Examination Board ESHCC
Annual Report 2023-2024

Executive summary with recommendations

This annual report provides a reflection on the tasks and activities performed by the Examination Board in the academic year 2023-2024. This report also includes a number of recommendations for the programme management to improve the quality of the assessment in ESHCC's degree programmes, which are summarised below.

Composition of the Examination Board
- Reconsider the hours allocated to the Examination Board, as the Faculty does not operate in line with the Richtlijn Facilitering Examencommissies (RFE) (section 1.2).
- Consider a better balanced composition of the Examination Board in terms of Dutch and non-Dutch speaking members (section 1.2).

Assessment
- Make sure that the assessment plans of the programmes are updated regularly, both to update changes in the learning goals of existing courses and to add the learning goals for new courses (section 2.3) to allow the Examination Board to assure the quality of exams;
- Make sure that the learning goals in the course assessment materials are identical to those in the assessment plan (section 2.3);
- Provide course coordinators with clear instructions and a good example assessment matrix. Additionally, update the example assessment matrix and format types of matrices provided on the MyEUR Assessment webpage, as they are currently not of sufficient quality (section 2.3).

Thesis assessment
- Make sure that all grades, including the grades for students who fail or drop out of the thesis trajectory, are recorded in Osiris (section 2.4);
- Ensure that the word count is explicitly stated in the thesis (section 2.4);
- Ensure that high plagiarism scores are substantially explained, even if this is due to similarities with previous assignments for the same course. In case of doubt, present theses with a high score to the Examination Board (section 2.4);
- Ensure that the supervisor's and second reader's comments adequately substantiate the final grade and that the final assessment form reflects feedback from all supervisors involved (section 2.4).

Examiners
- Limit the number of external examiners/examiners who are not on the HR database for other reasons (section 2.2).
- Ensure that all Assistant/Associate/Full Professors and Lecturers (with permanent contracts) obtain their UTQ as soon as possible and assign an experienced staff member if they start assessing before having obtained their UTQ (section 2.2).
- Make sure that other examiners (such as PhD students, external staff members and/or temporary staff members) obtain their UTQ as soon as they start examining in ESHCC's degree programmes by providing them with the resources (both time and money) to be able to successfully complete the UTQ (section 2.2).

Contents

Preface

This annual report of the Examination Board of the Erasmus School of History, Culture and Communication covers the period from 1 September 2023 up to and including 31 August 2024. The academic year 2023-2024 was a relatively 'normal' year, because there were no major developments this year. The years 2019-2020 until 2021-2022 were affected by the COVID-19 pandemic and last year the launch of ChatGPT impacted the working methods of the Examination Board. ChatGPT and generative AI are here to stay and have become a factor that the Examination Board will continue to pay close attention to.

Besides the developments in generative AI, the Examination Board continued working on its quality assurance tasks, such as assessing the quality of courses and thesis assessment, the appointment of examiners, advising programme management on the need to update assessment matrices, assessment plans etc.

This annual report again follows the format that was set for EUR Examination Boards. This report begins with a general section outlining the composition of the Examination Board, its tasks and responsibilities and a review of the Outlook and priorities described in the 2022-2023 Annual Report. (section 1). The next section focuses on the quality assurance tasks of the Examination Board (section 2), followed by an overview of all individual student requests (section 3). The next section (4) gives an overview of the other, or non-statutory activities of the Examination Board. The report ends with a conclusion and outlook for the coming academic year (section 5).

Section 1 - General

1.1 – Programmes for which the Examination Board operates

The Examination Board operates for all ESHCC degree programmes. In the academic year 2023-2024, these concerned the following programmes:

Bachelor programmes:
- International Bachelor in Arts and Culture Studies (IBACS)[1]
- Geschiedenis (GS) / International Bachelor in History (IBH)
- International Bachelor in Communication and Media (IBCoM)

Master programmes (all have premaster programmes, except GLOCAL, SCMA and DDS):
- Arts & Culture (A&C) with the specialisations:
  - Arts, Culture and Society (ACS)
  - Cultural Economics and Entrepreneurship (CEE)
  - Tourism, Culture and Society (TCS)
- History, with the specialisations:
  - Applied History (AH)
  - Global History and International Relations (GHIR)
  - Global Markets, Local Creativities (GLOCAL)
- Media Studies (MS) with the specialisations:
  - Digitalisation, Surveillance & Societies (DDS)
  - Media & Business (M&B)
  - Media & Creative Industries (MCI)
  - Media, Culture & Society (MCS)
  - Media & Journalistiek (M&J)
- 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 Faculty. The board is formed by two members from each of the Faculty's three departments and one external member.

There were two personnel changes in the Examination Board during the last academic year. The appointment term of one of the representatives of the History department ended on 1 October 2023 and luckily a new member was appointed on 1 October 2023 for three academic years, following the new Faculty Regulations.

In addition, a new external member was recruited to replace Ini Luyk who was part of the Examination Board for four years. Our new external member is Jeroen Dudok and he has ample experience as an (external) member of the Examination Board.

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[1] The Dutch language track ACW was discontinued as of 1 September 2023 with no new intake.

Table 1. Composition of the Examination Board 2023-2024

Name	Department	Position	FTE	Member since	Member until
J. Kneer, PhD	Media & Communication	Chair	0.15	1-9-2015	1-11-2024
J.C. Nierstrasz, PhD	History	Vice Chair	0.12	1-9-2015	1-9-2024
L. E. Braden, PhD	Arts & Culture Studies	Member	0.08	1-11-2020	1-11-2024
J.S. Lee, PhD	Media & Communication	Member	0.08	1-11-2020	1-11-2024
T.C. Calkins III, PhD	Arts & Culture Studies	Member	0.08	1-1-2023	1-1-2025
S.K. Manickam, PhD	History	Member	0.08	1-10-2023	1-10-2026
J. Dudok, PhD		External member	0.01	1-9-2023	1-9-2024

In last year's report, the Examination Board signalled the risk of losing four experienced members in the academic year 2024-2025 because the new Faculty Regulations would not allow for reappointment. Luckily, the Dean understood the importance of the stability of the Examination Board and announced in the summer of 2024 that three of those members will be reappointed to maintain the stability of the Examination Board.

In March 2024, the Examination Board discussed its annual report with the Dean and Vice Dean of Education. During this meeting, the Examination Board expressed its concerns that the number of hours allocated to the Examination Board does not correspond to the 'Richtlijn Facilitering Examencommissies 2019' (RFE). Unfortunately, the Dean informed the Examination Board that it is not possible to grant more hours. Additionally, the number of hours of the new quality assurance assistant was reduced by 0.1 FTE, which means that the allocated hours to the Examination Board is now much lower than the number of hours stipulated in the RFE, even though the student numbers are higher than in 2019. The RFE indicates that the Examination Board should be allocated approximately 3.1 FTE, while the Examination Board comprised 2.6 FTE in 2023-2024. Finally, the Faculty is involved in a double degree programme (GLOCAL) and is planning to be involved in more of these programmes in the future. Such programmes, where alignment between different schools and educational systems is required, demands more time and expertise from the Examination Board. It would therefore be good if the Dean reconsiders her decision.

Apart from the limited number of hours allocated to the Examination Board, there is also a concern about the small number of Dutch speaking members in the Examination Board. Because the task and responsibilities of the Examination Board are subject to Dutch legislation, it would be beneficial if more members have sufficient mastery of the Dutch language and would be able to read and understand Dutch legal texts and literature and are able to hold (fraud) conversations in Dutch with students.

1.2.1 – Composition of the fraud and plagiarism committee

From the academic year 2023-2024, the Examination Board decided that all members (except for the Chair and the external member) would deal with fraud and plagiarism cases. This was done to divide the workload amongst all Examination Board members, but also because it is good for all members to obtain this expertise.

Table 2a. Composition of the Fraud and plagiarism committee 2023-2024

Name	Department	Investigated cases
L.E. Braden, PhD	Arts & Culture Studies	Plagiarism Media and History students
S.K. Manickam, PhD	History	Plagiarism Media and Arts and Culture students

T.C. Calkins III, PhD	Arts & Culture Studies	Plagiarism Media and History students
J.S. Lee, PhD	Media & Communication	Mostly AI cases (all departments)
J.C. Nierstrasz, PhD	History	Various cases (all departments)

More information on the total number of cases dealt with by the Examination Board can be found in section 3.2.

1.2.2 – Composition of the secretariat of the Examination Board
The Examination Board was supported by the Secretary, a Secretariat Assistant, and a Quality Assurance Assistant.

Table 3. Composition of the secretariat of the Examination Board 2023-2024

Name	Position	FTE	Responsibilities
A. Kortekaas, MSc LL.M	Official secretary	1.0 FTE	Policy, regulations and procedures Fraud and plagiarism Quality assurance Representation in internal and external working groups Binding study advice
H.J.P. Peters, MA	Quality assurance assistant	0.4 FTE	Quality assurance (course and thesis assessment, appointment examiners)
C.M.J. Verel LL.M	Secretariat assistant	0.6 FTE	Incoming student requests Archiving and correspondence Facilities for students with a functional impairment

1.3 – The framework within the Examination Board operates
The Examination Board operates within the frameworks defined by
1. the Higher Education and Research Act (Whw)
2. the General Administrative Law Act (Awb)
3. the Teaching and Examination Regulations (TERs) of the degree programmes
4. the Rules and Guidelines (R&G) of the Examination Board

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.

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[2] Art. 7.12 par. 2 WHW

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.
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 during the year. During the meetings, the members discussed a wide range of topics concerning quality assurance.
- Procedure assurance of course assessment quality
- Procedure assurance of thesis assessment quality
- Appointment of examiners
- Artificial Intelligence (AI)
- Assessment matrices
- Midterm evaluation
- Teaching and Examination Regulations
- Binding study advice
- Quality assurance at programme level

At the end of the year, an additional meeting was held with the student advisors to discuss student speed appeals against 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 consisted of the Chair and the Secretary. The executive committee met once a week. They formulated decisions on day-to-day matters, and prepared appeal cases (wrote defence statements and attended hearing) 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). During the year the OVE-meetings took place every four weeks. The Secretary participated in EUR's consultative body for secretaries of Examination Boards (OSE), which took place every six weeks.

1.3.3 – Working methods of the secretariat
The Secretary's main responsibilities were to draft policy documents and regulations (such as the Rules and Guidelines), to attend fraud and plagiarism hearings, to support the Examination Board in its quality assurance tasks and to represent the Faculty in various internal and external working groups. In addition, the Secretary prepared and wrote the defence and settlement letters for appeal cases. The Secretary worked closely with colleagues from the Study Progress and Diploma and Education Systems Advice and Management teams. The Secretary also 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 was the first point of contact for incoming student enquiries, arranging facilities for students with a functional impairment and various 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 performed various tasks related to the Examination Board's quality assurance tasks, such as sending out appointment letters to examiners, preparing the letters related to the course and thesis quality assurance procedures.

The Secretary and the Administrative Assistant met with the ESHCC student advisors every four weeks to discuss ongoing matters, policy changes and individual student requests.

1.4 – Independence of the Examination Board
The WHW defines several requirements for the Examination Board to function as an independent body[3]. 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 members of the Examination Board holds any financial responsibility within the School, which guarantees their independence. As members are appointed by the Dean, the members can position themselves independently within their own department as Examination Board members, as they can be held accountable for their Examination Board duties by the Dean, rather than their Head of Department. In addition, all Examination Board members hold permanent positions within the School. The external member does not represent any of the departments at ESHCC. As such, the external member enhances the independence of the Examination Board. The new external member is a former Chair of an Examination Board and currently serves as external member in various Examination Boards within the Hogeschool Utrecht. He provides the Examination Board with (legal) advice, attends the meetings of the board and participated in the thesis quality assurance procedure.

1.5 – Training and expertise development
The Chair, Vice Chair and secretary of the Examination Board attended several conferences and training sessions throughout the year:
- The Chair, Vice Chair and the secretary attended the OVE where Prof.dr. Pieter Huijsman, endowed professor of education law, was invited to give a presentation about recent developments in jurisprudence on 8 January 2024
- From March 2024 – September 2024, one of the members participated in the UTQ trajectory.
- The Vice Chair and secretary of the Examination Board attended the Conference "Toetsen en Examineren in het Hoger Onderwijs" on 26 and 27 March 2024.
- On the 14th of May 2024, the Chair, Vice Chair and secretary attended the OVE where the CBE was invited for a discussion on several current affairs.
- On the 18th of June 2024, the secretary of the Examination Board attended a conference, attended by the Onderwijsinspectie, about "Toezicht in het Hoger Onderwijs'.
- On the 20th of June 2024, the Vice Chair attended a 'course' for Examination Boards, offered by one of the Chairs of the CBE.

1.6 – Review of last year's goals
In the Annual Report 2022-2023, the Examination Board set the following goals:
1. Continue with the implementation of Osiris Case for the workflow of the secretariat of the Examination Board.

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[3] Art. 7.12a par.1 WHW

2. Monitor and respond to developments in GenAI
3. Develop a policy for the assessment of summer courses that students wish to include as elective
4. Encourage programme management to develop a new assessment policy, assessment protocol and assessment plans
5. Publish course rotation scheme for the course assessment procedure
6. Encourage programme management to develop a module about referencing/avoiding plagiarism for students

1.6.1 – Continue with the implementation of Osiris Case

As mentioned in various annual reports, the development of Osiris Case is a recurring goal. During the year, several Osiris workflows were improved and adapted. The most important adaptation was made to the request for taking external electives/minors. The request for taking external electives/minors is the most common type of request. In general, the Examination Board receives over 100 of these requests per year and since the academic year 2023-2024, this workflow is fully digitized: the student's request and the Examination Board's decision are automatically archived in Osiris. It is no longer necessary for the secretariat to upload the decision manually. This makes the work of the secretariat much more efficient.

The Examination Board also asked the Osiris key-user to look into a new type of request for students who wish to ask the Examination Board to apply the hardship clause of the Teaching and Examination Regulations. The Osiris key-user is informed about the requirements of this request type and it is expected to be introduced in 2024-2025.

Other Examination Board cases that still need to be digitized are the student requests for exemptions of mandatory courses in the bachelor programmes and the fraud cases the Examination Board deals with.

1.6.2 – Monitor and respond to developments in GenAI

The rapid developments in generative AI have been monitored by the Examination Board in various ways. First of all, GenAI is a regular topic of discussion on the agenda of the Examination Board meetings. Second, the Examination Board has been testing the various AI detectors to see how reliable they are in identifying content generated by AI. In addition, the Secretary has reviewed available jurisprudence fraud cases related to the use of GenAI to see if the working methods of the Examination Board were still accurate. As a result of this, the Examination Board informed all examiners in January 2024 that a Turnitin AI score is not considered sufficient evidence. Examiners were provided with additional instructions to detect AI use. One of these examples was to look out for non-existing sources in the student's reference list.

1.6.3 – Develop a policy for the assessment of summer courses that students wish to include as elective

Despite the great freedom of elective choices, the Examination Board received many requests from students to be allowed to participate in summer schools. Very often, these requests were the result of students discovering they had obtained too few credits to graduate when it was already too late to take another course at EUR. The quality of the requested summer courses varied greatly and the Examination Board was often quite sceptical of the number of credits awarded to summer courses, since some summer courses award 6 EC for a two-week course. To be able to make an objective judgement, the Examination Board set the following requirements:
- The requested course should not have any overlap with the student's curriculum or the already approved elective choices.

- The course should be offered by an acknowledged research-driven university. Courses at HBO-level are thus not accepted.
- The course should have a realistic workload. Every EC should have an equivalent of 28 study hours. The workload of the course should be justified by a study hours overview upon request.

These objective guidelines were very useful for the Examination Board to decide on summer school requests. In addition, all ESHCC students are asked to check their study progress overview in March to check if all their results are registered correctly in Osiris. This has also resulted in less last-minute requests for summer courses.

1.6.4 – Encourage programme management to develop a new assessment policy, assessment protocol and assessment plans

Unfortunately, programme management did not update on any of the assessment documents, such as the Assessment Policy, Assessment Protocol or Assessment Plans. However, in the course assessment letters, the Examination Board has actively advised programme management to update the programme Assessment Plans, as it is difficult to assure the quality of examinations when these documents are outdated. Since next academic year, the MA Media Studies is up for accreditation, we hope to see improvement. When new documentation is available, the Examination Board will provide the programme management with advice.

1.6.5 – Publish course rotation schedule

The course rotation schedule was published on MyEUR for all examiners to review.

1.6.6 – Encourage programme management to develop a module about referencing/avoiding plagiarism for students

This suggestion was made in the annual discussion of the annual report with the Dean and the Vice Dean of Education, but the module was unfortunately not developed.

Section 2 - Reflection of quality assurance tasks Examination Board

The Examination Board has a statutory duty to ensure the quality of the final examination and (interim) exams. Ultimately, the Examination Board is responsible for the quality assurance of the diplomas. This section begins with an overview of the degree certificates issued, followed by a reflection on the various quality assurance tasks that were carried out by the Examination Board.

2.1 – Issuing degree certificates

During the year, 439 bachelor's and 434 master's degrees were awarded at ESHCC, which represents a small decrease of 1% in the number of bachelor's and 2.5% in the number of master's degrees awarded.

The tables below show the distribution of certificates among the different degree programmes and specialisation programmes. Overall there is a decrease in awarded degrees, however there are differences between the various degree programmes. Especially the number of awarded degrees in the MA Arts and Culture is significantly lower (dropped from 113 to 79, which is a decrease of 30%), which is mainly caused by less students enrolled in this one year programme.

Table 4. Bachelor certificates awarded between 01 September 2023 until 31 August 2024

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/2024
ACW	21	12	14	16	23	14
IBACS	41	48	72	64	81	86
GS	36	51	48	30	50	45
IBH	19	25	21	34	32	30
IBCoM	149	189	154	273	258	264
Total	**266**	**325**	**309**	**417**	**444**	**439**

Source: student information system Osiris, consulted on 15 November 2024

Table 5. Master certificates awarded between 01 September 2023 until 31 August 2024

		2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Arts & Culture		87	95	106	107	113	79
	ACS	27	35	29	33	32	20
	CEE	54	51	56	60	71	48
	TCS	6	9	21	14	10	11
History		53	43	52	47	41	61
	AH					7	6
	CG		4	10	2	3	1
	GHIR		11	24	31	18	39
	GLOCAL	11	18	16	13	13	15
Media Studies		148	212	218	263	281	283
	M&J	18	32	21	35	36	32
	M&B	66	102	100	111	136	123
	MCS	32	25	29	26	28	29
	MCI	27	52	68	76	68	84
	DDS				15	13	15
Media Studies (research)		9	8	8	10	10	11
Total		**297**	**358**	**384**	**427**	**445**	**434**

Source: student information system Osiris, consulted on 15 November 2024

2.2 Appointment examiners

The Examination Board is satisfied with the appointment process for examiners. The examiners were appointed at the beginning of the academic year and the procedure was repeated in February again for all new staff joining the departments during the academic year. Prior to the appointment process, the Examination Board discussed the examiner profiles and asked the Education Programme Directors for feedback on the profiles and to update the list of examiners.

The full description of the criteria can be found in Appendix 2. The Examination Board appointed a total of 198 examiners across the different categories.

Table 6. Appointed examiners 2023-2024

	Category 1	Category 2	Total
Arts & Culture	28	28	56
History	26	19	45
Media and Communication	59	38	97
Total	**113**	**85**	**198**

A recurring problem is that there are still many examiners who do not have a University Teaching Qualification (UTQ), even though they coordinate several courses in the ESHCC degree programmes. It should not be possible for examiners to coordinate courses themselves for several years in a row without obtaining a UTQ. Some examiners do not even hold a PhD. As announced in the annual report last year, the Examination Board asked the departments to clarify why a number of Category 1 examiners do not have a UTQ. All departments responded to the Examination Board's letter. There were several reasons why examiners did not obtain a UTQ:
- First of all, it appeared that a number of qualifications or exemptions weren't registered. The departments promised to take the necessary steps to improve the registration.
- Second, a number of examiners started/were about to start the UTQ.
- Third, a number of examiners held temporary positions, which would not be renewed and as such the department does not deem it necessary to offer these examiners a UTQ-trajectory.

The information provided by the departments was very insightful to the Examination Board. The Examination Board trusts that unregistered qualifications or exemptions can be fixed on short notice and expects that these qualifications will be registered when they check for qualifications next academic year. In addition, the Examination Board understands that it is very difficult for examiners who are new to the Faculty to immediately obtain their UTQ. UTQ-trajectories are only offered at fixed moments throughout the year, which sometime result in examiners teaching courses before they were able to participate in a UTQ-trajectory. This is not an ideal scenario, but acceptable if these examiners are guided by a more experienced examiner.

More problematic is the group of examiners with a temporary position who are not offered a UTQ-trajectory by their department. The Examination Board finds it unacceptable that temporary staff members are made responsible for the coordination of courses, and thus for the assessment of that course, without proper training or expertise. The Faculty should either invest in these examiners or no longer allow them to assess in our programmes.

As in previous years, it remains very time-consuming to verify that all ESHCC examiners have obtained a UTQ:

- External staff members, are not listed in the HR database. The departments themselves have an overview of external staff members and need to inform the Examination Board when they need to be appointed as examiner.
- There are different databases for the UTQ, the SUTQ and other qualifications, which makes it time-consuming to cross-check all these qualifications.

To improve the annual appointment process, the Examination Board has the following recommendations for the programme management:
- Limit the number of external examiners/examiners who are not on the HR database for other reasons.
- Ensure that all Assistant/Associate/Full Professors and Lecturers (with permanent contracts) obtain their UTQ as soon as possible and assign an experienced staff member if they start assessing before having obtained their UTQ.
- Make sure that other examiners (such as PhD students, external staff members and/or temporary staff members) obtain their UTQ as soon as they start examining in ESHCC's degree programmes by providing them with the resources (both time and money) to be able to successfully complete the UTQ.

Finally, in the appointment criteria, the Examination Board has also set requirements for the composition of the thesis committee (supervisor and second reader). Currently, it is unknown whether the composition of the thesis committee meets the stipulated requirements. The Examination Board is planning to look into this for the coming academic year.

2.3 Quality assurance on courses and exams

The Examination Board continued the assurance of assessment quality in individual courses. This year, 10 courses from the Arts and Culture Studies and Media and Communication department and 9 courses from the History department were examined, bringing the total sample size to 29 courses, which is slightly more than last year. The table below gives an overview of the selected courses.

Table 7. Sample of courses for quality assurance 2023-2024

Course code	Course name	Department	Level	Last sampled
CC1001	History of Western Arts and Culture	Arts & Culture Studies	BA1	2014-2015
CC1003	Sociology of Arts and Culture	Arts & Culture Studies	BA1	2019-2020
CC2005	Contemporary Approaches in Cultural Sociology	Arts & Culture Studies	BA2/3	2019-2020
CC2015	Sociology, Culture and Modenity	Arts & Culture Studies	BA2/3	2020-2021
CC3113	Recognition in the Visual Arts	Arts & Culture Studies	BA2/3	First time
CC3004	Future Scenarios for the cutlural and creative sector	Arts & Culture Studies	BA2/3	First time
CC4118	Cultural Organizations	Arts & Culture Studies	MA CEE	First time
CC4202	Economics of Cultural Tourism	Arts & Culture Studies	MA TCS	First time
CC4011	Conceptual Foundations of Cultural Policy	Arts & Culture Studies	MA ACS	2016-2017
CC4025	Contemporary Aesthetics	Arts & Culture Studies	MA ACS/ MA CEE / MA TCS	First time
CH1102	Rethinking History I	History	BA1	2019-2020
CH1105	History of Modern Societies	History	BA1	2020-2021
CH1106	History of Social Sciences	History	BA1	2018-2019
CH2202	International Business and Nation-states	History	BA2/3	2016-2017
CH2217	Rethinking History II	History	BA2/3	2021-2022
CH2221	World Politics after Empire	History	BA2/3	First time
CH4017	The Origins of Global Order	History	GLOCAL	First time
CH4215	Rise of the Global City	History	GLOCAL	First time
CH4237	International Relations and the Sea	History	MA AH + MA GHIR	First time
CM1003	Communication Workshop 1: Academic Skills	Media & Communication	BA2/3	2018-2019
CM1013	Key Concepts in the Social Sciences	Media & Communication	BA2/3	2021-2022

CM1014	Communication and Organisation	Media & Communication	BA1	First time
CM2008	Communication Workshop 3: Communication and Labour Market Orientation	Media & Communication	BA2/3	First time
CM2010	Communication Workshop 2: Communication Management	Media & Communication	BA2/3	2018-2019
CM4201	Media, Culture and Globalisation	Media & Communication	MA MCS	First time
CM4601	Digitalisation and Social Change	Media & Communication	MA DSS	First time
CM4503	Media Entrepreneurship	Media & Communication	MA MCI	First time
CS5008	Research Traineeship	Media & Communication	RM SCMA	First time
CS5017	Research master Seminar II	Media & Communication	RM SCMA	First time

The Examination Board uses a course rotation schedule to decide which courses should be evaluated. According to this schedule, each compulsory bachelor course should be evaluated every four years. For the yearly sample, these courses are supplemented with several non-compulsory bachelor courses (e.g. focus area courses, electives, research workshops) and courses from the master specialisations to create a balanced sample of approximately 30 courses.

The Examination Board asks the course coordinators to submit the course guide, test materials, answering models / grading rubrics, and the assessment matrix. When evaluating these documents, the Examination Board looks at the information on exams provided in the course guide, the relationship between the learning objectives of the course and the intended learning outcomes of the degree programme, the transparency and contents of the exams, and the quality of the answer models.

Although most evaluated course assessment documents are of good quality, the Examination Board identified two main issues that require attention:
- There are discrepancies between the Assessment Plans of the programmes and the assessment materials provided in the courses. This issue occurred in 13 of the 29 courses (3 ACS, 5 HIS, 5 M&C);
- There is a recurring issue of missing or incorrect assessment matrices, which occurred in 6 out of 29 courses (3 ACS, 3 HIS).

To resolve these two issues, the Examination Board made the following suggestions:
- Make sure that the assessment plans of the programmes are updated regularly, both to update changes in the learning goals of existing courses and to add the learning goals for new courses;
- Make sure that the learning goals in the course assessment materials are identical to those in the assessment plan;
- Provide course coordinators with clear instructions and a good example assessment matrix. Additionally, update the example assessment matrix and format types of matrices provided on the MyEUR Assessment webpage, as they are currently not of sufficient quality.

Additionally, for 2 courses, the quality of the assessment materials was concerning, and they will be evaluated again in the Academic Year 2024-2025.

The Examination Board has provided all course coordinators whose course was part of the sample with a letter, containing more specific feedback on how to improve the issues mentioned above as well as smaller and/or course-specific issues. In addition, each Head of Department and Education Programme Director received a letter outlining the overall findings for their departments as well as suggestions of improvement for issues that cannot be resolved by course coordinators themselves. The Examination Board counts on the course coordinators as well as the EPDs and HoDs to take the necessary actions to improve these issues.

The Examination Board would like to improve the course assessment procedure next year and is looking into alternatives/adjustments to this procedure to make this more effective. The secretary of

the Examination Board will participate in the Senior Qualification Examination trajectory in the academic year 2024-2025 and will look into a new procedure for the course assessment.

2.4 Quality assurance of thesis assessment

As part of its quality assurance responsibilities, the Examination Board carried out an evaluation of the quality of the thesis assessment. A sample of ten Bachelor theses and ten Master theses, submitted in the academic year 2022-2023, were taken from each department and reviewed by the Examination Board in the year 2023-2024.

The sample consisted of theses from each specialisation and represented a range of grades, from failing to high grades. The documentation that was assessed included the student's thesis, the evaluation forms from all assessors, the combined assessment form, and Turnitin plagiarism reports. The focus of the evaluation by the Examination Board was solely on the procedural aspects of the thesis trajectory, which was evaluated 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 the supervisor and second reader are sufficiently similar, and if not, whether an arbiter 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.

Although most of the thesis assessment procedures were performed correctly, there was several issues raised during the evaluation, of which some were recurring:
- In all departments, grades were not always properly recorded in Osiris in the case of dropouts or failing grades;
- For several of the ACS and HIS theses, the word count was not mentioned in the thesis, making it difficult to check if the word count is in line with the guidelines;
- For several of the ACS and M&C theses, the feedback given does not match the suggested grade. Either the feedback was quite critical while the grade was high, or it was the other way around;
- For several of the HIS and M&C theses, high plagiarism scores were not properly explained in the assessment form;
- For several of the HIS and M&C theses, the comments by the supervisor and second reader (and in some instances, the arbiter) were not properly merged in the final assessment form, meaning that final assessment form did not properly reflect the comments of al readers;
- For several of the ACS and M&C courses, there was a small discrepancy between the grades per element and the final grade. This was likely a result of the Process/Attitude component, but this could not be confirmed based on the assessment form.

Based on these observations, the Examination Board made the following recommendations to the departments:
- Make sure that all grades, including the grades for students who fail or drop out of the thesis trajectory, are recorded in Osiris;
- Ensure that the word count is explicitly stated in the thesis;

- Ensure that high plagiarism scores are substantially explained, even if this is due to similarities with previous assignments for the same course. In case of doubt, present theses with a high score to the Examination Board;
- Ensure that the supervisor's and second reader's comments adequately substantiate the final grade and that the final assessment form reflects feedback from all supervisors involved;

This is the fourth year in a row that the Examination Board has made the same recommendations regarding stating the word count and explaining high plagiarism scores. If there is no word count mentioned on the front page of the thesis, it is difficult to check whether a student has exceeded the stipulated word count. Similarly, if there is a high plagiarism score, without an explanation of what caused the plagiarism score, it is impossible to check whether the examiner was aware of the plagiarism score and ruled out if a student committed fraud. Both recommendations are quick wins and easy to implement.

Feedback given to students is also a recurring issue. The Examination Board made several recommendations in recent years, including aligning feedback with the grade awarded, ensuring that feedback in the final form reflects both the supervisor's and the second reader's assessment, and ensuring that feedback is neither too long, nor too short. This is probably a more difficult issue to resolve, as it would require the alignment of all thesis supervisors. Like last year, the Examination Board recommends that departments organise calibration sessions prior to the start of the thesis trajectory to align the way in which thesis supervisors assess and provide feedback to students.

2.5 – Other key tasks

The Examination Board provided examiners with additional instructions on how to detect AI fraud by explaining that the Turnitin AI score is not a reliable indicator of AI use (key task 8).

2.6 – Summary quality assurance tasks

Appendix 1 provides a checklist where the 11 key tasks of the Examination Board is presented and the extent to which the Examination Board of ESHCC performed these activities during the year under review.

1. The Examination Board continued with the quality assurance of exams and theses (key tasks 2 and 3) in the year under review and is satisfied with the current procedure. The adoption of a course rotation scheme improved the procedure as it will allow the Examination Board to systematically evaluate each compulsory course every four years. In addition, this will allow the Examination Board to review after a four-year cycle to what extend the suggestions for improvement were taken into consideration. The Examination Board is pleased to report again that all thesis assessment forms were available and properly stored. It seems like the implementation of the new Thesis Management System will also contribute to the proper storage of assessment documents.

   Several other recurring recommendations remain an issue and have again not been followed up upon: the specification of word count, the explanation of high plagiarism scores and the alignment of the feedback with the grade have unfortunately not yet been implemented.

2. The Examination Board's quality assurance procedure could be strengthened if programme management updates the outdated programme assessment plans. As most of the programme assessment plans were last updated in 2019, there are several inconsistencies between the information provided in the courses and the programme assessment plans. This makes it difficult to make a good assessment of the course assessment as it is currently unclear whether a course is deviating from the programme assessment plan, or whether the programme assessment plan is outdated and needs to be revised. Programme management should update the assessment plans on an annual basis.

3. The programme management should provide examiners with better examples of assessment matrices. When examiners provide the Examination Board with an assessment matrix, the quality is either very poor, or examiners are not aware of what an assessment matrix is and what purpose it serves. The quality of the example assessment matrix on MyEUR is poor, which does not help examiners improving their courses.

4. The procedure for appointment of examiners is still a very time-consuming process. It remains difficult to get an overview of all examiners, since not every examiner is in the lists provided by HR (external staff members, endowed professors, some PhD candidates). Furthermore, it is worrisome that some of the departments seem to hire temporary staff to coordinate courses and assessment without offering them a UTQ-trajectory. The Examination Board is concerned about the consequences this has for the quality of assessment.

5. As mentioned above, the Faculty's assessment policy, assessment protocol and the programme assessment plans should be updated as soon as possible. As none of these documents had been updated during the year under review, the Examination Board was not able to advise on these documents.

Section 3 - Decisions regarding individual students

The Teaching and Examination Regulations (TERs) and the Rules and Guidelines stipulate the rights and obligations of students following the ESHCC's degree programmes. The Examination Board is authorized to make exceptions within these frameworks at the request of a student. Students may appeal against the decisions made by the Examination Board, if they do not agree with the decision made. This section discusses the individual student requests, the fraud and plagiarism suspicions and the number of appeals.

3.1 – Individual student requests

The total number of individual student requests decreased with 17% after a steep increase last year. Looking at the different categories, there are a number of categories which stand out:

- Because of a change of procedure the "BSA PO" category was no longer registered. In previous academic years, personal circumstances of first year students would be acknowledged throughout the year because of the issuing of the binding study advice. This acknowledgement did not have an official status though and students with acknowledged personal circumstances could still receive a negative BSA. Therefore, it was decided that the student advisors would register the personal circumstances of the students and that these will be discussed with the Examination Board shortly before the issuing of the binding study advice.
- The number of requests for external minor/electives dropped with approximately 20% from 129 to 107.
- A new category was added for specific cases where students would request the Examination Board to deploy the hardship clause of the TER. Most requests in this category concern students who did not meet the entrance requirements of either the thesis or the internship. Because of this the Miscellaneous category lowered from 42 to 19.
- The Examination Board anticipated a larger decrease of the number of requests for postponement of active conferral of the degree, since one of the reasons for allowing such a postponement (master exchange) was no longer applicable. This is not represented by the numbers, since this category decreased from 24 to 22, since more students decided to pursue a second master programme. EUR is developing an EUR-wide policy on postponement of graduation, which will allow more students to apply for it. It is unknown when this new policy becomes effective, but the number of students requesting postponement could therefore increase in the near future.

Table 8. Individual student requests to the Examination Board 2023-2024

Category	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Exemptions	33	20	12	37	47	41	50
Retention of exam opportunity	39	25	29	37	41	51	50
Extension of term of validity	32	10	4	3	1	3	0
Impairment	54	46	39	53	35	47	37
Binding study advice-PO	33	25	22	14	22	34	0
External course/ elective/ minor	62	69	99	100	78	129	107
Examination programme	10	12	3	50	8	3	2
Miscellaneous	46	45	41	20	29	42	19
Postponement active conferral of degree	24	34	17	31	39	24	22
- cancelled		1	0	7	8	3	4

Complaints	8	23	13	14	6	7	8
CBE cases	9	19	6	5	9	7	10
Online proctoring						19	16
Statements				9	4	4	2
Hardship clause							18
Total	350	329	285	380	327	414	345

Source: ESHCC Examination Board journal 2023-2024

3.2 – Fraud and plagiarism cases

Fraud and plagiarism remain a major concern for the Examination Board, which puts a lot of pressure on the Examination Board. The developments in generative AI have the EB's attention and are on the agenda of the Examination Board meetings. The Examination Board is happy though that the number of fraud cases which were handled by the Examination Board decreased in comparison to last year. The number of plagiarism cases remained stable, however the number of AI cases halved. This does not mean that students have used GenAI less compared to last year, or that the way in which students use GenAI is less problematic. On the contrary, the Examination Board expects that more students are using GenAI, however it remains difficult to gather compelling evidence which proves that students have used GenAI in a fraudulent manner.

3.2.1 – Violation of EUR Examination Rules

ESHCC offered approximately 100 on-campus examinations during the year under review. During these examinations students are expected to adhere to the EUR Examination Rules. If a student violates such a rule, an invigilator writes a report and sends it to the Examination Board. Just like last year, most violations of the EUR Examination Rules concerned students whose mobile phones were either not kept in their bag while visiting the restroom and/or whose phones were not switched off. New this year is that an increased number of students (compared to previous years) visited the rest room without asking the invigilator for permission. In most cases, the Examination Board gave a reprimand, as it was a first offence. Furthermore, it is worrisome that the number of students violating the EUR Examination Rules has tripled compared to the academic year 2021-2022 (from 5 to 15). Students are informed of the EUR Examination Rules before each exam week, but this does not seem to improve student awareness.

3.2.2 – Online proctoring

Last year, the Faculty decided that all examinations would take place on campus again and that students could only request an online proctored exam in highly exceptional situations. Because of this, the number of students participating in an online proctored exam is very low. There was one issue reported with an online proctored exam, where the exam footage showed that another person entered the meeting room while the student took the exam. Because the interruption was small and an honest mistake, the student received a warning.

3.2.3 – Plagiarism

The Examination Board dealt with a comparable number of plagiarism cases this year (40 compared to 41 the previous year). The Examination Board is happy that the number of plagiarism cases is stabilising. One plagiarism case really stood out, as it concerned a student who translated a Russian thesis to English and submitted this as a draft version for her own thesis. Turnitin did not highlight the thesis as problematic, but her thesis supervisor was very attentive and informed the Examination Board of this suspicion of plagiarism.

3.2.4 – Artificial Intelligence

Based on the experiences of the academic year 2022-2023, the Examination Board no longer investigates suspicions of GenAI use because the writing is considered 'too smooth' or based on the Turnitin AI score. In order for the Examination Board to investigate a suspicion of AI use there should be an obvious indicator for AI use. Because the Examination Board implemented this new policy, quite some reports from examiners who suspected AI use were referred back to them because of insufficient evidence. The decrease in fraud cases related to AI therefore has to deal with the Examination Board not following up on every suspicion of AI use rather than students using less AI. Following the recommendations of the AI taskforce most courses provide students with an "AI-policy" which clarifies to students for what purposes may and may not be used. The Examination Board encourages such an AI-policy as it sets clear boundaries to students.

Table 9. Number of fraud cases divided by category

Type of violation	2020-21	2021-22	2022-23	2023-24
Violation Rules of Order	0	5	9	15
Online proctoring	1	4	0	1
Plagiarism	41	53	41	40
Artificial Intelligence	0	0	22	11
Other fraud	0	0	4	0
Total	42	62	76	67

Table 10. Fraud cases divided by level

Programme	2020-21	2021-22	2022-23	2023-24
Bachelor	31	41	45	42
Premaster	1	9	6	3
Master	9	8	11	14
Exchange	1	4	14	8
Total	42	62	76	67

Table 10 shows the number of fraud cases divided by programme level. The number of fraud cases related to bachelor students is quite stable, however the number of master students involved in plagiarism increased once again. In addition, the number of cases where an exchange student was involved is also quite high. Last year, we advised the programme management to develop a module on fraud, plagiarism and referencing and to make this module mandatory for students who are new to ESHCC. Unfortunately, this module has not been developed yet. We still consider it a good idea to develop such a module.

Table 11. Fraud cases divided by sanction

Sanction	2020-21	2021-22	2022-23	2023-24
None	0	2	3	7
Reprimande (rules of order written exams)	1	11	8	15
Registration and reprimande (other fraud)			7	6
Point deduction	0	0	1	0
Nullification assignment/exam with resit opportunity	30	44	53	35
Nullification assignment/exam with extra resit opportunity	11	5	1	1
Mark invalid + period of exclusion	0	0	3	3
Total	42	62	76	67

3.3 - Appeals and CBE appeals

2024 was quite a busy summer with 6 appeals procedure. Because of this, the number of appeals increased from 7 to 10. In four occasions, students withdrew their appeal. Four other appeals were settled by the Examination Board. Two appeal procedures could not be settled and were referred to

the CBE. In both cases, the CBE ruled in favour of the Faculty and the student's appeal was declared unfounded. The first appeal concerned the appeal against the determination of a final grade, which the student objected to. The CBE ruled that by law there is no appeal possible regarding the assessment of a student's knowledge and skills. The CBE checked whether or not the assessment and grading were carried out in a procedurally correct manner and concluded that they were. The second case involved a student who forget to register herself for several months, participated in an exchange programme during that period and asked the Examination Board to acknowledge her results despite not being registered. The CBE ruled that the law indicates that students can only make use of educational facilities and sit examinations if they are enrolled as a student.

Table 12. Number of CBE cases 2023-2024

	2019-20	2020-21	2021-22	2022-23	2023-24
Decision CBE: in favour of student	0	0	1	0	0
Decision CBE: in favour of ESHCC	1	1	0	2	2
Appeal withdrawn	2	1	2	2	4
Settlement	3	3	6	3	4
Total	**6**	**5**	**9**	**7**	**10**

Section 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

Appendix 3 provides an overview of all BSA decisions sent on behalf of the Dean. The percentage of positive BSA decisions increased in all programmes. Furthermore, the percentage of negative BSA decisions decreased or remained stable in all programmes.

Students who were about to receive a 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 case in a formal hearing. The table below provides an overview of the number of students that took the opportunity to be heard by the Examination Board. In the academic year 2022-2023 the BSA yields decreased, which resulted in more negative BSA and therefore more student appeals. Because the BSA yields went up in 2023-2024, it is not surprising that the number of student appeals dropped from 45 to 28 again. The Examination Board's wish to find a new way of registering personal circumstances by the student advisors could unfortunately not be implemented for 2023-2024, but will be implemented for the academic year 2024-2025.

Table 13. Overview of BSA responses

Category	2018-19	2019-20	2020-21	2021-22	2022-23	2023-2024
ACW - written	1	1	0	0	1	0
ACW - hearing	0	0	0	0	0	0
IBACS - written	6	4	0	4	7	9
IBACS - hearing	3	2	1	1	4	0
GS - written	1	3	1	2	3	2
GS - hearing	1	0	0	3	1	2
IBH - written	1	0	2	0	1	1
IBH - hearing	2	0	2	4	3	2
IBCoM - written	8	13	4	3	20	6
IBCoM - hearing	1	2	2	4	5	6
Total	24	25	12	21	45	28

Section 5. Reflection and outlook

The year 2023-2024 academic year was less intensive year than the previous years. There were no longer effects of the COVID-19 pandemic, and the Examination Board was not confronted by a new development like the introduction of ChatGPT. It was still a busy and demanding year, since GenAI is rapidly evolving which remains a risk for the quality of assessment in higher education.

Because the year was less intensive, there was more time to look into the Examination Board's quality assurance process. During the meetings, there were discussions about assessment matrices and assessment plans, which spread knowledge and awareness about this topic amongst the members. We hope that this will be a fruitful start to enhance the Examination Board's quality assurance process. Unfortunately, the Examination Board is also dependent on the programme management. The Examination Board has been repeatedly advising to update the programme assessment plans since they are outdated and have not been updated since the last accreditation cycle. New specialisation programmes have been launched and new courses have been taught. The Examination Board cannot assess how these courses contribute to obtaining the intended learning outcomes of the programme which remains very problematic.

Since an accreditation is coming up in the academic year 2024-2025, it seems likely that a sense of urgency will be felt by the programme management to work on the aforementioned issues. This will hopefully result in a review of the assessment documents, which provides the Examination Board with the opportunity to strengthen its quality assurance procedures and to proactively advise the programme management in terms of quality of assessment.

In addition to developments in relation to GenAI and the strengthening of the quality assurance procedures, the Examination Board sees other opportunities and challenges for the coming year. The Examination Board has set the following ambitions for the year 2024-2025:
1. Continue the implementation of the Osiris Case for the workflow of the secretariat of the Examination Board.
2. Look into the composition of the thesis committees to check if these committees meet the requirements set in the appointment criteria for examiners.
3. Improve visibility by positioning the Examination Board within the Faculty (Programme Committees, Education Programme Directors)
4. Advise on updated Assessment Policy, Assessment Protocol and Assessment Plans.
5. Develop procedure for quality assurance Assessment Plans
6. Review AI-policies of courses in course assessment procedure.
7. Improve course assessment procedure based on SKE project

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.	☒	☐	☐	☐	☐
2	The EB regularly investigates the quality of the final assignments or engages a third party to do so.	☐	☐	☐	☐	☒
3	The EB regularly investigates the quality of the interim exams (other than final assignments) or engages a third party to do so.	☐	☐	☐	☒	☐
4	The EB provides examiners with guidelines for constructing interim exams.	☐	☐	☒	☐	☐
5	The EB provides examiners with guidelines for holding interim exams.	☐	☐	☒	☐	☐
6	The EB provides examiners with guidelines for assessing interim exams and establishing results.	☐	☐	☒	☐	☐
7	The EB ensures that the guidelines are adhered to.	☐	☐	☒	☐	☐
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).	☐	☐	☐	☐	☒
9	A procedure has been laid down to which examiners must adhere in the event of suspected fraud.	☐	☐	☐	☐	☒
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.	☐	☐	☐	☒	☐
11	The EB safeguards the quality of the organization and procedures relating to holding interim examinations.	☐	☐	☒	☐	☐

Appendix 2 – Appointment criteria examiners

Criteria for appointment of examiners ESHCC 2023-2024

Version October 2023

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*)[4];

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*)[5];

A. Appointed examiners have the following responsibilities:
   - 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 MA programme concerned: this includes tenured and tenure track staff as

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[4] 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.

[5] 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 MA 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 MA 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 MA 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*	2019		2020		2021		2022		2023	
IBACS	P	57	63%	87	75%	68	63%	71	62%	98	71%
	PO	13	14%	18	16%	18	17%	14	12%	20	14%
	N	17	19%	6	5%	10	9%	18	16%	10	7%
	S	3	3%	5	4%	12	11%	12	10%	10	7%
Total		**90**	**100%**	**116**		**108**	**100%**	**115**		**138**	**100%**
GS	P	45	67%	59	74%	54	64%	42	53%	66	65%
	PO	6	9%	1	1%	1	1%	9	11%	7	7%
	N	10	15%	13	16%	14	17%	15	19%	12	12%
	S	6	9%	7	9%	15	18%	14	18%	17	17%
Total		**67**	**100%**	**80**	**100%**	**84**	**100%**	**80**	**100%**	**102**	**100%**
IBH	P	39	78%	37	82%	40	82%	28	67%	28	76%
	PO	5	10%	1	2%	4	8%	3	7%	3	8%
	N	1	2%	5	11%	4	8%	7	17%	2	5%
	S	5	10%	2	4%	1	2%	4	10%	4	11%
Total		**50**	**100%**	**45**	**100%**	**49**	**100%**	**42**	**100%**	**37**	**100%**
IBCoM	P	251	87%	271	87%	267	85%	229	82%	249	86%
	PO	11	4%	2	1%	7	2%	19	7%	13	5%
	N	12	4%	28	9%	25	8%	16	6%	17	6%
	S	13	5%	9	3%	15	5%	15	5%	9	3%
Total		**287**	**100%**	**310**	**100%**	**314**	**100%**	**279**	**100%**	**288**	**100%**

Appendix 4 – Preliminary Year plan Examination Board 2024-2025

<u>Deadline</u>**:**   end of September 2024 – finalize course assessment procedure Term 3-4 2023-2024

Examination Board Meeting 1: 26 September 2024

- Finalize course assessment procedure 2023-2024 and discuss findings, send out general course assessment results

<u>October 2024</u>:   Send appointment letters to examiners

<u>Deadline</u>:   mid November 2024 – finalize thesis assessment procedure 2023-2024

Examination Board Meeting 2: end of November 2024

- Discuss Annual report EB
- Discuss findings thesis assessment procedure 2023-2024

<u>December 2024</u>:   Send annual report to Dean and Vice Dean of Education

Examination Board Meeting 3: end of January 2025

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

<u>February 2025</u>:   Send appointment letters to examiners who joined the faculty after 1 October 2024

<u>Deadline</u>:   mid-March 2025 – send out letters for CA Term 1 and 2

Examination Board Meeting 4: end of March 2025

- Discuss course evaluations Term 1 and 2
- Discuss TERs 2024-2025

<u>April 2025</u>:   Send quality assurance of course assessment results Term 1 and 2 to examiners

Examination Board Meeting 5: May 2025

- Discuss Rules & Guidelines, By-laws Examination Board

Examination Board Meeting 6: Beginning of July 2025

- Discuss Yearplan 2025-2026

BSA Examination Board Meeting: to be determined (August 2025)

- Responses to impending negative BSA decisions

Deadline: end of September 2025 – finalize course assessment procedure Term 3 and 4

Extra items:

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