



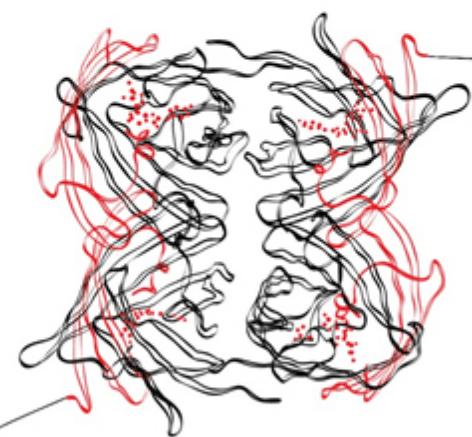
**Faculty of Behavioural, Management
and Social Sciences (BMS)**

Examination Boards

**Annual report
Academic year 2016-2017**



“Re-structuring and Continuous Improvement”



UNIVERSITY OF TWENTE.



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1. Foreword from the Chairs

This annual report of the Examination Boards of the Faculty BMS provides an overview of the actions undertaken by the Examination Boards in the academic year 2016-2017. It provides evidence of the scope, content and results of work that has been carried out by each Examination Board. The previous Annual report (for 2015-2016) was discussed with the Dean Prof. Toonen on April 4, 2017. Six main areas for improvement were crystallized to be taken for the year 2016-2017:

- Formalisation of SAQ meetings with programme directors, improvement of communication with programme directors, and optimization of SAQ procedures
- Improvement of support by registrars and a need for an Executive Secretary
- The governance structure and capacity within the registry;
- Clarification of the role of external members of Examination Boards
- Improvement of reliability of BSc and MSc theses assessment (through extra assessment methods)
- Establishment of long-term plans for study units screening per degree programme
- Provision of timely and correct information about teachers qualification for appointment of examiners.

In 2016-2017, the four Examination Boards formally operated independently from one another, but met regularly to exchange information, share best practices and align and unify – wherever possible – working procedures and processes.

Each Board is continuously improving its task of safeguarding assessment quality, in cooperation and dialogue with the respective programme directors. In 2016-2017, three Examination Boards adopted the renewed Safeguarding Assessment Quality protocol to simplify the efforts in monitoring assessment quality and to clarify the role of Programme Directors in this process.

As always, and notwithstanding the steps already taken towards further improvement, the Examination Boards take steps to further improve analysis of the quality assessment, our internal work processes, and our communication towards and advice for Programme Directors so that they can improve the quality of degree programmes.

We distinguish three main action points for the coming year:

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| <ul style="list-style-type: none">- Streamlining and professionalization of the support provided by the registrars and Executive Secretary- Harmonizing of work processes between four Examination Boards- Continuing working on improving safeguarding of assessment. |
|--|

March 2018

Prof. dr. Tanya Bondarouk
Chair, Examination Board Management Sciences

Dr. Saskia Nagel
Chair, Examination Board Interdisciplinary Sciences

Dr. Ringo Ossewaarde
Chair, Examination Board Governance Sciences

Dr. M.E. Pieterse
Chair, Examination Board Behavioural Sciences

2. Tasks, composition and working procedures

2.1 Tasks

The tasks of the Examination Board described in the Higher Education and Scientific Research Act (*Wet op het hoger onderwijs en wetenschappelijk onderzoek, WHW*). This Act stipulates (art. 7.12, par. 2, WHW) that the Examination Board is the body that objectively and professionally assesses whether a student meets the conditions as described in the Education and Examination Regulation (EER) with regard to the knowledge, insight and skills required to obtain a degree.

To this end, the Examination Boards BMS award degree certificates and diploma supplements, appoint examiners, safeguard assessment quality, decide in students' requests for exceptions to the EER, grant permission to students to take a free (elective) programme, establishes rules and regulations for assessment and take disciplinary action in case of fraud. The Examination Boards also advise the Dean about the (amendment of the) EER.

The supervisory role of the Examination Boards BMS concerns 6 bachelor degree programmes and 13 master degree programmes. Each Examination Board is assigned three to six programmes that most logically form a cluster. The composition of the Examination Boards and the programmes that fall under their jurisdiction are listed in section 2.2.

Rules and Guidelines 2016-2017

The Examination Boards BMS in its current form were constituted in April 2016. The chairs of the Boards decided to establish one set of Rules of Guidelines for all four Examination Boards. This document serves as a regulatory framework for the Examination Boards and for the individual examiners in all degree programmes within the Faculty of BMS. The Rules and Guidelines stipulate, amongst others, the criteria for examiners, guidelines regarding assessment, guidelines for student requests and regulations in case of an academic offence.

The Rules and Guidelines 2016-2017 were formally approved by all four Boards on December 12, 2016 (BMS-excie-2016-332) and published on the website of the Examination Boards.

Lesson learnt:

Approval of The Rules and Guidelines in December 2016 has been evaluated as “no-go” practice for the future: degree programmes within BMS in 2016-2017 did not have a fresh regulatory framework for four months.

2.2 Composition of the Examination Boards

Within each Board, the members jointly carry out responsibilities and tasks, while each member is also specifically responsible for one of the degree programmes involved. In accordance with article 7.12a par. 3 WHW, within each Board an external member is appointed. In the academic year 2016-2017, two external members, both specialist in assessment quality, were appointed in two Examination Boards each (Table 1).

The four Examination Boards and the degree programmes under their jurisdiction in 2016-2017 within the Faculty of BMS were:

Examination Board Behavioural Sciences

- Bachelor Communication Science (B-COM)
- Bachelor Onderwijskunde (B-OWK)¹
- Bachelor Psychologie (B-PSY)
- Master Communication Studies (M-COM)
- Master Psychology (M-PSY)
- Master Educational Science and Technology (M-EST)

Examination Board Governance Sciences

- Bachelor European Public Administration (B-EPA)
- Master Environmental and Energy Management (M-EEM)
- Master European Studies (M-ES)
- Master Public Administration (M-PA)
- Master Risk Management (M-RM)
- Master Public Management (M-PM)

Examination Board Interdisciplinary Sciences

- Master Leraar VHO Maatschappijleer en Maatschappijwetenschappen (M-LVHOM)
- Master Philosophy, Science, Technology and Society (M-PSTS)
- Master Science Education and Communication (M-SEC)²

Examination Board Management Sciences

- Bachelor International Business Administration (B-IBA)
- Bachelor Industrial Engineering & Management (B-IEM)
- Master Business Administration (M-BA)
- Master Industrial Engineering & Management (M-IEM).

Table 1: Composition Examination Boards BMS, 2016-2017

EB	Name	Appointment period	Degree Programme
Behavioural Sciences	dr. M.E. (Marcel) Pieterse (chair)	Sept. 1, 2015 till Sept. 1, 2018	BSc Psychology (PSY)
	dr. M.L. (Matthijs) Noordzij	Sept. 1, 2015 till Sept. 1, 2018	MSc Psychology (MPS)
	dr. J. (Judith) ter Vrugte	May 23, 2016 till Sept. 1, 2018	BSc Education Science (OWK) MSc Educational Science and Technology (EST)
	dr. ing. A.J.A.M. (Alexander) van Deursen	Dec. 1, 2016 till Sept. 1, 2018	MSc Communication Studies (M-COM)
	dr. J.J. (Joris) van Hoof	Sept. 1,-2015 till Sept. 1, 2018	BSc Communication Science (B-COM)
	J. (Jan) Adema	Sept. 1, 2015 (contract)	External member (assessment quality)
Governance Sciences	dr. M.R.R. (Ringo) Ossewaarde (chair)		BSc European Public Administration (EPA)
	dr. H.G.M. (Herman) Oosterwijk		MSc Public Administration (PA)
	dr. K. (Kostas) Gemenis	Till 01.08.2017	MSc European Studies (ES)
	dr. M. (Martin) Rosema	01.07.2017	MSc European Studies (ES)
	dr. V.I. (Victoria) Daskalova LL.M		Master Risk Management (MRM)

¹ B-OWK is currently not taking in new students.

² M-SEC is a joint degree programme. The Examination Board IS operates by mandate from the formal M-SEC Examination Board, for students in study units offered under authority of the UT.

			Master Public Management (MPM) Master of Environmental and Energy Management (MEEM)
	J. (Jan) Adema	Sept. 1, 2015 (contract)	External member (assessment quality)
Interdisciplinary Sciences	dr. S.K. (Saskia) Nagel (chair)		MSc Philosophy of Science, Technology and Society (PSTS)
	dr. P. (Peter) Stegmaier		MSc Philosophy of Science, Technology and Society (PSTS)
	dr. M.I. (Margarita) Jeliaskova MA		MSc Leraar VHO Maatschappijleer- en Maatschappijwetenschappen (LVHOM)
	dr. J.T. (Jan) van der Veen		MSc Science Education and Communication (SEC)
	drs. H. (Hilde) ter Horst	Sept. 1, 2016 (contract)	External member (assessment quality)
Management Sciences	prof. dr. Tanya Bondarouk (chair)	2015	MSc Business Administration (BA)
	dr. R.P.M. (Raymond) Loohuis MBA (vice-chair)	2016	BSc International Business Administration (IBA)
	dr.ir. M.R.K. (Martijn) Mes	05.2017	MSc Industrial Engineering and Management (IEM)
	dr. J.M.G. (Hans) Heerkens	2010 till 08.2017	BSc Technische Bedrijfskunde (TBK)
	dr. D.M. (Devrim) Yazan	01.08.2017	BSc Technische Bedrijfskunde (TBK)
	drs. H. (Hilde) ter Horst	Sept. 1, 2016 (contract)	External member (assessment quality)

Lesson learnt:

Examination Boards BS, GS, and IS will consider to appoint vice-chairs.

3. Support of the Examination Boards

In 2016-2017, the Examination Boards BMS were supported by three registrars, mrs. H. (Hèla) Klaczynski LLB (Examination Board Management Sciences, 32 h / w), mrs. M.W.J. Peijster-Terpelle (Examination Board Behavioural Sciences, 24 h / w) and mrs. J.M.A. Vollenbroek-Timmerhuis (Examination Boards Governance Sciences and Interdisciplinary Sciences, 32 h /w). Hèla Klaczynski also supported the Chamber of Chairs.

From December 1, 2016 onwards Hèla Klaczynski has been seconded to the Executive Board of the UT for 16 hours / week. This reduction in support capacity was filled by mrs. M. (Marion) Prummel until April 1, 2017. During the rest of the academic year 2016-2017, the Examination Board Management Sciences had to cope with a short-staffed registrar.

All Examination Boards BMS draw on the expertise of the Educational Support Staff of the UT (BOZ).

From December 1, 2015 till May 1, 2017 the Examination Boards BMS were also supported by an interim executive secretary, drs. T.L.C. (Tom) Mulder. From May 1, 2017 he has been replaced by mrs. dr. C.G.M. (Ineke) Jenniskens (16 h / w). The new function of executive secretary has been created to support the Examination Boards in establishing Rules & Guidelines, appointing examiners, coordinating SAQ processes, to harmonise current work processes of the Boards, and to handle overarching issues in handling student requests.

Lessons learnt:

- the function of Executive Secretary at BMS is unique for UT
- all Examination Boards at BMS united in their needs in such a function but had different expectations
- clear job description for the Executive Secretary has to be designed

3.1 Professionalisation

On February 21, 2017 the registrars Hèla Klaczynski and Marijke Peijster-Terpelle participated in a workshop on Legislation and Examination (in Dutch: *Wetgeving en examinering*), organized by the *Nederlandse Vereniging van Examens* (NVE, Dutch Association of Exams).

In the Spring of 2017, a UT-wide pilot trajectory related to a Senior Qualification Examination (in Dutch: *Senior Kwalificatie Examinering, SKE*) was organized upon request of the Examination Board of the Faculty of EEMCS (EWI) and the Examination Board Health Sciences (Gezondheidswetenschappen). This SKE-trajectory focuses on professionalization and qualification of employees within the university educational setting who are involved in looking after and safeguarding assessment quality on a programme level, such as members of Examination Boards, programme directors, quality assurance staff and programme coordinators.

In 2017 four members of the Examination Boards BMS started the 2017 SKE-trajectory: Herman Oosterwijk, Marcel Pieterse, Judith ter Vrugte, and Tanya Bondarouk. Only Herman Oosterwijk has completed the SKE trajectory and presented his results on July 6, 2017 with a SKE-symposium where the participants presented their final assignment.

Tanya Bondarouk participated on June 6, 2017 in the (national) conference on the tasks and responsibilities of higher education Examination Boards, organized by Medilex Onderwijs.

3.2 Working procedures

Meetings

Table 2 presents the number/ overview of monthly meetings of each Examination Board. During these meetings, policy issues (mostly related to the assessment quality) and requests from students and/or programme directors are discussed, decisions are made. The content and agenda of these meetings vary per Examination Board.

To optimise decision making processes and free time for policy and assessment quality discussions, the Examination Boards Management Sciences and Behavioural Sciences handle student requests (with clear jurisprudence) via email. More complex student requests (e.g., with potential precedent implications), are discussed at the meetings.

In 2016-2017, the chairs of the four Examination Boards met six times within the so-called Chamber of Chairs. The chairs discussed overall topics, shared best practices and established the Rules and Guidelines 2016-2017. In February 2017, the chairs of the Examination Boards Management Behavioural Sciences, Interdisciplinary Sciences and Management Sciences adopted the document "Safeguarding Assessment Quality" (the Examination Board Governance Sciences decided to use a similar, previously developed document that addressed the same topic). More information on the Boards' activities related to Safeguarding Assessment Quality will be provided in section 5.

During the academic year 2016-2017, the chairs of the Examination Boards BMS met once with the Dean to present their annual reports 2015-2016. The Examination Boards presented their work in terms of student requests handled and cases of fraud, as well as their monitoring activities related to assessment quality. Points of concern of the Examination Boards were also discussed with the dean. These include:

- Formalisation of SAQ meetings with programme directors, improvement of communication with programme directors, and optimization of SAQ procedures
- Improvement of support by registrars and a need for an Executive Secretary
- The governance structure and capacity within the registry;
- Clarification of the role of external members of Examination Boards
- Improvement of reliability of BSc and MSc theses assessment (through extra assessment methods)
- Establishment of long-term plans for study units screening per degree programme
- Provision of timely and correct information about teachers qualification for appointment of examiners

Table 2: Number of meetings Examination Boards BMS, 2016-2017

Meetings	#
Behavioural Sciences	12
Governance Sciences	11
Interdisciplinary Sciences	9
Management Sciences	13
Chamber of Chairs	6
Meeting with the Dean	1
Meeting between the coordinator of CoC and the Dean	6

Mandates

From December 1, 2016 onwards the Examination Boards BMS (except for the Examination Board Interdisciplinary Sciences) mandated the following decisions to the programme management:

- decisions to deviate from prerequisites to start with the BSc thesis and the MSc thesis;
- decisions on (deviations within) the student's minor programme.

Besides, the Examination Board Behavioural Sciences mandated decisions related to starting a BSc or MSc thesis for a second time to the programme management as well as decisions on electives in the master programmes (but only in case these electives concern courses from other UT master programmes.)

The Examination Board Management Sciences mandated decisions related to BSc and MSc electives to the programme directors of IBA, BA, TBK and IEM, and decisions related elective semesters in individual programmes to the programme director of the MSc IEM-programme.

Each programme management is expected to report yearly to the Examination Board on the decisions taken within the scope of these mandates.

Financial compensation

By law, each degree programme (or set of degree programmes) has to have an Examination Board. The Board members carry out various, legally defined, tasks. The Faculty Board BMS decided in September 2016 to compensate – to some extent – the departments employing the four chairs of the Examination Boards. Besides, regular membership of the Examination Boards Behavioural Sciences and Management Sciences is compensated for. The Faculty Board BMS has indicated that this financial compensation is only granted for the short term (for 2017 only), due to the “temporary influx of Examination Board activities”. There is also an opinion stemming from the Faculty Board BMS that participation in diverse committee work is considered to be normal for BMS employees. The Examination Boards BMS appreciate the recognition of their contribution to the continuous improvement of the BMS degree programmes in 2017.

Examination Boards BMS plea:

The Examination Boards BMS request the Faculty Board BMS to establish the financial compensation policy for members of the Examination Boards BMS, based on their legal responsibilities as described in WHW.

The Examination Boards is different from other “may have” committees as they operate within the legal framework of the Dutch Higher Education and Scientific Research Act, and are officially responsible for the quality of assessment and “...the Examination Board determines if the student meets the final qualifications as set in the EER” (WHW, art. 7.12).

The work of Examination Boards become increasingly complex, that requests special expertise and experience. Sustainability and continuity (as opposite to short-term ad hoc participation) is of vital importance for the assessment quality for BMS. This long-term commitment needs to be financially supported by the Faculty.

4. Degrees awarded

In the academic year 2016-2017, the Examination Boards BMS awarded in total 1.086 degree certificates, with 116 students graduating with distinction (“cum laude”). Table 3 lists the numbers per degree programme.

Table 3: Number of degree certificates awarded, 2016-2017

Degree programme	# of degree certificates	“cum laude”	
		#	%
Bachelor			
BSc Communication Science (B-COM)	22	2	9
BSc Education Science (OWK)	5	0	0
BSc Psychology (PSY)	150	32	21
BSc European Public Administration (EPA)	82	6	7
BSc International Business Administration (IBA)	134	17	13
BSc Technische Bedrijfskunde (TBK)	57	2	4
<i>Total</i>	<i>450</i>	<i>59</i>	<i>13</i>
Master			
MSc Communication Studies (M-COM)	88	9	10
MSc Educational Science and Technology (EST)	41	3	7
MSc Psychology (MPS)	150	8	5
MSc Public Administration (PA)	30	7	23
MSc European Studies (ES)	15	1	7
Master Risk Management (MRM)	7	1	14
Master Public Management (MPM)	12	0	0
Master of Environmental and Energy Management (MEEM)	15	4	27
MSc Philosophy of Science, Technology and Society (PSTS)	20	1	5
MSc Leraar VHO Maatschappijleer en -wetenschappen (LVHOM)	3	1	n.v.t. ³
MSc Science Education and Communication (SEC)	14	1	7
MSc Business Administration (BA)	181	17	9
MSc Industrial Engineering and Management (IEM)	60	4	7
<i>Total</i>	<i>636</i>	<i>57</i>	<i>9</i>
Total degree certificates awarded in 2016-2017	1086	116	11%

Source: MISUT, Rapport 14.01, Aantal diploma's. MPM, MRM, MEEM: information provided by programme coordinators

Table 3 shows that in 2016-2017 a number of degree certificates varied from 3 (LVHOM) to 181 (MSc in BA); with the highest percentage of students with “cum laude” in three degree programmes: BSc Psychology (21%), MSc Public Administration (23%), and Master of Environmental and Energy Management (MEEM) (27%).

Lesson learnt:

The Examination Boards BMS invite programme directors to discuss:

- whether regulations for “cum laude” are significantly different per degree programme (and why); and
- whether the quality of final examination per degree programme is significantly different (and why).

³ To calculate % out of 3 students seems to be statistically unreasonable.

3. Appointing examiners

The Examination Board formally appoints examiners who administer tests and who determine the results of these tests (article 7.12c WHW). These also include (the supervision and grading of) bachelor and master theses.

Examiners should have a UTQ certificate or equivalent (University Teaching Qualification, in Dutch: *BKO, Basis Kwalificatie Onderwijs*). Some academic staff members are, based on UT-wide policy, dispensed (exempted) from the obligation to obtain a UTQ. 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

Such an UT HRM policy resulted in a situation, that, for example, 20 teachers within TBK and IEM programmes are exempted from the UTQ certificate. In 2017 we brought it this to the attention of the Dean’s office, where we asked the Dean to reconsider the HRM policy of exempting teachers from obtaining this certificate.

Lesson learnt:

The Examination Boards BMS express the concern that a relatively large number of examiners are exempted/ dispensed from the UTQ; and ask the Dean’s Office to discuss an alternative scenario, how to secure that this group of examiners are well trained to design and perform assessment.

During the process of appointing examiners, the Examination Boards and programme directors experienced *two main challenges* that disrupted the quality and efficiency of this process.

First and the main reason concerned anomaly of the HR-related information about qualifications of teachers to be appointed as examiners. It has become a challenge to retrieve all information needed, especially regarding UTQ and English proficiency. Apparently, not all information was stored within the UT HR databases or, at least, not easily accessible or retrievable. Unfortunately, this challenge has led to long and tensed discussions between the Examination Boards and Programme Directors about responsibilities to collect the necessary information.

The second challenge concerned cacophony regarding the process of appointing examiners and a template of decision letters. The Examination Boards did not come yet to a unified way of appointing examiners and the content of the decision letters towards teachers.

The **Examination Board Governance Sciences** appointed all examiners as recommended by the programmes. This Board was particularly interested in information on UTQ (see “remarks” in Table 4).

The **Examination Board Management Sciences** appointed examiners at the start of the academic year 2016-2017, but also during the course of the academic year upon request of the Programme Director. Seven examiners were not appointed seven because they did not meet the criteria as set by the Examination Boards BMS. Some other examiners were

appointed with a waiver for 2016-2017, because the examiner was in the process of obtaining the UTQ certificate.

The **Examination Boards Behavioural Sciences** and **Interdisciplinary Sciences** appointed all examiners who were suggested by the programme directors.

Table 4 shows numbers of appointed examiners per study unit per degree programme.

Table 4: *Examiners recommended by Programme Directors and appointed by Examination Boards, 2016-2017 (absolute numbers)*

Degree programme	Examiners recommended⁴	Examiners appointed	Remarks
Bachelor			
BSc Communication Science (B-COM)	9	9	All module coordinators
BSc Education Science (OWK)	0	0	Examiners of EST are involved in finalizing courses/theses
BSc Psychology (PSY)	12	12	
BSc European Public Administration (EPA)	36	36	12 examiners obtained UTQ 16 exempted/dispensed from UTQ 4 UTQ in progress, 4 other
BSc International Business Administration (IBA)	98	93	62 examiners met all criteria 29 examiners appointed with waiver 5 people were not appointed
BSc Technische Bedrijfskunde (TBK)	49	49	37 examiners met all criteria incl exempted 12 appointed with waiver
Master			
MSc Communication Studies (M-COM)	23	23	
MSc Educational Science and Technology (EST)	15	15	
MSc Psychology (MPS)	19	19	
MSc Public Administration (PA)	36	36	12 examiners obtained UTQ, 16 exempted/dispensed from UTQ 4 UTQ in progress, 4 other
MSc European Studies (ES)	36	36	12 examiners obtained UTQ 16 exempted/dispensed from UTQ 4 UTQ in progress, 4 other
Master Risk Management (MRM)	10	10	1 examiner obtained UTQ 6 exempted/dispensed from UTQ 3 other
Master Public Management (MPM)	9	9	
Master of Environmental and Energy Management (MEEM)	17	17	5 exempted/dispensed from UTQ 3 obtained UTQ 2 UTQ in progress, 7 other
MSc Philosophy of Science, Technology and Society (PSTS)	21	21	
MSc Leraar VHO Maatschappijleer- en Maatschappijwetenschappen (LVHOM)	7	7	

⁴ Some teaching staff is involved in various degree programmes.

MSc Science Education and Communication (SEC)	10	10	
MSc Business Administration (BA)	70	68	58 examiners met all criteria 10 examiners appointed with waiver 2 candidates not appointed
MSc Industrial Engineering and Management (IEM)	48	48	37 examiners met all criteria incl exempted 11 examiners appointed with waiver

During the academic year 2016-2017, the Examination Boards informed examiners about relevant issues by means of teachers meetings (EB-MS, 11-11-2016 and 17-05-2017), and the EB-website.

Lesson learnt:

In 2016-2017 the Examination Boards BMS express did not unify the procedure of appointing examiners for all degree programmes at BMS and ways to inform examiners about their appointment. The improvement step has to be made to:

- Establish one way of appointing examiners across all degree programmes;
- Adopt a template of "letter of appointment as the examiner" for all degree programmes;
- Establish one way of communicating with examiners about their appointment (e.g., via individual letters, via programme directors, or via the news bulletin?).

4. Safeguarding assessment quality

4.1 SAQ Protocol

The Examination Board has the legal task to safeguard the quality of tests and examinations. This task is inseparably connected to the (legal) task to determine whether a student meets the final qualifications as explicated in the Education and Examination Regulation, before a certificate can be handed out to a student.

In 2016-2017, the Examination Boards BMS discussed with all Programme Directors the process of safeguarding assessment quality. These discussions resulted in a Safeguarding Assessment Quality Protocol (SAQ Protocol), formally established in February 2017 by all Boards except for the Examination Board Governance Sciences (where a similar document was already in place).

The SAQ Protocol serves to guide the process of safeguarding assessment quality and to set priorities together with the Programme Directors to focus on in the coming years. The document suggests that each Examination Board has to establish a yearly planning, including a schedule for regular meetings between Examination Board and the respective Programme Directors.

As said, the Examination Board Governance Sciences uses a similar document that describes its quality safeguarding activities in relation to the programme management.

All four Examination Boards BMS safeguard assessment quality at four levels:

- A. Safeguarding the assessment quality at the programme level;
- B. Safeguarding the assessment quality of individual tests;
- C. Safeguarding the assessment quality of bachelor and master theses;
- D. Safeguarding qualifications of examiners.

Lesson learnt:

For the next Annual Report the Examination Boards need to provide concrete information about quality screening of all programmes, a number of screened tests per degree programme, and a number of theses screened.

4.1 Meetings with Programme Directors

Examination Board Behavioural Sciences

In 2016-2017 the examination board BS met once with the programme EST (20-12-2016), twice with the programme BSc/MSc Psychology (09-03-2017 and 30-05-2017), and three times with the programme BSc and MSc COM (13-03-2017, 23-05-2017 and 10-07-2017). In the first meeting with each programme, at first the new procedure as outlined in the Safeguarding Assessment Quality Protocol was discussed, as well as the concomitant changes in the relationship between the programme management and examination board. Overall, all programmes have generally accepted the SAQ protocol, with some minor adaptations to specific programmes. For example, EST proposed to meet once annually, instead of biannual meetings. As an independent master program, EST is a relatively small curriculum. The experience with the first full SAQ cycle suggests that a single annual meeting is sufficient in the case of EST. For both PSY/MPS and CW/CS biannual meetings are continued.

Overall, the outcomes of the meetings were satisfactory, indicating effective quality assurance within all programs. Within all programs the screening of quality of testing (at course level), screening of thesis assessments (so-called thesis carousel), and appointment

of examiners, are implemented carefully. Reports on the outcomes and suggested improvements were delivered to the EB BS. With regard to safeguarding at program level, both PSY/MPS and CW/CS were still preparing a new program assessment plan (reflecting the new curriculum). These PAPs will be available in the year cycle 2017-18. For EST a PAP was available (and has been submitted for the NVAO audit last year).

As this was the first cycle of the new SAQ protocol, several issues have come up that need further refinement of the SAQ protocol. For example, when executing the screening of theses and tests, several programs expressed the need for guidelines/criteria (e.g., the minimum sample of tests to be screened; the exact format of the list of examiners to be submitted to the EB; who should select the theses to be screened?). In the upcoming cycles, these issues will be operationalised, both in dialogue with the 4 EBs of BMS and the program management.

Examination Board Governance Sciences

In the academic year 2016-2017, the Examination Board Governance Sciences and the programme management of EPA, PA and ES met four times (November 7, 2016, November 28, 2017, March 21, 2017, and May 15, 2017). The meeting on November 7, 2016 can be regarded as the first, formally scheduled, meeting with the programme management, within the process of professionalising and formalising relationships between Examination Board and programme management. Topics discussed include assessment plan, thesis assessment and assessment of modules. During the meeting on November 8, 2016 one specific issue (extra test opportunity for a module component) was discussed. The discussions with programme management regarding assessment quality (assessment plan, organisation of quality assurance of assessment, cum laude, thesis carousel, appointment of examiners) were continued in March 2017. Finally, the Examination Board discussed in May 2017 discussed mainly the assessment plan of EPA.

The Examination Board Governance Sciences met the programme management of MEEM in November 2016. As with EPA/PA/ES, this was the first formal meeting with the programme director and his staff. Besides explaining the objectives of these regular meetings and the expectations, assessment policy, assessment plan and forms of assessment were discussed, as well as thesis assessment and the appointment of examiners.

To end with, the Examination Board Governance Sciences met the programme management of MPM and MRM on three occasions. The meeting on November 21, 2017 was (like with the other programmes) a first, formal meeting to set the stage. Special attention was also devoted to the accreditation of MRM which had been set "on hold". On January 24, 2017 the meeting focused on the improvement activities undertaken by the programme in response to this accreditation. Finally, the topics discussed on April 25, 2017 include: 'repair' plan (MRM), assessment policy and plan, assessment methods, appointment of examiners, exemptions, thesis carousel, and cum laude.

Summarizing, the relations between the Examination Board Governance Sciences and the respective programme management teams changed from ad hoc and incident driven in 2015-2016 to increasingly professional and structural in 2016-2017.

Examination Board Interdisciplinary Sciences

In the academic year 2016-2017, the chair of the Examination Board Interdisciplinary Sciences met twice with the Programme Directors on a formal basis for general information exchange. Besides these regularly scheduled meetings, the chair also had good, more informal, contact with the Programme Directors via email and personally. These, more informal, communication lines appeared to be equally effective and important to discuss various issues.

Examination Board Management Sciences

In the academic year 2016-2017, the Examination Board Management Sciences met twice with the programme director of IBA/BA (on February 16, 2017 and June 27, 2017) and of TBK/IEM (on February 27, 2017 and June 28, 2017). In 2016-2017, there was a change in leadership of all four programmes. At the February meetings, prof.dr.ir. E.W. Hans and prof.dr.ir. P.C. de Weerd-Nederhof were in charge of respectively TBK/IEM and IBA/BA. They were succeeded by dr.ir. J.M.J. Schutten (TBK/IEM) and dr. E.L. Ehrenhard (IBA/BA).

During the meetings in February 2017, the Examination Board Management Sciences explained the procedure as described in the Safeguarding Assessment Quality Protocol and discussed various issues related to assessment quality of the previous academic year, such as the procedure related to the mandates, the planning of test and exams screenings and student requests.

In the June meetings, the attention was mainly focused on (the assessment quality of) study units of Semester 1, 2016-2017, the quality on programme level and the quality of the (assessment of) the bachelor and master theses.

In 2016-2017, the Examination Board Management Sciences experienced that these regular, scheduled meetings with the programme directors increasingly focus on content (that is assessment quality issues) and much less on process or procedures. The Examination Board Management Sciences expects that this fruitful collaboration with the programmes will evolve, building upon the experience when applying the principles underlying the SAQ protocol.

5. Involvement of Examination Boards in accreditation visits

In 2016-2017, the MSc Philosophy of Science, Technology and Society (PSTS) underwent accreditation. Besides, the site visit to the UT as part of the BSc TBK and MSc IEM accreditation took place in October 2016. The Examination Board is involved in the accreditation process as one of the bodies that are interviewed by the panel of experts. Besides, the accreditation reports may entail topics that are closely linked to the task of the Examination Board to safeguard assessment quality and upon which further action of Examination Board and/or programme management is needed.

Examination Board Behavioural Sciences

In 2016-2017 the MSc Educational Science and Technology underwent accreditation. The EB BS was involved in the preparatory activities (self-evaluation report), and participated in the site visit in January 2017. Overall, the accreditation report was positive with regard to assessment quality, and the safeguarding activities by the EB BS. Nevertheless, the following issue was identified: safeguarding of assessment quality at program level was seen as a point for improvement. Specific actions have been taken to address this issue, including a revision of the program assessment plan, checking heterogeneity in final attainment targets due to elective courses, and a thesis assessment form more in line with the final attainment targets.

Examination Board Interdisciplinary Sciences

In 2016-2017, the MSc Philosophy of Science, Technology and Society underwent accreditation. The chair of the Examination Board Interdisciplinary Sciences was significantly involved in preparing the report and the site visit. Both the chair and the Board member specifically designated as representative of PSTS participated in the visit itself (May, 11 and 12, 2017). During the course of the accreditation – both in the preparation and during the visit of the accreditation panel – several issues were discussed that the programme should improve and work on. Issues related to the (legal) task of the Examination Board include the qualifications of examiners and the assessment of the final thesis. The Examination Board Interdisciplinary Sciences will discuss and monitor the improvement activities of the Programme Director in this area. The final report of the QANU was finalized on September 19, 2017. The assessment panel concluded that the “chair has a clear vision of the tasks of the Examination Board and has sufficient control of the execution of rules and regulations regarding the quality of assessments”:

Examination Board Management Sciences

As indicated in the previous annual report, the TBK and IE&M degree programmes underwent accreditation in 2015-2016. Since the site visit for both programmes by the NVAO accreditation panel took place in the academic year 2016-2017 (October 12-13, 2016), this accreditation visit is again mentioned in the annual report 2016-2017.

From the QANU report (January, 2017), the EB-MS 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.”
(QANU report, 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.” (QANU report, p. 24)

The compensation regulations were discussed with the programme director TBK/IEM in February 2017. Partly as a response to the remark on compensation regulations, the programme management has decided to have the skills components in M1, M2, M3 and M4 be screened in academic year 2017-2018.

The assessment of the bachelor thesis and master thesis and the rubric forms used were also discussed at the June meeting. The Programme Director has indicated that redesign of these forms is planned for 2017-2018; it will be discussed during a “Broodje onderwijs” with the examiners involved and will subsequently be tested. Calibration of thesis assessment is foreseen in academic year 2018-2019.

6. Decisions on individual student requests

In the academic year 2016-2017, the Examination Boards BMS handled in total 344 student requests that is equivalent to ~1300 hours of work by registrars (Table 5). The variance between the four Examination Boards is significant, with – as extreme opposites, Examination Board Management Sciences handling more than ten times as many student requests as the Examination Board Interdisciplinary Sciences (173 versus 16).

Table 5: Number of student requests per Examination Board BMS in 2016-2017

Number of requests per EB	Student requests
EB Behavioural Sciences	129
EB Governance Sciences	26
EB Interdisciplinary Sciences	16
EB Management Sciences	173
<i>Total</i>	<i>344</i>

Absolute numbers of student requests should be considered in light of their comparison against a total number of students per programme, historical accounts, and a MSc-BSc division. The detailed analysis per degree programme was not possible to conduct due to deficiency of working time at the registry office.

An example of relative importance of these “absolute” numbers can be given from the work experience of the Examination Board Management Sciences. It received 1100 student requests from the four degree programmes in 2014-2015; 310 requests - in 2015-2016, and in 2016-2017 – 173 requests. It shows a steady and significant decline in the number of requests across the programmes under jurisdiction of this Examination Board. This observation calls for *i)* a more dedicated and nuanced analysis of the number and content of student requests *ex vestigium*; *ii)* a historical perspective on the analysis; *iii)* an analysis of student requests pro-rated to the total number of students per degree programme.

Lesson learnt:

For the next Annual Report the Examination Boards need to provide a nuanced historical account per degree programme about numbers of students enrolled in each degree programme; number of student requests per degree programme and per type of request.

Examination Boards decide on various types of student requests, ranging from exemptions to a change in thesis language and from Cum Laude to confidentiality of the thesis (Table 6).

Table 6: # of student requests Examination Boards BMS per type of request in 2016-2017

Type of request	Number of student requests EB BMS
Extra exam or test opportunity	68
Confidentiality of thesis	34
Cum Laude	25
Extension validity of grades / test results	67
Exemptions	42
Language of thesis	7
Adaptation programme / curriculum	1
Postponement of diploma	14
Special format exam	1
Free (individual) degree programme	46
Miscellaneous	23
Start thesis	2
Elective courses	20
Postponement presentation thesis	18
<i>Total</i>	<i>344</i>

7. Fraud

In 2016-2017, the Examination Boards BMS received in total 12 possible fraud cases: the Examination Board Governance Sciences and the Examination Board Management Sciences each received one case, and the Examination Board Behavioural Sciences - ten cases. None fraud case was brought to the attention of the Examination Board Interdisciplinary Sciences. All 12 cases are briefly described below.

Examination Board Behavioural Sciences

In 2016-2017, the Examination Board Behavioural Sciences handled the following cases of possible fraud.

Self-plagiarism

One student handed in an assignment which showed considerable overlap with the assignment the student handed in the previous academic year. The Examination Board decided the student indeed committed fraud (self-plagiarism). The student has been registered in the fraud register of BMS and had to re-do the complete assignment. The maximum grade to receive was a six (6).

Plagiarism

Notification of plagiarism by four students whose assignments were very similar to one other (like they had worked together in pairs). The Examination Board decided to only give a warning to those students, because of the lack of clarity in the rules regarding collaboration between students.

Notification of plagiarism in the final version of the group paper. One group member explained to be solely responsible for this plagiarism. This student had to rewrite the assignment completely and could obtain a six (6) as maximum grade. The student is registered in the fraud register of BMS.

Tort

Notification of tort by three students: one student helped two other students during the exam and ignored instructions. Regarding this student, the Examination Board decided tort was in place. The two students, who were being helped, were not sanctioned for fraud but received a warning since the rules applying to this practical test allowed students to talk with each other during the test.

Fraud

Notification of fraud a student getting caught with a cheat sheet. The information on the cheat sheet was deemed to contain information that could significantly enhance the test result. The rules of the fraud regulations explicitly mentions: "To be in possession of cheat sheet, even when not been used, can be seen as an academic offence". The student is registered in the fraud register of BMS and received the grade one (1) for the test.

Examination Board Governance Sciences

In 2016-2017, the Examination Board Governance Sciences received one possible fraud case.

The fraud concerned plagiarism in the master thesis of MEEM and was reported to the Examination Board by the supervisor of this master thesis, prof. dr. J.S. Clancy. After having heard both the supervisor and the student involved, the Examination Board Governance Sciences decided that the student had seriously violated academic mores and rules and declared the thesis work invalid. Furthermore, the Examination Board Governance Sciences decided to exclude the student for the maximum period of twelve months from sitting any test or exam in the MEEM programme.

Examination Board Management Sciences

In 2016-2017, the Examination Board Management Sciences received one possible fraud case.

This case concerned the TBK module BIIT (201300108) and was reported to the Examination Board by the lecturer of the component, dr. J.M.G. Heerkens. Four students were involved in delivery of a paper as group assignment for the module component Methodology. One of the students had already written a similar paper in group work during the previous academic year (2015-2016) and decided to slightly adapt the 2015-2016 paper and submit it again as the 2016-2017 assignment.

The students were all heard and fraud was confirmed. The sanction executed was twofold: they had to re-do the assignment individually and they had to pass the fraud assignment (writing an additional review regarding a fraudulent person). The students would only receive their grade for the new paper for Methodology upon passing this fraud assignment.

8. Appeals

In 2016-2017, the Examination Boards BMS received seven appeals, six appeals against a decision made by the Examination Board and one appeal against a decision of an examiner. In appeal cases, a mediation trajectory by the Examination Board of the degree programme is prescribed by law (art. 7.61 par. 3 WHW).

In two instances, the student involved continued his/her appeal at the CBE (*College van Beroep voor de Examens*, Board of Appeal for Examinations). In one case, the CBE confirmed the initial decision made by the Examination Board. In the other case, the CBE judged the appeal founded, annulled the decision of the Examination Board and summed the Board to revise its decision in accordance with the CBE's verdict.

In the other five cases, the appeal did not result in a case handled by the CBE. In one case, the student did not continue the appeal case, despite the fact that the Examination Board decided – as a result of the mediation trajectory – to maintain its (negative) decision. In the other cases, the student, for various reasons, did not continue his/her appeal at CBE-level.

In 2016-2017, no higher appeals at the CBHO (*College van Beroep voor het Hoger Onderwijs*) occurred.

Table 7: Number of appeals, 2016-2017

Examination Board	Number of appeals	Result of mediation	Continuation CBE appeal?	Decision CBE
Behavioural Sciences	4	Appeal no longer applicable	No	n.a.
		EB maintained decision	No	n.a.
		EB revised decision	No	n.a.
		EB revised decision of examiner	No	n.a.
Interdisciplinary Sciences	1	Student withdrew appeal	No	n.a.
Management Sciences	2	EB maintained decision	Yes	Appeal unfounded
		EB maintained decision	Yes	Appeal founded

9. Reflections and main focal points for 2017-2018 and beyond

Some reflections

In 2016-2017, the Examination Boards BMS made serious and promising steps in professionalising relationships with Programme Directors. The focus in the interplay increasingly shifted from process to content, as the division of tasks and responsibilities between Examination Boards and programme directors became more clear-cut. However, programme management teams in general is still in the process of getting used to an Examination Board safeguarding and warranting assessment quality.

Some EBs have chosen a more formal way, while others preferred to have an informal relationships with programme directors. In the next year the effort has to be directed towards finding a good balance between the both depending on what works best to fulfil the tasks of the EB's successfully.

Main focal points for 2017-2018 and further

The Examination Boards BMS are gaining more experience in performing the tasks attributed to them in the Higher Education and Scientific Research Act, and as expected by the "OW-inspectie". Some of the main focal points set for 2017-2018 are related to the internal organisation of the Examination Boards whereas others have to do with executing tasks in interaction with degree programmes and programme directors.

The Examination Boards see seven main improvement areas as targets for 2017-2018.

1. *Streamlining and professionalization of the support provided by the registrars and the Executive Secretary.* The function of Executive Secretary at BMS. It is unique for UT as no other Faculty has such a function. All Examination Boards at BMS see the relevance of such a function but had different expectations in 2016-2017. Therefore, a clear job description for the Executive Secretary has to be designed – based on needs analysis of the Examination Boards and the perspective of harmonization of their work processes.
2. *Further harmonizing of work processes between four Examination Boards*
 - a. Establish one way of appointing examiners across all degree programmes; adopt a template of "letter of appointment as the examiner" for all degree programmes; establish one way of communicating with examiners about their appointment (e.g., via individual letters, via programme directors, or via the news bulletin?).
 - b. Approval of The BMS Rules and Guidelines must be ready in the first study week of an academic year.
3. *Continuing working on improving safeguarding of assessment.* For the next Annual Report the Examination Boards need to provide concrete information about quality screening of all programmes, a number of screened tests per degree programme, and a number of theses screened.
4. The Examination Boards BMS request the Faculty Board BMS to establish the *financial compensation policy* for all members of the Examination Boards BMS, based on their legal responsibilities as described in WHW.
5. The Examination Boards BMS observed a significant difference in granting Cum Laude certificates in degree programmes. The Boards invite programme directors to discuss whether regulations for "cum laude" are significantly different per degree programme (and why); and whether the quality of final examination per degree programme is significantly different (and why).

6. The Examination Boards BMS express the concern that a relatively large number of examiners are exempted/ dispensed from the UTQ; and ask the Dean's Office to discuss how to secure that this group of examiners is well trained to design and perform assessment.
7. For the next Annual Report the Examination Boards need to provide a nuanced historical account per degree programme about numbers of students enrolled in each degree programme; number of student requests per degree programme and per type of request.
8. The Examination Boards BMS need to engage more in continuous professional development (e.g., SKE or SKO).