ANNUAL REPORT 2021-2022

OF THE EXAMINATION BOARDS BMS

UNIVERSITY OF TWENTE.

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FOREWORD BY THE CHAIRS

We – the chairs of the four examination boards of the Faculty Behavioural, Management and Social Sciences (BMS) – present to you our annual report of the academic year 2021-2022. The report has been composed by dr. Jeroen Meijerink and dr. Judith ter Vrugte and approved by all examination boards. The report details the activities undertaken by the four examination boards in 2021-2022 and presents action points for the upcoming academic year(s).

We greatly value the collaboration across the four examination boards in the chamber of chairs (CoC) and with the following stakeholders: programme management teams (PMTs), examiners, the Centre for Educational Support (CES), the Education Service Centrum (ESC), the BMS faculty board, and the UT-wide platform of examination boards. This puts us in a good position to enact our responsibilities (as outlined in Chapter 1 of this report) and to identify a series of main improvement areas as targets for the examination boards and their stakeholders. For 2021-2022, these improvement areas included the following (as outlined in our previous annual report):

1. *Safeguarding the quality of assessment:* the examination boards will update their SAQ protocol by including (1) criteria on the organisation of online, remote testing, (2) criteria on the involvement of student assistants in assessment, and (3) guidelines on how the SAQ-protocol is to be implemented in terms of the supply of relevant information by selected stakeholders;
2. *Degree certification*: to continue to monitor cum laude rates and discuss measures with programmes to ensure that cum laude rates stay, or are brought back to, the 5-10% bound by e.g. adjusting cum laude criteria as laid down in the programme-specific appendix to the EER
3. *Appointment of examiners:* to ensure quality of examination in cases where PhD students (and other colleagues) do not possess the UTQ (and are not in the process of acquiring it, while having the competences to act as examiner), but need to be appointed as (thesis) examiner;
4. *Criteria for handling student requests:* to specify criteria for handling selected student requests for deviations from the EER for the sake of reinforcing the consistency in decision-making across the four examination boards;
5. *Process of handling student request*s: to further streamline the process of handling student requests to ensure the workload for the registry remains manageable and can be divided over the three registrars;
6. *Confidentiality of theses:* to explore the possibilities for devolving the decision-making right regarding thesis confidentiality to a body that is better equipped to handle respective student requests, to ultimately ensure the examination board can focus on its core business (i.e. safeguarding assessment quality);
7. *Fraud prevention:* to implement the fraud prevention policy;
8. *Reporting suspicion of fraud*: to develop a guideline that supports examiners in deciding when to report a suspicion of fraud to the examination board and when to take corrective action themselves;
9. *Registration of grades:* to safeguard that only examiners can have grades registered in Osiris (e.g. by means of Osiris docent) (see Chapter 7).

In this report, we reflect on how these improvement areas have been addressed in 2021-2022. To do so, and to report on our regular responsibilities, we structure this annual report as follows. After outlining the responsibilities (and composition) of the four examination boards in Chapter 1, we report on each of these responsibilities in a separate chapter that each present (i) the facts and

figures that pertain to the selected responsibility, (ii) the conclusions that are to be drawn on the basis of these facts and figures, and (iii) a plan of action for the upcoming academic year(s).
We thank all examination board members and stakeholders for their contributions in 2021-2022 and look forward to the ongoing collaboration in 2022-2023.

The chairs of the BMS examination boards:

Dr. Jeroen Meijerink; former Chair examination board Management Sciences; former Chair of the Chamber of Chairs (in 2021-2022)
Dr. Judith ter Vrugte; former Chair examination board Behavioural Sciences (in 2021-2022)

Dr. Joyce Karreman; Chair examination board Behavioural Sciences; Chair of the Chamber of Chairs
Dr. Derya Demirtas; Chair examination board Management Sciences
Dr. Nolen Gertz; Chair examination board Interdisciplinary Sciences
Dr. Pieter-Jan Klok; Chair examination board Governance Sciences

1. RESPONSIBILITIES AND COMPOSITION OF THE EXAMINATION BOARDS BMS

This chapter outlines the responsibilities and composition of the examination boards BMS. Moreover, it summarises the boards' work procedures in terms of meetings, Chamber of Chairs gatherings and meetings with examiners. The meetings and collaboration with the programme management teams are discussed in Chapter 3 (on safeguarding assessment quality).

1.1   RESPONSIBILITIES

The responsibilities of the examination boards are described in the Higher Education and Scientific Research Act (*Wet op het Hoger onderwijs en Wetenschappelijk onderzoek, WHW*). This Act defines (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 Regulations (EER) with regard to the knowledge, insight and skills required to obtain a degree.
To this end, the examination boards BMS enact the following responsibilities which we report on in this annual report:
1. to issue a certificate and supplement (Chapter 2);
2. to safeguard the quality of the organisation and the procedures of assessment (Chapter 3);
3. to set regulations and directions for assessment, within the framework of the EER (Chapter 4);
4. to assess individual student requests for exceptions to the EER and to grant permission to a student to take a flexible programme (Chapter 5);
5. to assess cases in which there is a suspicion of fraud, and to determine the consequences if fraud has occurred (Chapter 6);
6. to appoint examiners (Chapter 7).

Next to these responsibilities, the boards also provide advice to the faculty board concerning the adoption, amendment or periodic assessment of the EER, and write an annual report about their activities to the faculty board. The scope of the BMS examination boards encompasses six Bachelor programmes and 13 Master 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 the next section.

1.2   COMPOSITION OF THE EXAMINATION BOARDS

Within each board, the members jointly carry out responsibilities and duties, while each member is also specifically responsible for one of the programmes involved. In accordance with article 7.12a par. 3 WHW, an external member is appointed on each board. Table 1 provides an overview of the composition of the four examination boards and the programmes that fall under their jurisdiction.

EB	Name	Appointment period	Programme
Behavioural Sciences	Dr. J. (Judith) ter Vrugte (chair)	23-05-2016 to 01-09-2023	MSc Educational Science and Technology (EST)
	Dr. M. (Margôt) Kuttschreuter	01-02-2020 to 01-01-2023	MSc Psychology (MPS)
	Dr. E.J. (Ed) de Bruin	01-09-2021 to 01-09-2023	BSc Psychology (BPS)
	Dr. J. (Joyce) Karreman	01-05-2019 to 01-05-2023	MSc Communication Studies (M-COM)
	Dr. S.R. (Sikke) Jansma	01-07-2021 to 01-07-2023	BSc Communication Science (B-COM)
	Drs. M.N. (Martine) Hasselman (Saxion)	01-09-2021 to 01-09-2022	External member

EB	Name	Appointment period	Programme
Governance Sciences	Dr. V.I. (Victoria) Daskalova, LLM (chair)	01-04-2018 to 01-09-2022	BSc Management, Society & Technology (MS&T) Master Risk Management (MRM) Master Public Management (MPM) Master of Environmental and Energy Management (MEEM)
	Dr. M. (Martin) Rosema	01-06-2021 to 01-09-2023	BSc Management, Society & Technology (MS&T) MSc European Studies (ES)
	Dr. P.J. (Pieter-Jan) Klok	01-09-2020 to 01-09-2022	BSc Management, Society & Technology (MS&T), MSc European Studies (ES) MSc Public Administration (PA), Master Public Management (MPM)
	Dr. D. (Daniela) Craciun	01-09-2021 to 01-09-2023	BSc Public Governance Across Borders (GPAB)
	Drs. M.N. (Martine) Hasselman (Saxion)	01-09-2021 to 01-09-2022	External member

EB	Name	Appointment period	Programme
Inter-disciplinary Sciences	Dr. P. (Peter) Stegmaier (chair)	01-09-2018 to 01-09-2022	MSc Philosophy of Science, Technology and Society (PSTS)
	Dr. N. (Nolen) Gertz	01-11-2020 to 01-11-2022	MSc Philosophy of Science, Technology and Society (PSTS)
	Dr. L.A. (Leontine) de Graaf	01-09-2020 to 01-09-2022	MSc Educatie en Communicatie in de Bètawetenschappen (ECB)
	Dr. L.E.I. (Ingrid) Breymann	01-01-2021 to 01-01-2023	MSc Educatie in de Mens- en Maatschappijwetenschappen (EMM) MSc Leraar Voorbereidend Hoger Onderwijs in de Mens- en Maatschappijwetenschappen (LMM)
	Vacancy	01-09-2021 to 01-09-2022	External member

EB	Name	Appointment period	Programme
Management Sciences	Dr. J.G. (Jeroen) Meijerink (chair)	01-01-2020 to 01-01-2023	MSc Business Administration (BA)
	Dr. D.M. (Devrim) Yazan (vice-chair)	01-02-2019 to 31-08-2022	MSc Industrial Engineering and Management (IEM)
	Dr. D. (Derya) Demirtas	01-10-2021 to 01-10-2023	BSc Industrial Engineering and Management Sciences (IEMs)
	Dr. E. (Erwin) Hofman	01-01-2020 to 01-01-2022	BSc International Business Administration (IBA)
	Dr. N.J. (Niels) Pulles	01-01-2022 to 01-01-2024	BSc International Business Administration (IBA)
	Vacancy	01-09-2021 to 01-09-2022	External member

Table 1. Composition examination boards BMS, 2021-2022

Each examination board is supported by a registrar. The joint boards are supported by an executive secretary. In May 2022, the position of executive secretary position became vacant. As a result, the responsibilities of the executive secretary had to be taken over by the registry and examination board chairs, causing a workload increase and delay in handling student requests. Table 2 provides an overview of the registry of the examination boards.

Period (from)	Person(s) involved
AY 2021-2022	The examination boards BMS were supported by a registry, consisting of: • Ms C.B. van Dijken for the Examination Board Management Sciences; • Ms M. Esveldt-Sibeijn for the Examination Board Behavioural Sciences; • Ms M.W.J. Peijster-Terpelle for the Examination Boards Interdisciplinary and Governance Sciences; • Ms E.G.M. Klunder-Steur: all-round registrar (per 01-08-2022)
AY 2021-2022	Executive secretary: Ms MR. K.G. Wever (until 31-05-2022).

Table 2. Support of examination boards BMS

1.3   MEETINGS OF THE INDIVIDUAL EXAMINATION BOARDS

Table 3 provides an overview of monthly meetings of each examination board. During these meetings the boards discuss the appointment of examiners, draft advice on EER, discuss the safeguarding of assessment quality (incl. preparing SAQ meetings with the PMTs and updating the SAQ-protocol), optimise procedures (e.g. for handling student requests and the appointment of examiners) and handle student requests. The examination boards Governance Sciences (EB-GS) and Interdisciplinary Sciences (EB-IS) handle all of their student requests during the monthly meetings. To optimise decision-making processes and free up time for policy and assessment quality discussions, the examination boards Behavioural Sciences (EB-BS), Interdisciplinary Sciences and Management Sciences (EB-MS) handle regular student requests (with clear jurisprudence) via e-mail. These include requests regarding the extension of the deadlines for delivery of the bachelor thesis due to personal circumstances, granting thesis confidentiality, or granting an extra test opportunity. Requests that are not addressed by email, are discussed during the examination board meetings or (in the case of EB-IS) via documents shared in MS Teams.

Meeting	2021-2022	2020-2021	2019-2020	2018-2019
Behavioural Sciences	12	19	19	12
Governance Sciences	12	12	14	11
Interdisciplinary Sciences	10	11	10	9
Management Sciences	12	11	10	12
Chamber of Chairs (CoC)	5	7	12	7
Coordinator EB-CoC - with the Dean and/or Vice Dean	9	7	9	8
UT-wide Platform EBs	3	2	3	3

Table 3. Number of meetings of examination boards BMS

1.4   MEETINGS OF THE CHAMBER OF CHAIRS

In 2021-2022, the chamber of chairs (CoC) had five regular meetings during which the chair of the four boards shared best practices (e.g., on handling student requests, preventing and addressing fraud cases and safeguarding assessment quality, prepared the annual report, and approved the Rules and Guidelines). Furthermore, the following topics were discussed:

- the fraud prevention policy;
- involvement of student assistants for grading tests;
- updates of the SAQ protocol;
- appointment of colleagues without UTQ and alternative qualifications of examiners (e.g. Basic University Examination Qualification);
- updating and specifying criteria for handling student requests for deviations from the EER;
- (dis)continuing third exam opportunities which are COVID-related
- the evaluation and suggestions for improvement of the new procedure of appointing examiners across the different boards;

All EB chairs take part in a UT-wide 'platform of examination boards' that meets at least three times a year. The chair of the CoC meets on a regular basis with the vice dean of education and the manager of the ESC to discuss current affairs related to examination and the registry.

1.5   MEETINGS WITH EXAMINERS AND TEACHERS

During the academic year 2021-2022, the examination boards informed the examiners about relevant issues through their website. In addition, the EB-MS organised two teachers' lunch meetings (on 18 October 2021 and 30 March 2021) to inform examiners on issues such as:

- confidentiality of theses
- support offered by the EB-MS to examiners (incl. cover sheets and rules of order for testing)
- facts and figures on student requests and examiners appointment.
- (dis)continuing third exam opportunities which are COVID-related
- fraud prevention (in online testing);

The EB-MS will continue the tradition of organising lunch meetings in 2022-2023 to inform all parties involved in examination on issues that fall under its jurisdiction (e.g. fraud prevention, safeguarding assessment quality, and handling student requests).

Unlike previous years, the EB-BS only organized a meeting with the teacher team of Communication Science (on the topic of detection and notification of fraud and plagiarism), due to covid related lockdown and workload and changes in program management teams. The board is considering a new approach for the upcoming academic year (an approach more in line with the EB-MS)

The EB-GS considers the organisation of meetings with examiners as the primary responsibility of the PMT(s) and therefore did not organise meetings with examiners. The members of the board inform other teachers during the regular educational meetings the programmes organises.

The EB-IS involved its individual members in updating the examiners during the educational meetings of the selected degree programmes on issues such as the appointment of examiners (incl. UTQ and language requirements and SAQ meetings). It also considers the organisation of meetings with examiners as the primary responsibility of the PMT(s).

2. DEGREES AWARDED

This chapter presents the facts, figures and conclusions related to the degree certificates issued by the examination boards of BMS. Though the boards represent six programs in total, the facts and figures pertain to five of the six programs. The sixth program (i.e., PGAB) concerns a joint degree program and part of the facts and figures of the Bachelor MS&T.

2.1   FACTS AND FIGURES ON DEGREE CERTIFICATES GRANTED

As seen in Table 4 at the end of this chapter, in the academic year 2021-2022, the examination boards BMS issued a total of 1108 degree certificates, of which 103 were granted the "cum laude" judicium (i.e. 9% of the total number of degree certificates issued). In comparison, in the previous academic year, 2020-2021, 1237 degree certificates were issued of which 103 were granted the "cum laude" judicium (i.e. 8% of the total number of degree certificates issued). Hence, the overall number of degree certificates issued decreased, percentage of certificates awarded with cum laude remained more or less stable and within the 5-10% bound.

2.1.1   Facts and figures on Bachelors' degrees

As can be seen in Table 4, in comparison to last year, both the number of BSc degree certificates issued as well as percentage of certificates awarded with cum laude increased slightly; in the academic year 2021-2022 the examination boards BMS issued a total of 491 BSc degree certificates, of which 42 were granted the judicium "cum laude" (i.e. 9% of the total number of BSc degree certificates issued). In the previous academic year (2020-2021) 478 BSc degree certificates were issued of which 33 were granted the judicium "cum laude" (i.e. 7% of the total number of BSc degree certificates issued).

Compared to last year, the total number of Bachelor degree certificates issued remained relatively stable for most programs. However, two of the five programs demonstrate a substantial change:
- The program that saw the largest increase in degrees issued was the *BSc International Business Administration (IBA)* (from 81 in 2020-2021 to 137 in 2021-2022; equalling an increase of ~69%). In comparison, last year this program showed the biggest reduction from the BMS Bachelor programs. Numbers now are comparable to numbers of earlier years (i.e., 2016-2017) and fit the pattern seen in the previous academic years where the number of degrees issued is fluctuating.
- The greatest reduction in degrees issued was in the *BSc Industrial Engineering & Management Science (IEMs)* (from 102 in 2020-2021 to 58 in 2021-2022; equalling a decrease of ~44%). This stands out since the program has been growing steadily since 2015-2016 and demonstrated the biggest increase in number of degrees issued last year (from 2019-2020 to 2020). Numbers now are comparable to numbers of earlier years (i.e., 2016-2017).

Where two of the five programs remained stable, three programs demonstrated a change of 3 percent point in comparison to last year's percentage of *cum laude graduations*; The BSc Psychology (PSY) and BSc Industrial Engineering & Management Science (IEMs) demonstrated an increase of 10% to 13% and 2% to 5% consecutively, whereas the BSc International Business Administration (IBA) demonstrated a decrease of 3% (from 11% to 8%). Across the individual programmes, the percentage of cum laude degrees falls below (or sits close to) the upper 10% threshold with the exception of the BSc Psychology (PSY).

2.1.2 Facts and figures on Masters' degrees

In the academic year 2021-2022, the examination boards BMS issued a total of 617 MSc degree certificates, of which 61 were granted the "cum laude" judicium (i.e. 10% of the total number of MSc degree certificates issued). In comparison to the previous academic year, the number of MSc degrees awarded decreased from 759 in 2020-2021 to 617 in 2021-2022 (i.e. a decrease of ~19%). After an increase of 13% from 2019-2020 to 2020-2021 this decrease results in numbers that are comparable, but slightly below, numbers of Master degree certificates awarded in the period 2016-2017 to 2019-2020 (which ranged from 636 and 651).

In 2021-2022, most MSc programmes saw a substantial decrease in *degrees awarded.* Two programs saw a substantial increase in degrees awarded and three programs remained relatively stable (i.e., change was 10% or less):

- *Decrease* compared to 2020-2021 (>10%):
    - MSc Communication Science (M-COM) – -23%
    - MSc Educational Science and Technology (EST) – -39%
    - MSc Public Administration (PA) – -22%
    - MSc European Studies (ES) – -29%
    - MSc Philosophy of Science, Technology and Society (PSTS) – -33%
    - MSc Leraar VHO Maatschappijleer en -wetenschappen (LMM/EMM) – -50%
    - MSc Science Education and Communication (ECB) – -50%
    - MSc Business Administration (BA) – -32%
- *Increase* compared to 2020-2021 (>10%)
    - Master Risk Management (MRM) – +38%
    - Master of Environmental and Energy Management (MEEM) – +22%
- *Relatively stable* compared to 2020-2021:
    - MSc Psychology (MPS) – -3%
    - Master Public Management (MPM) – -7%
    - MSc Industrial Engineering and Management (IEM) – -10%

Across the individual programmes, the percentage of cum laude degrees falls below (or sits close to) the upper 10% threshold. However, for the following degree programmes, the cum laude ratio considerably exceeded the 10% upper threshold:

- MSc Psychology (MPS) – 17% (compared to 12% in 2020-2021)
- MSc Philosophy of Science, Technology and Society (PSTS) –21% (compared to 10% in 2020-2021)
- MSc Science Education and Communication (ECB) – 27% (compared to 14% in 2020-2021)

It stands out that these three programs also demonstrate a noticeable increase in percentage cum laude awarded degree certificates in comparison to the previous year (2020-2021). Indicating that there seems to be trend or at least consistency and no regression towards the desired threshold of 10%. Considering the absolute numbers instead of percentages: Only for the MSc Psychology (MPS) the increase is also visible in absolute numbers; from 22 cum laude to 31 cum laude in 2021-2022 (while the total number of degree certificates was slightly lower than previous year; 178 vs 183). For the other two programs the absolute numbers were comparable. Here it should be noted that the numbers of degree certificates issued are relatively low (also see Table 4).

Furthermore, in comparison to last year (2020-2021) the MSc Communication Science (M-COM) demonstrates a noticeable change in the percentage of cum laude degrees (i.e., a change from 20% to 9%) and thus now falls below the upper 10% threshold. Thus is in line with recommendations.

2.2 CONCLUSIONS ON DEGREE CERTIFICATES ISSUED

The following observations stand out/are noteworthy (from a more long-term perspective):

- The number of BSc degree certificates issued is more or less stable in comparison to the previous academic year.
- The number of MSc degree certificates issued shows a slight decrease (from 759 to 617) which is the result from two programs (i.e., MRM and MEEM).
- Some programs show continuing low (i.e., below the 5-10% threshold) numbers of cum laude degrees. This could be cohort effects, but should be monitored.
- The number of MSc degree certificates issued *with cum laude* has increased for three of the BMS programs and exceeds the upper 10% threshold with 7% to 17%:
  - MSc Psychology (MPS)
  - MSc Philosophy of Science, Technology and Society (PSTS)
  - MSc Science Education and Communication (ECB)

For the latter two it should be noted that the absolute numbers of certificates issued is low, hence minor differences significantly impact the percentages.

2.3 ACTION POINTS REGARDING DEGREE CERTIFICATES

The examination boards see the following action points for the upcoming academic year:
- To continue monitoring the cum laude ratios and establish whether these fall within the 5-10% bound;
- To explore – with the PMTs of the MSc Psychology, MSc of Philosophy of Science, Technology and Society, MSc Science Education and Communication– the reasons for the current cum laude rates and discuss measures on how to bring these back to the 5-10% bound (e.g. adjusting cum laude criteria as laid down in the programme-specific appendix to the EER).

BSc programme	Certificates 2021-22	Cum Laude #	%	Certificates 2020-21	Cum Laude #	%	Certificates 2019-20	Cum Laude #	%	Certificates 2018-19	Cum Laude #	%	Certificates 2017-18	Cum Laude #	%	Certificates 2016-17	Cum Laude #	%
BSc Communication Science (B-COM)	41	2	5%	37	2	5%	41	2	5%	37	6	16%	29	4	14%	22	2	9%
BSc Psychology (PSY)	191	25	13%	197	19	10%	182	22	12%	223	42	19%	100	14	14%	150	32	21%
BSc Management Society & Technology MS&T (previously EPA)*	64	1	2%	61	1	2%	58	9	16%	73	7	10%	56	5	9%	82	6	7%
BSc International Business Administration (IBA)	137	11	8%	81	9	11%	102	11	11%	93	14	15%	118	14	12%	134	17	13%
BSc Industrial Engineering & Management Science ** (IEMs)	58	3	5%	102	2	2%	80	2	3%	76	3	4%	62	1	2%	57	2	4%
Total Bachelor Degrees	491	42	9%	478	33	7%	463	46	10%	502	72	14%	365	38	10%	445	59	13%

MSc programme	Certificates 2021-22	Cum Laude #	%	Certificates 2020-21	Cum Laude #	%	Certificates 2019-20	Cum Laude #	%	Certificates 2018-19	Cum Laude #	%	Certificates 2017-18	Cum Laude #	%	Certificates 2016-17	Cum Laude #	%
MSc Communication Science (M-COM)	67	6	9%	87	17	20%	75	8	11%	85	18	21%	87	16	18%	88	9	10%
MSc Educational Science and Technology (EST)	34	2	6%	56	2	4%	53	3	6%	64	2	3%	48	3	6%	41	3	7%
MSc Psychology (MPS)	178	31	17%	183	22	12%	148	21	14%	129	17	13%	161	17	11%	150	8	5%
MSc Public Administration (PA)	25	1	4%	32	2	6%	35	1	3%	31	6	19%	29	0	0%	30	7	23%
MSc European Studies (ES)	12	0	0%	17	2	12%	13	1	8%	13	1	8%	15	1	7%	15	1	7%
Master Risk Management (MRM)	11	0	0%	8	0	0%	15	0	0%	7	0	0%	13	1	8%	7	1	14%
Master Public Management (MPM)	14	1	7%	15	0	0%	11	0	0%	8	1	13%	14	1	7%	12	0	0%
Master of Environmental and Energy Management (MEEM)	33	1	3%	27	0	0%	31	5	16%	26	1	4%	31	4	13%	15	4	27%
MSc Philosophy of Science, Technology and Society (PSTS)	14	3	21%	21	2	10%	12	1	8%	18	3	17%	14	5	36%	20	1	5%
MSc Leraar VHO Maatschappijleer en wetenschappen (LMM/EMM)	1	0	0%	2	0	0%	1	0	0%	3	1	n.a.***	7	0	0%	3	1	33%
MSc Science Education and Communication (ECB)	11	3	27%	22	3	14%	16	1	5%	20 1****	1	17%	14 7****	0	0%	14	1	7%
MSc Business Administration (BA)	136	4	3%	199	12	6%	172	18	10%	163	15	9%	152	9	6%	181	17	9%
MSc Industrial Engineering and Management (IEM)	81	9	11%	90	8	9%	69	14	20%	75	10	13%	57	6	11%	60	4	7%
Total Master Degrees	617	61	10%	759	70	9%	651	73	11%	642	76	12%	642	63	10%	636	57	9%

	Certificates 2021-22	Cum Laude #	%	Certificates 2020-21	Cum Laude #	%	Certificates 2019-20	Cum Laude #	%	Certificates 2018-19	Cum Laude #	%	Certificates 2017-18	Cum Laude #	%	Certificates 2016-17	Cum Laude #	%
Total certificates awarded	1108	103	9%	1237	103	8%	1114	119	11%	1144	148	13%	1007	101	10%	1081	116	11%

*	In September 2018, this programme was officially changed to BSc Management, Society & Technology. Hence in 2018-2019, the students received their certificate
**	From September 2018 the name of Technische Bedrijfskunde (TBK) was officially changed to Industrial Engineering & Management Science (IEMs)Ems.
***	To calculate % out of 3 students seems to be statistically unreasonable.
****	These students followed a contract-route and were added to this table retrospectively in the annual report of 2018-2019

Table 4. Numbers of certificates awarded

3. SAFEGUARDING ASSESSMENT QUALITY

The examination boards have the legal duty to safeguard the quality of tests and examinations. This duty is inseparably connected to the legal duty to determine whether a student meets the final qualifications as stipulated in the Education and Examination Regulations before a certificate can be awarded. This chapter reports on the facts and figures related to the safeguarding of assessment quality, and outlines related action points for the upcoming academic year.

3.1 FACTS AND FIGURES ON SAFEGUARDING ASSESSMENT QUALITY

The examination boards execute their duties on the basis of the Safeguarding Assessment Quality (SAQ) Protocol, which has been used by all boards since 2017 – and has been updated in 2021-2022 – to guide the process of safeguarding assessment quality and to set priorities to focus on in the coming years together with the programme management teams. The SAQ-protocol includes a checklist which is used as guidance for the assessment quality safeguarding cycle on five levels of analysis:

1. safeguarding the assessment quality at the programme level;
2. safeguarding the assessment quality of individual tests;
3. safeguarding the assessment quality of bachelor and master theses;
4. safeguarding the quality of test organisation;
5. safeguarding the qualifications of examiners.

3.1.1 SAQ meetings with the programme management teams

All four examination boards meet regularly with the PMTs to discuss assessment quality at the five levels of analysis mentioned above. These meetings are an important instrument for the boards to safeguard assessment quality, and are called *SAQ meetings*. The number of SAQ meetings that took place in 2021-2022 are:

For the examination board Behavioural Sciences:
- two[1] meetings with the PMT of BSc Psychology and MSc Psychology;
- two[1] meetings with the PMT of BSc Communication and MSc Communication Science;
- one meeting with the PMT of the MSc Educational Science and Technology.

For the examination board Governance Sciences:
- two meetings with the PMT of BSc Management, Society & Technology, MSc European Studies, and MSc Public Administration;
- two meetings Master of Public Management, Master Risk Management. One meeting with the PMT of Master of Environmental and Energy Management (because there was no Programme Director available).

For the examination board Interdisciplinary Sciences:
- two meetings with the PMT of MSc Philosophy of Science, Technology and Society;
- two[1] meetings with the PMT of MSc LMM/EMM and MSc Science Education and Communication in the Bètawetenschappen.

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[1] Due to changes in the program management team (e.g., temporary replacement of the program director) the second meeting from 2021-2022 took place at the start of the academic year 2022-2023.

For the examination board Management Sciences:
- four meetings with the PMT of BSc IBA and MSc BA;
- four meetings with the PMT of BSc IEMs and MSc IEM.

3.1.2 Reflections on the SAQ-protocol

The SAQ-protocol was last updated in 2019. In line with ongoing developments and changes in testing, and the need for more detailed guidelines on the implementation of the SAQ protocol, the following changes were made:

- New criteria were added, for instance, those related to the involvement of student assistants in assessment and online testing;
- Several criteria have been rewritten and more specific;
- The SAQ-protocol now offers suggestion to the PMTs on what information needs to be supplied, by which actor and in what moment in time in order for the examination boards to decide whether assessment quality is safeguarded;

At the same time, similar to the previous academic year, it remains unclear how online tests (whether taken on campus or at home) are to be safely stored to support future auditing processes. During the 2021-2022, this issue remained unsolved and needs to be addressed in the upcoming academic year(s).

3.2 CONCLUSIONS ON SAFEGUARDING ASSESSMENT QUALITY

On the basis of the facts and figures presented above, the examination boards draw the following conclusions:

- The SAQ-protocol has been recently updated and is now ready to be approved by the individual EBs. In the upcoming period, the EBs and PMTs will evaluate the updated protocol and draft lessons learned to be included in a future version of the SAQ protocol;
- Storage of (digital) tests for safeguarding purposes. It remains unclear what risks and opportunities are associated with the storage of digital tests. How to ensure that digital test materials are not lost? Who is responsible for the storage of digital tests? In which database are digital test materials stored? These questions need to be answered to facilitate future auditing procedures, establish the reliability of testing and offer students (and examiners) the possibility to review test materials. This may apply likewise to storage of item banks and student products, including the use of Remindo.

3.3 ACTION POINTS REGARDING SAFEGUARDING ASSESSMENT QUALITY

Following from the above, the examination boards see the following points for action for the academic year 2022-2023:

- To approve, monitor and evaluate the implementation of the updated SAQ-protocol, and make changes to the protocol for the upcoming years (if necessary);
- To ensure safe storage of digital tests.

4. RULES AND GUIDELINES

Article 7.12b sub 1b WHW assigns the examination board the duty to set rules and guidelines (R&G) in line with the EER for the assessment and determination of the results of exams and examinations. In addition, article 7.12c WHW charges the examination board with the appointment of examiners, who will take exams and determine the results thereof. In line with these legal duties, the examination boards BMS drafted their Rules and Guidelines as a guideline for the individual examination boards, programmes, examiners and students. The Rules and Guidelines are reviewed annually and updated where necessary. In 2021-2022, the examination boards BMS updated their Rules and Guidelines as discussed below.

4.1 FACTS AND FIGURES ON RULES AND GUIDELINES

In addition to the elimination of textual inconsistencies, the following major changes were made to the R&G:

- clarification of types of examiners and appointment criteria
- reformulation of the criteria used to appoint examiners;
- refinement of criteria for student requests;

We elaborate on these changes in the following section.

4.2 CONCLUSIONS ON RULES AND GUIDELINES

The following observations are noteworthy (from a more long-term perspective):

- <u>Criteria for appointing examiners- UTQ</u>: The examination boards appoint examiners for all courses in the program or specifically for the examination of bachelor and/or master theses. Since different criteria apply for the appointment of one or the other, the R&G were updated to clarify this distinction. The examination boards rely on the UTQ as a criterion for appointing examiners. The boards will keep these criteria in the coming years.
- <u>Appointing PhD students as examiner </u>(see also chapter 7 on the appointment of examiners): The examination boards see a challenge with PhD students that need to be appointed as examiner for bachelor and master theses. Currently, PhD students receive a three-year waiver for not having the UTQ. However, during these three years, PhD students are unlikely to have access to the teaching experiences necessary to complete the UTQ. The past year the examination boards spiked discussions to create a modular UTQ where examiners have the opportunity to follow a trajectory with a focus on supervision and examination of theses. CELT is currently redesigning the UTQ for this modular trajectory which will also be nationally recognized.
- <u>Criteria for student requests:</u> The examination boards rely on well formulated requests to establish their decisions for exemptions. It stood out that student requests often were incomplete or were missing essential details. This created situations where the registry and the boards could not come to a solid and well-funded decision within the desired time-frame. To overcome this, the examination boards updated the chapter on student requests and are working on updating the website.
- <u>Criteria for decisions on student requests:</u> Although the boards act independently, it is felt that it is important that students across the educational programs in BMS should be treated equally. To this end the examination boards use the R&G as guideline for decisions on exemptions. To establish better alignment in decisions between the boards, and to facilitate students and study advisors in assessing whether a request has merit (and what evidence to provide to substantiate this), the boards refined the guidelines on student requests and decisions. This was done based on an

evaluation of arguments for decisions on student requests of previous years combined with discussion in the CoC on the decision making process within each of the boards. Common argumentations and lines of reasoning were used to refine the requirements for specific requests. This contributes to a more transparent and univocal framework for decisions on students specific requests for exemption. Most changes made pertain to request for exceptions/deviations on rules for cum laude, extension of validity of test results, and number of exam or test opportunities.

4.3 ACTION POINTS REGARDING RULES AND GUIDELINES

Following the above, the boards see the following points for action for the academic year 2022-2023:

- To monitor student requests for 'cum laude', 'exam opportunities', and 'extension of validity of test results' to assess whether the updated criteria in the R&G foster the handling of student requests;
- The method of handling student requests within BMS is evaluated. Based on this evaluation the website will be redeveloped and if necessary, to streamline the processes for handling requests to guarantee effective, consistent and efficient decision-making by the boards;

5. DECISIONS ON INDIVIDUAL (STUDENT) REQUESTS, APPEALS AND COMPLAINTS

The examination boards decide on various types of student requests for exceptions to the EER. These requests include, but are not excluded to, the possibility to take a third test opportunity, being exempted from completing a selected test, or to do a flexible degree programme. This chapter presents the facts and figures regarding such student requests.

5.1 FACTS AND FIGURES ON STUDENT REQUESTS

5.1.1 Student requests handled by the examination boards

In the academic year 2021-2022, the examination boards BMS handled a total of 356 student requests. As is shown by Table 5, this is a decrease in student requests handled by all boards in comparison to 2020-2021 (404). At the same time, the number of requests in 2021-2022 do exceed those of 2019-2020 (250) and the years before. This can be attributed to the relatively high number of requests for third attempts that were offered to students that faced COVID-19 restrictions (e.g. quarantine) which prevented them for taking part in regular exam opportunities. The largest number of requests were handled by the examination board Behavioural Sciences (172 in total) and the examination board Management Sciences (169 in total).

Number student requests/decisions per EB	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17
EB Behavioural Sciences	172	166	113	84	100	166
EB Governance Sciences	10	14	7	21	27	
EB Interdisciplinary Sciences	5	11	2	10	5	13
EB Management Sciences	169	213	128	127	154	175
Total	356	404	250	242	286	354

Table 5. Number of student requests per examination board BMS (without mandates)

Similar to the previous academic year, the majority of requests come from the following programmes:

- BSc Psychology (109 requests);
- BSc International Business Administration (82 requests);
- BSc Industrial Management & Engineering Science (55 requests).

Moreover, the majority of the cases pertained to the following types of requests (see Table 6):

- Extra exam/test opportunity (193 in total) – a large portion of these requests concerned extra exam opportunities to make up for COVID-19 restrictions.
- Postponement of presentation thesis (38 in total) – this type of request is only present in the EB-BS and results from strict deadlines for the Bachelor thesis project in the Psychology program.
- Confidentiality of the thesis (26 in total)
- Exemption (22 in total) – this can be explained by one/two students who requested to be exempted for a number of (parts of) study units. For each (part of a) study unit a requests needs to be made, which explains the relatively high number of exemption request.
- Extended validity of grades/test results (18 in total). Most of these requests are made by IBA students (13 requests in total) since the modules in the IBA program are organized in an 'integrated' fashion (as specified under TOM 2.0)

2021-22		Behavioural Sciences					Governance Sciences						Interdisciplinary Sciences			Management Sciences			
Type of student requests per programme	Total	B-COM	M-COM	EST	B-PSY	M-PSY	PA	ES	MS&T	MPM	MRM	MEEM	PSTS	ECB	LMM/EMM	IBA	BA	IEMs	IEM
Change format of test	9	1	1			1							2			2	1		1
Change of language MSc Thesis	2						2												
Confidentiality of thesis	26		2	3	3	9	1				1						5	1	1
Cum Laude	18	3			5	2							1				3	2	2
Elective courses																			
Exemption	22				1											12		8	1
Extended validity of grades / test results	18			3												13	2		
Extra exam or test opportunity	193	20	1	5	58	1			3				1			54	6	37	7
Flexible degree programme	7		1	1			2											1	2
Inclusion extra courses / minor																			
Minor	2								1				1						
Miscellaneous	10		1		2	2										1		3	1
Postponement of degree certificate	11	1		1	2	4												3	
Postponement of presentation of thesis	38				38														
Prerequisites																			
Start of thesis																			
Total requests to BMS Boards	356	25	6	13	109	19	5		4		1		5			82	17	55	15

Table 6. Number of student requests submitted to examination boards BMS per type of request (without mandates)

5.2 APPEALS AND COMPLAINTS

In 2021-2022, the examination boards BMS received a total of four appeals and six complaints. These numbers are more or less similar to 2020-2021 which saw a reduction in comparison to the years before. Below we detail the complaints and appeals handled per examination board. The numbers of appeals and complaints lodged with the examination boards is very limited in comparison with the total number of requests.

5.2.1 Appeals

Appeals handled by the EB-BS

Students that fall under the EB-BS filed a total of three appeals. One of the appeals (from a Master Psychology student) concerned an appeal against a decision from the board EB-IS and was therefore handled by the EB-IS. The two other appeals were handled by the EB-BS:

1. This appeal concerned a Premaster Communication student who appealed (CBE) against a decision made by the EB. The student filed a request for an additional exam opportunity that was not granted based on jurisprudence. Following the appeal and consultation meetings, the EB-BS decided to maintain the decision. The student did not continue the appeal and the case was closed.
2. This appeal concerned a Master EST student who appealed (CBE) against an exam grade. The student did not follow up on requests of the EB-BS to deliver additional information and schedule a hearing. After the deadline, the EB-BS reported back to the CBE. The CBE concluded that the student was no longer registered at the University of Twente and dismissed the appeal.

Appeals handled by the EB-IS

1. The first appeal concerned a Master Psychology student who was involved in a plagiarism case in the 'Governance of Innovation and Socio-Technical Change (202001421)' minor and appealed against a decision made by the EB-IS. Therefore, the EB-IS handled the appeal. The appeal was made by the group to appeal against the decision that all students were registered in the Fraud register while only one of the students committed plagiarism. The board revisited and discussed their decision and revised the decision in such way that only the student who committed plagiarism was registered. The student did not continue the appeal and the case was closed.
2. The second appeal is from the same group assignment as mentioned in the first appeal and involves the same case, but was filed separately because the students were from a different program. The procedure and decision for both appeals was the same: The board revisited and discussed their decision and revised the decision in such way that only the student who committed plagiarism was registered. The students did not continue the appeal and the case was closed.

5.2.2 Complaints

The EB-BS, EB-GS and EB-MS received and handled complaints at total of seven complaints which are detailed below and summarized in Figure 1.

Complaints handled by the EB-BS

1. The complaint concerned disagreement with the grading on a reflection assignment and involved a request for a second opinion. The EB-BS reviewed the assignment and grading and decided that the exam procedure and grading adhered to the standards expected by the examination board and therefore concluded that the request was ungrounded. The student did not continue the complaint.

2. The complaint concerned disagreement with the grading and assessment of exam. The EB-BS informed the student to take part in the retake while the complaint was being processed. In response, the student informed the EB-BS to have come to an agreement with the examiner of the course. The student cancelled the complaint. The EB-BS sees the complaint as treated and settled.

Complaints handled by the EB-GS

1. This complaint was about a statistics exam. The student noted that the information from the classes, practical's and previous tests did not align with the actual exam. The student asks the board to review the exam. The board held hearings with the student and teachers and checked the exam compared to the information given in the classes. They concluded that the complaint was not grounded because the exam did not contain an questions outside of the teaching. The questions gave a good representation of the topics. Questions were in line with the questions of practice exam. The student did not continue the complaint because in the meantime he completed the re-take with a positive grade.

Complaints handled by the EB-MS

1. The student complained about the number of points received for a selected test question, which caused the student to fail the test. This test was the last test to be completed by the student to receive the diploma. The examination board Management Sciences collected all relevant evidence from the student and examiner and decided that the exam was graded in a reliable manner. Therefore, it did not see a ground to reconsider the student's grade. Instead, according the Rules and Guidelines, the student was eligible to take an extra exam opportunity. The examination board recommend the student to submit this request accordingly. The student accepted the decision and the case was closed.
2. The student took an on-campus test that was made on a Chromebook computer. The student complained that the Chromebook malfunctioned during the test, also after the initial computer was replaced by a new one. The examination board Management Sciences contacted the e-assessment department to take corrective actions to prevent such events from happening in the future, informed the student and closed the case.
3. The student complained about the number of points received for two test questions. Upon request of the examination board, the examiner and student met to discuss the test result. On the basis of this meeting, the examiner decided to adjust the test grade. The student accepted this outcome and the case was closed.
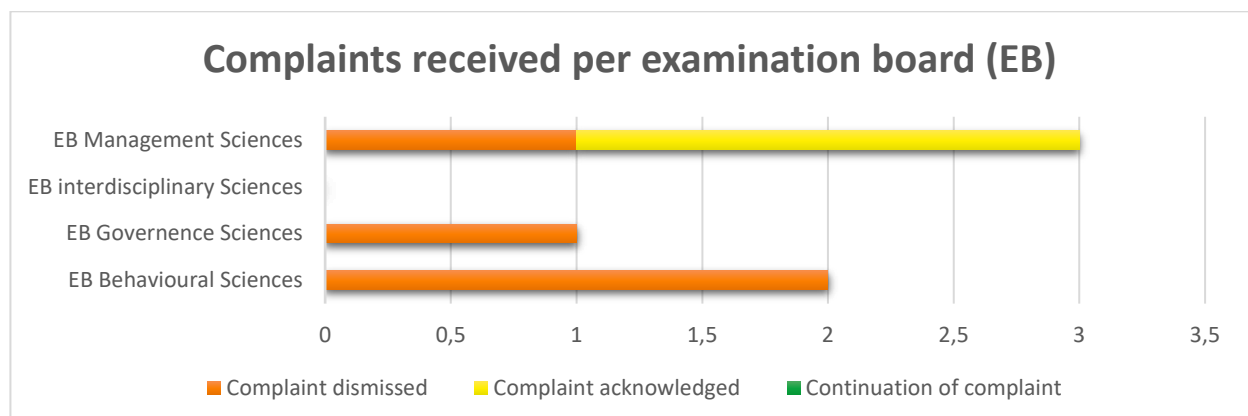

Figure 1. Complaints received and handled by the examination boards

5.3 CONCLUSIONS ON STUDENT REQUESTS, APPEALS AND COMPLAINTS

The following observations are noteworthy:

- The majority of requests come from students in the BSc programmes. This might be due to the large number of BSc students involved (vis-à-vis students in MSc programmes) and the integrated nature of modules in selected programmes such as International Business Administration (that makes students to request for the extension of validity of grades).
- By far, the majority of requests pertain to extra exam/test opportunities. A majority of these requests were the result of Covid-19 related reasons that prevented students from taking on-campus tests (e.g. quarantine, travel restrictions). It is expected that the number of requests will decrease once the anti-Covid measures are lifted.
- Unique for the EB-BS are requests from Bachelor students Psychology for postponement of their Bachelor thesis presentation date due to force-majeure. This concerns a substantial number of requests.
- The majority of requests come from students in programs that fall under the jurisdiction of the examination boards Management Sciences and Behavioural Sciences. This creates the risk of an unequal distribution in workload across individual registrars. In 2021-2022 a start was made with adjusting the Rules and Guidelines (i.e. making criteria for handling students requests more explicit and uniform across examination boards) as a necessary condition for registrars to handle requests from different examination boards and thus first step towards an equal distribution of workload. As a next step, the examination boards issued a study into the decision making process across the individual examination boards to identify inconsistencies and possibilities for streamlining these processes. This serves as a second step towards harmonizing the handling of student requests for further balancing the workload within the registry. The first results of this study are expected to be available in the first half of the 2022-2023 academic year.
- It is noticeable that despite the number of requests handled by the boards, the number of appeals and complains remains low. Only a limited (2) number of decisions had to be revised after a complaint and, in general, students dropped their appeal/complaint after explanation by the boards.

5.4 ACTION POINTS REGARDING STUDENT REQUESTS HANDLED BY THE EXAMINATION BOARDS

Following the above, the examination boards see the following points for action for the academic year 2022-2023:

- The EB-BS has discussed the protocol for the Bachelor thesis Psychology in order to see if the procedure could be updated and whether there are things the program can do to ensure feasibility of the projects. Following the last SAQ this is an action point for the academic year 2022-2023.
- The examination boards will wait for the results of the study into the decision-making process for handling student requests across the individual examination boards. On the basis of these results, the examination boards will look for ways to further streamline the process of handling student requests to ensure the workload for the registry remains manageable and can be divided over the three registrars;
- To avoid unnecessary high number of requests for extra exam opportunities, the examination boards will discontinue offering extra "Covid-19 attempts" once anti-Covid measures have been lifted by the Dutch government in the 2022-2023 academic year. The boards informed all programs about this decision.

6. FRAUD CASES

The examination board is responsible to assess cases in which there is a suspicion of fraud, and to determine the consequences if fraud has occurred (art. 7.12b, par.2 WHW). Next to assessing fraud cases, it is in the interest of the examination boards to limit fraud risks to safeguard assessment quality and uphold the validity of degree certificates. This chapter reports on the fraud cases handled by the examination boards and actions taken to limit fraud risks.

6.1 FACTS AND FIGURES ON FRAUD CASES

Teachers of different courses alert the examination boards of potential fraud (including plagiarism). The number of students reported includes, but is not exclusive to, the students who handed in the exam; in the examination board BS it is common practice to, if possible, also include students who facilitated the fraud for example by supplying their work (three students were reported because of this in 2021-2022). See Table 7 below for an overview.

Examination Board	Number of unique courses where fraud was suspected	Number of notifications	Number of students reported	Positive decisions (students who received registration and/or penalty)
BS	8	12	53	29
GS	5	7	15	10
IS	5	7	14	8
MS	8	8	18	16
total	**26**	**34**	**100**	**63**

Table 7 Overview of fraud notifications and students involved in 2021-2022 per BMS EB

In total, four students (three students reported to the EB-BS and one student reported to the EB-GS) were reported twice. Hence, the 100 reported cases, involved 98 unique students. For the EB-BS 32 students of the reported 53 students did not receive a positive decision. In eight cases the EB-BS decided that no fraud was committed. The board decided that these students unintentionally demonstrated this behaviour and that the behaviour was not serious enough to be penalized, but should be seen as a learning opportunity. These students received a warning that they committed behaviour that was on the border of plagiarism or fraud. In three cases the EB-BS issued a warning to students who facilitated fraud (e.g., by handing exam materials over to other students), but no penalty was issued.

6.1.1 Facts and figures on plagiarism

Most fraud cases involved individual assignments and group assignments (e.g., essays and internship reports, thesis work) where students copied the work of other students (from older cohorts), reused materials they had written in the past for other educational programmes or included materials that are publicly available without properly referencing the original work.

Below, we provide an overview of the plagiarism cases handled by the individual boards:

Plagiarism notifications received by the examination board Behavioural Sciences

In 2021-2022 12 notifications of plagiarism were received by the board involving 53 students.

1) One student, formative assessment, *dismissed*.
   This notification involved one student for an individual assignment. The notification handled about a *formative assessment* (t concerned a feedback version and not the final version). The board reacted that this case needed to be handled by the supervisor and was seen as interim feedback moment. (Join 2469)

2) Fifteen students, six penalties, four warnings.
   This notification involved 14 students and one student indirectly involved, but all were individual assignments. Five students received no penalty at all. Three students received no penalty, but a serious _warning_. The assignments of these students needed to be assessed accordingly. For six students plagiarism was proved, because of incorrect referencing, using quotation marks or paraphrasing so the texts were presented as own work. All received the following penalty: a one (1) for the assignment, registration in the Fraud register. They may retake the assignment with a maximum grade of 6. The indirectly involved student received _a warning_ for sharing work and no penalty. (Join 2482 -2495)

3) One student, individual assignment, one penalty.
   This notification involved one student for an individual assignment. The plagiarism was due to incorrect referencing, misusing quotation marks and paraphrasing so the texts were presented as own work. This student received a one (1) for the assignment, registration in the Fraud register and may repair the assignment (correct the plagiarized parts) with a maximum grade of 6. (Join 2510)

4) Six students, individual assignment, one penalty, five warnings.
   This notification involved four students and two other students were indirectly involved regarding an individual assignment. For one student plagiarism was proven, because of incorrect referencing, using quotation marks or paraphrasing so the texts were presented as own work. This student received a one (1) for the assignment, registration in the Fraud register and may retake the assignment with a maximum grade of 6. One student shared the actual assignment with the student that received a penalty in this case. This student received _a warning_ and no penalty. For two students the plagiarism was considered not severe enough both students received _a warning_ and no penalty. The indirectly involved two students received a _warning_ for sharing work and no penalty. (Join 2497, 2498, 2500, 2511, 2532, 2533)

5) One student, individual assignment, one penalty.
   This notification involved one student for the re-submitted individual assignment regarding a previous fraud case. The student corrected the previously found plagiarism but in new texts again the use of correct references and quotation marks insufficient. The student needed to write a complete new literature review in the next semester (2A), max grade a six (6) and registered in Fraud register. (Join 2546)

6) One student, individual assignment, one warning.
   poor paraphrasing for an individual assignment. The board concluded that this poor paraphrasing is not severe enough to be considered as plagiarism. The student received _a warning_. The assignment may be assessed and graded. (Join 2566)

7) Twelve students, individual assignment, eight penalties, four warnings.
   For eight students plagiarism was proven, they received a one (1) for the assignment and are registered in the Fraud register. They may retake the assignment and receive a grade of max 6. Four students received _a warning_ and were registered in the Warning register, their assignment can be assessed according normal procedure. (Join 2580-2591)

8) Eight students, individual assignment, five penalties, three warnings.
   For five students plagiarism was proven, because of incorrect referencing, using quotation marks or paraphrasing so the texts were presented as own work. These students received a one (1) for the assignment, registration in the Fraud register and may retake the assignment with a maximum grade of 6. Three students received _a warning_ and were registered in the Warning register, their assignment could be assessed according normal procedure. (Join 2612-2617, 2626, 2627)

9) One student, individual retake assignment, one penalty.
   The plagiarism was proven, the student received a one (1) for the assignment and is registered in the Fraud register. The student may retake the assignment and receive a grade of max 6. (Join 2708)
10) Two students, individual assignment, one penalty, one warning.
    For one student plagiarism was proved because of incorrect referencing, using quotation marks or paraphrasing so the texts were presented as own work. This student received a one (1) for the assignment, registration in the Fraud register and may retake the assignment with a maximum grade of 6. The other student was indirectly involved. This student received _a warning_ for sharing work and no penalty. (Join 2820, 2821)
11) Three students, _group assignment_, three penalties.
    For all students plagiarism was proven, because of incorrect referencing, using quotation marks or paraphrasing so the texts were presented as own work. They received a one (1) for the assignment, registration in the Fraud register and may retake the assignment with a maximum grade of 6. (Join 2840-2842)
12) Two students, individual assignment, one penalty, one warning.
    For one student plagiarism was proven because of incorrect referencing, using quotation marks or paraphrasing so the texts were presented as own work. This student received a one (1) for the assignment, registration in the Fraud register and may retake the assignment with a maximum grade of 6. The other student was indirectly involved. This student received _a warning_ for sharing work and no penalty. (Join 2847, 2848)

In total, 29 of the 53 students reported were penalized. In total 19 students received a warning of which all (with exception of indirectly involved students) were also registered in the Fraud warning register BMS. The penalized cases mostly involved plagiarism in individual assignments. Group assignments were an exception. In penalized cases, the following sanctions were imposed:

- the submitted work that contained plagiarism was graded and registered in Osiris as a 1 ('one');
- the students had to write and submit a new piece of work during the same academic year or the next academic year;
- the maximum grade for the new piece of work is capped at a 6 ('six); and
- the students were registered in the fraud register BMS.

Plagiarism cases handled by the examination board Governance Sciences
In 2021-2022 five notifications of plagiarism were received by the board involving 13 students.
1) One student, individual assignment, one penalty.
   The student admitted the copy-pasting without correct referencing or using quotation marks. The student needs to make a new assignment on a different topic and is registered in the BMS Fraud register. (Join 1392)
2) Five students, individual assignment, five penalties.
   These students did not reference correctly or used quotation marks and also did not paraphrased texts correctly. The students received the following penalty: re-do assignment on a new topic, get registered in the BMS Fraud register.(Join 2467,2471-2474)
3) Two students, individual assignments, two penalties.
   Both students did not reference correctly or used quotation marks and also did not paraphrased texts correctly. The students received the following penalty: re-do assignment on a new topic, get registered in the BMS Fraud register. (Join 2502, 2505)
4) Four students, group assignment, one penalty.
   Only one of the group members committed the plagiarism. For three students the assignment was graded and they were registered in the BMS Warning register. One student needed to re-write her part of the assignment and was registered in the BMS Fraud register. (Join 2715-2718)

5) One student, individual assignment, warning.
   The student may re-write this assignment in such way that no plagiarized text will be found and the assignment can be graded. The student will be registered in the BMS Warning register. (Join 2732)

In total, 9 of the 13 students reported were penalized. One students received a warning and was registered in the Fraud warning register BMS. The penalized cases mostly involved plagiarism in individual assignments. One group assignments was an exception. In penalized cases, the following sanctions were imposed:

- no grade was given for the submitted work that contained plagiarism;
- the students had to write and submit a new piece of work during the same academic year; and
- the student was registered in the fraud register BMS.

Plagiarism cases handled by the examination board Interdisciplinary Sciences
In 2021-2022 seven notification were received by the board involving 14 students.

1) One student, individual assignment, one penalty.
   The student admitted having used previously own work without correct referencing. The student received a 1 for the assignment and needed to make a complete new assignment on a different topic. The student is registered in the BMS Fraud register. (Join 2595)
2) Two students, individual assignment, one penalty.
   One students had copied for several assignments from the other student. The student who plagiarized received the penalty of getting a 1 for all assignments, needed to re-do all assignments completely and is registered in the fraud register. The other student received no penalty but got warned not to easily let others use her work.(JOIN 2634, 2635)
3) Three students, group assignment, one penalty.
   This notification assignment was a _group assignment_ for a minor course in which one of the students admitted to have plagiarized. Because to the board's opinion all students are mutual responsible for a group assignment they received a 1 for the assignment, needed to re-do the assignment using more than one source and so that no plagiarism will be found. All are registered in the BMS Fraud register.*(Two of these students submitted an appeal. Because of this the board revised their decision so that only the student who committed the plagiarism was registered in the Fraud register. See section 5.2.1.) (2638-2643)
4) Three students, individual assignment, three penalties.
   The notification case involved three single students for one course of another faculty and programme. For all three students plagiarism was proven. They all received a 1 for the assignment, two students were allowed to re-do this assignment this academic year. One student who committed plagiarism in a previous course needed to re-do this course in the next academic year. All are registered in the BMS Fraud register. (JOIN 2657-2659)
5) Two students, individual assignment, two penalties.
   Both students copied texts without correct referencing or using quotation marks. Both students received a 1 and were allowed to re-write their assignment in such way that no plagiarism will be found. Both students were registered in the BMS Warning register. (JOIN 2702, 2707)
6) Two students, individual assignment, two warnings.
   Both students admitted having copied texts without correct referencing. Both received a 1 for this assignment and may re-write this assignment. They receive a warning but are _not registered_ in the Warning register. (Join 2786, 2787)
7) One student, formative assessment, _dismissed_
   The last notification handled about the notification of a _green-light-version_. The board discussed this case thoroughly and checked the rules of the programme involved. Since there is no rule that all sources and citations must already be competed at this green-light-version (meeting) the board

considers this draft version an object of supervision rather than a matter to be penalized by the Examination Board. The student therefore received no penalties what so ever. (Join 2816)

In total, 8 of the 14 students reported were penalized. One students received a warning and was registered in the Fraud warning register BMS and one reported case was dismissed. The penalized cases mostly involved plagiarism in individual assignments. One group assignments was an exception. In penalized cases, the following sanctions were imposed:

- the submitted work that contained plagiarism was graded and registered in Osiris as a 1 ('one');
- the students had to write and submit a new piece of work during the same academic year or the next academic year; and
- the student was registered in the fraud register BMS.

Plagiarism cases handled by the examination board Management Sciences

In 2021-2022 six notifications were received by the board involving 16 students.

1) Six students, group assignment, six penalties.
   This notification involved six students in a _group assignment_. One student was held guilty and the other five semi guilty. For all students the assignment was declared invalid. The guilty one could not re-do this assignment this year, is registered in the Fraud register and needed to write an essay on how to prevent plagiarism in group assignments. The other five received the penalty to may revise the assignment and are registered in the Warning register. (Join 2571)
2) Three students, individual assignment, three penalties.
   This notification involved three students. Plagiarism was detected, the assignments were declared invalid, the students are registered in the Fraud register. The students were allowed to re-do their assignment this academic year on a different topic. The students needed to write an essay on the prevention of fraud and plagiarism. (Join 2673, 2672, 2671)
3) Three students, individual assignment, three penalties.
   Plagiarism was detected, the assignments were declared invalid, the students are registered in the Fraud register. The students had to re-do their assignment the next academic year. The students needed to write an essay on the prevention of fraud and plagiarism. (Join 2699, 2734, 2735)
4) Two students, individual assignments, two penalties.
   This notification involved two students but both cases were handled individually. For both students Plagiarism was detected, their assignments were declared invalid, the students are registered in the Fraud register. The students had to re-do their assignment the next academic year. The students needed to write an essay on the prevention of fraud and plagiarism.
5) One student, formative assessment, _dismissed_.
   This notification handled on a thesis project involving one student. This case handled about a _formative thesis assessment_ and not yet the final assessment. The board reacted that this case needed to be handled by the supervisor and was seen as interim feedback moment were it is up to the supervisor to decide if this version is ready to pass for a green-light. (Join 2918)
6) One student, individual assignment, one penalty.
   Plagiarism was detected, the assignment was declared invalid, the student is registered in the Fraud register. The student had to re-do the assignment the next academic year. The student needed to write an essay on the prevention of fraud and plagiarism. (Join 2843)

In total, 15 of the 16 students reported were penalized. One reported case was dismissed. The penalized cases mostly involved plagiarism in individual assignments. One group assignments was an exception. In penalized cases, the following sanctions were imposed:

- the grade of the submitted work that contained plagiarism was invalidated and registered in Osiris as NVD ('niet voldaan');
- the students could not re-write and re-submit a new piece of work until the next academic year;
- the students had to write an essay on fraud (prevention); and
- the students were registered in the fraud register BMS.

6.1.2   Facts and figures on cheating during written tests

In 2021-2022 the EB-BMS received four notifications of irregularities during on-campus tests. Two cases were dismissed due to lack of proof or lack of severity. Two cases involved students use of prohibited material and were penalized.

<u>Cases of fraud during an on-campus exam handled by the examination board Behavioural Sciences</u>

In the academics year 2021-2022 no cases were reported to the examination board of Behavioural Sciences.

<u>Cases of fraud during an on-campus exam handled by the examination board Governance Sciences</u>

In 2021-2022 two notifications were received by the board involving two students.

1) One student, use of unpermitted material, one penalty.
   Student was caught with a cheat-sheet relevant to the exam. This exam was not graded. The student may take part in the next regular opportunity this academic year and is registered in the BMS Fraud register. (Join 2552)
2) One student, missing identification, *dismissed*.
   The fifth notification was a notification of an irregularity during an exam involving one student. This student forgot the student card and ID. The supervising examiner took a picture of the student with the name on the exam and gave the student the opportunity to get an ID. The student did this right after the exam. No further action was needed by the examination board. (Join 2576)

<u>Cases of fraud during an on-campus exam handled by the examination board Interdisciplinary Sciences</u>

In the academics year 2021-2022 no cases were reported to the examination board of Interdisciplinary sciences.
<u>Cases of fraud during an on-campus exam handled by the examination board Management Sciences</u>

In 2021-2022 two notifications were received by the board involving two students.

1) One student, use of unpermitted material, one penalty.
   This notification involved one student who used his own laptop at an exam. Fraudulent behaviour occurred because of the use of the student's own laptop. The following penalty was given: the student needs to conduct an oral exam. If the student passes the oral exam the initial grade of the exam made on the students own laptop can be registered. (Join 2562)
2) One student, *dismissed*.
   This notification involved one student and handled on fraud during an exam. Concluded was that there was no evidence that fraud was committed. The examiner is asked to grade the exam and register the grade in Osiris. (Join 2714)

6.1.3   Facts and figures on notifications of unproven cases of fraud

In total, the examination boards received 34 notifications of fraud (including plagiarism and irregularities during on-campus tests). Most notifications concerned a suspicion of plagiarism (i.e., 30) and were followed up by either a penalty or a warning (and registration) for the student. Four notifications

concerned irregularities during on-campus tests, only two of these were followed up with a penalty. Reasons why no sanctions were put in place:

- the student made only minor unintentional mistakes that were most likely due to inexperience, like a freshman student forgetting quotation marks or identification for the exam;
- evidence was missing and therefore plagiarism or fraud could not be proven;
- the student was indirectly involved, like a student who facilitated fraud (e.g., by providing their work as inspiration for another student to use) but who was not actively involved in the act.

6.1.4 Fraud prevention policy

In 2021-2022, the four examination boards continued their work on a fraud prevention policy. The aim of this fraud prevention policy is to offer guidelines for selected stakeholders within BMS (e.g. students, examiners, PMTs, the Faculty Board, examination boards and the exam office) on the prevention of fraud in written tests (both on-campus and online) as well as in individual and group assignments. The fraud prevention policy departs from the idea that (i) different types of assessment are conducive to (ii) selected types of fraud that can be prevented by activities which are underpinned by (iii) four pillars, and which are (iv) executed by a group of stakeholders.

The four pillars on which the fraud prevention policy is based are:

1. Inform and Educate: this pillar involves educating students about good practice – as a positive effort of fraud prevention.
2. Design and Organise: this pillar involves the design and organisation of assessment. A poor test design and poor test organisation offer opportunities to commit fraud, while well-designed and executed tests may disincentivise students to engage in fraudulent behaviour.
3. Detection: this pillar centres on the detection of fraudulent behaviour during written tests and assignments.
4. Sanctioning: the final pillar involves the investigation of suspicion of fraud and –if fraud was proven– the sanctioning of fraudulent behaviour.

For each of the four pillars, specific measures are suggested and responsible actors identified for implementing these measures. The fraud prevention policy is now scheduled for discussion with the University of Twente Platform of Examination Boards.

6.2 CONCLUSIONS ON FRAUD CASES AND FRAUD PREVENTION

Several matters stand out from the facts and figures on fraud cases that occurred in 2021-2022 that we reflect on here:

- Plagiarism. The majority of detected fraud cases involve plagiarism (i.e., 30 out of 34) where students copied texts from different sources and passed them off as their own (e.g., poor paraphrasing, missing citations).
- Other types of fraud such as cheating during written tests and data fabrication, are reported less frequently. It is difficult to say whether they occur less frequently or whether the difficulty lies in the detection. We have dedicated tools that help examiners identify plagiarism, but other types of fraud may be less easily detectable and therefore, are less likely to be reported to the EBs. In line with the four fraud prevention pillars (see section 6.1.4), it is important to inform and educate students as well as design and organise examination (both written exams and assignments) in such a way that they are less prone to fraud. It might also be good to look into more ways to detect other kinds of fraud. Current discussion about the use of AI provide urgency for this discussion.

- Some notifications of suspected fraud resulted in a warning rather than sanctioning. These were mostly cases where students made some smaller omissions that technically would classify as fraud, but which do not necessarily warrant sanctioning (the intentionality was questionable and the students are still learning). The EB encourages teachers to report these cases to build a record to be able to ensure that students do receive sanctioning when they continue to apply the rules on a level that is below standard.
- It stands out that there are some minor inconsistencies in sanctioning between the EBs of BMS. For example whether and how a grade of an assignment that was invalidated due to fraud should be registered in OSIRIS, whether and how students in group work should be penalized when fraud is noted, and the alignment between the reported fraud and severity of sanctions. Bigger inconsistencies are present when comparing sanctioning between faculties. It is arguable that all programs deal with similar cases and with the uprise of modular programs (where students join courses from different programs than their own) it is desirable that there is more consistency in detection and sanctioning across examination boards. Although individual examination boards are independent in their decision-making, the examination boards see a need for alignment to offer clarity to students and for the sake of treating students equally. Hence, the matter is under discussion in the platform of EBs of the University of Twente.

6.3   ACTION POINTS REGARDING FRAUD CASES AND FRAUD PREVENTION

Following the conclusions in Section 6.2, the examination boards see the following points for action for the academic year 2022-2023:

- Sanctioning. Aim for better alignment between boards on sanctioning and decision making for sanctioning;
- Detection of fraud. Develop guidelines to make examiners aware of ways to detect fraud. The EB sees possibilities on a faculty or UT wide level here. Especially given current developments of AI, fraud in examination is an issue that threatens assessment quality in all programs and needs to be addressed.
- Reporting of fraud suspicion. To develop a guideline that supports examiners in deciding when to report a suspicion of fraud to the examination board and when (they are allowed) to take corrective action themselves;
- Reporting of fraud suspicion. Aim for alignment between programs and boards how to report fraud and an overview of the evidence that should be submitted when fraud is reported;

7. APPOINTMENT OF EXAMINERS

The examination board formally appoints examiners who design and administer tests and who determine the results of these tests, including final thesis assignments (article 7.12c WHW). This chapter reports on the appointment (process) of examiners by the examination boards in 2021-2022.

7.1 FACTS AND FIGURES ON THE APPOINTMENT OF EXAMINERS

The boards have jointly agreed on a number of criteria for examiners to meet in order to qualify as examiners. Examiners who do not meet the criteria yet, can be appointed with a waiver for a maximum of three consecutive years[2]. If, at the end of that three-year period, they do not meet the requirements, they can no longer be appointed as examiner. Examiners are in principle appointed in August, before the start of the new academic year. During the course of the academic year, examiners are appointed individually upon substantiated proposal by the programme management teams.

In addition to the exceptions determined by the UT itself[3] and the 4TU, the joint boards have formulated exceptions to the requirements. In addition, the individual boards can make exceptions to the requirements at their own discretion. All examiners received a personal appointment letter, including information regarding the status of any waived qualification. The BMS boards agreed to strictly maintain this maximum of 3 years, and accordingly to discontinue appointments if such cases occur in a subsequent academic year. In practice that appears not always a workable solution. The boards run into a number of potential issues (see also figures in Table 8 below):

1. In some of the larger programmes there is a lack of suitable examiners for thesis and therefore PhD students sit on thesis committees. PhD students are not typically enabled to complete their UTQ and when appointed they receive a waiver that expires after three years. Meaning that these students can't continue working as examiner in case they continue their career at BMS. Posing a problem for the programmes.
2. On occasion, research staff members (e.g., post-doc) are proposed as examiners. They often don't have all the teaching obligations required to complete the UTQ.

BSc programme	Examiner Appointed	Examiners with waiver	% Examiners with waiver	Examiner Appointed	Waiver	Examiner Appointed	Waiver
				2020-21		2019-20	
BSc MS&T	41	13	32%	37	26 with UTQ / 11 with waiver	19	19 with UTQ / 0 with waiver
BSc IBA	119	42	35%	86	60 with UTQ / 26 with waiver	120	73 with UTQ / 47 with waiver
BSc IEMs (TBK)	55	24	44%	41	22 with UTQ / 19 with waiver	46	18 with UTQ / 28 with waiver
BSc COM	39	14	36%	42	27 with UTQ / 15 with waiver	34	31 with UTQ / 3 with waiver
Bsc PSY	153	81	53%	80	57 with UTQ / 23 with waiver	79	37 with UTQ / 42 with waiver

MSc programme	Examiner Appointed	Examiners with waiver	% Examiners with waiver	Examiner Appointed	Waiver	Examiner Appointed	Waiver
				2020-21		2019-20	
MSc PA	86	20	23%	76	62 with UTQ / 14 with waiver	34	34 with UTQ / 1 with waiver
MSc ES	50	16	32%	46	34 with UTQ / 12 with waiver	17	17 with UTQ / 0 with waiver
MSc RM	40	5	13%	28	24 with UTQ / 4 with waiver	34	27 with UTQ / 7 with waiver
MSc PM	28	3	11%	22	20 with UTQ / 2 with waiver	17	27 with UTQ / 3 with waiver
MSc EEM	16	6	38%	9	7 with UTQ / 2 with waiver	12	11 with UTQ / 1 with waiver
MSc PSTS	33	15	45%	22	14 with UTQ / 8 with waiver	35	20 with UTQ / 15 with waiver
MSc LMM/EMM	4	2	50%	4	1 with UTQ / 3 with waiver	12	12 with UTQ / 0 with waiver
MSc ECB	13	3	23%	12	6 with UTQ / 6 with waiver	18	18 with UTQ / 0 with waiver
MSc BA	104	34	33%	69	51 with UTQ / 18 with waiver	119	62 with UTQ / 57 with waiver
MSc IEM	54	26		31	22 with UTQ / 9 with waiver	38	15 with UTQ / 23 with waiver
MSc COM	20	3	15%	26	20 with UTQ / 6 with waiver	37	32 with UTQ / 5 with waiver
MSc PSY	144	78	54%	54	43 with UTQ / 11 with waiver	87	62 with UTQ / 25 with waiver
MSc EST	56	28	50%	44	25 with UTQ / 19 with waiver	0	0 with UTQ / 0 with waiver

Table 8. Examiners recommended and appointed by the examination boards for Bachelors' and Masters' programmes

7.2 CONCLUSIONS ON THE APPOINTMENT OF EXAMINERS

The following points stand out regarding the appointment of examiners:

- The vast majority of the examiners proposed by the programmes were appointed. In most cases examiners were not (re-)appointed because their three-year waiver period (e.g. for not having a completed UTQ) had expired, without the examiner now fulfilling the requirements. This may create a challenge for PhD students who are appointed with a waiver. They may not have the time and experience required to complete the UTQ within three years. In case they continue their career as a teacher or assistant professor, this means they cannot be appointed as examiner (until they completed their UTQ). Not only does this have negative implications for the available capacity of examiners, it also creates inequality since newly appointed teachers and assistant professors from outside the University of Twente are eligible to be appointed as examiner with a three-year waiver.
- The examination boards currently need to combine data (e.g. on employment contract type, UTQ, individuals that need to be appointed as examiner, waiver) from different sources (e.g. AFAS, program management teams and the examination boards themselves) to decide on the appointment of individual examiners. Collecting and combining these data requires multiple actions (e.g. downloading data, integrating data in Excel, etc.) which is time-consuming and increases risks (e.g. outdated data, computing errors). This is why the examination boards started a project involving database specialists from the UT to create a central database in AFAS. This process however saw multiple teething problems such as a misaligned between appointment criteria (as laid down in the Rules and Guidelines) and data availability as well as a suboptimal integration of the database in the appointment process (e.g. no possibility to generate appointment letters from the database).
- The University of Twente has recently introduced Osiris Teacher/Docent, which allows teachers to upload grades to Osiris themselves. The examination boards see the risk that teachers without examiner rights (so-called non-examiners) do get rights to upload grades in Osiris. This can however be remedied if an integration can be made between the examiners database in AFAS and Osiris, to ensure that teachers can only upload and thus validate grades in case they have been appointed examiner (as registered in the AFAS database).

7.3 ACTION POINTS REGARDING THE APPOINTMENT OF EXAMINERS

Although the first experience with the new method of appointing examiners is positive, the boards feel there is room for improvement, as the current process is very time-consuming for the registry and not error-free. The process will be further fine-tuned in cooperation with HR and other stakeholders.

- The exam boards recently learned about the development that teachers can obtain a part of the UTQ (the so-called Part Certificate UTQ). The exam boards want to explore the possibility to use the Part Certificate UTQ to alter the current waiver system to ensure a fair and equal treatment of to-be appointed examiners, irrespectively of whether they completed a PhD at the University of Twente or at another university.
- The boards and registry will continue to improve the examiners database in AFAS to ensure all relevant information is stored and supportive the examiners appointment process as laid down in the Rules and Guidelines.
- The boards examine the possibility to create an interface between the examiners database in AFAS and Osiris Docent to ensure that only those who have examiner rights have the rights to register grades in Osiris.

8. FOCAL POINTS FOR ACTION FOR 2022-2023 AND BEYOND

This concluding chapter offers an overview of focal points for the upcoming academic year(s). The focal points are a summary of the action points presented throughout the previous chapters. Accordingly, they relate to the internal organisation and operation of the examination boards (e.g. appointment of examiners, informing examiners during lunch meetings) as well as those of their key stakeholders, including programme management teams, support services, the faculty board and examiners. The examination boards see the following main improvement areas as targets for 2022-2023 and further:

1. To increase capacity/fte within the registry to ensure the **responsibilities of the executive secretary** role are fulfilled (Chapter 1);
2. Continue to monitor **cum laude rates** and discuss measures with programmes to ensure that cum laude rates stay, or are brought back to, the 5-10% bound by e.g. adjusting cum laude criteria as laid down in the programme-specific appendix to the EER (see Chapter 2);
3. To monitor and evaluate the implementation of the updated **SAQ-protocol**, and make changes to the protocol for the upcoming years (if necessary) (see Chapter 3);
4. To ensure safe **storage of digital tests** (e.g., Remindo, Canvas) (see Chapter 3);
5. To **monitor student requests** to assess whether the updated criteria in the R&G foster the handling of student requests (see Chapter 4);
6. To update the website and if necessary, to **streamline the processes for handling student requests** to guarantee effective, consistent and efficient decision-making by the boards (see Chapter 4 and 5);
7. To avoid unnecessary high number of requests for extra exam opportunities, the examination boards will discontinue offering **extra "Covid-19 attempts"** once anti-Covid measures have been lifted by the Dutch government in the 2022-2023 academic year.
8. To make priorities and an action plan for **preventing fraud** in line with the fraud prevention policy (see Chapter 6);
9. To explore the possibility to use the **Part Certificate UTQ** as a criterion for safeguarding assessment quality and appointed examiners (see Chapter 7);
10. To optimize the examiners database in AFAS (see Chapter 7);
11. To examine the possibility to create an interface between the examiners database in AFAS and Osiris Docent to ensure that only those who have examiner rights have the rights to register grades in Osiris (see Chapter 7);
12. To monitor capacity of the boards and registry. The increase of student requests results in higher workload for board members and the registry. This can create challenging situations when members are temporarily unavailable due to illness or when a position becomes vacant. The recent vacancy for Executive Secretary (May 2021) and illness of one of the registrars are examples of this.

9. MINUTES MEETING WITH VICE-DEAN ON EDUCATION TO THE ANNUAL REPORT 2020-2021

Meeting examination boards BMS with the vice-dean of education to discuss the annual report 2020-2021

<u>Present</u>: Ciano Aydin (CA), vice dean of education; Annemarie Arets (AA), manager ESC;
Jeroen Meijerink (JM), chair EB-MS; Judith ter Vrugte (JtV),chair EB-BS; Peter Stegmaier (PS), chair EB-IS; Claudia van Dijken (CvD), Marijke Peijster-Terpelle (MPT), Marieke Esveldt-Sibeijn (ME), registrars to the EBs BMS; Karen Wever (KW), executive secretary (minutes)

<u>Absent</u> with notification: Victoria Daskalova (VD), chair EB-GS

JM opens the meeting.

<u>Questions/remarks regarding feedback by FB last year's annual report.</u>

Appointment examiners

JM mentions that he is happy that the FB shows an interest in the appointment of examiners. There is not so much a database that can be used for automatic appointment, however. Currently, the info is taken from 3 databases: the HR database, the one in which the programmes propose who they would like to be appointed and the database containing the list of examiners appointed in the past, e.g. with a waiver. Those three databases have to be joined. The registry is currently exploring with HR whether certain necessary data can be processed in AFAS.

An additional hick-up may occur following the introduction of Osiris Docent. That would result in another database. It is important to remain vigilant in that respect. Furthermore, the examination boards might have/want to consider reshaping of the appointment process: possibly per block? That may entail further work for the registry, but that is as yet unclear.

CA asks to be kept up to date on this point, as the FB is currently talking with someone who can help to optimise databases. He would like to investigate whether this person may help with this process. Every step that can be automated saves time. Next week the FB talks with the person in question, subsequently his/her duties will be defined. Ciano mentions that the FB was rather shocked by the availability and reliability of data during the preparations for the institutional audit.

The second challenge according to JM is that all parties involved have to act according to agreement. E.g. now grades may be registered in Osiris by non-examiners, since the exam office checks whether the person supplying the grades is in Osiris (as teacher), but not whether that person has been appointed examiner. CA wonders whether Osiris Docent might mend that. In that case the examiner is the person entering grades. JM: we will have to avoid doing things twice. He does not see a solution yet.

CvD mentions the matter of interim appointment of examiners. That is also an issue to be solved and will have to be considered more closely, according to CA.

JtV: the examiner is responsible in Osiris Docent. Although she has confidence in that, it remains important to be clear on what software is used and how it is compatible to avoid the risk that examiners will copy and paste results, which might lead to errors. So far the BOZ had a last critical look before grades were published, but that will no longer be there under Osiris Docent.
CA: it is true that all kinds of buffers will have to be built in the system. JtV suggests that it is important

to see what lies with the examiner and to facilitate that matters can be organised as efficiently as possible. CA mentions that perhaps BOZ could still have a monitoring role here.

JM notes that he was happy to read that the FB is in contact with CELT on the issue of timely completion of UTQ by teachers. Another issue is to come to a basic qualification on examination (BKE). CELT has the study programme ready, but never really put it into practice. If the FB would indicate to be in favour of a BKE, the examination boards would applaud that. PhD students could then obtain their BKE as a quality certificate, so that they no longer have to be appointed with a waiver.

CA mentions that it is also a matter of policy, whether we want PhD students to acquire UTQ. So far it was never deemed necessary, but fine if CELT had sufficient capacity. If we should decide otherwise, we would also have to ensure that CELT has more capacity.

JtV: what is important is that there is a distinction between examiners for courses and examiners for thesis supervision. Psychology could not manage without examiners for thesis supervision only: they have a lot of expertise in the field. Then the UTQ is an issue: these PhD-students do not create a course or make tests. Thesis supervision requires other qualities, such as student guidance. That is not well covered by the current UTQ. The examination boards now issue a waiver, knowing that the person in question will never acquire UTQ. It is not the intention of the EBs to have PhD students follow a complete UTQ trajectory, but what is important that they are trained in the skills required for thesis supervision. If that would be a subunit of UTQ, later on, if the PhD-student would continue as e.g. assistant professor, they can follow the other units of UTQ.

CA concludes that that would mean so much as a UTQ light, or another trajectory, that enables PhD students to supervise theses. Distinguishing between both could already help. Also securing the process would help. MPT notes that CELT already organises light courses for supervisors. JM: that is the case, but we also find the certification important.

Cum laude ratios

CA wonders why percentages often vary. JM explains that in smaller programmes the cohort effect may be at play. For other programmes, the explanation may lie in the STAR-route to cum laude. He studied this in the programmes of the EB-MS and found that approximately half of the students that graduated cum laude, would not have graduated cum laude if it weren't for the STAR programme.

The solution is not to no longer offer the STAR programme, but JM would ask whether the faculty board would be prepared to consider the remove the STAR programme as a route to cum laude.

CA does not have a good perspective on this. Cum laude means that you are in the top 5-10% of students. It is always a relative position. He is not aware of the exact role of STAR programmes here.

JM: the examination boards are not either, but it is a lot to ask of programmes and teachers to obtain a clear view of that. Only very few students participate in the STAR programme. Perhaps the easiest solution would be to end the facility to graduate cum laude via the STAR route, as that concerns students who do not meet the cum laude criteria, but complete some STARS instead.

How to approach that? Who is responsible for the STAR programmes? It appears to have been introduced a long time ago. To incentivise students to follow these programmes, it was introduced as a road to cum laude. Programmes are reluctant to end that individually.

On what level would that decision have to be taken? The faculty board establishes the PSAs, which includes that provision. JM asks CA to contemplate the matter. CA asks AA to put the item on the agenda for the PD meeting.

JtV brings up a following issue regarding cum laude: she recently had a discussion with a number of teachers on how grades are registered for the Masters' programmes. In some cases only final grades are registered, while a study unit may consist of several subunits. Interim grades are no longer visible then and cannot be taken into consideration when determining whether a student deserves a cum laude judicium. That may also lead to a deflation of cum laude.

This item will also be taken to the PD meeting agenda in order to find out to what extent resits can improve the grade. Students must be able to distinguish themselves from others.

Specific items from current annual report

Remote testing

CA: some of the issues have already been discussed. Another issue is remote testing. The examination boards have called to limit remote testing. The faculty board is working on a new vision on education. That will entail more education taking place online, also tests. Doing more of that, also implies testing differently: maybe more formative testing rather than summative. It is not simply a matter of doing online what was previously done on campus.

JM confirms that the EBs are not in favour of much online testing, be it that it is possible to make use of the digital options available. JtV would have to see what the role of formative testing would be. The examination boards safeguard the final attainment targets, formative testing was never intended for that. CA confirms that, but formative testing can be a part thereof, more value can be attached to the development of students over time. But that involves a change of vision on education.

PS notes that summative testing can take place online, as long as you refrain from standardised questions and answers. When students are asked to apply their knowledge, that could be done online. It is not a matter of either one or the other, but both could go hand in hand. CA: so that would mean summative testing in a different way.

Storage of digital tests: per faculty a contact has been appointed to look UT-wide how data can be stored properly. Currently, the discussion is mainly on what data should be removed. Perhaps later on the same people can be used to ensure later on that data that must be maintained is actually maintained. How are data archived and for what period of time can they remain so, but also how do we ensure that the correct party is the owner of the data. AA is not yet fully updated on this matter, but there will be a new kick-off shortly.

Owing to the time, and given that other issues are recognisable and also discussed on other occasions, the meeting is closed.

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