made examiners feel like the Turnitin threshold would determine whether or not there was plagiarism, whilst Turnitin does not indicate plagiarism, it indicates overlap.
- In November 2021, the Examination Board was confronted with a verdict by the CBE concerning an appeal to a plagiarism decision made by the Examination Board ruling in favour of the student and several other verdicts where the CBE overturned the decision of several EUR's Examination Boards. CBE and CBHO⁴ ruled that the size and severity of the plagiarized parts in a paper determine whether you can consider the plagiarism as fraud and that sloppy referencing, such as forgetting quotation marks one or two times, should not be considered as fraud. Such referencing mistakes maybe taken into consideration by the examiner when grading the paper.
- Furthermore, there was again a steep increase in the number of reported cases. The total number of fraud cases increased from 57 (2020-2021) to 110 (2021-2022).

Table 9. Number of fraud cases divided by category

Type of violation	2019-20	2020-21	2021-22
Rules of Order	7	0	6
Online proctoring	0	0	4
Category 1 - plagiarism	7	4	28
Category 2 - plagiarism	4	11	20
Category 3 - plagiarism	38	42	52
Total	56	57	110

Table 10. Fraud cases divided by level

Programme	2019-20	2020-21	2021-22
Bachelor	35	35	66
Premaster	3	2	12
Master	14	19	25
Exchange	4	1	7
Total	56	57	110

One important nuance in this increase in reported cases is that there were more Category 1 and 2 cases reported, where the role of the Examination Board is rather limited. Nevertheless, there were many more Category 3 plagiarism cases (52) and 5 suspicion of fraud in exam cases that were handled by the Examination Board. The Examination Board therefore dealt with 57 cases by inviting the student for a hearing and coming to a decision, which was much more than the 42 of last academic year. The number of fraud hearings increased (35.7%) a lot more than the student numbers (8.7%).

Because the Examination Board is not involved in Category 1 cases and since Category 1 and 2 will be merged in the new plagiarism procedure, this will be the last year these numbers are reported in the annual report.

⁴ CBHO 2020/155

Table 11. Fraud cases divided by sanction

Sanction	2019-20	2020-21	2021-22
None	9	4	30
Reprimande (rules of order written exams)	7	1	11
Registration - Category 2 plagiarism	4	11	20
Point deduction	2	0	0
Nullification assignment/exam with resit opportunity	24	30	44
Nullification assignment/exam with extra resit opportunity	10	11	5
Mark invalid + period of exclusion	0	0	0
Total	56	57	110

3.2.3 – New plagiarism procedure

As already mentioned, the Examination Board adopted a new plagiarism procedure for the academic year 2022-2023. This new simplified procedure divides suspicions of plagiarism in two categories. The first category is a category of referencing mistakes, such as bad paraphrasing or sloppy referencing. Students who fall in this category did reference all the correct sources but made referencing mistakes. Such mistakes may be forgetting quotation marks, not paraphrasing well enough or making minor mistakes in the text or the reference list. Examiners do not have to report such cases to the Examination Board.

The second category consists of fraud/plagiarism cases. These cases should be reported to the Examination Board and these include all cases where students included text from another source without acknowledging the source with a reference. The new flowchart that sets out the procedure no longer includes a Turnitin percentage as this caused misinterpretation amongst examiners.

With this new flowchart, the Examination Board expects that the number of reported cases will decrease, as examiners will hopefully report less sloppy referencing cases. In addition, the Examination Board will also review reported cases differently. In line with the CBE/CBHO verdicts that state that in order to answer the question whether or not plagiarism was committed, it is necessary to look at the size and the severity of the plagiarism. The Examination Board will include both criteria while reviewing suspicions of plagiarism.

In addition, the Examination Board has asked programme management to think about how referencing mistakes can become part of the grading (form) of the paper, in order for examiners to be able to deal with referencing mistakes. Furthermore, the Examination Board strongly advised programme management to step away from take-home-exams without surveillance, since these exams have a high risk of fraud and it is more difficult to proof a student committed fraud in take-home-exams.

3.3 - Appeals and CBE appeals

The number of appeals increased from 6 to 9. The Examination Board was able to come to a settlement in most of the cases. Only one case was dealt with by the CBE, who ruled in favour of the student, mostly because of a procedural issue. The Examination Board nullified a thesis because of plagiarism but did not include the violated guideline in the decision letter. In addition, the CBE ruled that the decision could have been motivated better. The Examination Board wrote a new and more extensive decision letter with the same outcome: the thesis was nullified.

Table 12. Number of CBE cases 2020-2021

	2019-20	2020-21	2021-22
Decision CBE: in favour of student	0	0	1
Decision CBE: in favour of ESHCC	1	1	0
Appeal withdrawn	2	1	2
Settlement	3	3	6
Total	6	5	9

Paragraph 4 – Overview of the non-statutory activities of the Examination Board

Besides its statutory duties, the Examination Board also carries out certain activities that are not required by the law but are mandated to the Examination Board. These activities include the issuing of the binding study advice.

4.1 – Binding study advice

During the academic year 2021-2022, the requirements for obtaining a binding study advice were lowered again, comparable to the year 2020-2021. The BSA-standard was lowered from 60 EC to 50 EC; however the regular compensation rules as stipulated in the Teaching and Examination Regulations were applicable. As such, students were only allowed to compensate to 60 EC and not to 50 EC like last academic year.

Appendix 3 shows an overview of all BSA decisions sent on behalf of the Dean. The percentage positive BSA decisions declined in all programmes, with the exception of IBH. Since last year's requirements for obtaining a positive BSA were very lenient, it was expected that fewer students would obtain a positive BSA. If the BSA-standard of 60 EC will be enforced again in 2022-2023 it is expected that the number of students with a positive BSA will decline even more next year.

Students who received an impending negative binding study advice were offered the opportunity to be heard by the Examination Board. Students could either submit a written response or present their point of view during a formal hearing. The table below provides an overview of the number of students that used the opportunity to be heard by the Examination Board. The number of BSA responses was comparable to the number of responses before 2020-2021.

Table 13. Overview of BSA responses

Category	2017-18	2018-19	2019-20	2020-21	2021-22
ACW - written	0	1	1	0	0
ACW - hearing	2	0	0	0	0
IBACS - written	2	6	4	0	4
IBACS - hearing	1	3	2	1	1
GS - written	2	1	3	1	2
GS - hearing	2	1	0	0	3
IBH - written	1	1	0	2	0
IBH - hearing	2	2	0	2	4
IBCoM - written	13	8	13	4	3
IBCoM - hearing	2	1	2	2	4
Total	27	24	25	12	21

Paragraph 5. Reflection and outlook

Last year was another challenging year for the Examination Board, due to ongoing challenges related to COVID-19. Even though it is uncertain whether or not COVID-19 will have a disrupting effect again in the coming year, the expectation is that it will have fewer disrupting effects than it had the last three years. The intention of programme management is that all education and testing take place on campus again, which will hopefully decrease the number of exams taken via online proctoring.

Fewer online proctored exams and fewer take-home-exams will hopefully also reduce the number of fraud cases and the time spent by the Examination Board members. Furthermore, it was announced shortly after the start of the academic year that Examination Board members will be awarded more FTE for their work as EB member. Hopefully, this acknowledgement of the work of the Examination Board will also make the work as Examination Board member more attractive.

With more hours available and hopefully less hours spending on fraud and plagiarism, we hope to lift the level of the Examination Board higher and to start activities with regard to quality assurance on the programmatic level. A first start was made during the last Examination Board meeting in 2021-2022, where Ini Luyk, the external member of ESHCC gave a small workshop on the KIT-Plus toolbox.

The Examination Board has set the following ambitions for the year 2022-2023:

- Implement a course rotation scheme for the course assessment procedure
- Finetune the examiner's register with university teaching qualifications
- Continue with the implementation of Osiris Case for the workflow of the secretariat of the Examination Board.
- Take necessary steps for quality assurance on the programmatic level

Appendix 1 – Checklist quality assurance tasks Examination Board

1 = we do not perform this activity – 5 = we perform this activity in considerable depth

Number	Key task	1	2	3	4	5
1	The Examination Board ascertains at regular intervals whether the total interim examinations package in its entirety examines the final qualifications required.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The EB regularly investigates the quality of the final assignments or engages a third party to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	The EB regularly investigates the quality of the interim exams (other than final assignments) or engages a third party to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	The EB provides examiners with guidelines for constructing interim exams.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The EB provides examiners with guidelines for holding interim exams.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The EB provides examiners with guidelines for assessing interim exams and establishing results.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The EB ensures that the guidelines are adhered to.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The EB appoints examiners to hold interim exams on a specific component of the programme (this might be a course or a cluster of courses).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9	A procedure has been laid down to which examiners must adhere in the event of suspected fraud.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10	The EB verifies that the examiners act in accordance with the rules and guidelines relating to fraud or engages a third party to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	The EB safeguards the quality of the organization and procedures relating to holding interim examinations.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 2 – Appointment criteria examiners

Criteria for appointment of examiners ESHCC 2022-2023

Version October 2021

The Examination Board ESHCC appoints the examiners for the duration of an Academic Year based on the following criteria:

- 1.1. **Tenured and tenure track** ESHCC academic staff (assistant professors, associate professors, endowed and full professors) as well as tenured ESHCC lecturers with a UTQ or similar qualifications will be appointed as examiner for the coordination within their discipline and act as the main contact person for the Examination Board (*category 1.1 examiners*)⁵;
- 1.2. At the discretion of the Examination Board and as an exception, other experienced ESHCC academic staff without a PhD may be appointed as examiner for the coordination within their discipline and act as the main contact person for the examination board (*category 1.2 examiners*);
2. At the request of the Department, **other members of the ESHCC academic personnel** (e.g. untenured lecturers, researchers, PhD-candidates, BA and MA students) **and external staff** (e.g. tenured and untenured lecturers, researchers, PhD-candidates) may be appointed as an examiner for a specific course (e.g. thesis trajectory), or to assist in the grading of papers for a particular course (*category 2 examiners*)⁶;
- A. Appointed examiners have the following main tasks:
 - Selection of appropriate test forms
 - Construction of tests
 - Assessment of tests
 - Providing meaningful feedback
- B. The following criteria apply to the appointment of examiners:
 - Examiners are responsible for the testing and examination process: the construction as well as the assessment and determination of the results of an examination.
 - The Examination Board has a supervisory role and can give examiners guidelines regarding the testing process. However, the Examination Board is not entitled to revise the results of an examination, which is the discretion of the examiner.
 - Examiners must comply with the ESHCC Examination Regulations, see: <https://www.eur.nl/en/eshcc/examination-board/teaching-and-examination-regulations> and the Assessment Protocol ESHCC 2018.
 - Upon request, examiners shall provide the Examination Board with information on their examinations.
- C. A **UTQ** (University Teaching Qualification, in Dutch **BKO**) or equivalent is preferable for the examiners mentioned under 1.1 and 1.2.;
- D. The Department shall allocate an experienced examiner to **mentor** examiners who are appointed for the first time;
- E. In addition to the above, the following rules apply to the examiners of a **thesis committee**:
 - The **supervisor** must be a member of the academic ESHCC personnel associated with the department offering the MSc programme concerned: this includes tenured and tenure track staff as

⁵ For intended examiners who do not meet the criteria above, the EB has the discretion to draft criteria that should be met by the examiner. There could be a difference between appointment for all parts of a course, or for one or a few specific parts of a course.

⁶ At the request of the Department, a **former member** of the ESHCC academic staff or a (former) **member of academic staff of another** School of the EUR or any other research university may be **temporarily** appointed as an examiner for a specific course (e.g. thesis trajectory). This person must meet the following requirements: a completed PhD, or a university master's degree with demonstrable extensive experience in performing scientific research. Furthermore, at least a **hospitality agreement** is required

well as PhD candidates and untenured lecturers as long as they are appointed as an examiner. Furthermore, an exception can be made for **former** faculty members or PhD candidates who were associated with the department offering the MSc programme concerned: they may continue to act as supervisor after the termination of the employment contract for a maximum of one year. Hence, all other examiners including external faculty (from other EUR schools or other universities) may act as **second reader** only;

- At the request of a student, an **internal or external expert** may be temporarily appointed as a second reader of a thesis committee. This person must meet the following requirements: a completed PhD, or a university master's degree with demonstrable extensive experience in performing scientific research. This examiner may act as **second reader** only;

Please note that there are more rules regarding the composition of thesis committees such as:

- At least one of the two members must be a tenured or tenure track faculty member: pairs consisting exclusively of PhD-candidates and/or untenured lecturers are not allowed;
- Supervisor and second reader may be members of the same department offering the MSc Programme, but it is not advised that (co-)promotors sit on a thesis committee with their PhD students, and job appraisers should not form a committee with job appraisees without a PhD degree. The Thesis Coordinator of the MSc programme shall submit a list of the internal thesis committees to the Examination Board for endorsement via examinationboard@eshcc.eur.nl

- F. All appointed examiners will be registered in the ESHCC Examiners Register;
- G. In case of special circumstances, the Examination Board may grant exceptions to the above rules;
- H. The Examination Board can suspend or withdraw the appointment as examiner if the person concerned persistently fails to comply with the applicable examination regulations or to deliver examinations that meet the minimum quality standards. The Examination Board will not do so until the person concerned in all fairness has had a chance to conform to the relevant rules.

Appendix 3 – Overview binding study advice

Programme	Advice*	2017		2018		2019		2020		2021	
ACW	P	17	65%	21	66%	16	50%	18	58%	11	35%
	PO	3	12%	0	0%	2	6%	2	6%	1	3%
	N	4	15%	2	6%	9	28%	2	6%	11	35%
	S	2	8%	9	28%	5	16%	9	29%	8	26%
Total		26	100%	32	100%	32	100%	31	100%	31	100%
IBACS	P	64	77%	76	63%	57	63%	87	75%	68	63%
	PO	1	1%	20	16%	13	14%	18	16%	18	17%
	N	13	16%	20	17%	17	19%	6	5%	10	9%
	S	5	6%	5	4%	3	3%	5	4%	12	11%
Total		83	100%	121	100%	90	100%	116		108	100%
GS	P	56	66%	43	66%	45	67%	59	74%	54	64%
	PO	2	2%	0	0%	6	9%	1	1%	1	1%
	N	16	19%	12	19%	10	15%	13	16%	14	17%
	S	11	13%	10	15%	6	9%	7	9%	15	18%
Total		85	100%	65	100%	67	100%	80	100%	84	100%
IBH	P	24	71%	27	66%	39	78%	37	82%	40	82%
	PO	2	6%	3	7%	5	10%	1	2%	4	8%
	N	6	18%	6	15%	1	2%	5	11%	4	8%
	S	2	6%	5	12%	5	10%	2	4%	1	2%
Total		35	100%	41	100%	50	100%	45	100%	49	100%
IBCoM	P	193	85%	219	86%	251	87%	271	87%	267	85%
	PO	6	3%	6	2%	11	4%	2	1%	7	2%
	N	17	7%	15	6%	12	4%	28	9%	25	8%
	S	12	5%	14	6%	13	5%	9	3%	15	5%
Total		228	100%	254	100%	287	100%	310	100%	314	100%

Appendix 4 – Preliminary Year plan Examination Board 2022-2023

Deadline: end of September 2022 – finalize course assessment procedure Term 3-4 2021-2022

Examination Board Meeting 1: End of September 2022

- Finalize course assessment procedure 2021-2022 and discuss findings, send out general course assessment results

October 2022: Send appointment letters to examiners

Deadline: end of November 2022 – finalize thesis assessment procedure 2021-2022

Examination Board Meeting 2: Beginning of December 2022

- Discuss Annual report EB
- Discuss findings thesis assessment procedure 2021-2022

Examination Board Meeting 3: End of January 2023

- Set deadline course assessment Term 1 and 2
- Discuss course assessment Term 1 and 2 first results

February 2022: Send appointment letters to examiners who joined the faculty after 1 October 2022

Deadline: mid-March 2023 – send out letters for CA

Examination Board Meeting 4: End of March 2023

- Discuss course evaluations Term 1 and 2
- Discuss Assessment Protocol

April 2023: Send quality assurance of course assessment results Term 1 and 2 to examiners

Examination Board Meeting 5: Mid May 2023

- Discuss concept TER 2023-2024
- Discuss Rules & Guidelines, By-laws Examination Board

Examination Board Meeting 6: Beginning of July 2023

- Outing
- Discuss Yearplan 2023-2024

BSA Examination Board Meeting: to be determined (August 2023)

- Responses to impending negative BSA decisions

Deadline: end of September 2023 – finalize course assessment procedure Term 3 and 4

Extra items:

- If new Assessment Policy is developed by programme management, write/advise on a new Assessment Protocol
- If new Assessment Plans are developed, advise on these assessment plans