

Annual report
Examination Board

2023-2024

Erasmus School of Philosophy
Erasmus Universiteit Rotterdam

Preface

Fortunately, the challenge of corona was no longer present this academic year. Yet, a new 'disruption' appeared on the scene of university education since December 2022: generative AI, especially ChatGPT. Opinions differ on the educational value of such software. However for the reliability of (unproctored) examination – essays and theses - it constitutes a 'real and present danger'. Issues around generative AI will be dealt with specifically in §2.9. Another continuing fraud concern is plagiarism, in all its forms of invalid or insufficient referencing.

In 2023-2024 we welcomed the start of a wholly new master: Societal Transitions, an interdisciplinary program hosted by ESPhil. As this program is both new and interdisciplinary rather than philosophical, it raises new questions for the EB. The master Philosophy Now is at present in its fourth year, while the Research Master in Philosophy & Economics has a long track record. The 'Second Degree' program (Bachelor in Philosophy of a Specific Discipline) remains the most important program within ESPhil; it attracts students from all academic disciplines, also from outside of EUR. Of course, ESPhil also maintains its fulltime bachelor program, as well as a parttime equivalent.

In accordance with Dutch law (WHW art 7.12b.5) the EB draws up a yearly report and sends this to the dean of the faculty. The present report deals with the activities of the Examination Board of the Erasmus School of Philosophy (ESPhil) of Erasmus University Rotterdam, 1 September 2023 through 31 August 2024. It was established and approved by the EB on November 12, 2024.

Dr Gijs van Oenen
Chair Examination Board
Erasmus School of Philosophy

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1. THE EXAMINATION BOARD

1.1 The context in which the EB is active

Pursuant to recent legislation, but also to aspirations and desiderata from the Inspection on Education (Onderwijsinspectie) and the accreditation organisation NVAO, the role of examination boards in academic education has transformed considerably over the past few years. Crucial here is the strengthening of the position of the examination board (EB), especially in its relation to the director of education and the board of the university. The EB has been provided with more tasks to perform, and more legal powers to do so. Simultaneously, there has been a tendency to see the EB as a kind of internal inspection agency – an idea which finds little support in the literature on education law, or in the law.

The EB deploys its activities within the framework of the Teaching and Examination Regulations of the bachelor and master programs offered by the Faculty, and the Rules & Regulations drawn up by the EB itself. It should be noted that ESPhil is a relatively small Faculty, which to a greater extent than other Faculties needs to pool its resources and administrative functions. At the same time, however, it is essential to safeguard the autonomy of the EB. As an independent administrative body endowed with its own legal powers, it does not have to answer to Faculty management, representative bodies, or the executive board of EUR – other than in the form of this yearly report.

In carrying out its responsibilities, the EB aims to fulfill a threefold role: facilitate, signal, control. The EB facilitates by informing examiners about relevant rules and regulation, and by constructively responding to any questions or requests they may have. It signals by relating in an open and active way with Faculty processes and practices concerning examination. It controls by supervising the correct application of procedures, and by deciding on a variety of requests from staff and students. Together with program management, the EB aims to actively contribute to the development of measures and procedures that positively influence the quality of examination.

1.2 The programs over which the Examination Board has authority

The EB has authority over the BA philosophy (fulltime and parttime), the BA Philosophy of a Specific Discipline, the master Philosophy Now (fulltime and parttime), the Research Master in Philosophy and Economics, and the master Societal Transitions. Students can no longer enroll in the former master program 'Filosofie van een Wetenschapsgebied'.

The Teaching and Examination Regulations (TERs) of the programs offered by the Faculty, have been established on September 1, 2023, by the dean, after consent given by the Faculty Council and the Program Committee.

1.3 Powers and responsibilities of the Examination Board

The law (WHW art. 7.10-7.12) determines that:

- the exam can encompass an investigation initiated by the EB itself;

- the EB can extend the validity of exams passed, in individual cases;
- the EB provides a diploma to those who have passed the exam, after having received testimony from the university board that the relevant procedural demands have been fulfilled. It also provides – on request - a certificate to those who have taken one or more partial examinations, but have not passed an exam.

It furthermore determines that the charges and powers of the EB include:

- securing ('borgen') the quality of examinations (tentamens) and exams (examens), including the bachelor and master theses;
- establishing binding guidelines to determine the results of examinations and exams, within the framework of the TER;
- granting permission for a 'free curriculum' (as mentioned in WHW 7.3j);
- granting exemptions for passing one or more examinations;
- securing the quality of the organisation and procedures concerning examinations and exams;

In addition, the law determines that the EB is empowered to:

- impose sanctions in cases of academic fraud
- appoint examiners
- draw up a regime for compensatory examination ('compensatieregeling').

The Faculty Regulations (ESPhil Faculteitsreglement) furthermore charge the EB with:

- advising the executive board of EUR about the iudicium abeundi, after consultation with the dean;
- deciding on requests concerning the colloquium doctum.

The TERs determine that the EB decides on requests for admission to the master Philosophy Now!, and the master Societal Transitions.

In addition, the EB monitors the results of all examinations. Whenever necessary, it informs the Program Committee and the director of education about its findings.

1.4 Composition of the Examination Board

The EB consists of four members (Faculty regulations art 4.2.3). The dean appoints the members on the basis of their professional competence and ensures the independent functioning of the EB.

The composition of the EB during 2023-2024 was as follows:

- Dr Giulia Napolitano (member, assistant professor)
- Dr Julien Kloeg (member, assistant professor)
- Marit Nieuwenhuys MSc (member, RISBO examination expert)
- Dr Gijs van Oenen (chair, associate professor)
- Drs Ticia Herold (secretary)

Secretary Ticia Herold deals with the day-to-day administrative business and the correspondence of the EB. Together with the chair she constitutes the executive committee of the EB; they confer frequently on issues like students requests, suspicions of fraud, possible CBE-appeals (Board of Appeals for Examinations), and consultation with education management. In exceptional cases, the full EB is consulted. All issues of principle and policy are discussed in the regular meetings of the EB.

1.5 Time allocation and support

The chair has been allocated 0,2 fte; the other members 0,05 fte each. The external member (from Risbo) participates on a contract basis, calculated at 32 hours per year (approx. 0,02 fte).

The two secretaries together on average spend one and a half day each week on administration, like handling student requests, correspondence, exam requests, and exam administration. This can rise to two or three days per week in particularly busy times, for instance when BSA advice has to be issued, or deadlines for the organisation for exams have to be met. The exam administration of ESPhil, together with the central student administration of EUR, takes care of the administrative organisation of centrally administered written exams.

1.6 Facilities

The EB makes use of the material facilities at the disposal of ESPhil.

1.7 Meetings and consultation

The executive committee of the EB convenes whenever necessary. The chair joins meetings of the Program Committee and the Faculty Council, whenever pertinent. There is regular consultation between the director of education (vice-dean of education), the policy officer education, and the EB chair.

The EB held plenary meetings on September 14, October 26, December 7, February 2, March 7, June 15 and July 4.

The minutes of these meetings are shared with the Program Committee and the Faculty Council.

The chair participates in the regular meetings of the OVE, the informal council of chairs of EUR Examination Boards. One of the secretaries participates in the OSE, the informal council of the secretaries of EUR Examination Boards. Chair and secretary have also participated in a number of thematic OVE/OSE meetings.

2. HOW POWERS AND RESPONSIBILITIES HAVE BEEN EXERCISED

2.1 Regulation

EB regulations

The EB Rules and Regulations for the BA and MA programs for 2023-2024 have been textually modified. The most important changes are the thesis procedure in the bachelor – always a difficult issue – and the regulation for the resits of smaller examination parts.

Teaching and Examination Regulations (TER)

The EB has given advice on the TERs for the bachelor- en masterprograms offered by ESPhil.

Examination plan

An examination plan has been drawn up for all programs of ESPhil by education management. These plans explicate the Faculty's vision on examination and show how the intended learning outcomes relate to the learning goals formulated for all courses in the program. The plans also indicate why the particular combination of examination forms has been chosen for each program, fitting the learning goals, the intended learning outcomes and the set-up of the program; it also describes in detail the examination forms for each part of the program.

In the Examination plan, the following quality requirements are used:

- Validity (does the examination actually measure what it intends to measure);
- Reliability (is the examination objective; does it differentiate between students who studied well and students who didn't; is the examination well-adjusted to the knowledge level of the students);
- Transparency (do the students know what to expect);
- Standardization (are clear criteria used for assessing the examination).

In 2022-2023, education management has been drawing up new examination plans. These plans have been finalized in the fall of 2023. The EB has not yet have a chance to examine these plans, and give advice; it aims to do so in 2024-2025.

Examination policy

A new examination policy has been formulated in 2022-2023, in a joint effort by education management (in the lead) and the EB. This document has been finalized in the fall of 2023, as the policy had to be amended to include examination forms employed in the master Societal Transitions.

Examination protocol

The Examination protocol provides instructions and advice for examiners regarding the construction and assessment of examinations. It contains separate chapters for all forms of examination used in the programs of ESPhil. The Protocol has been drawn up in 2017 and has been revised in 2020 and 2022. The latest revision is December 2023. All ESPhil course examiners are informed about the protocol; it can also be found online.

2.2 Appointing examiners

Examination is by law a prerogative of examiners. No one can 'second guess' the findings of an examiner; the Board of Appeal for the Examinations though can invalidate a decision by an examiner on procedural grounds. The examiner constructs examinations and determines grades independently and objectively, within the framework of assessment plan, assessment policy, and the TER. Examiners for courses ['onderwijseenheden'] are appointed by the EB, after a nomination by the director of education. Examiners for theses [scripties] are individually appointed by the EB. The EB has established a document with criteria for who can be appointed as an examiner.

When an examiner repeatedly and gravely fails in the execution of responsibilities, or chronically fails to comply with the TER, the EB is empowered to withdraw the appointment as examiner. This situation has not occurred in 2023-2024.

2.3 Examination and quality assurance

From 2021-2022 on, centrally administered written exams all use the ANS software program. Exams are now much easier readable (not handwritten!), more readily available, and easy to grade for examiners. Moreover, statistics about the exam results are readily available, for examiners and EB.

Quality assurance examinations

The EB informs examiners about the quality requirements for examinations and their responsibilities as examiners through the Examination Protocol, the EB Rules and Regulations, and informative email messages. The EB facilitates examiners in the construction of valid and reliable exams and model exam answers through two informative leaflets [handreikingen] available at MyEUR (one in Dutch, one in English).

Exams are constructed by the examiner responsible for the course and are checked by a second reader (who must also be qualified, and appointed, as examiner). They both fill out a form, the Peer Review Check List. This contributes to safeguard the quality of written examinations. The checklists have to be handed in with the EB.

All written exams are also evaluated by students. The results of these evaluations form part of the EB exam monitor. A new version of this monitor has been developed by the EB. Sources are ANS, student evaluations, and the (exam) info on Canvas for each course. EB members have access to all relevant information through ANS, Canvas and the EB Teams environment. See §2.10.

2.4 The quality of the assessment of bachelor and master theses

The procedure

From 2022-2023 on, tutors make an inventory of the supervision preferences of thesis students and on this basis send all supervisors a proposal which students to supervise. This arrangement appears to work well; there are not many problems any more for the EB to address in terms of matching students with either supervisors or advisors.

It should however be noted that some examiners still fulfill a disproportionate number of adviserships. This is a consequence of the 'task model' specifying the number of hours available for thesis examination, and of the fact that other examiners being asked more often for supervision than others. The most readily available alternative is to limit the free choice of a supervisor, and consequently topic, for students. This is not an attractive option however.

For the sake of objectivity, all theses are assessed by two (or in the ReMa: three) examiners. All thesis examiners independently fill out a thesis assessment form. In the BA, advisers and supervisors preferably do not belong to the same disciplinary (sub)field. The appointment of advisers for BA theses is a task mandated to the EB. In the MA, the student can propose both the supervisor and the advisor, and there is no restriction as to disciplinary background. The MA thesis examiners together constitute the graduation committee which organises the 'viva' exam.

The EB finds that still not all supervisors and advisors adhere to the rules. Specifically, some supervisors and advisors (in the BA) still confer amongst each other about the assessment and the grading, and some advisors engage directly with the student, rather than with the supervisor. Moreover, not all examiners appear to be fully aware of the procedures and rules regarding the assessment of the thesis, despite the fact that these are set out both on MyEUR, and in the Rules & Regulations of the EB.

The thesis assessment form

These forms have been further improved this year (latest version January 2024). Like last year, however, examiners still do not always pay enough attention, or time, to fill out the form in a meaningful and detailed way. Especially, they do not always indicate (sufficiently) whether and why the research question is adequate, and/or whether the argument and the conclusion match the research question. Also, they do not always address whether and why a thesis is sufficiently philosophical, and/or has a plausible and convincing link with the student's main field of study, for BPSD theses. A new version of the forms – with now different versions for BA and BPSD – will be introduced, in coordination with education management, for 2024-2025; this also following up on comments made by the visitation committee.

The EB – in this case the executive committee – checks all thesis forms handed in, and returns them to the examiners when they are not correctly filled out, or insufficiently argued, or otherwise leave important issues open. Moreover, all theses are checked by (the executive committee of) the EB on compliance with formal rules, and on signs of fraud, especially plagiarism and the use of generative AI. This oversight is intensified because of the widespread availability of ChatGPT and similar software. Turnitin reports are always reviewed (not just the plagiarism percentage). Where signals of possible fraud have been encountered, a further investigation has been carried out. For more details and results, see §2.7 and §2.9.

Other matters

In three cases, the judgments of supervisor and adviser of a BA thesis differed 1,5 point or more. Pursuant to the R&R, a third examiner has been assigned. In one of these cases, the advisor and the third reader both found the thesis insufficient.

2.5 Awarding diplomas and certificates

By awarding a diploma, the EB establishes that a student has met the learning outcomes and the conditions the TER lays down regarding knowledge, understanding and skills required for the acquisition of the degree.

In the year 2023-2024, 81 bachelor exams en 62 masterexams have been awarded. The organisation of the exams is a responsibility of the EB.

The EB yearly organises an occasion – this year on September 16 - in which BA exams are officially (and festively) handed out, and students are given an opportunity to publicly present their thesis before a live audience. Attendance is not compulsory; students can also collect their diploma at the ESPhil exam administration.

Master diplomas are handed out after the individual viva exam session.

The number of diplomas handed out is as follows:

- Bachelor Wijsbegeerte (fulltime and parttime, Dutch): 20
- Bachelor Philosophy of a specific Discipline: 62
- Master Philosophy: 16
- Research Master in Philosophy and Economics: 19
- Master Societal Transitions: 27

2.6 Binding study advice (binned studieadvies, BSA) bachelor Philosophy

Introduction

Starting September 1, 2014, the binding study advice at ESPhil followed EUR policy 'Nominal = normal' (N=n). This implies that at the end of the first year of enrollment, a fulltime student must have earned the 60ec of the full first bachelor year. For parttime students this must be achieved at the end of the third year of enrollment. EC's granted by the EB because of exemptions are included in this count.

Cohort 2023 fulltime (first year of enrollment)

BSA issued in August 2024: 10 positive, 4 postponed, 15 discontinued

Cohort 2022 fulltime (first year of enrollment):

BSA issued in August 2023: 19 positive, 8 negative, 5 postponed, 9 discontinued.

Cohort 2022 parttime (first year of enrollment), BSA after two years of enrollment

BSA issued in August 2024: 6 positive, 2 postponed, 4 discontinued

Cohort 2021 parttime (first year of enrollment), BSA after three years of enrollment
BSA issued in August 2024: 12 positive, 0 postponed, 6 discontinued

Cohort 2020 parttime (first year of enrollment), BSA after three years of enrollment:
BSA issued in August 2023: 10 positive, 1 negative, 0 postponed, 35 discontinued

2.7 Fraud and sanctions

The EB is charged with checking for fraud, investigating suspicions of fraud, and imposing sanctions. Most often, invigilators or examiners suspect fraud and report this to the EB. The EB itself can also establish a suspicion of fraud. The EB investigates the suspicions – which always involves asking the student to provide their view - and can impose a sanction, in accordance with the rules and procedures of administrative law. The specific procedure is laid down in a document found on MyEUR.

Preventing fraud is also important. The EB therefore encourages, partly in cooperation with education management, that instructors and examiners foster a correct understanding of the rules of plagiarism, and other forms of fraud, by students; and also, that students arrange their work processes in such a way that fraud is being avoided or prevented.

All essays and (written) assignments must be handed in through the Turnitin facility and checked on plagiarism and the use of (generative) AI.

Starting with the 2023-2024 R&R, fraud is explicitly understood to include 'ghost writing', defined as 'having someone else (or something else, like generative AI software) write a text, wholly or in part, which constitutes part of an exam, or thesis.' For the problems involved here, see §2.9.

Fraud in examinations

In 2023-2024, six possible cases of plagiarism, or fraudulent referencing practices, in five (essay) examinations and one BA thesis, have been investigated by the EB. In one (master essay) case, plagiarism has been established and sanctions have been applied. The other cases were found not to involve plagiarism.

There is a sense that examiners are insufficiently alert or motivated regarding the detection of plagiarism and incorrect (fraudulent) referencing practices, or perhaps insufficiently aware of how to implement this. The EB will send around a new document in the fall of 2024 to increase awareness and understanding by examiners.

In 30 cases, essays - partial exams – have been declared invalid because of the (fraudulent) use of ChatGPT, or comparable software. In nine cases, a warning was issued. In total, some 80-100 cases have been investigated.

In 2023-2024, the EB had access to the Turnitin-boxes in all courses, which enabled a more thorough investigation of suspicions of (AI) fraud. Some examiners are considerably

more alert on this issue than others. Many have no clear sense what to look for. For more on AI-related fraud, see §2.9.

Fraud in thesis writing

On both Ba and MA assessment forms, the Turnitin plagiarism percentage must be stated by the supervisor. This procedure didn't work well, as in the present system the thesis is uploaded only after the forms have been handed in. This meant that in most cases, the Turnitin check is performed 'post facto' - by the EB secretary or chair, but rarely by the supervisor. In the 2024-2025 procedure, it will be required to upload the thesis before the assessment so that the supervisor can thoroughly check the thesis for both plagiarism and AI use.

In 2023-2024, no problems were found with (BA of MA) theses regarding plagiarism or AI fraud.

It should be noted that there are many other ways in which students can acquire assistance in writing their thesis or essay, fraudulent or not. Commercial providers also operate in this field. Rates vary from 10-17 euros per page, 'guaranteed plagiarism-free'. This kind of fraud is very difficult to detect; the best prevention here is consistent writing supervision, and discouraging the simple handing in of manuscripts without any process of supervised writing.

Proctoring

The EB received a small number of reports by the university exam organisation of possible fraud in centrally organised exams. It found no reason for further investigation or sanction.

Online proctored examination was allowed only in exceptional individual cases.

2.8 Other activities and decisions

Declaration concerning students with function restrictions [functiebeperkingen]

Students with temporary or chronic forms of function restrictions can make use of special facilities, within bounds of reason. These facilities, like modified examination facilities, intend to equalize the chances of study success. Students with dyslexia may a) take exams in special rooms, with added exam time or the use of Textaid. For students with a temporary function restriction, individual solutions are sought, such as taking the examination in a designated room at ESPhil. In 2023-2024, 24 declarations concerning function restriction have been issued.

Advice on the valuation of non-Dutch diplomas regarding PhD applications

No such advice was needed.

Legal issues, complaints and controversies

Two appeals have been lodged with the EUR Board of Appeals for Examinations (CBE) against EB decisions. One involved the mark given by an examiner in the Societal

Transitions master program, the other a denial of admission to the same program. In the first case, the CBE declared the mark invalid and referred the case back to the examiner; in the second case, a settlement was reached, entailing admission to the program.

2.9 The use of generative AI and cloud-based software as writing assistant

The use of generative AI by students has become ever more common. Of course, evidence for this is mostly indirect: either anecdotal, or through the AI-suspensions flagged by the Turnitin-software - and the explanations given by students when confronted with such suspicions. It is safe to say, however, that generative AI is now everywhere: both widely used by students, and increasingly integrated into mainstream software. ChatGPT was available in version 4. Other programs known to be widely in use include Bing, Bard, Grammarly, Quillbot, and ChatPDF.

There is no university wide, or faculty wide, consensus on the desirability or acceptability of student use of such software. Moreover, there is such a wide variety of application – spelling correction, grammar correction, style advice, paraphrasing, editing, ghostwriting – that a straightforward answer to what should and what should not be allowed is not easily found. It will become increasingly difficult to distinguish between what is written by a student, and what has been produced through assisted writing, or ghostwriting. As for instance Grammarly advertises its product: ‘Instantly generate clear, compelling writing while maintaining your unique voice.’

Also, students widely use generative AI in the process leading up to actually writing exam products. A variety of AI software provides summaries of texts, or even enables ‘discussion’ with pdf’s: upload a pdf, and you can ask it all sorts of questions. We can safely assume that many such summaries or pdf-‘self declarations’ find their way – edited, checked, paraphrased, or not – into exam products handed in. This further complicates the distinction between exam preparation and actual exam writing.

In any case, the EB has a clear responsibility to set rules for what is and what is not fraudulent use of such software, and to enforce those rules. Its view may not always align with that of education management. Yet, students have a legitimate interest in knowing what is expected from them. To that end, the director of education and the EB have sent around in april 2024 a joint statement about the use of ChatGPT and generative AI to both staff and students, holding that “we do not allow any use of generative AI for any work that will be handed in for assessment”.

Use of ChatGPT and other generative AI is hard to establish conclusively; in

Action or issue	Number
Exemption requests granted	29
Exemption requests denied	10
Internships approved	5
Request and approval increased study load course	2
Request and approval studying abroad	6
Declarations on functional restriction issued	30
Number of EB meetings	6
Number of fraud sanctions imposed	12
Number of (new) appeals cases with CBE	2

addition, not all use of such software is necessarily fraudulent. The Turnitin report is generally reliable, but does not constitute sufficient proof. Examiners can do more to counter this kind of fraud, e.g. not accepting unspecific source references are accepted by examiners, such as (Foucault 1975) rather than

(Foucault 1975, 181). The EB even found theses with such unspecific referencing regarding literal quotations in quotation marks.

2.10 The exam monitor

In 2023-2024, the EB started to implement systematic exam monitoring. All examination taking place at ESPhil is monitored and evaluated. To this end, EB members have access to all courses in ANS and in Canvas. ANS provides statistical data on written centrally administered exams – both on the exam as a whole, and on separate exam questions. In Canvas, the EB assesses whether clear and timely information on the examination is provided, and whether exam products (assignments, essays) have been properly filed; for instance it checks whether Turnitin has been properly activated. It also looks at student exam evaluations, grading (when available), and the actual exam products (assignments, essays). Depending on a variety of indications regarding the exam, such products are inspected through sampling, or in a more thorough, systematic manner. In some cases, this may also lead to suspicions of plagiarism or AI fraud that have not been reported by examiners.

While a lot of information on course examinations can be found on Canvas, the EB found a large variety of ways in which examiners publish their information. Some courses provide only rudimentary information, or even no info at all; others provide very elaborate and extensive instructions. The place where such information can be found is extremely variable: in a module on the home page, somewhere on the assessment pages, somewhere in the Announcements, or even randomly somewhere under Pages or Files. Program Management will come up in 2024-2025 with a template to realize a more uniform presentation of the (examination) info on Canvas.

Not all examination conforms to the rules laid down in the Rules & Regulations, or the Examination Protocol. Individual examiners have been notified when relevant. This can apply to e.g. (insufficient) information on resit options, unclear criteria used for assessment, insufficiently objective assessment criteria, or a too high percentage of the grade allocated to collective examination or (unspecified) 'participation'.

For some courses, the examination (information) is flawed or lacking to such an extent that the EB has determined that it cannot guarantee the quality of the examination.

In most cases, the relevant examiners have been informed that they need to adjust their examination (information). A (confidential) report on the results of the Exam Monitor has been shared with examination management in September 2024.

3. LOOKING AHEAD

1. The use of generative AI and cloud-based software as writing assistant

This will remain a point of ongoing concern. An updated document containing Guidelines on this issue will be sent around in the fall of 2024.

2. The quality of theses and thesis supervision

This is a continuing point of concern, not only because of the use of generative AI, and the flawed referencing practices the EB encountered in its review of (BA) theses. The EB will organize a thesis review in the fall of 2024, in which all examiners of ESPhil will be involved. This both in order to improve the quality of thesis assessment, and to enable calibration among examiners.

3. Examination monitor

The examination monitor will be continued in 2024-2025. The EB aims to optimize this procedure, as performing the monitor is a lot of work. It also aims to cooperate with education management so as to optimally disseminate the outcomes of the monitor and implement the measures based on the findings of the monitor.

Courses and/or examiners that are found seriously wanting receive a notification on the findings of the EB. When no sufficient remedies are implemented, the EB will issue a warning, or in serious cases of noncompliance may take stricter measures.

Bijlage TABELLEN

Aanvangscohort Opleiding	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
BA Wijsbegeerte VT	48	35	25	22	37	37	38	46	38	32	50
BA Wijsbegeerte DT	36	21	18	34	32	46	24	21	21	45	46
BA Philosophy of a specific Discipline	81	29	41	62	98	214	234	258	261	242	206
MA Philosophy	14	26	10	10	16	18	20	20	18	29	33
MA Filosofie van een Wetenschapsgebied	3	5	6	10	8	4	3	-	-	-	-
ReMa in Philosophy and Economics	5	4	4	7	11	6	9	7	15	10	13

Aantal verstrekte getuigschriften per opleiding	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
BA Wijsbegeerte VT	31	8	11	12	8	17	11	12	13	13 +6*	12+10*

BA Wijsbegeerte DT	4	1	7	10	8	8	7	6	4	1	1
BA Bachelor Philosophy of a specific Discipline	24	2	16	20	13	12	13	36	57	56+3*	79+1*
MA Philosophy	11	-	7	16	11	5	13	16	12	7	21
MA Filosofie van een Wetenschaps- gebied	2	-	2	3	5	5	6	4	-	-	-
ReMa in Philosophy and Economics	6	1	8	6	4	6	10	5	7	5	11

* het tweede getal betreft de "50%" scripties

Aanvangscohort Opleiding	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
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BA Wijsbegeerte VT	54	41	40								
BA Wijsbegeerte DT	48	30	32								
BA Philosophy of a specific Discipline	164	195	248								
Pre Ma Philosophy	-	-	7								
MA Philosophy	39	22	14								
ReMa in Philosophy and Economics	16	14	14								
MA Societal Transitions	-	-	45								

Aantal verstrekte getuig-schriften per opleiding	2021-2022	2022-2023	2023-2024								
BA Wijsbegeerte Voltijd	18	12	14								
BA Wijsbegeerte Deeltijd	7	3	6								
BA Bachelor Philosophy of a specific Discipline	66	46	62								

Pre Ma-Philosophy	-	-	2								
MA Philosophy	23	16	16								
ReMa in Philosophy and Economics	7	10	19								
MA Societal Transitions	-	-	27								