

Faculty of Behavioural, Management and Social
Sciences (BMS)

Examination Board Management Sciences

Annual Report 2015-2016 “Re-structuring and
Continuous Improvement”



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Faculty of Behavioural, Management and Social Sciences, University of Twente

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Chair

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FOREWORD FROM THE CHAIR

This report aims to provide an overview of the tasks undertaken and our performance in the academic year 2015-2016. However, looking back is not enough for us, we also set several foci for the years ahead. 2015-2016 has been a year of organizational restructuring and continuous improvement. We have been through various steps in reorganizing the BMS examination boards that put a mark on our performance and our reputation. We acknowledge that some decisions were delayed, some practices could not be unified, and that some policies remained open for further discussion. Nevertheless, we have set an agenda to re-evaluate and reconstruct our procedures to meet the requirements of the Inspectorate of Education (2015). We have signed up to the national agenda for Examination Boards in four key improvement areas:

- Periodic investigation of the extent to which the entire assessment regime for our degree programmes test the requirements for the final qualifications of our graduates;
- Explicit, criteria-based appointment of examiners;
- Guidelines for assessment;
- Monitoring compliance with these guidelines, what we call Safeguarding Assessment Quality.

The Inspectorate's Report has inspired us to undertake several actions. Specifically, in 2015-2016, we revisited and sharpened the process of safeguarding assessment quality: 1) we strived to advance procedures and streamline and accelerate the handling of individual student requests; 2) we contributed to the accreditation of our programmes: EPAS accreditation of "International Business Administration" and "Business Administration" (February 2016) and NVAO accreditation of "Technische Bedrijfskunde" and "Industrial Engineering and Management" (October 2016); and 3) we targeted, together with the Programme Directors, upgrading the Assessment Quality protocol to simplify our efforts in safeguarding the assessment quality.

This report provides evidence of the scope, content and amount of work that has been done. Although we have already taken crucial steps towards further improvement, there is plenty to continue to work on in the coming years. The final section of this report provides an overview of the focal points set for 2016-2017.

I invite you to read this document in the spirit of continuous improvement; should you have questions, please, do not hesitate to send an e-mail to examencommissiebms@utwente.nl.

Prof. dr. *Tanya Bondarouk*

Chair

COMPOSITION, TASKS AND WORKING PROCEDURES

In April 2016, the Management Sciences Examination Board (EB-MS) became one of the four Examination Boards within the Faculty of Behavioural, Management and Social Sciences (BMS) of the University of Twente. Prior to that, members of this Board operated within a single BMS Examination Board

The EB-MS carries out tasks and responsibilities as defined in the Dutch Higher Education and Research Act (hereafter, WHW):

“...the Examination Board will determine if the student meets the final qualifications as set in the EER” (WHW, art. 7.12)

In executing this fundamental legal task, the work of the EB-MS was guided by the BMS-wide [Rules and Regulations](#), and the Education and Examination Regulations of BMS (EER). Both documents were published on the [Examination Boards BMS](#) website.

The four members of the EB-MS jointly carried out responsibilities and tasks, while each being specifically responsible for one of the four educational degree programmes (Table 1).

Degree programme	Member of the Examination Board Management Sciences	Member of the EB-MS since	Expertise relevant for EB-MS
International Business Administration (B-IBA)	Dr. R.P.A. (Raymond) Loohuis MBA	2016	Teacher and examiner in IBA and BA
Technische Bedrijfskunde (B-TBK)	Dr. J.M.G. (Hans) Heerkens	2010	Teacher and examiner in TBK; former chair of EB-MS; former vice-chair of EB-BMS
Business Administration (M-BA)	Prof.dr. T. (Tanya) Bondarouk	2015	Teacher and examiner in IBA and BA; former programme director of IBA and BA; former member of the EB-BIT and OLC BIT; expert member of the peer review panel teams for EPAS accreditations.
Industrial Engineering & Management (M-IEM)	Dr.ir. J.M.J. (Marco) Schutten	2011	Teacher and examiner in TBK and IEM

Table 1. Composition of the Examination Board Management Sciences, 2015-2016

The EB-MS was first chaired by Dr. J.M.G. (Hans) Heerkens, followed by Prof.dr. T. (Tanya) Bondarouk (since April 2016); and supported by the registrar H. (Hèla) Klaczynski. The EB-MS has also been supported with the expertise of two external members with qualification in educational sciences: Drs. H. (Hilde) ter Horst and Drs. J. (Jan) Adema, who both specialize in assessment quality. In addition, as with all BMS Examination Boards, EB-MS drew on the expertise of the Educational Support Staff of the University of Twente.

The Board met once a month to discuss policy issues and make decisions in response to requests from students and/or programme directors. The majority of the students' requests were discussed before the monthly meetings, and the registrar prepared drafts for decisions to be taken during the meeting.

OUTPUT AT A GLANCE

During the reported period (2015-2016), the EB-MS issued **441 diplomas** and supplements; with **35 students graduating Cum Laude** (Table 2).

Degree programme	Number of graduates	Number of graduates with Cum Laude
BSc: International Business Administration	149	17
BSc: Technische Bedrijfskunde	48	1
MSc: Business Administration	174	13
MSc: Industrial Engineering & Management	70	4
Total	441	35

Table 2. Number of degrees awarded in the academic year 2015-2016

Table 3 below shows the main outputs of the EB-MS since 2013. In 2015, it was decided to switch the reporting period covered in an annual report of the examination boards from a calendar year to an academic year.

	2013-2014	2014-2015	2015-2016
Meetings			
Meetings EB MS	8	10	11
Meetings Chairs of EBs within BMS	--	2	11
Meetings with the Dean	3	10	--
Meetings of all registrars	--	--	--
Degree awarded			
	2013	2014+sem 1-2015	2015-2016
IBA	118	249+197 (446)	149
BA	156	183+97 (280)	48
TBK	72	62+42 (104)	174
IE&M	64	74+37 (111)	70
Total	410	568+373 (941)	441
Handling requests			
	2013	2014+sem 1-2015	2015-2016
Fraud cases	46	42+4 (46)	1
Individual student requests	1069	743+344	310
Appeals	11	7+3 (10)	8
Appeals (CBHO)	1	1	1
Appointed examiners			
	2013	2014+sem 1-2015	2015-2016
IBA	n.a.	11	58
BA	n.a.	59	57
TBK+IEM	n.a.	27	37+37

Table 3. Main outputs of the EB-MS since 2013

As Table 3 shows, there has been a significant decline in the need to handle individual requests, down from 1069 to 310 (by about 70%) within two years. The number of degrees awarded in TBK has more the doubled in this period, IBA has enjoyed a smaller increase, while the number of BA graduates has dropped dramatically.

Working Methods for Safeguarding Assessment Quality

The EB-MS has continued to safeguard the Assessment Quality on four levels¹:

- A. Safeguarding the assessment quality at the **programme level**
- B. Safeguarding the assessment quality of **individual exams**
- C. Safeguarding the assessment quality of **final examinations**
- D. Safeguarding the qualifications of **examiners**.

In July 2016, the EB-MS discussed the examination goals and procedures with the two Programme Directors (PDs) and their programme coordinators who came under the responsibility of the EB-MS: a) with Prof.dr. E. Hans (PD TBK/IEM) and Mrs. B. Pol (Programme coordinator TBK/IEM); and b) with Prof.dr.ir. P.C. de Weerd-Nederhof (PD IBA/BA) and the IBA/BA programme coordinators, drs. C. Huijs and Dr.ir. A.A.R. Veenendaal. In addition, the study advisors of each programme participated, too. During these meetings a consensus was reached upon the following issues:

- To work and improve communication towards both students and examiners about rules, regulations and expectations from all parties involved.
- To speed up the turnaround time in responding to student requests.
- To organize meetings twice a year for all lecturers and examiners in the IBA/BA and TBK/IEM programmes.

Since September 2016, the EB-MS has introduced a new way of handling student requests with the goals of increasing the efficiency of such procedures, of accelerating the decision-making process, of drawing attention to students' responsibilities within the UT student-centred educational model, and further clarifying roles and responsibilities in these processes. The EB-MS now strives to come to a decision on a request within six weeks of it

¹ From the document: Safeguarding Assessment Quality – February, 2017

fully documented and delivered by the student. Specifically, in agreement with the PDs, study advisors and program coordinators, we started to work with the following procedures:

- A request is deemed complete if it includes all the written documentation necessary for handling by the EB-MS. The BMS Examination Board website provides students with details of the documents required for each topic of a potential request.
- After a student submits a request, the EB-MS will only communicate with them in handling the request.
- When it comes to the Examination Board, the student will be responsible for the documentation.

In cases of issues related to student personal circumstances:

- the student is responsible for informing his/her study advisor in a timely manner;
- the student should ask his/her study adviser for a written statement recording these circumstances, e.g., an email message or a print-screen of the information registered by the study adviser in Osiris. This administers the dates of conversations with students, and is important to avoid late requests;
- the student is responsible for providing evidence to confirm personal circumstances;
- the student should add both the statement of personal circumstances from the study advisor and the evidence for it to the request made through the application form;
- the received request will be administered by the Registrar, and the student will receive a confirmation of receipt;
- the EB-MS will determine its response to the request during the next scheduled meeting and the student will receive the decision by e-mail.
- the formal decision will be sent to the student within two weeks of the meeting in which the decision is confirmed (during the summer period, decisions will be sent immediately after they are taken).

This procedure will be fully evaluated in 2018.

The Role of the EB-MS in Accreditation and Site Visits

In 2015-2016, all four programmes underwent accreditation visits.

The site visit for the **IBA and BA programmes** by the EPAS accreditation panel took place on March 7-10, 2016. From the EFMD report (15-06-2016), we took two remarks for further action: to monitor 1) the need to avoid the “(ab)use” of MCQs; and 2) for more weight to be given to individual contributions in group work:

“...In particular, the (ab)use of Multiple Choices Questionnaires is not good for the assessment of ILOs [emphasis is added]. Although MCQs may offer efficiency advantages (e.g., quick returns), it is hard to see how they are related to the ILOs....” (EPAS accreditation report, 2.3.5)

“In the group presentations (which constitute a good tool to develop students’ soft skills), some weight should be given to individual effort and performance.” (EPAS accreditation report, 2.3.7)

The site visit for the TBK and IE&M programmes by the NVAO accreditation panel took place on October 12-13, 2016. From the QANU report (January, 2017) we took two remarks for further action: 1) to run an extra check of compensation regulations within the TBK modules; and 2) to further formalise thesis assessment:

“The panel was surprised by the fact that test results may be compensated within bachelor’s modules. This allowance introduces the danger of students consistently evading to meet the intended learning outcome for a particular skill... It encourages ... the examination board ... to run another independent check.” (p. 23)

“The panel concludes that to maximise the efficiency and effect of the quality assurance of the thesis assessment, further action is needed by the examination board to formalise this practice or to adopt an alternative suitable measure. In addition, the panel recommends the programmes to redesign their thesis assessment forms for qualitative feedback and additional transparency into the composition of grades.” (p. 24).

OVERVIEW OF DECISIONS ON INDIVIDUAL STUDENT REQUESTS

In total, the EB-MS received **310 requests** in 2015-2016 from the four degree programmes (BA/TBK/IE&M/TBK). In the previous year, 2014-2015, the EB-MS received 393 requests from the same programs. Figure 1 provides a comparative overview of the requests per programme received in 2014-2015 and 2015-2016.

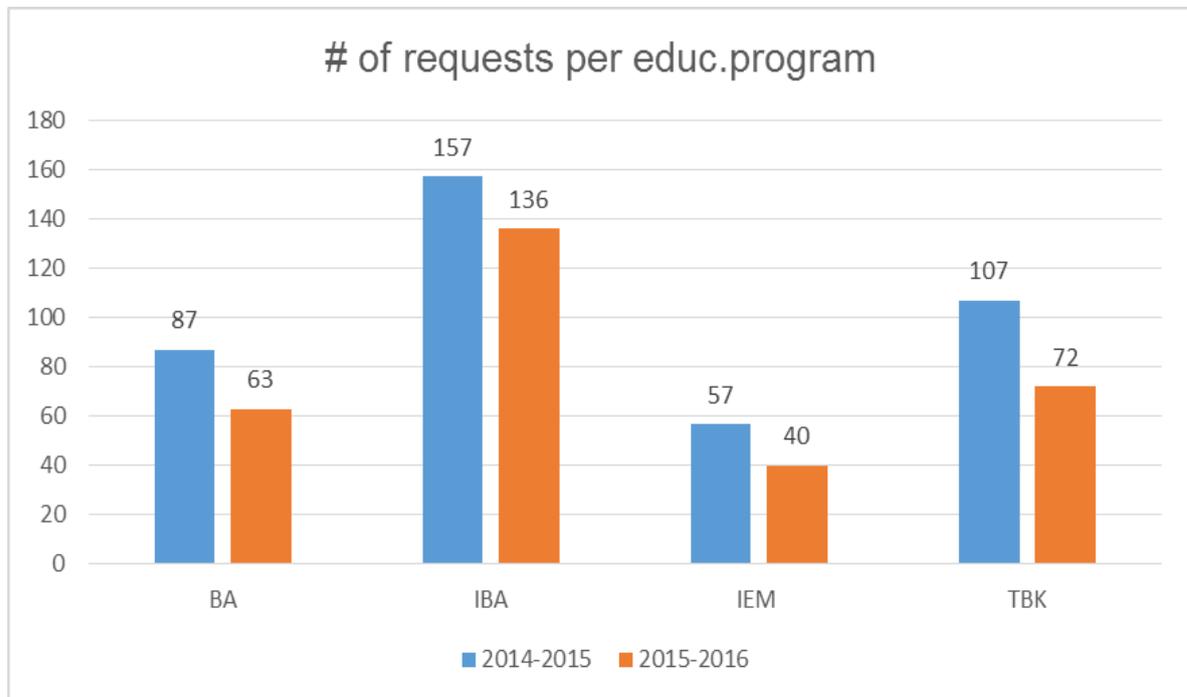


Figure 1. Comparative overview of the requests per programme in 2014-2015 and 2015-2016.

The number of requests per programme is roughly in proportion to its size in terms of enrolled students. Overall, we can observe a significant decline in the number of requests across the programmes. To an extent, we ascribe this decline to changes in the rules and mandates between 2014-2015 and 2015-2016. The EB-MS has mandated two types of decisions to the PDs: 1) meeting the prerequisites to be allowed to start with the thesis (BSc and MSc) and 2) studying outside the University of Twente or abroad (IBA, TBK, IE&M).

Below, we further scrutinize the differences. First, we provide a comparative overview (Figure 2) of requests received in 2014-2015 and 2015-2016, categorized by their nature as received from *all the programmes* followed by a further breakdown of the range of requests *per programme*. We elaborate upon and explain the most important differences.

Almost 40% of the total number of requests are related to requesting extra exam opportunities and adaptations to the study programme. Although we see some decline in the former, the requests for adaptations in study programmes tripled in 2015-2016. We see this leap in part as a consequence of individual transfer arrangements from the old BSc to the TEM programmes, but there are still large numbers of students requesting extra exam opportunities in some of the programmes. Another observation is that requests related to thesis confidentiality and extension of validity of partial results have both almost doubled. Further, we saw an increase in requests for appointing additional examiners. Fraud cases and requests for a cum laude review remained at roughly the same level. To a large extent, the difference between the numbers of requests received by the EB-MS in the two years can be ascribed to a decrease in requests for elective courses, for the registration of exams as well as requests for starting a thesis.

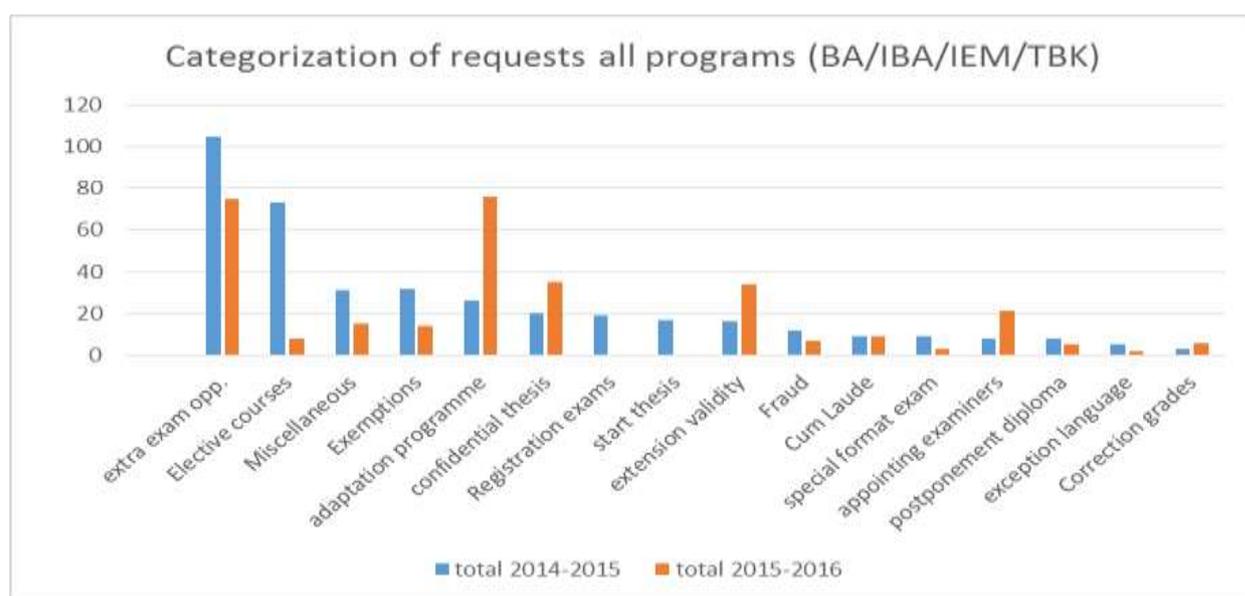


Figure 2. Categorization of requests for all programmes (absolute numbers) in 2014-2015 and 2015-2016.

Below, we further expand on the differences between 2014-2015 and 2015-2016 for each program individually.

In the BA programme (Figure 3), the number of requests related to extra exam opportunities significantly increased. Further, there was a more than a doubling of requests for a thesis to

be classified as confidential. This issue of thesis confidentiality is one of the points that the EB-MS wants to address in close collaboration with the PDs and examiners.

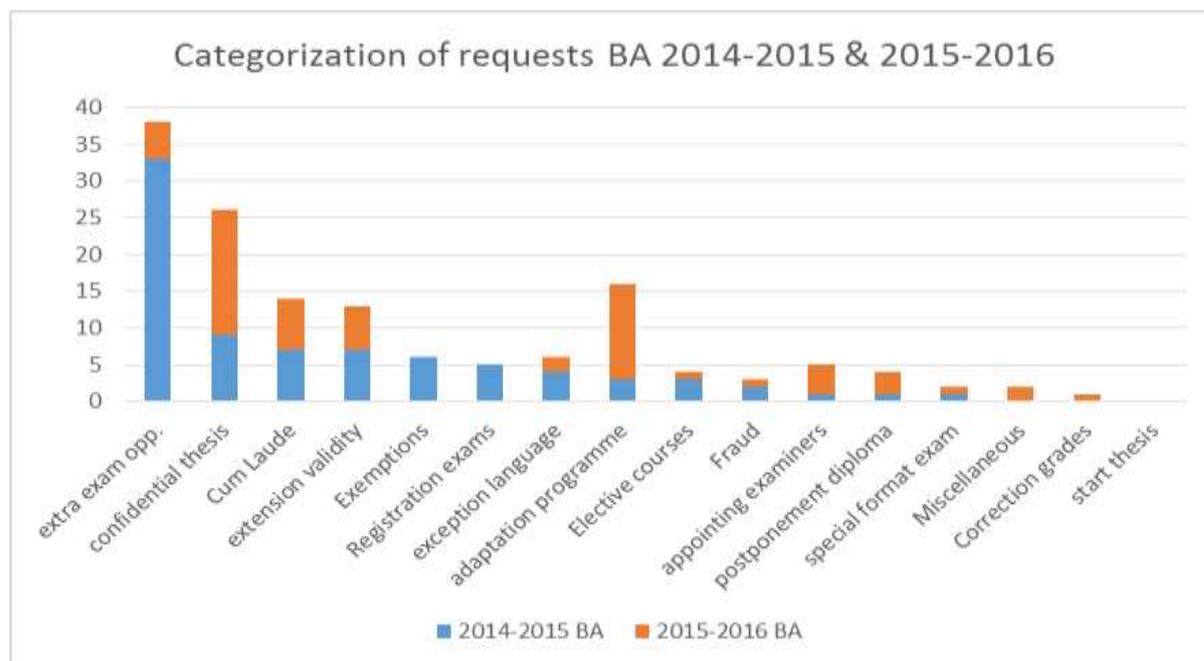


Figure 3. Comparative overview of types of requests in the BA programme (absolute numbers) in 2014-2015 and 2015-2016.

The majority of requests for thesis confidentiality were refused by the EB-MS because of a lack of valid grounds. Next, what stood out were the number of requests concerning adaptations of the study programmes for individual students, which was particularly high in 2015-2016. We attribute this increase to the three waves of substantial restructuring of the BA master programme within three academic years (from the regular 4 tracks before 2014, to four elective profiles in 2014-2015, and to five tracks with electives starting in 2016). The BA PD had to offer solutions to individual students and develop different transition rules that boosted the number of student requests in 2015-2016 for adaptations in the programme.

The IBA programme (Figure 4) contributed 50% of the total number of requests related to extra exam opportunities and adaptations to the study programme. While there is a small change in the number of requests related to extra exam opportunities across the two years, there was a significant increase in requests for adaptations to study programmes in 2015-2016. These adaptations were mainly due to the transition from the old IBA/BK to the TEM-

IBA format. We would expect this category of requests from IBA students to decline once this cohort has passed through the system.

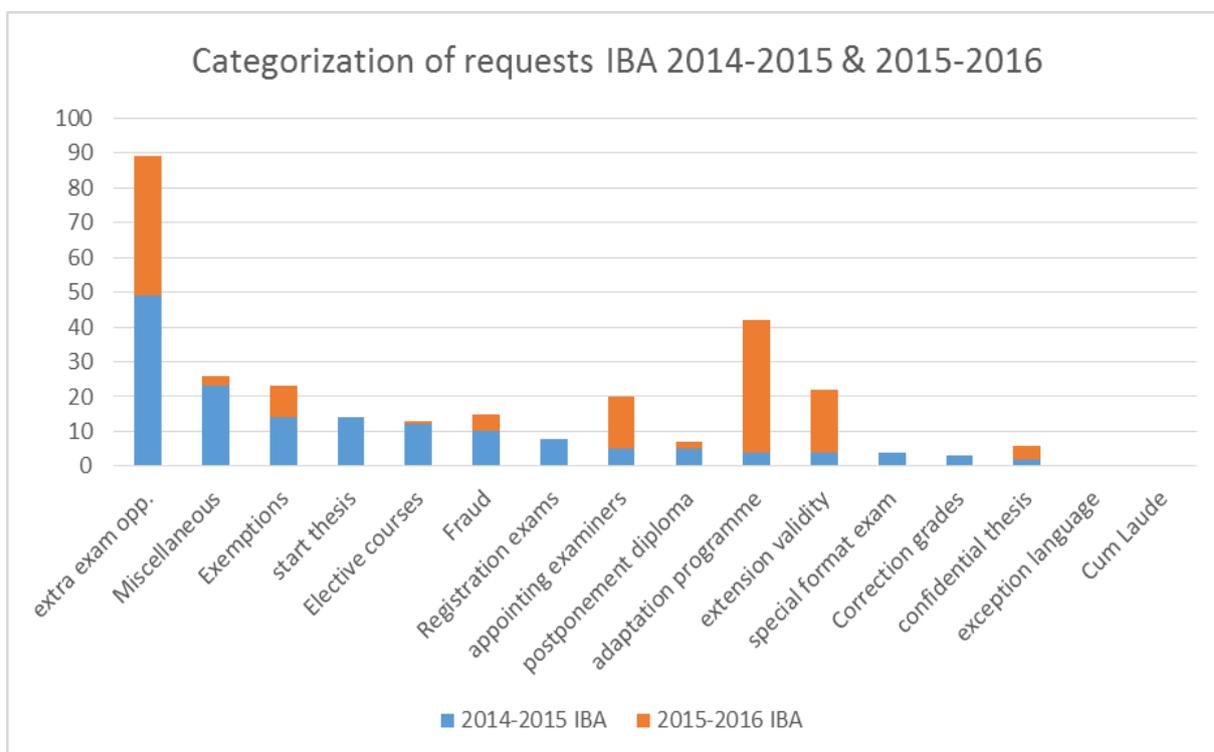


Figure 4. Comparative overview of types of requests in the IBA programme (absolute numbers) in 2014-2015 and 2015-2016.

Requests from IBA students for validity extensions were also significant. The IBA-TER places a time limit of one year's validity on partially obtained results/grades in an IBA module. The EB-MS received 18 such requests for this period to be extended in 2015-2016. The majority of these requests were declined unless students could prove that personal circumstances had an impact on their study progress. As Figure 4 shows, requests for extra exam opportunities outnumbered other requests: in 2014-2015 there were 49 such requests; and 40 in 2015-2016. As such the evidence indicates that four types of requests were dominant with IBA students in 2015-2016: adaptation of the IBA programme, exemptions, extension of validity of partial exams, and extra exam opportunities. Arguably, these types of requests can be attributed to the structural complexity, transition rules and the complexity of the assessment regimes in the IBA programme.

The number of TBK requests related to elective courses has fallen (Figure 5). In most cases, in 2014-2015, the electives involved minors for which TBK needed a formal decision by the EB-MS for students to pursue them. This changed in 2015-2016, with authorization now mandated to the PD. Although this measure saw a drop of 35 such requests from TBK students, other categories saw more requests. We particularly note an increase in requests for extra exam opportunities, extensions of validity and adaptations of the study programmes.

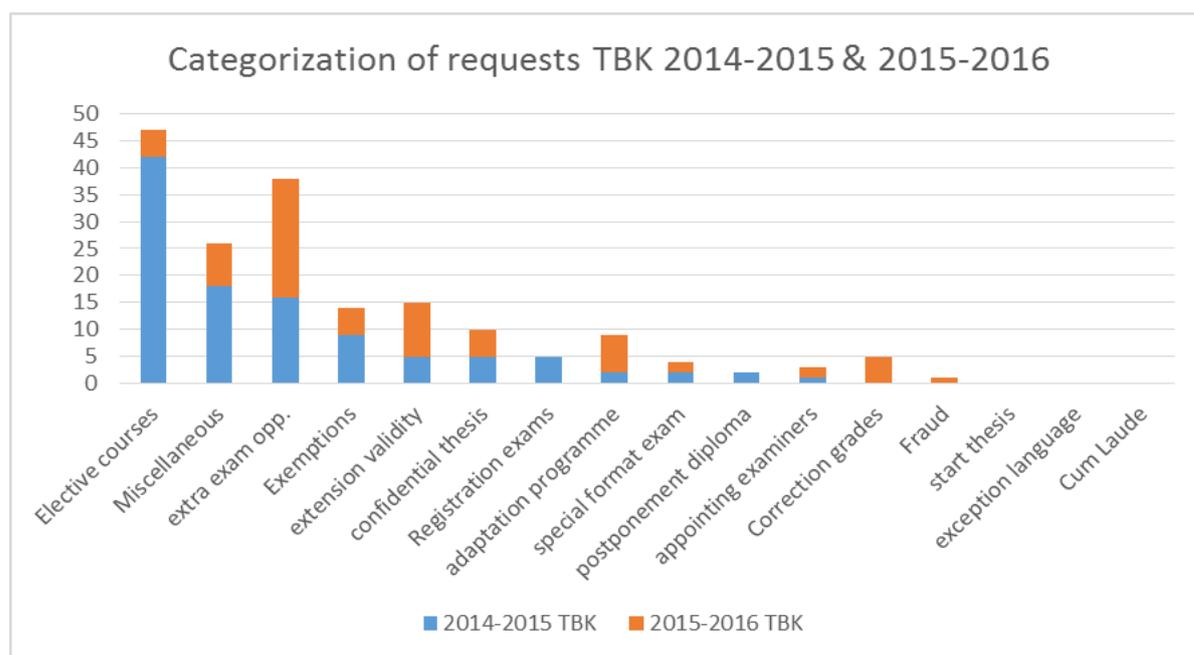


Figure 5. Comparative overview of types of requests in the TBK programme (absolute numbers) in 2014-2015 and 2015-2016.

Traditionally, the EB-MS receives fewer requests from the IEM programme (Figure 6). The majority of requests relate to adaptations to the study programme with similar numbers in each year. Similarly, the number of students requesting an extra exam opportunity changed only slightly. However, as in other programmes, there was a notable increase in students requesting their theses remain confidential. This is a general trend that we can also observe in the BA programme.

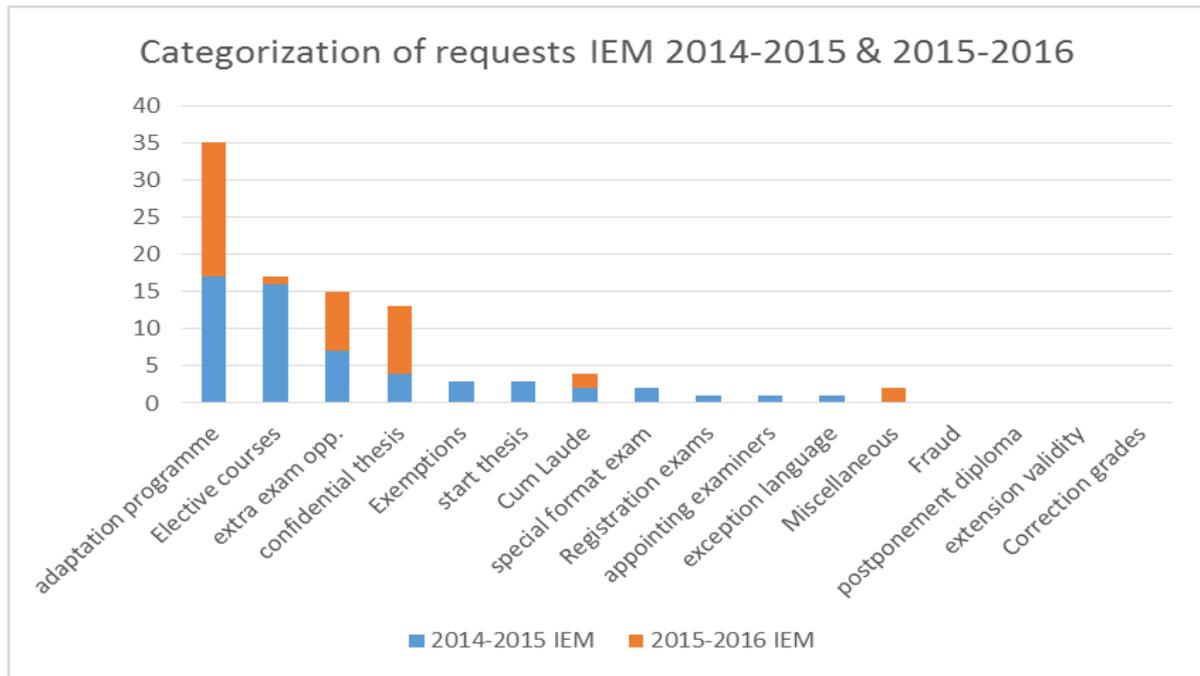


Figure 6. Comparative overview of types of requests in the IE&M programme (absolute numbers) in 2014-2015 and 2015-2016.

The outcomes of EB-MS decisions are presented in Figure 7. **167 student requests were agreed to, and 45 rejected** by the EB-MS. Eight of these led to appeals at the CBE level. One even led to an appeal case at the CHBO in The Hague. In all of these cases, the initial decisions made by EB-MS were confirmed.

The number of requests pending exceeded our expectations. We explain the large number by the fact that our evaluation was conducted shortly after the summer holidays. On inspection, the majority of these requests were pending because they were awaiting information that should be provided by the students in order to further process. At the moment of writing this report, the majority of these pending requests have been closed, with many students either withdrawing their request or failing to reply to requests for further information from the registrar to complete the documentation.

Having presented overall data about trends in student requests in 2015-2016, we now focus on what we see as illustrative cases in the belief that these can provide valuable lessons for our future practice.

Example Student Requests

In the overview below we have selected some cases that provide illustrations that can be used as references for future EB best practices.

Case 1: For Cum Laude – appeal to the CBE

Subject Appeal case (Central Board of Appeals of the University of Twente – CBE).

Content of request: An MSc student in Business Administration filed an appeal against the decision of the Examination Board dated July 17th, 2015 not to approve his request to graduate Cum Laude. The initial rejection was on the grounds that the student was delayed in graduating and the reason for this delay could not be accepted by the Board as valid (not due to acknowledged student activity and personal circumstances).

Verdict CBE: CBE stated that the decision the Examination Board had taken was justified. The length and nature of the activities the student had undertaken were not sufficiently demonstrated with acceptable proof by the student.

Lesson learnt: make clear to students what count as acceptable activities in seeking a delay and what does not. Supervisors should be clearly informed so that they can advise students adequately as to whether a request for a Cum Laude once the trajectory exceeds the normal 15 months is likely to succeed.

Case 2: For Cum Laude – to The Hague

Subject Appeal at the Central Board of High Appeals for Higher Education (The Hague – CBHO).

Content of request: An MSc student in Business Administration decided in October 2015 that she could not agree with the grade she had received for her master thesis. The student filed an appeal against the grade she had received, thereby initiating a mediation trajectory with the EB-MS. The Examination Board reported its findings, that there should not be a regrade, to the Central Board of Appeals.

Verdict CBE: The Central Board of Appeals for Exams confirmed the advice of the Examination Board and declared the decision of both supervisors justified. The student decided to file an appeal at the National Central Board of Appeals for Higher Education in

The Hague. This Board also decided that the appeal was not justified: that the decision of the supervisors during the graduation was correct. The entire process took longer than one year.

Lesson learnt: it is important that supervisors manage the expectations of students who state that they are aiming for a cum laude and therefore need a 9 for their Master thesis. Expectations need to be managed at the beginning and throughout the thesis supervision trajectory. In addition, supervisors should not feel it is their responsibility to ensure that a student realizes a 9. Supervisors and examiners need to operate free of such a sensed burden. Another lesson is that sometimes one has to be firm and not take the road of least resistance.

Case 3: Duration of the pre-master programme

Subject: Request an additional exam opportunity for 3 pre-master courses.

Content of request: During the summer of 2015, a pre-master IE&M student decided to file an appeal against the decision of the Examination Board not to grant further exam opportunities. The student had not completed her pre-master within the period set by the PD and asked for two further exam opportunities. This request was based on personal circumstances which she explained in her request. The Board rejected the request as the grounds advanced by the student did not meet the criteria. The student filed an appeal, the required mediation trajectory was organized, followed by a hearing at the Central Board of Appeals.

Verdict CBE: The appeal by the student was accepted by the CBE on the grounds that the situation had become very confused for the student. Among other aspects, the literature handed over to the student by the lecturer appeared to be incomplete, the student had been given an incorrect grade and also been credited with the ECs for a course that she had not entirely passed. Further, the CBE felt that the situation of the student at the time she was starting the pre-master programme (she was still finishing the last quartile, the graduation trajectory, of her IBA bachelor study) should have been taken into account in the agreement setting the term for the pre-master programme.

Lesson learnt: More attention should be given to irregularities in the program when deciding on the merit of such student requests. Although we took a conscious gamble

to involve the CBE, and lost, we have still learnt from the process and have ideas how to avoid similar situations arising.

Case 4: Extra Test Opportunity

Subject: Request for advice from a PD.

Content request: This case concerned the IBA programme, where an extra test opportunity was to be offered, but *only* to a small group of students in a specific module.

Advice: The Examination Board advised the PD to offer all students of that module the extra test opportunity to ensure that all students in a module have equal rights when it comes to extra tests – not only those who are most likely to gain.

Lesson learnt: We should remain vigilant in ensuring uniform solutions and not appear to favour some students over others.

Case 5: Requests of students in minor modules: a matter of authority

Subject: Authority in handling cases of students concerning minor modules.

Content request: An AT bachelor student asked the EB-MS for approval for an extra test opportunity. Because the minor was offered by the TBK bachelor study programme, the EB-MS was authorized to handle such requests (based on UT policy). The Chair of the Board contacted the Chair of the AT Examination Board to discuss this, and was informed that the AT Examination Board had already approved this. The case would be handled by the EB-MS.

Decision: As soon as the EB-MS informed the student about its authority in this matter, the student mentioned in reply that she had already received approval regarding her request from the AT Examination Board. Given its authority, the student still required a decision from the EB-MS that should incorporate the views of the AT Examination Board. Given that the AT Examination Board AT had already approved the request the student had filed with them, EB-MS felt it had no other choice but to also approve the request. However, according to BMS regulations, EB-MS would not have approved an extra opportunity.

Lesson learnt: We need to bring discussions on such issues to the UT level. The rules of the offered programmes prevail in such cases, but it is the responsibility of every EB to ensure equal rights for all students in a shared module.

Handling of possible fraud cases

Only **one fraud case** was registered in 2015-2016. In December 2015, the EB-MS was contacted by one of the examiners who during the assessment of one of his tests had noticed that the answers given by a number of students were the same. After a further inspection of the exams papers of all the students, the examiner suspected that the answers given by a number of students were copied from a similar test in the previous academic year. The examiner studied the answers to the tests from the previous study year and confirmed his suspicions. He then contacted the Examination Board, and included examples of tests in his report of possible fraud. The Examination Board investigated the matter and found that the tests of the previous study year had been copied by taking a photo of the answers during a review of the test. It appeared that four students who took the test in the previous study year were involved in this matter. Therefore, these students were invited to a hearing session to explain what happened, after which the Board took a decision. During the review of the re-exam, students took pictures and spread them via Facebook, which amounted to active cooperation in fraud. When the case was reported to the PD, measures to prevent this happening again were put in place: in the future, the examiner will receive extra support to be able to vary the testing, and examiners and PDs have been warned regarding the risks involved in reviewing tests in groups where only a student-assistant is available for control.

Thesis confidentiality

In 2015-2016, students were able to submit an extended summary if their theses were classed as confidential. We found that more than **60 theses** were in the process of being submitted in summary form after students had applied for restricted publication. This indicates that students had not lived up to their commitments, and had ignored the Rules&Regulations. We find this situation unacceptable for a public university and as contradicting UT-wide policy.

In 2015-2016, two types of reasons for a confidential thesis were mostly offered by students and/or their thesis supervisors:

- Thesis confidentiality was requested because a student had collected research data which would be published in an academic article (*“The reason is simple: [X] has done some work from which my PhD student is going to benefit in the form of research output...”*); and
- Thesis confidentiality was requested because a student had carried out the fieldwork for their thesis within an organization that asked for data confidentiality (*“It is strictly confidential information – development of a business plan for [X]”*).

The EB-MS rejected such requests, and has even removed the article on thesis confidentiality from the R&R for 2016-2017, thereby implying that all theses are public. The EB-MS now has a policy of no longer having confidential MSc or BSc theses (R&R, art. 5.02.6).

APPOINTMENT OF EXAMINERS

In 2015, the EB-MS appointed more than 170 examiners for four the programmes. Table 4 shows a detailed overview.

	Teachers to be appointed as examiners / suggested by PDs	Examiners Appointed	Waiver for one academic year	Not appointed	Exempted from UTQ
IBA	92	58	29	5	6
BA	73	57	8	2	1
TBK	51	37	6		20
IE&M	51	37	6		20

Table 4. An overview of appointed examiners, 2015-2016, EB-MS

It should be noted that there are three sub-categories within the “exempted from UTQ” category (formally, “dispensed”):

- Professors with a contract of less than 8 hours per week
- Staff with more than 20 years of teaching experience as of January 1, 2011
- Staff members who have formally left the UT (e.g., because of retirement) but have temporary UT service appointments

The fact that 20 teachers are exempted from the UTQ certificate in both the TBK and IEM programmes is of concern. We have drawn this to the attention of the Dean’s office, asking for the HRM policy of exempting teachers from obtaining this certificate to be reconsidered.

CONCLUSIONS AND REFLECTIONS

We conclude our annual report with a critical reflection and with advice to the Dean of the Faculty of Behavioral, Management and Social Sciences of the University of Twente. This includes attention points to be considered when making decisions regarding the drafting of the Education and Examination Regulations (EER) and the Programme Specific Appendices to the EER.

Our conclusions should be seen in light of the internal and external processes and contexts that the EB-MS operates within (Figure 8). When integrated, internal strengths and weaknesses, and external opportunities and threats, offer possibilities and form risks that we need to balance in achieving good results.

Figure 8. SWOT Analysis: Examination Board Management Sciences in 2015-2016

Internal Organization	<p>Strengths</p> <p>Specific strengths:</p> <ul style="list-style-type: none"> - Good and relevant diverse expertise of EB-MS members - Collaboration with other Examination Boards within BMS - Good support from the registrar - The EB-MS chair is active in organizing UT-wide discussions with other EB chairs - Regular discussions between the chair of the EB-MS and the Dean (BMS) 	<p>Weaknesses</p> <p>Specific weaknesses:</p> <ul style="list-style-type: none"> - Workforce deficiency (high work pressure) - Relationships with the PDs
	<p>Opportunities</p> <p>Important changes to which we must respond:</p> <ul style="list-style-type: none"> - Requirements from the MinOCW to strengthen the quality of the examination boards ("Verdere Versterking", Min OCW) - New UT Quality Assurance Framework for Student Assessment - Motivated and qualified teams in four degree programmes 	<p>Threats</p> <p>Uncertainties related to:</p> <ul style="list-style-type: none"> - National regulations regarding validity of partial examinations - The position and responsibilities of the BMS registrar - Developments within the EB-BMS in the period up to April 2016 due to the merger of all former Boards into one BMS Examination Board. - New developments in the governance structure of educational services within BMS - BMS-wide KPIs for the work of EBs - Compensation for work in the EB-MS
External context		

Observations regarding Assessment Quality

Appointment of examiners

For all the programmes within the Management Sciences Examination Board, the appointment of all individual examiners should have been effected in the first quartile of the study year 2015-2016.

- Appointment of the proposed examiners for the TBK and IEM degree programmes was delayed, largely due to preparations for the site visit from NVAO in October 2016. Another reason was that the programme coordinator was on sick leave. This highlights the need for a policy that ensures the timely replacement of the support workforce to ensure that the legal processes are carried out professionally and on time.
- Appointment of the proposed examiners for the IBA and BA degree programmes took considerable effort because the PD lacked an up-to-date overview of teachers' qualifications. Sorting out and reviewing these qualifications took longer than expected. Our hope is that the necessary documents will be in place for 2017-18.

We feel there is a need to take a BMS or UT-wide decision concerning the delivery of information and data necessary to appoint examiners.

Fraud cases

In 2015-2016 we saw a strong decline in the number of fraud cases: from typically five or six a year down to just one. We naturally welcome this decline but, at the same time, we are cautious as to whether we have good and sufficient means to monitor possible cases. It is difficult to conclude with confidence that the total number of fraud cases has genuinely dropped dramatically in our degree programmes. We need to monitor potential fraud cases more closely and work further on a policy to deal with fraud in electronic tests, and to instil a pro-active attitude in examiners.

TEM-related new cases

The degree programmes have been running in the new bachelor format (TEM) for three years. Some events were new to us, and can be worthy of further discussion:

- the policy regarding cases where students miss one part of a final module before graduation: our decisions must not cause a delay of more than 6 months;
- involvement of EBs in decisions concerning study delays based on involvement in student activities (“activism”); some students are board members of a union that is not officially registered by the CBE;
- authority for decisions regarding regular and minor shared modules;
- extending the validity of (partial) results: we saw 23 requests from students who had to pass modules for a second or third time. As the EB, we were limited in our decision options by the programme-specific appendices to the EER, while the CBE usually took decisions in favour of students. We advise the establishment of a BMS-wide policy rather than wait for a UT central policy;
- selective resits for students in the IBA programme: two IBA modules (SME and CHANGEL) offered extra exam opportunities for students who did not pass partial exams. We question the juridical basis for only offering extra exam opportunities in two modules, and see this as threat to student equality;
- professional development skills currently come under different rules in different modules within the same BSc programme. This complicates the safeguarding of assessment quality, and addressing this should be placed on the discussion agenda;
- compensational passes: we are convinced that allowing compensation between modules cannot be justified as it affects the assessment quality. All students must meet the same criteria when graduating.

Observations regarding the procedures

Streamlining the procedures

Before the start of a new academic year, two important documents must be finalized: the appointment of examiners for the degree programmes and the establishment of the Rules and Regulations (R&R) for the BMS Examination Boards. Due to the reorganization of the governance of the BMS Examination Boards, the establishment of the R&R took too long. The R&R was only made available to the examiners and students in December 2016 – a delay of four months. Endless communications between four examination boards and uncertainties with respect to the temporary EB-BMS registrar contributed to the delay.

Outdated information flow

The EB-MS has, on several occasions, only indirectly received important information regarding changes in regulations or central policy of the University.

Resources available

Another serious issue that the EB-MS needs to discuss with the Dean concerns the time and resources available for the board members to execute their tasks. We ask the Dean to conclude decision-making regarding this issue as soon as possible, with retrospective effect from September 2015.

OVERVIEW OF ACTION POINTS

Programme / general	Action	Reasons for actions	When to act	Actors to involve (suggestions)
IBA	To monitor the ratio of MCQs in the bachelor IBA	EFMD – EPAS accreditation report (15-06-2016)	After discussions about new programme-specific EER for 2017-18	EB, PD, OWC
IBA and BA	To monitor individual student effort in group assignments	EFMD – EPAS accreditation report (15-06-2016)	After discussions about new programme-specific EER for 2017-18	EB, PD, OWC
TBK	To run an extra check on compensation regulations within the TBK modules	NVAO accreditation report (January, 2017)	After discussions about new programme-specific EER for 2017-18	EB, PD, OWC
IEM	To further formalise thesis assessment			
All programmes	To evaluate the procedure for handling students' requests (a balance between PD, SA, EB)	The new procedure was introduced in September 2016; after two years of running it is reasonable to evaluate it.	October 2018, during the QA meeting with the PDs	EB, PDs, SAs, OWCs
All programmes	To start discussions within BMS about cases of possible fraud: are we sufficiently equipped to monitor it? Do teachers pay enough attention to the issues of academic integrity? Are our policies sufficient to prevent fraud?	Only one case was registered.	A.S.A.P.	EB, PD, teachers, student associations STRESS and SIRIUS, Dean

All programmes	To promote open publication of BSc and MSc theses in the UT library, without restrictions.	UT policy	Continuously	EB, PD, teachers, students, Dean
All programmes	To start discussions about teacher qualifications and HRM policy to exempt teachers from UTQ	TBK and IEM programmes have too many teachers who are exempted from the UTQ.	A.S.A.P.	EB, PD, HRM, Dean
General	To streamline information flow from the UT S&B – Dean’s office – EB.	The EB members receive information regarding educational issues in a fragmented way, mostly based on personal contacts.	A.S.A.P.	EB, Dean, OWD, S&B UT
General	To finalize the procedure for appointing an EB-BMS registrar, who will coordinate the work of the four EBs.	Some practices were delayed because of continuous “expectation alignment” between four EBs within BMS.	A.S.A.P.	Dean
General	To streamline the governance structure of the educational support, aligned with needs of the EB-MS.	The support and core activities needed for Safeguarding of Quality Assessment are not aligned.	A.S.A.P.	EB, Dean, OWD
General	To start discussions to form a single EB for BMS with full operational mandates from four sub-committees.	Consensus-based work of EB within the Faculty, a stronger voice in educational decisions.	A.S.A.P.	EB, Dean, OWD
General	To reorganize and maintain the website of	Decisions are not put on	A.S.A.P.	EB, Dean, OWD

General	the BMS Examination Board To establish and maintain a reliable and transparent information management system	the site, information is regularly out-dated. The data that the EB-MS needs for decisions are not always up-dated and fragmented	A.S.A.P.	EB, Dean, OWD
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Table 4. Overview of action points for 2016-2017



Tanya
Bondarouk



Raymond
Loohuis



Martijn Mes
(since 01-02-2017)



Hans
Heerkens



Marco Schutten
(till 31-1-2017)



Hèla Klaczynski