

Erasmus School of  
History, Culture and  
Communication

# Examination Board ESHCC

## Annual Report 2022-2023

## Executive summary with recommendations

This annual report provides a reflection on the tasks and activities performed by the Examination Board in the academic year 2022-2023. This report also includes a number of recommendations for the programme management to improve the quality of the assessment in ESHCC's degree programmes, which are summarised below.

### General

- The Faculty Regulations that took effect as of 1 September 2023 stipulate that Examination Board members may only be reappointed once. From September 2024-November 2024 the appointment term of four Examination Board members will end without the possibility of reappointment. The Examination Board advises the Dean to request an exception and to allow reappointment to ensure the stability of the Examination Board (section 1.2)
- Reconsider the total number of FTE related to the Examination Board, since student numbers have grown since 2019 and the number of student requests, fraud investigations etc. has risen as well (section 1.2).
- Consider setting up an (online) module on referencing, avoiding plagiarism, fraud, AI and academic integrity targeted at students 'new' to our Faculty to make them acquainted with our writing standards (section 3.2.5).

### Assessment

- Reconsider the assessment of the degree programmes and change the types of assessment which are vulnerable to the use of AI while considering the learning objectives of the courses and intended learning outcomes of the programme (preface and section 3.2.4).
- Update the example assessment matrix, which is provided on MyEUR, with reference to Bloom's taxonomy (section 2.3) and organize workshops for examiners on how to create an assessment matrix.
- Update the Assessment Policy, Assessment Protocol and Assessment Plans (section 2.3).

### Thesis assessment

- Agree on word count guidelines and ensure that the word count is explicitly stated in the thesis (section 2.4).
- Ensure that high plagiarism scores are substantially explained, even if this is due to similarities with previous assignments/draft versions (section 2.4).
- Align the way in which thesis supervisors provide feedback, by organizing calibration sessions prior to the start of the thesis trajectory. Feedback should neither be too long, nor too short and the feedback should be in line with the awarded grade (section 2.4)

### Examiners

- Limit the number of external examiners/examiners without a EUR contract (section 2.2).
- Ensure that all Assistant/Associate/Full Professors and Lecturers with a permanent contract obtain their UTQ as soon as possible (section 2.2).
- Encourage examiners in other positions to obtain their UTQ by providing them with the resources which allow them to obtain the UTQ (section 2.2).
- Make it a priority that category 1 examiners without UTQ obtain one as soon as possible (section 2.2).

## Contents

Executive summary with recommendations .....	2
Preface .....	5
Section 1 - General.....	6
1.1 – Programmes for which the Examination Board operates.....	6
1.2 - Composition of the Examination Board.....	6
1.2.1 – Composition of the fraud and plagiarism committee.....	7
1.2.2 – Composition of the secretariat of the Examination Board .....	8
1.3 – The framework within the Examination Board operates.....	8
1.3.1 - Working methods of the Examination Board .....	9
1.3.2 – Working methods of the executive committee of the Examination Board .....	9
1.3.3 – Working methods of the secretariat.....	10
1.4 – Independence of the Examination Board .....	10
1.5 – Review of last year’s goals .....	10
1.5.1 – Implement a course rotation scheme for the course assessment procedure .....	10
1.5.2 – Finetune the examiner’s register with university teaching qualifications.....	11
1.5.3 – Continue with the implementation of Osiris Case .....	11
1.5.4 – Take the necessary steps for quality assurance on the programmatic level.....	11
Section 2 - Reflection of quality assurance tasks Examination Board .....	12
2.1 – Issuing degree certificates .....	12
2.2 Appointment examiners .....	13
2.3 Quality assurance on courses and exams .....	14
2.4 Quality assurance of thesis assessment.....	15
2.5 – Summary quality assurance tasks .....	17
Section 3 - Decisions regarding individual students .....	18
3.1 – Individual student requests .....	18
3.2 – Fraud and plagiarism cases .....	19
3.2.1 – Violation of EUR Examination Rules.....	19
3.2.2 – Online proctoring .....	19
3.2.3 – Plagiarism .....	20
3.2.4 – Artificial Intelligence .....	20
3.2.5 – Other suspicions of fraud .....	21
3.3 - Appeals and CBE appeals .....	22
Section 4 – Overview of the non-statutory activities of the Examination Board .....	23
4.1 – Binding study advice .....	23
4.2 – Colloquium doctum.....	24

Section 5. Reflection and outlook.....	25
Appendix 1 – Checklist quality assurance tasks Examination Board .....	26
Appendix 2 – Appointment criteria examiners.....	27
Appendix 3 – Overview binding study advice .....	29
Appendix 4 – Preliminary Year plan Examination Board 2023-2024.....	30

## Preface

This annual report of the Examination Board of the Erasmus School of History, Culture and Communication covers the period from 1 September 2022 up to and including 31 August 2023. The academic year 2022-2023 was the first 'normal' year after three academic years which were disrupted or affected by the COVID-19 pandemic. There were no nationwide lockdowns during the year and education and assessment were primarily provided on campus.

The year 2022-2023 was by no means a 'quiet year', as ChatGPT became available to the public, bringing generative artificial intelligence (GenAI) to a wider audience. GenAI is expected to transform our society and as such will have an impact on higher education and assessment. As an Examination Board, we were concerned about the impact of GenAI on the integrity of the diplomas, as GenAI appears to have the potential to generate content of such a quality that students use it in their papers and be awarded a sufficient grade. The ESHCC Examination Board immediately expressed its concerns about this new development to both programme management and examiners shortly after the launch of ChatGPT and issued instructions to examiners on what to do if they suspected that a student had used GenAI.

These instructions resulted in numerous reports from examiners and 22 suspected cases of AI use were investigated by the Examination Board. As a result, the Examination Board's workload in relation to fraud and plagiarism investigations increased again compared to last year (62 to 76), although the number of plagiarism cases investigated decreased significantly. The Examination Board expects the programmes to follow the recommendation to review the different types of assessment that are vulnerable to the use of GenAI. As the detection of GenAI use is more difficult than the detection of plagiarism, the Faculty should reconsider the way in which we currently assess in the degree programmes, considering the learning objectives of the courses and intended learning outcomes of the programme.

On a positive note, the Examination Board has been granted additional hours for the start of the academic year 2022-2023. The Examination Board welcomes the additional hours but notes that these additional hours reflect the FTE required by the ESHCC Examination Board in 2019. Due to increasing student numbers, the workload for the Examination Board has increased and therefore the current FTE still does not reflect the number of hours the Examination Board needs to carry out its duties.

Nevertheless, the Examination Board has continued to work on its quality assurance tasks, such as assessing the quality of courses and the thesis trajectory, appointing examiners, and advising the programme management on related issues, such as the University Teaching Qualification policy, GenAI and the need to update the programme assessment plans.

This annual report again follows the format that was set for EUR Examination Boards. This report begins with a general section outlining the composition of the Examination Board, its tasks and responsibilities and a review of the Outlook and priorities described in the 2021-2022 Annual Report. (section 1). The next section focuses on the quality assurance tasks of the Examination Board (section 2), followed by an overview of all individual student requests (section 3). The next section (4) gives an overview of the other, or non-statutory activities of the Examination Board. The report ends with a conclusion and outlook for the coming academic year (section 5).

## Section 1 - General

### 1.1 – Programmes for which the Examination Board operates

The Examination Board operates for all ESHCC degree programmes. In the academic year 2022-2023, these concerned the following programmes:

#### Bachelor programmes:

- Algemene Cultuurwetenschappen (ACW) / International Bachelor in Arts and Culture Studies (IBACS)
- Geschiedenis (GS) / International Bachelor in History (IBH)
- International Bachelor in Communication and Media (IBCoM)

#### Master programmes (all have premaster programmes, except GLOCAL, SCMA and DDS):

- Arts & Culture (A&C) with the specialisations:
  - Arts, Culture and Society (ACS)
  - Cultural Economics and Entrepreneurship (CEE)
  - Tourism, Culture and Society (TCS)
- History, with the specialisations:
  - Applied History (AH)<sup>1</sup>
  - Global History and International Relations (GHIR)
  - Global Markets, Local Creativities (GLOCAL)
- Media Studies (MS) with the specialisations:
  - Digitalisation, Surveillance & Societies (DDS)
  - Media & Business (M&B)
  - Media & Creative Industries (MCI)
  - Media, Culture & Society (MCS)
  - Media & Journalistiek (M&J)
- Research Master Media Studies with the specialisation:
  - Sociology of Culture, Media and the Arts (SCMA)

### 1.2 - Composition of the Examination Board

The seven members of the Examination Board have been appointed by the Dean of the Faculty. The board is formed by two members from each of the Faculty's three departments and one external member.

Fortunately, there was only one personnel change in the Examination Board during the last academic year. The appointment term of one of the representatives of the Arts and Culture Studies department ended on 1 November 2022 and a new representative started on 1 January 2023. Three other appointments were renewed during the academic year.

It is therefore unfortunate that we are already anticipating two personnel changes in the Examination Board for the next academic year. First, the Examination Board had to recruit a new external member, because Ini Luyk informed the Examination Board that she could no longer act as an external member, because she had accepted a new position within the Hogeschool Utrecht. This new role cannot be combined with the role of external member. In addition, the ESHCC Faculty Regulations will be updated to include restrictions for members of the Examination Board. According to these new regulations, it is not allowed to combine the membership of the Faculty Council with the membership of the Examination Board. As a result, Jeroen Euwe will resign as Examination Board member as soon as the new Faculty Regulations come into force.

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<sup>1</sup> This specialisation was offered for the first time in 2022-2023.

Another important change to the Faculty Regulations is that the term of appointment for members of the Examination Board has been extended from two to three years, which is positive, as members commit to a longer period of service on the Examination Board. However, members may only be reappointed once, as opposed to twice in the old Faculty Regulations. If no exceptions are made to this rule, then this means that in the near future (academic year 2024-2025) four Examination Board members will be forced to step down, including the Chair and the Vice-Chair of the Examination Board. This could have a detrimental effect on the stability of the Examination Board in the near future. The Examination Board will discuss this potential risk with the programme management. To have some influence on the replacement of Examination Board members, a profile with competencies was drawn up and shared with programme management to be used in the recruitment of new Examination Board members.

**Table 1. Composition of the Examination Board 2022-2023**

Name	Department	Position	FTE	Member since	Member until
J. Kneer, PhD	Media & Communication	Chair	0.15	1-9-2015	1-11-2024
J.C. Nierstrasz, PhD	History	Vice Chair	0.12	1-9-2015	1-9-2024
L. E. Braden, PhD	Arts & Culture Studies	Member	0.08	1-11-2020	1-11-2024
J.S. Lee, PhD	Media & Communication	Member	0.08	1-11-2020	1-11-2024
T. Navarrete Hernandez, PhD	Arts & Culture Studies	Member	0.08	1-11-2020	1-11-2022
T.C. Calkins III, PhD	Arts & Culture Studies	Member	0.08	1-1-2023	1-1-2025
J.J. Euwe, PhD	History	Member	0.08	1-10-2020	1-10-2022
I. Luyk, MA		External member	0.01	1-9-2019	1-9-2023

In September 2022, the programme management announced that it had increased the number of hours allocated to Examination Board members. The Examination Board welcomes the increase in hours but is concerned that the number of hours still does not reflect the amount of work done by the Examination Board. The total number of FTE (2.715) may correspond to the number of FTE published in the 'Richtlijn Facilitering Examencommissies 2019' (RFE), but this proposed number of FTE was based on the number of students in 2019, whereas the number of students increased from 1700 in 2019 to 2500 in 2023. The RFE states that an increase in student numbers should also lead to an increase in Examination Board FTE, as there will be more student requests, more cases of fraud etc. According to the calculations in the RFE, the current Examination Board should comprise 3.4 FTE<sup>2</sup>. As the Secretary is taking part-time paternity leave and the FTE of the new quality assurance assistant will be reduced in the coming academic year, the total number of FTE for the Examination Board will be approximately 2.4 FTE.

### 1.2.1 – Composition of the fraud and plagiarism committee

The Examination Board had two subcommittees to investigate suspicions of fraud and plagiarism.

**Table 2a. Composition of the Plagiarism committee 2022-2023**

Name	Department	Investigated cases
L.E. Braden, PhD	Arts & Culture Studies	History and Media & Communication students
J.J. Euwe, PhD	History	Media & Communication & Arts & Culture students

<sup>2</sup> <https://my.eur.nl/nl/eur-employee/onderwijs/toetsing/rapportage-en-facilitering>

Jeroen Euwe and Laura Braden continued as members of the plagiarism committee. More information on the total number of cases dealt with by the Examination Board can be found in section 3.2.

**Table 2b. Composition of the non-plagiarism related fraud committee 2022-2023**

Name	Department	Investigated cases
J.S. Lee, PhD	Media and Communication	AI fraud Fraud in exams

Jay Lee continued to work on the fraud in exams sub-committee. As the number of online proctored exams and take-home exams was very low, the workload decreased compared to the 2020-2021 and 2021-2022 academic years. However, following the release of ChatGPT in November 2022, Jay Lee also investigated suspicions relating to the use of artificial intelligence (AI) software in assignments and exams, which accounted for a large proportion of the Examination Board’s workload from February 2023 onwards. More information on AI fraud can be found in section 3.2.2.

### 1.2.2 – Composition of the secretariat of the Examination Board

The Examination Board was supported by the Secretary, a Secretariat Assistant, and a Quality Assurance Assistant.

**Table 3. Composition of the secretariat of the Examination Board 2022-2023**

Name	Position	FTE	Responsibilities
A. Kortekaas, MSc LL.M	Secretary	1.0 FTE <sup>3</sup>	Policy, regulations and procedures Fraud and plagiarism Quality assurance Representation in internal and external working groups Binding study advice
Y. Markus, MSc (until 15 June 2023)	Quality Assurance Assistant	0.5 FTE	Quality assurance Fraud and plagiarism
Mr. C.M.J. Verel	Secretariat Assistant	0.6 FTE	Incoming student requests Archiving and correspondence Facilities for students with a functional impairment

### 1.3 – The framework within the Examination Board operates

The Examination Board operates within the frameworks defined by

1. the Higher Education and Research Act (WHW)
2. the General Administrative Law Act (AWB)
3. the Teaching and Examination Regulations (TERs) of the degree programmes
4. the Rules and Guidelines (R&G) of the Examination Board
5. the EUR Examination Rules

The Examination Board is an independent body that safeguards the quality of exams and tests. The Examination Board determines ‘whether a student meets the requirements defined in the TER regarding the knowledge, insights and skills necessary to obtain a grade’<sup>4</sup>.

<sup>3</sup> The Secretary took 0.2 FTE paternity leave throughout the academic year and was working effectively 0.8 FTE.

<sup>4</sup> Art. 7.12 par. 2 WHW



EUR has defined 11 key tasks for examination boards regarding quality assurance:

1. The Examination Board ascertains at regular intervals whether the total interim examinations package in its entirety examines the final qualifications required.
2. The Examination Board regularly investigates the quality of the final assignments or engages a third party to do so.
3. The Examination Board regularly investigates the quality of the interim examinations (other than final assignments) or engages a third party to do so.
4. The Examination Board provides examiners with guidelines for constructing interim exams.
5. The Examination Board provides examiners with guidelines for holding interim exams.
6. The Examination Board provides examiners with guidelines for assessing interim exams and establishing results.
7. The Examination Board ensures that the guidelines are adhered to.
8. The Examination Board appoints examiners to hold interim exams on a specific component of the programme (this might be a course or a cluster of courses).
9. A procedure has been laid down to which examiners must adhere in the event of suspected fraud.
10. The Examination Board verifies that the examiners act in accordance with the rules and guidelines relating to fraud or engages a third party to do so.
11. The Examination Board safeguards the quality of the organization and procedures relating to holding interim examinations.

Chapter 2 and Appendix 1 will reflect on these key tasks and what activities the Examination Board undertook in the year under review.

### 1.3.1 - Working methods of the Examination Board

The Examination Board met six times during the year. During the meetings, the members discussed a wide range of topics concerning quality assurance.

- Procedure assurance of course assessment quality
- Procedure assurance of thesis assessment quality
- Appointment of examiners
- UTQ policy
- Artificial Intelligence (AI)
- Anonymous grading
- Teaching and Examination Regulations
- Binding study advice
- Quality assurance at programme level

At the end of the year, an additional meeting was held with the student advisors to discuss student speed appeals against intended negative binding study advice decisions.

### 1.3.2 – Working methods of the executive committee of the Examination Board

The Examination Board's executive committee consisted of the Chair and the Secretary. The executive committee met once a week. They formulated decisions on day-to-day matters, and prepared appeal cases (wrote defence statements and attended sessions) that were brought before the Board of Appeals for Examinations (CBE).

The Chair attended the meetings of the university board of Chairs of Examination Boards (OVE). During the year the OVE-meetings took place every two weeks. The Secretary participated in EUR's consultative body for secretaries of Examination Boards (OSE). The Secretary chaired this consultative body for the entire academic year 2022-2023.

### 1.3.3 – Working methods of the secretariat

The Secretary's main responsibilities were to draft policy documents and regulations (such as updating the TER and the Rules and Guidelines), to attend fraud and plagiarism hearings, to support the Examination Board in its quality assurance tasks and to represent the Faculty in various internal and external working groups. In addition, the Secretary prepared and wrote the defence and settlement letter for appeal cases. The Secretary worked closely with colleagues from the Study Progress and Diploma and Education Systems Advice and Management teams. The Secretary also participated in consultations with the programmes involved in the RASL Dual Degree programme.

The Administrative Assistant of the secretariat was primarily responsible for all incoming mail and was the first point of contact for incoming student enquiries, arranging facilities for students with a functional impairment and various administrative tasks of the Examination Board (keeping the Examination Board journal, sending out decisions on behalf of the Examination Board etc.). The Quality Assurance Assistant performed various tasks related to the Examination Board's quality assurance tasks, such as sending out appointment letters to examiners, sending out letters related to the course and thesis quality assurance procedures. In addition, the quality assurance assistant also acted as a back-up of the Secretary and the Administrative Assistant in their absence.

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

### 1.4 – Independence of the Examination Board

The WHW defines several requirements for the Examination Board to function as an independent body<sup>5</sup>. The members of the Examination Board are appointed by the Dean of the School, and each internal member represents one of the three departments of the School. None of the members of the Examination Board holds any financial responsibility within the School, which guarantees their independence. As members are appointed by the Dean, the members can position themselves independently within their own department as Examination Board members, as they can be held accountable for their Examination Board duties by the Dean, rather than their Head of Department. In addition, all Examination Board members hold permanent positions within the School. The external member does not represent any of the departments at ESHCC. As such, the external member enhances the independence of the Examination Board. The external member was an experienced Chair of an Examination Board of the Hogeschool Utrecht with ample experience in the quality assurance tasks of the Examination Board. She provides the Examination Board with (legal) advice, attends the meetings of the board and participates in the thesis quality assurance procedure.

### 1.5 – Review of last year's goals

In the Annual Report 2021-2022, the Examination Board set the following goals:

1. Implement a course rotation scheme for the course assessment procedure
2. Finetune the examiner's register with university teaching qualifications
3. Continue with the implementation of Osiris Case for the workflow of the secretariat of the Examination Board.
4. Take necessary steps for quality assurance on the programmatic level

#### 1.5.1 – Implement a course rotation scheme for the course assessment procedure

The Examination Board has adopted a course rotation scheme for the annual course assessment procedure. The Examination Board decided to adopt a four-year rotation scheme, whereby each

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<sup>5</sup> Art. 7.12a par.1 WHW

mandatory bachelor course will be assessed at least once every four years. The sample will be extended to include one course from each master's programme and non-mandatory bachelor courses, such as focus area courses, electives and research workshops.

The first experiences are very positive as it provides clarity for all stakeholders involved. The Examination Board wishes to increase transparency by publishing this course rotation scheme online, so that every examiner knows when their bachelor course will be evaluated.

#### 1.5.2 – Finetune the examiner's register with university teaching qualifications

Last year the Examination Board found that the information on teaching qualifications provided by the departments did not match the information provided by HR. This made it difficult to adequately verify which examiners had obtained the required teaching qualifications. During the year, the Examination Board raised this issue with programme management and HR and asked them to find a solution to ensure that this process ran more smoothly. Although, there were fewer inconsistencies than in the previous year, it was still difficult to get an accurate overview of all examiners and their teaching qualifications. Due to the time taken to compile the examiner's register, the Examination Board did not formally raise with the programme management the issue of why certain examiners appointed as Category 1 examiners had not yet obtained a UTQ. This will be done during the 2023-2024 academic year.

#### 1.5.3 – Continue with the implementation of Osiris Case

As mentioned in last year's annual report, the development of Osiris Case is a recurring goal. During the year, several Osiris workflows were improved and adapted, and one small new workflow was introduced: the workflow for requesting a statement from the Examination Board. This request is not made very often to the Examination Board, but it is good to have it digitised and included in Osiris. In the coming academic year, the Examination Board would like to introduce/develop the most common type of request: the request to do an external elective or minor. There were 129 such requests in the year under review and digitising this workflow will make the secretariat's work much more efficient.

#### 1.5.4 – Take the necessary steps for quality assurance on the programmatic level

Unfortunately, programme management did not update on any of the assessment documents, such as the Assessment Policy, Assessment Protocol or Assessment Pplans. As such, there is also little for the Examination Board to advise on at this stage. The Examination Board is confident that this will change in the near future, as the programme management has organised meetings with examiners about renewing the Assessment Policy and as the Tussentijdse Opleidings Evaluatie is due to take place next year.

The Examination Board has decided to mention the need to renew the assessment documents in the course assessment letters sent to both individual examiners and the programme management.

## Section 2 - Reflection of quality assurance tasks Examination Board

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

### 2.1 – Issuing degree certificates

During the year, 444 bachelor's and 445 master's degrees were awarded at ESHCC, which represents an increase of 6% in the number of bachelor's and 4% in the number of master's degrees awarded.

The tables below show the distribution of certificates among the different degree programmes and specialisation programmes. In last year's report, the Examination Board had anticipated on a possible decrease in the number of degrees awarded, as most IBCoM graduations that had been delayed because of COVID-19, were made up for last year. Although the number of IBCoM degrees was indeed lower than the previous year, several other degree programmes awarded more degrees, resulting in an overall increase in the number of degrees awarded. There may be a link with the continuing growth in student numbers, but this has not been investigated for the purpose of this annual report.

**Table 4. Bachelor certificates awarded between 01 September 2022 until 31 August 2023**

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
<b>ACW</b>	27	21	12	14	16	23
<b>IBACS</b>	53	41	48	72	64	81
<b>GS</b>	47	36	51	48	30	50
<b>IBH</b>	12	19	25	21	34	32
<b>IBCoM</b>	142	149	189	154	273	258
<b>Total</b>	<b>281</b>	<b>266</b>	<b>325</b>	<b>309</b>	<b>417</b>	<b>444</b>

Source: student information system Osiris, consulted on 7 November 2023

**Table 5. Master certificates awarded between 01 September 2022 until 31 August 2023**

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
<b>Arts &amp; Culture</b>	88	87	95	106	107	113
ACS	27	27	35	29	33	32
CEE	61	54	51	56	60	71
TCS		6	9	21	14	10
<b>History</b>	29	53	43	52	47	41
AH						7
CG			4	10	2	3
GHIR			11	24	31	18
GLOCAL		11	18	16	13	13
MAGES	29	42	10	2	1	0
<b>Media Studies</b>	140	148	212	218	263	281
M&C	20	5	1	0	0	0
M&J	21	18	32	21	35	36
M&B	81	66	102	100	111	136
MCS	18	32	25	29	26	28
MCI		27	52	68	76	68
DDS					15	13

Media Studies (research)	7	9	8	8	10	10
<b>Total</b>	<b>264</b>	<b>297</b>	<b>358</b>	<b>384</b>	<b>427</b>	<b>445</b>

Source: student information system Osiris, consulted on 7 November 2023

## 2.2 Appointment examiners

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

The full description of the criteria can be found in Appendix 2. The Examination Board appointed a total of 200 examiners across the different categories.

**Table 6. Appointed examiners 2022-2023**

	Category 1	Category 2	Total
Arts & Culture	28	31	59
History	23	18	41
Media and Communication	65	35	100
<b>Total</b>	<b>116</b>	<b>84</b>	<b>200</b>

A recurring problem is that there are still many examiners who do not have a University Teaching Qualification (UTQ), even though they coordinate several courses in the ESHCC degree programmes. It should not be possible for examiners to coordinate courses themselves for several years in a row without obtaining a UTQ. Some examiners do not even hold a PhD. The Examination Board was pleased to read the Faculty's UTQ policy, which was discussed at the Examination Board meeting in November 2022. The Examination Board provided the management team with extensive feedback and several follow-up questions which remained unanswered. The Examination Board considers it a good step that the ESHCC management team has developed a UTQ-policy but is concerned that this policy will become an empty threat, if it is not enforced or followed up upon. Therefore, upon completion of the 2023-2024 appointment process, the Examination Board will review all Category 1 examiners without a UTQ who have been appointed for two consecutive years and request an explanation from the department as to why they still do not have their UTQ.

In addition, for several reasons, it remains very time-consuming to check that all ESHCC examiners have obtained a UTQ:

- It is already difficult to determine who is an examiner in each department. Academic staff with a permanent contract are included in the HR database, but there are also many examiners who have a different type of contract, because they work on a hospitality arrangement, have a contract for a specific course or are hired to supervise the theses trajectory.
- There are different databases for the UTQ, the SUTQ and other qualifications, which makes it time-consuming to cross-check all these qualifications.
- There is no information on teaching qualifications in a central database for external examiners.

Many other EUR Examination Boards face the same difficulties in their appointment procedures, making it a challenge to complete the annual appointment process. The Examination Board therefore has the following recommendations for the programme management:

- Try to limit as much as possible the number of external examiners/examiners who are not on the HR database for other reasons.
- Ensure that all Assistant/Associate/Full Professors and Lecturers (with permanent contracts) obtain their UTQ as soon as possible.
- Encourage examiners in other positions (PhD students, external lecturers etc.) to obtain their UTQ as soon as they start examining in ESHCC's degree programmes by providing them with the resources (both time and money) to be able to successfully complete the UTQ.

### 2.3 Quality assurance on courses and exams

The Examination Board continued the assurance of assessment quality in individual courses. This year, nine courses from the Arts and Culture Studies and Media and Communication department and seven courses from the History department were examined, bringing the total sample size to twenty-five courses, which was slightly less than in previous years. Two selected History courses ended up not being evaluated because the examiners fell ill and could not teach the course. The table below gives an overview of the selected courses.

**Table 7. Sample of courses for quality assurance 2022-2023**

Course code	Course name	Department	Level	Last sampled
CC1005	Introduction to the Economics of Arts and Culture	Arts & Culture Studies	BA2/3	2017-2018
CC3105	Advanced Economic aspects of Cultural Industries	Arts & Culture Studies	BA2/3	2017-2018
CC2017	Advanced Economics of Arts and Culture	Arts & Culture Studies	BA2/3	2018-2019
CC2007	Aesthetics	Arts & Culture Studies	BA2/3	2016-2017
CC4024	Advanced Sociology of Arts and Culture	Arts & Culture Studies	MA ACS	First time
CC4201	Cultural Sociology of Tourism	Arts & Culture Studies	MA TCS	First time
CC4160	Project: Applied Cultural Entrepreneurship	Arts & Culture Studies	MA CEE	2021-2022
CC2051	Cultural and Media Studies	Arts & Culture Studies	BA2/3	2016-2017
CC4106	Innovation and Cultural Industries	Arts & Culture Studies	MA CEE	2014-2015
CM1010	Intercultural Communication	Media & Communication	BA1	2016-2017
CM2001	International and Global Communication	Media & Communication	BA2/3	2017-2018
CM2011	Communication Workshop 4: Digital Content	Media & Communication	BA2/3	First time
CM3010	Communication Workshop 5: Communication Ethics	Media & Communication	BA2/3	2019-2020
CM4404	Journalistiek en Publiek	Media & Communication	MA M&J	First time
CM4305	Globalization and Media Industries	Media & Communication	MA MCI	First time
CM4605	Digital Citizens and Communities	Media & Communication	MA DSS	First time
CM2071	Science Fiction and Media	Media & Communication	BA2/3	2021-2022
CM2076	Diversity in Popular Culture and Advertising	Media & Communication	BA2/3	First time
CH2201	International Economic Relations	History	BA2/3	First time
CH1103	History of Early Modern Societies	History	BA1	First time
CH2203	Emerging Economies and Global Labour	History	BA2/3	First time
CH2204	Capitalism and Inequality	History	BA2/3	First time
CH4124	Globalisation and the Making of Europe	History	MA GHIR	2016-2017
CH4021	Making Traditions in Everyday Life	History	MA AH	First time
CH4019	Histories of Diversity	History	MA AH + GLOCAL	First time

In the annual report of last year, the Examination Board announced its intention to adopt a course rotation schedule that would enable the Examination Board to evaluate courses systematically. It was decided to evaluate each compulsory bachelor course every four years and to extend the sample to include courses from the master specialisations and non-compulsory bachelor courses,

such as focus area courses, electives, research workshops etc. in order to achieve a balanced sample. The Examination Board asked the course coordinators to submit the course guide, test materials, answering models / grading matrices, and the assessment matrix. The evaluation covered various elements including the information on exams provided in the course guide, the relationship between the learning objectives of the course and the intended learning outcomes of the degree programme, the transparency and content of the exams, the marking and answer models.

While most courses received a passing grade, the Examination Board identified some recurring problems from previous years which have not yet been resolved. The main problem was that in multiple courses (4 in total) the assessment matrix was either not available or not properly filled in. Examiners seem to be unaware of what an assessment matrix is and that they should create one for their course. Where an assessment matrix is present, it is often of poor quality, which could be explained by the poor quality of the provided examples on the [MyEUR intranet](#). The Examination Board recommends that examiners be provided with an example of sufficient quality with reference to Bloom's taxonomy. When a good assessment matrix example is available, examiners should be trained on how to create an assessment matrix for their course.

Another recurring problem is that the Examination Board noticed that the grading rubrics and/or answer models were either missing, not communicated to students or of poor quality. In order to increase the transparency and reliability of assessment, it is important that students are informed in advance of how they will be assessed, what the assessment criteria are, and that the grading is transparent so that students can understand how their grade has been determined. The Examination Board noted that in one course, a grading rubric was provided for an assignment, which was used by only one of the two examiners.

Finally, eleven courses provided information that was inconsistent with the programme Assessment Plans. Often, the learning objectives of the courses differed from those stated in the programme Assessment Plan. All Assessment Plans, with the exception of the BA History Assessment Plan, were updated in 2019 and several new master's specialisation programmes have been introduced (GLOCAL, Applied History and Digitalisation, Surveillance and Society) afterwards. None of these programmes, nor the courses that form part of these specialisation programmes, are mentioned in the MA History and MA Media Studies Assessment Plans. As a result, it is impossible for the Examination Board to verify whether a student completing one of these specialisation programmes has met the intended learning outcomes of the programme.

The Examination Board has provided each course coordinator whose course was part of the sample with a letter, containing specific feedback on how to improve the identified issues. In addition, each Head of Department and Education Programme Director received a letter outlining the overall findings for their respective departments. Therefore, the Examination Board is confident that the identified issues will be addressed in the coming academic year. One course received an unsatisfactory evaluation and will be evaluated again in the year 2023-2024.

#### 2.4 Quality assurance of thesis assessment

As part of its quality assurance responsibilities, the Examination Board carried out an evaluation of the quality of the thesis assessment. A sample of ten Bachelor- and pre-Master theses and ten Master theses submitted in the academic year 2021-2022 were taken from each department and reviewed by the Examination Board in the year 2022-2023.

The sample consisted of theses from each specialisation and represented a range of grades, from low grades to excellent grades. Programme management was asked to provide all relevant documentation, including the student's thesis, the evaluation forms from all assessors, including the

combined assessment form, and Turnitin plagiarism reports. The focus of the evaluation by the Examination Board was solely on the procedural aspects of the thesis trajectory, which was evaluated by looking into the following aspects:

- Whether all three thesis assessment forms were present and archived;
- Whether the comments on the assessment forms fit the suggested grades per element;
- Whether the grades per element correctly add up to the final grade;
- Whether the explanatory notes that substantiate the evaluation are sufficiently elaborate;
- Whether the evaluations of supervisor and second reader are sufficiently similar, and if not, whether a third reader was consulted;
- Whether the final form adequately combines feedback from both original forms;
- Whether the plagiarism check was conducted and gave rise to suspicion, and if so, if this was acted upon;
- Whether the thesis met the requirements in terms of structure and size.

Overall, the Examination Board was satisfied with the quality of the thesis assessment procedure. All departments provided all the necessary materials, which had previously been an issue which was raised in the 2021-2022 and previous annual reports.

However, a number of points were raised during the evaluation, some of which were recurring issues. In all departments, the word count requirements were sometimes not met, with theses either failing to meet the minimum word count, exceeding the maximum word count, or not mentioning the word count at all. In addition, high plagiarism scores were often not properly explained by the supervisor. In some cases, the feedback provided by the supervisor and second/third reader did not justify the grade, being either too limited, too long or too critical in relation to the final grade. Finally, in the History department some students received only their supervisor's feedback rather than a summary of the assessment of all readers.

Based on these conclusions, the Examination Board made the following recommendations to the departments:

- Agree on word count guidelines. Be critical in enforcing the word count requirements and ensure the grade and comments indicate when these requirements are not met;
- Ensure the word count is explicitly stated in the thesis;
- Ensure that high plagiarism scores are substantially explained, even if this is due to similarities with previous assignments for the same course. In case of doubt, present theses with a high score to the Examination Board;
- Ensure that the supervisor's and second reader's comments adequately substantiate the final grade and that the final assessment form reflects feedback from all supervisors involved;

This is the third year in a row that the Examination Board has made the same recommendations regarding plagiarism scores and the word count. Following up on these recommendations would be beneficial to the quality assurance process. If there is no word count mentioned on the front page of the thesis, it is impossible to check whether a student has exceeded the stipulated word count. Similarly, if there is a high plagiarism score, without an explanation of what caused the plagiarism score, it is impossible to check whether or not the examiner was aware of the plagiarism score and ruled out if a student committed fraud. Both recommendations are quick wins and easy to implement.

Feedback given to students is also a recurring issue. The Examination Board made several recommendations in recent years, including aligning feedback with the grade awarded, ensuring that



feedback in the final form reflects both the supervisor's and the second reader's assessment, and ensuring that feedback is neither too long, nor too short. This is probably a more difficult issue to resolve, as it would require the alignment of all thesis supervisors. The Examination Board recommends that departments organise calibration sessions prior to the start of the thesis trajectory to align the way in which thesis supervisors assess and provide feedback to students.

## 2.5 – Summary quality assurance tasks

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

1. The Examination Board continued with the quality assurance of exams and theses (key tasks 2 and 3) in the year under review and is satisfied with the current procedure. The adoption of a course rotation scheme will improve the procedure as it will allow the Examination Board to systematically evaluate each compulsory bachelor course every four years. The Examination Board is also pleased to note improvements in the thesis assessment procedure as this was the first year that all thesis assessment forms were available and properly stored. Several other recurring recommendations relating to the specification of word counts and the explanation of high plagiarism scores, have unfortunately not yet been implemented.
2. The course assessment procedure could be strengthened if programme management updates the outdated programme assessment plans. As most of the programme assessment plans were last updated in 2019, there are several inconsistencies between the information provided in the courses and the programme assessment plans. This makes it difficult to make a good assessment of the course assessment as it is currently unclear whether a course is violating the programme assessment plan, or whether the programme assessment plan is outdated and needs to be revised. Programme management should update the assessment plans on an annual basis.
3. The Examination Board still sees room for improvement in its procedure for appointing examiners. This continues to be a rather time-consuming process, as the information about who is examining in the various courses and whether they have a teaching qualification is very scattered and difficult to retrieve, especially for external examiners. The Examination Board is satisfied that the programme management has taken a first step in developing a policy for obtaining a university teaching qualification, but is worried that the policy will become an empty threat as there are still many examiners who have coordinated a course for several years in a row without obtaining a university teaching qualification.
4. As mentioned above, the Faculty's assessment policy, assessment protocol and the programme assessment plans should really be updated as soon as possible. As none of these documents had been updated during the year under review, the Examination Board was not able to advise on these documents.

## Section 3 - Decisions regarding individual students

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

### 3.1 – Individual student requests

The number of individual student requests increased by almost 26% in the year under review. Almost all the different categories increased in the year under review, including the number of requests for retention examination opportunities, provisions for students with a functional impairment, student with personal circumstances related to the binding study advice and the number of students wishing to take an elective from a different faculty or university.

For the latter category, the Examination Board expected the number of requests to decrease, as the Education Programme Directors decided that ESHCC students could participate in most ESHCC electives without prior permission as of the year under review. The number of requests is still very high for two reasons:

- Some students were unaware about this new policy as 28 requests were for electives for which students did not need to seek permission from the Examination Board.
- There were a few students who submitted a large number of requests for multiple electives. 9 students submitted at least three requests to the Examination Board, as students like to keep their options open and sometimes request more courses than they actually take.

In addition, during the summer of 2023, the Examination Board was confronted with a large number of last-minute requests from students who found out that they had not obtained enough credits to graduate and requested a summer course to catch up on the missing credits. The quality of the summer courses requested varied considerably, and it was sometimes difficult to make a proper assessment of the quality and workload of the summer courses requested. In addition, the Examination Board does not have a policy for assessing summer course requests, which will be discussed with the Education Programme Directors during the coming academic year.

The cohort 2022-2023 of the master Media Studies was the last cohort to be allowed to go on exchange. As a result, the number of requests for deferment of certification is expected to decrease in next year.

**Table 8. Individual student requests to the Examination Board 2022-2023**

Category	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Exemptions	30	33	20	12	37	47	41
Retention of exam opportunity	40	39	25	29	37	41	51
Extension of term of validity	29	32	10	4	3	1	3
Impairment	45	54	46	39	53	35	47
Binding study advice-PO	22	33	25	22	14	22	34
External course/ elective/ minor	49	62	69	99	100	78	129
Examination programme	29	10	12	3	50	8	3
Miscellaneous	51	46	45	41	20	29	42

Postponement active conferral of degree		24	34	17	31	39	20
- cancelled			1	0	7	8	4
Complaints	7	8	23	13	14	6	7
CBE cases	7	9	19	6	5	9	7
Online proctoring							19
Statements					9	4	4
<b>Total</b>	<b>309</b>	<b>350</b>	<b>329</b>	<b>285</b>	<b>380</b>	<b>327</b>	<b>411</b>

Source: ESHCC Examination Board journal 2022-2023

### 3.2 – Fraud and plagiarism cases

In last year's report, it was mentioned that fraud and plagiarism was a major issue for the Examination Board, as the Examination Board had to deal with fraud on various levels: last year students were still allowed to take online proctored exams and there were still many take-home open book exams offered which have a higher risk of fraud than regular proctored exams. Both the number of take-home-exams and online proctored exams decreased in the year under review. In addition, the Examination Board also adopted its new plagiarism policy, which provides more clarity for examiners to report 'real' cases of plagiarism and no longer to report sloppy referencing mistakes to the Examination Board. As a result of these changes, the Examination Board expected that the workload related to fraud and plagiarism would finally be lower than in previous years. Unfortunately, the introduction of ChatGPT and the impact of GenAI on higher education was not anticipated. Although the number of plagiarism cases investigated decreased compared to the previous academic year, the total number of fraud cases handled by Examination Board increased from 62 to 76.

Due to the new plagiarism policy, which was adopted last year, the figures are reported differently. The former Category 1/2/3 are no longer used, and tables 9-11 only include those cases that were investigated by the Examination Board and where the student was asked to respond to the suspicion of fraud (either in writing or at a hearing). This means that if an examiner raised a suspicion of fraud with the Examination Board and the Examination Board decided **not** to pursue the case, that it is not included in the annual report. In the year under review, the Examination Board investigated 76 suspicions of fraud and in all cases issued a formal decision to the student.

#### 3.2.1 – Violation of EUR Examination Rules

ESHCC offered approximately 100 on-campus examinations during the year under review. During these examinations students are expected to adhere to the EUR Examination Rules. If a student violates such a rule, an invigilator writes a report and sends it to the Examination Board. Most of the invigilator reports concerned students who were unaware of the EUR Examination Rules and whose mobile phones were not switched off or not kept in their bag. In most cases, the Examination Board gave a reprimand, as it was a first offence. However, in one case the Examination Board decided that fraud had been committed. In this case, the student went to the toilet twice, once without permission of the invigilator and the second time the student was caught with a mobile phone. The student was asked to respond in writing to this allegation, but never replied to the Examination Board's request.

#### 3.2.2 – Online proctoring

The number of students who were allowed to take their exam remotely with online proctoring was much lower than last academic year. The Faculty decided that all teaching and assessment would

take place on campus again, with only a few exceptions where students would be allowed to take their exams remotely:

- Students with an Elite Sports status, who are abroad for a tournament or training during the exam.
- ESHCC students who do their internship abroad in Term 4 and will therefore still be abroad during the resits that take place shortly after the Term 4 exams (resits only).
- Incoming exchange students in the first semester, who have already returned to their home country by the time the resits take place (resits only).

Because of these limited exceptions, there were only 11 students who took an online proctored exam in 2022-2023, compared to 945 in 2021-2022. Fortunately, no problems were reported.

### 3.2.3 – Plagiarism

The Examination Board dealt with less suspicions of plagiarism this year (41 compared to 53 the previous year). One possible explanation could be the result of the revised plagiarism policy, in which the Examination Board clarified to examiners when to report and when not to report. Another explanation is that fewer examiners offered an (open book) take home examination. This type of examination is susceptible to fraud and plagiarism, as students work on their exam without any kind of invigilation and often copy too literally from their notes, lecture slides etc.

### 3.2.4 – Artificial Intelligence

Unfortunately, the decrease in plagiarism cases has not led to a reduction in cases of fraud. ChatGPT became publicly available in November 2022 and has had a huge impact on higher education in general and assessment in particular. ChatGPT and other GenAI software can easily generate text based on a simple prompt. Prompts such as “write me an academic essay of XXX words on topic YYY” could result in a complete essay for the student to submit. As a result, the student is no longer doing their own research, which makes it impossible to make a proper assessment of the student’s knowledge, understanding and skills, which constitutes to fraud.

Shortly after the launch of ChatGPT, the Examination Board began investigating suspicions of AI fraud. The number of suspicions increased after the Turnitin AI report became available in April 2023. In addition to the Turnitin AI detector, the Examination Board used several other online AI detectors to investigate suspected AI fraud during the academic year. The reliability of these AI detectors was found to be insufficient, making it difficult to prove the use of AI based solely on an AI detector. The Examination Board was therefore depending on the honesty of the student in a conversation. The Examination Board investigated 24 cases of suspected AI use during the year. In most of the fraud conversations conducted by the Examination Board, students admitted to having used some kind of generative AI tool while writing their work. Most students claimed to be using writing improvement tools, such as Grammarly, the Word spell check or DeepL to improve their spelling and grammar. Most students claimed they had been using these tools for years and that they had been encouraged to use them by previous examiners. As a result, students claimed that it was unclear what was allowed and what wasn’t allowed in terms of using GenAI-tools.

As a result of these findings, the Examination Board provided advise to both programme management and examiners on several occasions during the academic year:

- In March 2023, all examiners were informed about ChatGPT, why the use of ChatGPT could constitute to fraud and what examiners themselves could do to limit the risk of fraud. Examiners were encouraged to rethink their assessment to make it “AI-proof” by posing questions that specifically relate to concepts and theories discussed in class, by considering alternative assessment forms than writing papers and take-home examinations and to run their assessment through ChatGPT themselves to determine how vulnerable their assignment would be.
- In March 2023, the programme management also received some urgent recommendations from the Examination Board, which included 1) a ban on take-home examinations for the

year 2023-2024, 2) to ask examiners who offer essay-style assignments/take-home exams to check whether their questions are AI-proof, 3) a general recommendation to completely rethink the way assessment takes place in the Faculty, as GenAI is likely to get better and play a more dominant role in our society and 4) a request to send a message to all students to inform them about the Faculty's view on AI-assisted writing and why it is considered fraud.

- A delegation from the Examination Board met with the Education Programme Directors in June 2023 to discuss the Examination Board's experience in dealing with suspicions of AI use by students and the need to provide clarity to students before the start of the new academic year. Following this meeting, an AI taskforce was established, which included a member of the Examination Board (Jay Lee) and the Secretary of the Examination Board.
- In addition, all examiners were informed about AI in June 2023 with specific instructions on when to report suspected AI use.

The Examination Board is pleased that most of the recommendations made in March 2023 have been accepted by the programme management. Firstly, examiners are no longer allowed to offer take-home examinations. Secondly, programme management established an AI-taskforce, which recommended that assessment should be AI-proof. Examiners were offered the support of the Learning & Innovation team to run the exam questions through ChatGPT to check if they were sufficiently AI-proof. In addition, ESHCC students were informed of the Faculty's position on AI-assisted writing. For the academic year 2023-2024, examiners will be advised to include an information page about the do's and don'ts of using AI in that particular course.

### 3.2.5 – Other suspicions of fraud

In addition to the violations of the EUR Examination Rules, plagiarism and AI use, there were 4 suspicions which concerned a different kind of fraud. In two cases a student was suspected of fabricating one or more interviews. The third case concerned a student who was suspected of faking their entire internship. The final case involved a student who was caught by chance when she was found to have deliberately manipulated the word count in six of her previously submitted assignments.

**Table 9. Number of fraud cases divided by category**

Type of violation	2020-21	2021-22	2022-23
Violation Rules of Order	0	5	9
Online proctoring	1	4	0
Plagiarism	41	53	41
Artificial Intelligence	0	0	22
Other fraud	0	0	4
<b>Total</b>	<b>42</b>	<b>62</b>	<b>76</b>

**Table 10. Fraud cases divided by level**

Programme	2020-21	2021-22	2022-23
Bachelor	31	41	45
Premaster	1	9	6
Master	10	8	11
Exchange	1	4	14
<b>Total</b>	<b>43</b>	<b>62</b>	<b>76</b>

Table 10 shows the number of fraud cases divided by programme level. What stands out is the increase in the number of fraud cases related to exchange students. Exchange students come from different backgrounds and are not familiar with the ESHCC referencing guidelines. The Examination Board notes a similar problem in the number of fraud cases related to master students. An increasing number of master students have not completed their bachelor programme at ESHCC and are coming to the master unfamiliar with the ESHCC's referencing guidelines. It is therefore important that exchange students and students joining the programme with a background in a different discipline or from a different university are made aware of the ESHCC rules on fraud and plagiarism regulations and are informed of the ESHCC referencing guidelines. The programmes

should consider setting up an (online) module on fraud, plagiarism and referencing that is mandatory for students who are new to the Faculty and recommended for all other students.

**Table 11. Fraud cases divided by sanction**

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

### 3.3 - Appeals and CBE appeals

The number of appeals fell slightly from 9 to 7. Two of the appeals were withdrawn by the students, without a settlement being offered. In three other cases a settlement was reached with the student. In two of those cases, the Examination Board did not revise its original decision, but the Examination Board was able to resolve the dispute in a way that upheld the original decision but found a solution that satisfied the student. One time a settlement was offered, which resulted in a revised decision. Two appeals could not be resolved and were referred to the CBE. In both cases, the CBE ruled in favour of the Faculty and the student's appeal was declared unfounded. One decision concerned an appeal against the refusal of admission to the master programme. This student did not meet the admission requirements, as stipulated in the TER. The second appeal concerned the decision of the Examination Board to issue a negative binding study advice to a student after the second year of their enrolment. The CBE ruled that the Examination Board had sufficiently argued that there was no causal link between the student's reported personal circumstances and their study performance.

**Table 12. Number of CBE cases 2022-2023**

	2019-20	2020-21	2021-22	2022-23
Decision CBE: in favour of student	0	0	1	0
Decision CBE: in favour of ESHCC	1	1	0	2
Appeal withdrawn	2	1	2	2
Settlement	3	3	6	3
<b>Total</b>	<b>6</b>	<b>5</b>	<b>9</b>	<b>7</b>

## Section 4 – Overview of the non-statutory activities of the Examination Board

Besides its statutory duties, the Examination Board also carries out certain activities that are not required by the law but are mandated to the Examination Board. These activities include the issuing of the binding study advice.

### 4.1 – Binding study advice

During the academic year 2022-2023, a nationwide discussion about the BSA took place, as the Dutch government announced that it intended to lower the BSA standard to 30 EC after the first year of enrolment. The Dutch government collapsed shortly before the BSA was issued, so the proposal did not become official legislation and the Examination Board issued the binding study advice based on the standard set in the TER (60 EC). Students were allowed to compensate for two 5's in their BA-1 programme with other courses of the same credit value which were awarded at least a 7.0 or higher.

As the BSA-standard was again set at 60 EC, last year's annual report predicted a decrease in the number of positive BSA. Although, there was no adjustment to the BSA-standard, the Examination Board was lenient to students who were very close to the standard (50 or 55 EC), even if the student did not report any personal circumstances.

Appendix 3 provides an overview of all BSA decisions sent on behalf of the Dean. The percentage of positive BSA decisions decreased in all programmes except ACW. ACW had a very low BSA yield last year, which partly explains the increase in positive binding study advice issued. The positive BSA yields for GS and IBH decreased by 10-15% and the positive BSA yields for IBCoM and IBACS decreased with 1-2%.

Students who were about to receive a negative binding study advice were offered the opportunity to be heard by the Examination Board. Students could either submit a written response or present their case in a formal hearing. The table below provides an overview of the number of students that took the opportunity to be heard by the Examination Board. The number of BSA responses has more than doubled compared to recent years, which can be explained by the lenient BSA standard in the two academic years prior to 2022-2023. Of the 45 BSA responses, 26 students scored between 50 and 55 EC, which would have resulted in a positive BSA in the two previous academic years. There were also a number of students who reported personal circumstances in their response to the Examination Board, who could have received a postponed BSA in advance if this information would have been known by the student advisor. The Examination Board will therefore discuss with the student advisors the possibility of registering student's personal circumstances well in advance to ensure that students receive the appropriate guidance. In addition, the Examination Board will discuss with the student advisors a new way of registering personal circumstances, so that the number of BSA responses can be reduced.

**Table 13. Overview of BSA responses**

Category	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACW - written	0	1	1	0	0	1
ACW - hearing	2	0	0	0	0	0
IBACS - written	2	6	4	0	4	7
IBACS - hearing	1	3	2	1	1	4
GS - written	2	1	3	1	2	3
GS - hearing	2	1	0	0	3	1

<b>IBH - written</b>	1	1	0	2	0	1
<b>IBH - hearing</b>	2	2	0	2	4	3
<b>IBCoM - written</b>	13	8	13	4	3	20
<b>IBCoM - hearing</b>	2	1	2	2	4	5
<b>Total</b>	<b>27</b>	<b>24</b>	<b>25</b>	<b>12</b>	<b>21</b>	<b>45</b>

## 4.2 – Colloquium doctum

The colloquium doctum entrance examination is an entrance examination for students who do not have a VWO diploma or equivalent, but who wish to start a bachelor's degree at EUR. The WHW requires the Dean to appoint a colloquium doctum committee to be responsible for this examination. Within ESHCC such a committee has never been established, instead this task has been mandated to the Examination Board in the ESHCC Faculty Regulations. For the academic year 2023-2024, a new Faculty Regulations will be adopted, in which a formal colloquium doctum committee is established. The Examination Board will no longer play a role in the colloquium doctum entrance examination.

In the 2022-2023 academic year, the tasks involved were to review online proctoring footage of colloquium doctum candidates and to make a decision regarding a student who did not meet the minimum age requirement as stipulated in the WHW.



## Section 5. Reflection and outlook

Fortunately, we returned to normal in 2022-2023 as we did not have to deal with the consequences of the COVID-19 pandemic. Nevertheless, it has been a busy and unusual year because with the introduction of ChatGPT, which is expected to have a major impact on how we teach and assess in our degree programmes. GenAI is therefore expected to be an important topic in the coming year.

The Examination Board is confident that the recommendations made by the Examination Board and the AI task force will be implemented, which should make the Faculty's assessment less vulnerable to the use of AI. We anticipate that developments in GenAI will continue at rapid pace and that better tools will become available, which would necessitate further adjustments. The Examination Board will therefore closely monitor the challenges associated with GenAI. On the other hand, the Faculty should also think about the opportunities associated with GenAI. When incorporating GenAI into our education, programme management should bear in mind that students should still achieve the learning objectives of each course, which should be aligned with the intended learning outcomes of the programme. In addition, GenAI could also be used by examiners to assist them in setting up their courses and possibly assessment as well. As programme management should update the assessment policy, assessment protocol and assessment plans anyway, it would be good to consider these challenges and opportunities when updating these documents.

In addition to developments in relation to GenAI, the Examination Board sees other opportunities and challenges for the coming year. Both the external member and of the internal members will step down and be replaced, which will take some time for the new members to settle in. Furthermore, the Examination Board has set the following ambitions for the year 2023-2024:

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

## Appendix 1 – Checklist quality assurance tasks Examination Board

1 = we do not perform this activity – 5 = we perform this activity in considerable depth

Number	Key task	1	2	3	4	5
1	The Examination Board ascertains at regular intervals whether the total interim examinations package in its entirety examines the final qualifications required.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The EB regularly investigates the quality of the final assignments or engages a third party to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	The EB regularly investigates the quality of the interim exams (other than final assignments) or engages a third party to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	The EB provides examiners with guidelines for constructing interim exams.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The EB provides examiners with guidelines for holding interim exams.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The EB provides examiners with guidelines for assessing interim exams and establishing results.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The EB ensures that the guidelines are adhered to.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The EB appoints examiners to hold interim exams on a specific component of the programme (this might be a course or a cluster of courses).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9	A procedure has been laid down to which examiners must adhere in the event of suspected fraud.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10	The EB verifies that the examiners act in accordance with the rules and guidelines relating to fraud or engages a third party to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	The EB safeguards the quality of the organization and procedures relating to holding interim examinations.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix 2 – Appointment criteria examiners

### Criteria for appointment of examiners ESHCC 2022-2023

Version October 2021

The Examination Board ESHCC appoints the examiners for the duration of an Academic Year based on the following criteria:

- 1.1. **Tenured and tenure track** ESHCC academic staff (assistant professors, associate professors, endowed and full professors) as well as tenured ESHCC lecturers with a UTQ or similar qualifications will be appointed as examiner for the coordination within their discipline and act as the main contact person for the Examination Board (*category 1.1 examiners*)<sup>6</sup>;
- 1.2. At the discretion of the Examination Board and as an exception, other experienced ESHCC academic staff without a PhD may be appointed as examiner for the coordination within their discipline and act as the main contact person for the examination board (*category 1.2 examiners*);
2. At the request of the Department, **other members of the ESHCC academic personnel** (e.g. untenured lecturers, researchers, PhD-candidates, BA and MA students) **and external staff** (e.g. tenured and untenured lecturers, researchers, PhD-candidates) may be appointed as an examiner for a specific course (e.g. thesis trajectory), or to assist in the grading of papers for a particular course (*category 2 examiners*)<sup>7</sup>;
- A. Appointed examiners have the following main tasks:
  - Selection of appropriate test forms
  - Construction of tests
  - Assessment of tests
  - Providing meaningful feedback
- B. The following criteria apply to the appointment of examiners:
  - Examiners are responsible for the testing and examination process: the construction as well as the assessment and determination of the results of an examination.
  - The Examination Board has a supervisory role and can give examiners guidelines regarding the testing process. However, the Examination Board is not entitled to revise the results of an examination, which is the discretion of the examiner.
  - Examiners must comply with the ESHCC Examination Regulations, see: <https://www.eur.nl/en/eshcc/examination-board/teaching-and-examination-regulations> and the Assessment Protocol ESHCC 2018.
  - Upon request, examiners shall provide the Examination Board with information on their examinations.
- C. A **UTQ** (University Teaching Qualification, in Dutch **BKO**) or equivalent is preferable for the examiners mentioned under 1.1 and 1.2.;
- D. The Department shall allocate an experienced examiner to **mentor** examiners who are appointed for the first time;
- E. In addition to the above, the following rules apply to the examiners of a **thesis committee**:
  - The **supervisor** must be a member of the academic ESHCC personnel associated with the department offering the MSc programme concerned: this includes tenured and tenure track staff as

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<sup>6</sup> For intended examiners who do not meet the criteria above, the EB has the discretion to draft criteria that should be met by the examiner. There could be a difference between appointment for all parts of a course, or for one or a few specific parts of a course.

<sup>7</sup> At the request of the Department, a **former member** of the ESHCC academic staff or a (former) **member of academic staff of another** School of the EUR or any other research university may be **temporarily** appointed as an examiner for a specific course (e.g. thesis trajectory). This person must meet the following requirements: a completed PhD, or a university master's degree with demonstrable extensive experience in performing scientific research. Furthermore, at least a **hospitality agreement** is required

well as PhD candidates and untenured lecturers as long as they are appointed as an examiner. Furthermore, an exception can be made for **former** faculty members or PhD candidates who were associated with the department offering the MSc programme concerned: they may continue to act as supervisor after the termination of the employment contract for a maximum of one year. Hence, all other examiners including external faculty (from other EUR schools or other universities) may act as **second reader** only;

- At the request of a student, an **internal or external expert** may be temporarily appointed as a second reader of a thesis committee. This person must meet the following requirements: a completed PhD, or a university master's degree with demonstrable extensive experience in performing scientific research. This examiner may act as **second reader** only;

Please note that there are more rules regarding the composition of thesis committees such as:

- At least one of the two members must be a tenured or tenure track faculty member: pairs consisting exclusively of PhD-candidates and/or untenured lecturers are not allowed;
- Supervisor and second reader may be members of the same department offering the MSc Programme, but it is not advised that (co-)promotors sit on a thesis committee with their PhD students, and job appraisers should not form a committee with job appraisees without a PhD degree. The Thesis Coordinator of the MSc programme shall submit a list of the internal thesis committees to the Examination Board for endorsement via [examinationboard@eshcc.eur.nl](mailto:examinationboard@eshcc.eur.nl)

- F. All appointed examiners will be registered in the ESHCC Examiners Register;
- G. In case of special circumstances, the Examination Board may grant exceptions to the above rules;
- H. The Examination Board can suspend or withdraw the appointment as examiner if the person concerned persistently fails to comply with the applicable examination regulations or to deliver examinations that meet the minimum quality standards. The Examination Board will not do so until the person concerned in all fairness has had a chance to conform to the relevant rules.

## Appendix 3 – Overview binding study advice

Programme	Advice*	2018		2019		2020		2021		2022	
ACW	P	21	66%	16	50%	18	58%	11	35%	24	71%
	PO	0	0%	2	6%	2	6%	1	3%	1	3%
	N	2	6%	9	28%	2	6%	11	35%	3	9%
	S	9	28%	5	16%	9	29%	8	26%	6	18%
<b>Total</b>		<b>32</b>	<b>100%</b>	<b>32</b>	<b>100%</b>	<b>31</b>	<b>100%</b>	<b>31</b>	<b>100%</b>	<b>34</b>	<b>100%</b>
IBACS	P	76	63%	57	63%	87	75%	68	63%	71	62%
	PO	20	16%	13	14%	18	16%	18	17%	14	12%
	N	20	17%	17	19%	6	5%	10	9%	18	16%
	S	5	4%	3	3%	5	4%	12	11%	12	10%
<b>Total</b>		<b>121</b>	<b>100%</b>	<b>90</b>	<b>100%</b>	<b>116</b>		<b>108</b>	<b>100%</b>	<b>115</b>	
GS	P	43	66%	45	67%	59	74%	54	64%	42	53%
	PO	0	0%	6	9%	1	1%	1	1%	9	11%
	N	12	19%	10	15%	13	16%	14	17%	15	19%
	S	10	15%	6	9%	7	9%	15	18%	14	18%
<b>Total</b>		<b>65</b>	<b>100%</b>	<b>67</b>	<b>100%</b>	<b>80</b>	<b>100%</b>	<b>84</b>	<b>100%</b>	<b>80</b>	<b>100%</b>
IBH	P	27	66%	39	78%	37	82%	40	82%	28	67%
	PO	3	7%	5	10%	1	2%	4	8%	3	7%
	N	6	15%	1	2%	5	11%	4	8%	7	17%
	S	5	12%	5	10%	2	4%	1	2%	4	10%
<b>Total</b>		<b>41</b>	<b>100%</b>	<b>50</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	<b>49</b>	<b>100%</b>	<b>42</b>	<b>100%</b>
IBCoM	P	219	86%	251	87%	271	87%	267	85%	229	82%
	PO	6	2%	11	4%	2	1%	7	2%	19	7%
	N	15	6%	12	4%	28	9%	25	8%	16	6%
	S	14	6%	13	5%	9	3%	15	5%	15	5%
<b>Total</b>		<b>254</b>	<b>100%</b>	<b>287</b>	<b>100%</b>	<b>310</b>	<b>100%</b>	<b>314</b>	<b>100%</b>	<b>279</b>	<b>100%</b>

## Appendix 4 – Preliminary Year plan Examination Board 2023-2024

Deadline: end of September 2023 – finalize course assessment procedure Term 3-4 2022-2023

### **Examination Board Meeting 1:** Thursday 28 September 2023

- Finalize course assessment procedure 2022-2023 and discuss findings, send out general course assessment results

October 2023: Send appointment letters to examiners

Deadline: mid November 2023 – finalize thesis assessment procedure 2022-2023

### **Examination Board Meeting 2:** Tuesday 28 November 2023

- Discuss Annual report EB
- Discuss findings thesis assessment procedure 2022-2023

December 2023: Send annual report to Dean and Vice Dean of Education

### **Examination Board Meeting 3:** Monday 29 January 2024

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

February 2023: Send appointment letters to examiners who joined the faculty after 1 October 2023

Deadline: mid-March 2023 – send out letters for CA Term 1 and 2

### **Examination Board Meeting 4:** Wednesday 10 April 2024

- Discuss course evaluations Term 1 and 2
- Discuss TERs 2023-2024

April 2024: Send quality assurance of course assessment results Term 1 and 2 to examiners

**Examination Board Meeting 5:** Tuesday 28 May 2024

- Discuss Rules & Guidelines, By-laws Examination Board

**Examination Board Meeting 6:** Beginning of July 2023

- Discuss Yearplan 2024-2025

**BSA Examination Board Meeting:** to be determined (August 2024)

- Responses to impending negative BSA decisions

Deadline: end of September 2024 – finalize course assessment procedure Term 3 and 4

Extra items:

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