MANUAL FOR QUALITY ASSURANCE OF TEACHING AND LEARNING

VU ASSESMENT FRAMEWORK

Version 2019

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1 INTRODUCTION

1.1 UPDATED VERSION OF THE UNIVERSITY-WIDE FRAMEWORK FOR ASSESSMENT POLICY

This document provides a description of VU Amsterdam's revised assessment policy. The previous version was drawn up in 2012 and had only been updated on a piecemeal basis since that time. Meanwhile, insights obtained at national level with regard to assessment and its importance in managing educational processes have progressed, and VU Amsterdam's assessment policy and the working methods used by its faculties and programmes have also continued to evolve. As a learning organization, this version of the policy is designed not only to redefine our latest assessment policy in clear terms, but also to provide support for the implementation of this policy in the daily practice of education. The differences with the previous version of the assessment policy are:

- While the quality of assessment at the level of programme components remains fundamental, the quality of assessment at the degree programme level, and coordination and cohesion within degree programmes, have been given a more prominent place. By attributing a central role to degree programmes as a whole, we are reflecting recent developments in the field, as well as the university's management model.

- Every effort has been made to make the text more accessible and easier to use. This has been done by cutting out half of the main text so that it conveys only the essential points, and by adding appendices that can be read separately. While it is true that the total number of pages has increased (by a factor of three), overall the information in the document has been rendered easier to assimilate. Readers can now find those aspects that are important or relevant to them more easily, depending on their particular point of concern.

- Our goal was not to prescribe VU Amsterdam's assessment policy down to the last detail, but primarily to provide the frameworks for faculty assessment policies; to formulate the pillars on which those policies are based as specifically as possible and to provide a comprehensive package of support for all those who work with them at various levels (please refer to the reading guide, which follows this introduction). For these reasons, we will henceforth refer to the VU Assessment Framework rather than the VU Assessment Policy.

- As a result of the definition of the final attainment levels of degree programmes under the Dublin Descriptors and the increasing demand for practical skills, the thesis appears not to be the optimum medium for assessing final attainment levels for all degree programmes. Other forms of assessment and timing are increasingly playing a role in the final assessment of students. We will therefore refer to a 'palette of final projects' which, together, assess all the final attainment levels of students as they proceed to graduation.

- The thesis, placement and other 'final projects' (previously described in Section 7) are covered in this new version of the section, as are all other programme components. Additional (quality) requirements often apply to these programme components.

- The faculties have gained experience in improving the quality of assessment and with the strengthened statutory position of the Examination Board. It has therefore been all the more important to refine and standardize the terminology used and, at the same time, it is now possible - using the conceptual framework and terminology outlined in this document - to deploy this more clearly and precisely. Examples here include the concept of 'constructive alignment' and the description of the role of the Examination Board as 'internal supervisor'.

'Constructive alignment'
This is the principle by which curricula or courses are developed on the basis of the learning objectives that need to be achieved, with the relevant teaching and education being designed and aligned accordingly. Teaching methods, educational and learning activities, and assessment during and at the end of the programme all aim to actively ensure that students become familiar with the relevant material and achieve the learning objectives specified. This cohesion enhances the quality of learning and of teaching. At degree programme level, the principle of constructive alignment applies when this cohesion not only applies to each programme component in isolation but when the design of the curriculum forms a cohesive whole of teaching methods and assessments all geared towards realization of the final attainment levels. The term 'constructive alignment' was introduced by the Australian educational psychologist John Biggs.

1.2 READING GUIDE

This revised section of the Manual for Quality Assurance of Teaching and Learning includes the VU Assessment Framework. It sets out the requirements that faculties need to meet when formulating their assessment policy. At its core is an explanation of the quality requirements that the university applies to its degree programmes in relation to assessment. This is based on the conviction that assessment is an essential aspect of the educational process and that good-quality assessment has a positive influence on educational quality in all programmes. This section has been condensed in order to provide the reader with a useful overview. More detailed additional information has been moved to the appendices.

The first set of appendices includes the frameworks for the central pillars of a good system of assessment. A framework sets out the purpose and function of each pillar in the assessment of a programme as a whole.

The four pillars are:

- the assessment dossier for each programme component[1] - this enables systematic reflection on results and improvements, as well as transferability; [see the framework for the assessment dossier, Appendix 1]
- the assessment blueprint for each programme component - this ensures well-designed assessment that corresponds with the teaching form applied and the learning objectives of the programme component; [see the framework for the assessment blueprint, appendix 2]
- the assessment plan of each programme - this ensures a well-designed programme of assessment throughout the degree programme as a whole; it reflects the vision for the programme and the final attainment levels, meets the associated quality requirements and provides a detailed plan for the quality control cycle of the degree programme and a detailed quality control system for assessment; [see the framework for the assessment plan, appendix 3]
- the faculty assessment policy - in which the faculty interprets the VU Assessment Framework in relation to the faculty-specific context in which the degree programmes operate. [see the framework for faculty assessment policy, appendix 4]

Not only are the purpose and function identified in relation to each of these frameworks, but there is also an explanation of which information is involved and what that information might look like. Together, these frameworks ensure cohesion within the VU Assessment Framework as a whole. The frameworks can also be consulted separately, depending on their relevance to individual staff members and students.

The second set of appendices are practical guidelines for specific managers in the field of assessment quality:

- for examiners [Appendix 5],
- for Directors of Studies [Appendix 6],
- for Faculty Boards [Appendix 7],
- for Examination Boards [Appendix 8],
- for placement or thesis coordinators [Appendix 9].

Of course, other parties involved may also find the information provided useful. Indeed, it also serves to reinforce the understanding of each individual staff member within the wider degree programme as a coherent whole. For instance, members of Programme Committees or Faculty Student Councils may also be interested in the guidelines for the Director of Studies and for examiners. The information for the Faculty Board will naturally also be useful for quality control staff.

A list of key terms has been included in Appendix 10. Terms that appear in this list are underlined in the other sections of this document.

[1] A curriculum consists of various programme components (courses, placement, thesis, learning pathways). Together, all these programme components form the programme.

Finally, Appendices 11 and upwards include the (background) documents which are referred to in the other texts. Where possible, these references take the form of links.

1.3 THE WORKING GROUP

This revised document has been produced by a broad working group set up by the Consultative Body for Portfolio Holders for Education (*Overleg Portefeuillehouders Onderwijs*), chaired by the portfolio holder for teaching at the Faculty of Theology.[2]

In order to ensure that the text would be accessible and, in particular, of practical value, the working group listened carefully to the common issues and challenges faced by the various faculties. At the same time, the working group considers it useful to set quality standards that apply to every degree programme, given that VU Amsterdam wishes to continue improving educational quality and that assessment policy is an important aspect of this. At the meetings of the working group, it was concluded that taking account of differences in culture between the faculties should not mean that a lower standard of assessment should be accepted in some cases. There may be differences in approach regarding methods of implementation, but each system of assessment should be well-designed and implemented in a reliable, transparent and conscientious manner. Although the newly formulated quality requirements are consistent with the previous assessment policy, they also set the bar a little higher. The working group has therefore addressed the expectation that should be set for education across the university.

Finally, we would like to comment on the period of validity and implementation. The VU Assessment Framework will take effect on 1/9/2018 and will apply to all faculties and programmes within VU Amsterdam and programmes for which VU Amsterdam acts as the administrative secretary. The end of VU Amsterdam's current Strategic Plan in 2020 will provide a logical point at which to evaluate the VU Assessment Framework on an interim basis and, if necessary, to make revisions.

[2] The working group was established on 5 December 2016. See Appendix 16 for the group's remit and composition.

2 VU AMSTERDAM ASSESSMENT FRAMEWORK

2.1 STATUS OF THE VU ASSESSMENT FRAMEWORK

The VU Assessment Framework clarifies which rules must be followed within the university in relation to the processes of assessment and assessment quality, and how the university maintains standards through a rigorous system of quality control in relation to assessment. To this end, a number of quality requirements have been formulated at the level of programme component, degree programme and faculty. These quality requirements are consistent with the university's basic principles and vision for assessment, which this section will begin by setting out.

2.2 BASIC PRINCIPLES FOR THE VU ASSESSMENT FRAMEWORK

- Professionalism in the provision of quality
- Assessment based on 'constructive alignment'
- An assessment culture that strives for continuous collective improvements
- Interlocking quality cycles at the level of individual assessment, programme component and degree programme
- The Examination Board in the role of internal supervisor

2.3 VU AMSTERDAM'S VISION FOR ASSESSMENT

VU Amsterdam is a professional educational organization made up of committed and inspirational lecturers. It offers academic education for a wide target group. In order to provide high-quality academic education, professional organization is a prerequisite.

Education at VU Amsterdam consists of a coherent package of programme components within which education is structured according to the principles of 'constructive alignment'.[3] *The Director of Studies for each degree programme incorporates this into the assessment plan for the respective degree programme. A degree programme uses appropriate instruments to monitor and optimize the quality of the individual components of education, their collective coherence and the final attainment levels that are to be achieved. Directors of Studies and lecturers/examiners form a team of professionals and receive support in a professional manner.*

The quality of the lecturers determines the quality of education. Good education is characterized by the provision of specific feedback to students, at appropriate moments and at all levels of learning. Lecturers apply a broad repertoire of forms of working and forms of assessment and are therefore able to offer students differentiated education. The use of activating forms of working and an appropriate form of assessment are essential.

[3] Underlined terms appear in the list of keywords in Appendix 10.

With regard to the final attainment levels achieved by our graduates, it is our responsibility at VU Amsterdam to uphold the quality of our education and to inspire confidence in our students and those who employ them after graduation.

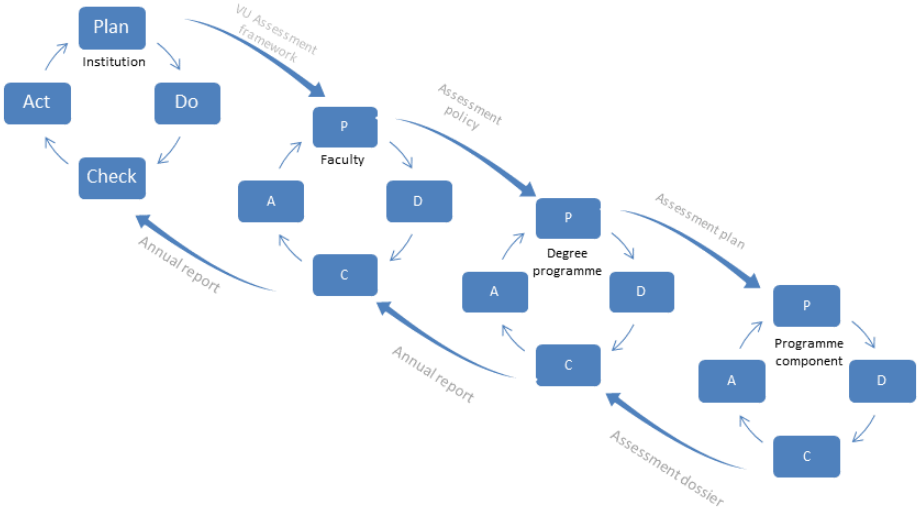
VU Amsterdam recognizes that there are several ways to guarantee the quality of assessment (reliability, validity, usefulness, comparability and transparency). This can be achieved, for example, by working with independent reviewers or an assessment committee, but it can also be done through a system of assessment meetings, appraisal meetings or knowledge-sharing meetings. Ownership of assessment policy lies with the individual faculties and degree programmes. It is up to the Faculty Board and the Director of Studies to review the assessment policy for their own faculty or degree programme(s), respectively, and to design, adopt and implement this policy. VU Amsterdam wishes to give the faculties and programmes the freedom to establish a culture of quality for themselves, within certain parameters. The way in which these processes are implemented may also be determined by the existing culture (and culture of quality control) within the faculty or by the expertise, resources and funds available within the faculty. In essence, this framework stipulates that examiners must be transparent with regard to the assessment of programme components, and that checks must be performed in relation to the reliability, validity and usefulness of tests and assessments. The examiner must record the results of these checks in the assessment dossier.

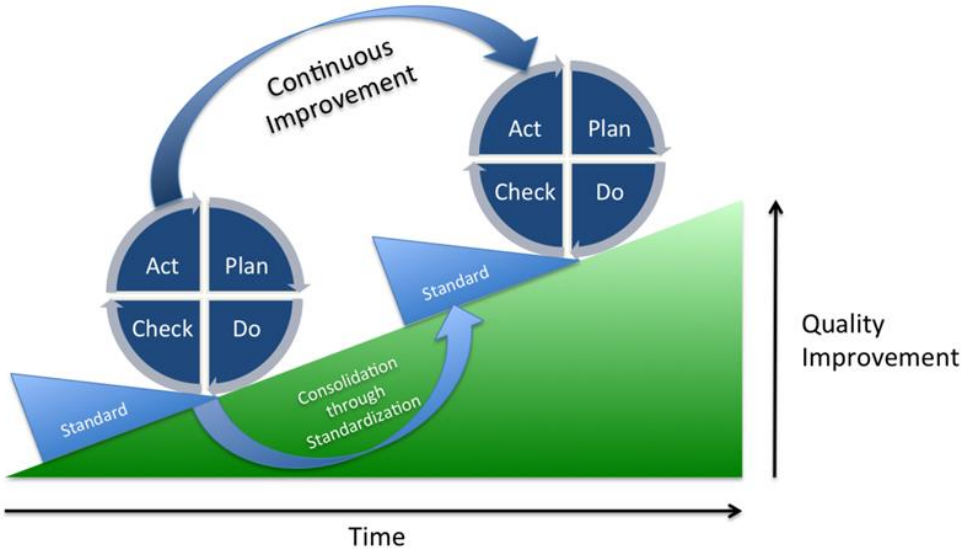
2.4 QUALITY CONTROL CYCLES

VU Amsterdam has a carefully formulated assessment framework for the next five years, which aims at *continuous improvement* in education and assessment.[4]

Work on optimization occurs within the PDCA cycle for education. This involves not a single process with its own quality control cycle (Plan-Do-Check-Act), but a series of interlocking quality cycles at the levels of programme component, degree programme, faculty or service department, and the university as a whole; the Examination Board fulfils the role of internal supervisor at the programme level.

[4] Source reference for graphic https://commons.wikimedia.org/wiki/File:PDCA_Process.png


Plan
Institution
Do
Check
Act
VU Assessment framework
P
Faculty
D
C
A
Annual report
Assessment policy
P
Degree programme
D
C
A
Annual report
Assessment plan
P
Programme component
D
C
A
Assessment dossier


Continuous Improvement
Act
Plan
Check
Do
Act
Plan
Check
Do
Standard
Standard
Consolidation through Standardization
Quality Improvement
Time

2.4.1 The cycle at the level of programme component

The cycle is completed at the level of programme component on an annual basis via a PDCA cycle. The examiner designs the assessment according to the principle of 'constructive alignment' using input from the assessment plan and results from the previous year. Education and assessment are carried out, evaluated and recorded in the assessment dossier. The management of the degree programme keeps track of the quality of implementation by compiling assessment dossiers and scanning these according to specific criteria. Improvements at the level of programme component, clusters of programme components or for the degree programme as a whole are addressed in the 'Act' phase of the cycle, and are incorporated into the planning agenda for the new year where necessary. Based on the evaluation carried out, the examiner will update the assessment blueprint and course information for the following academic year and provide input for the programme management regarding any changes required at programme level (assessment plan).

2.4.2 The cycle at the level of degree programme

The starting point for this cycle is the degree programme's assessment plan, in which education and assessment are planned in relation to the entire programme every year. The faculty assessment policy provides the parameters, as well as input for the assessment plan. Examiners provide an overview of their education and assessment by means of the assessment dossiers. On the basis of this information and input from the Examination Board and the Programme Committee, the programme management addresses the need for improvements at the level of the programme as a whole and makes any necessary changes in the assessment plan for the new year.

In its role as internal supervisor, the Examination Board supervises compliance with this cycle and its implementation in practice, and feeds its findings back to the Director of Studies and the Faculty Board.

Within the internal annual cycle, degree programmes report on implementation and results in the programme annual report, and make plans for improvements to the programme annual plan. The annual report and annual plan are made available to the Faculty Board. The Faculty Board approves the plans and oversees their implementation.

As part of the external six-year cycle, degree programmes are accredited once every six years on the basis of a decision by the Accreditation Organisation of the Netherlands and Flanders (NVAO) following an external inspection. Midway through this external cycle, an internal Midterm Review (MTR) takes place focusing on the findings of the previous inspection, including the standard of the final projects.

2.4.3 The cycle at the faculty level

The work of the deans and directors of service departments in relation to education focuses primarily on creating the conditions necessary for good education to take place. The starting point for this cycle is the faculty assessment policy. The VU Assessment Framework provides the parameters, as well as input for the faculty assessment policy.

The manner in which the degree programmes observe this policy is made explicit by means of their assessment plan, programme annual report and programme annual plan. The Faculty Board approves the programme annual plans. Within the internal annual cycle, the faculties (in the annual teaching report) and service departments report on the implementation of their educational activities and their plans to improve these.

Over and above the annual cycle, an internal assessment of educational quality control takes place once every three years. The internal three-year cycle takes the form of an audit at the faculty or service department level.

2.4.4 The cycle at the university level

The cycle begins with the educational policy at the institution-wide level (as set out in the Manual for Quality Assurance of Teaching and Learning) on the basis of the Strategic Plan and the accompanying Implementation Plan. The Supervisory Board approves these plans and oversees their implementation.

Within the internal annual cycle, the Executive Board uses the faculty annual reports and plans to monitor the quality of compliance with university-wide educational policy, reports on the overall direction of progress, and makes plans in relation to improvements.

As part of the external university-wide six-year cycle, quality control at the university is assessed by means of the Institutional Quality Assurance Audit.

2.5 AMBITION

Once the assessment framework described above has been implemented across the faculties and degree programmes of VU Amsterdam, the following results will have been achieved:

- There will be clarity on which rules must be followed within the university in relation to the processes of assessment and assessment quality, and how the university maintains standards through a rigorous system of quality control with regard to assessment.
- Directors of Studies, Programme Committees and Examination Boards will have a clear picture of the quality of testing and assessment, of their own role in the ensuring and maintaining quality and of the required archiving and documentation in relation to assessment.
- Examiners will have a clear framework within which to work on designing and implementing assessment. When designing tests and arriving at accurate assessments of the work of students, they will be guided and supported by the (faculty or programme)

assessment policy in terms of quality. Examiners will also know which evidence they need to provide to the Examination Board or assessment committee, if requested to do so.

- Students will be informed of the results of assessments in an appropriate and timely manner, assessments will be appropriate to the learning objectives of the respective programme components, and there will be balance and coherence in the forms of assessment throughout the degree programme, which is also consistent with the degree programme's vision for education.

2.6 QUALITY REQUIREMENTS FOR ASSESSMENT

2.6.1 Programme component level

1. The examiner is accountable to the Examination Board with regard to the development and implementation of assessment and the determining of results, and provides the Examination Board with information on the quality of the tests carried out [Higher Education and Research Act, Section 7.12 c, hereafter WHW].
2. When developing assessments, the peer-review principle is always applied to ensure quality (validity, reliability, transparency, usefulness and comparability).
3. The examiner collects information from all the steps in the assessment cycle in order to implement improvements in the assessment and/or to communicate the need for particular improvements to the Director of Studies.
4. The examiner ensures that the learning objectives can be assessed and that these are aligned with the final attainment levels for the degree programme and the other programme components that make up the curriculum.
5. Assessment must be consistent with the learning objectives that have been formulated and the teaching methods chosen ('constructive alignment'). The relative weighting of the learning objectives is also reflected in the assessment.
6. Examiners ensure that students are aware of the learning objectives and method of assessment used for a particular unit of study prior to the start of a course, and that the instructions that accompany the assessment are clear and comprehensive (transparency).
7. The method used to set the passing score is announced in advance of every assessment. Either an absolute standard-setting method or a compromise method may be used. A fully comparative method can only be used in exceptional circumstances, under specific conditions and on the basis of fully substantiated arguments.
8. The weighting and the compensation opportunities for constituent assessments are specified in advance for every programme component. The final assessment is determined on this basis.
9. The student is provided with (formative) feedback on his or her progress in relation to the learning objectives at the earliest possible opportunity, as well as with feedback relating to the assessment criteria that apply to passing (parts of) the programme component.

10. The final standard assessment/the final submission date must fall within the period of the programme component, so that the assessment does not interfere with education in the next period. Work submitted late is counted as a resit opportunity. The deadlines for assessment beyond the level of programme components are set in the assessment plan.
11. The student is given two opportunities per academic year to take examinations in each programme component of the degree programme.
12. Assessment results are announced within ten working days of the assessment taking place - with due observance of the regulations for the protection of personal data. Thesis results are announced within twenty working days of the official submission date for the thesis. The student then has the right to inspect the work within the period specified in the Academic and Examination Regulations.
13. Information that is relevant for one or more of the quality control cycles relating to assessment is archived centrally (preferably in the Digital Teaching Dossier (DOD)) and can be consulted by the Examination Board, Director of Studies and programme coordinator, as well as by designated programme stakeholders.
14. It must be possible to assess the final project (or an assignment that is part of the 'palette of final projects') on the merits of the work completed by the individual involved. In cases where a final project is completed by two or more students, clear agreements must be made regarding which tasks, components or research questions are to be addressed by each individual. The contribution made by each individual student must also be clearly stated; it must be possible to arrive at an individual assessment in relation to the primary goals of the final project and the final attainment levels of the programme. Details regarding the final project or palette of final projects must be provided in the assessment plan.
15. The assessment criteria for a final project (e.g. the placement, thesis, portfolio, report) are operationalized in an assessment matrix. These assessment criteria are consistent with the final attainment levels of the programme and have already been addressed as part of the degree programme. The placement guide or thesis guide or the study guide for the final project sets out how and at which point assessment will take place.
16. The final product of the Master's placement or Master's thesis is assessed by the supervisor and an independent assessor who is involved in the degree programme, both of whom have been trained in the use of the assessment criteria. Both assessors substantiate their assessment; their substantiations are also both archived. External supervisors can, in the role of informant, provide an additional evaluation to the supervisor regarding processes and the attitude of the placement student.
17. The final project for Bachelor's programmes is assessed by the supervisor and an independent assessor who is involved in the degree programme, both of whom have been trained in the use of the assessment criteria. In exceptional cases where the work is assessed by only one assessor, this role must be fulfilled by someone other than the supervisor. The reason for the exception must also be provided and the assessment plan must indicate which additional measures were taken to ensure the reliability of assessments.

18. In cooperation with the Director of Studies and the Faculty Board, the Examination Board provides guidelines specifying how the final mark for final projects is arrived at and how differences between the assessments of the first and second assessors are to be handled (Section 7.12b, paragraph 1(b) of the WHW).

2.6.2 Degree programme level

1. The Director of Studies draws up the assessment plan. This plan formally allocates the duties and responsibilities at the levels of the assessment, programme component and assessment programme and incorporates these into the relevant PDCA cycle. The assessment plan includes the final attainment levels stated in relation to the Dublin Descriptors, the degree programme's assessment programme, and the accompanying explanation and methods for optimizing assessment quality.
2. The Director of Studies has overall responsibility for establishing clearly formulated final attainment levels for the programme and ensures that the final attainment levels of the programme are reflected in the education and assessment that are provided. This is set out in the assessment plan; the Director of Studies is responsible for the annual evaluation and amendment of the assessment plan. The assessment plan is submitted to the Examination Board and the Programme Committee for their advice prior to its adoption.
3. The assessment plan sets out the requirements for compensation for assessment within programme components and/or within the assessment programme.
4. The Director of Studies monitors the coherence and structure of the degree programme, ensuring that it provides a varied and balanced distribution of forms of assessment and opportunities for assessment, including the alignment of the learning objectives and forms of assessment used in the programme components with the final attainment levels of the programme.
5. With regard to practising and acquiring the relevant skills (e.g. writing papers, giving presentations, IT skills), the Director of Studies is responsible for defining the required levels (or levels in relation to the various years of the degree programme) and the relevant assessment criteria, which are derived from the final attainment levels for the degree programme. These levels apply to all programme components which involve the application of these skills and are made known to the students participating in the programme. The Director of Studies determines which programme components these skills are practised and assessed in.
6. The Examination Board provides clear and concisely formulated rules and guidelines, preferably following the university-wide model. The measures to be taken in the event of academic misconduct are included in the rules and guidelines of the Examination Board, in accordance with the model provisions issued by the Executive Board.
7. The Examination Board takes regular note of the quality of assessment in relation to programme components in which final attainment levels are assessed at the final level (final projects). A procedure for this is laid down by the Examination Board.
8. In relation to the placement and thesis guide, the tasks and responsibilities are stated as clearly and comprehensively as possible with regard to each degree programme. An

explicit indication is given of how supervision and assessment are implemented and which opportunities there are for resolving complaints or issues.

9. In the case of a compulsory placement, the degree programme is responsible for helping students to find a placement. A degree programme should designate responsibility for this clearly, e.g. to a specific lecturer or placement coordinator.

2.6.3 Faculty level

1. Each faculty has formulated a faculty assessment policy which is derived from the VU Assessment Framework and which provides a framework for the assessment plans of the faculty's degree programmes.

2. The faculty assessment policy formally allocates duties and responsibilities at the levels of assessment policy, assessment proficiency and assessment organization and incorporates these into the relevant PDCA cycle. The faculty assessment policy or assessment plan specifies which assessment information is archived, the length of the various cycles and which bodies are involved as stakeholders.

3. In order to promote transparency for students, the Academic and Examination Regulations specify who is entitled to make decisions regarding alternative assessment options for students with a disability, and how these decisions are made.

4. The Faculty Board ensures that the responsibilities for archiving all relevant assessment material (or assessment dossier) are included in the faculty assessment policy.

5. The Faculty Board supports examiners in carrying out their duties in the field of assessment in a professional manner. This means that the personnel and training policy includes provisions for examiners to (further) enhance their proficiency in the field of assessment. To this end, the Faculty Board will ensure that staff can access an appropriate programme of training.

6. The assessment proficiency of examiners, Directors of Studies and members of the Examination Board and assessment committee is a standard item on the agenda of performance appraisal meetings. The VU Teaching Performance Framework is used for this purpose.

3 RESPONSIBILITIES, ROLES AND COMPETENCES

VU Amsterdam strives to provide high-quality educational programmes and an effective education agenda. To provide students with a high-quality degree programme, VU Amsterdam works to achieve continuous quality assurance and enhancement at all levels. The educational quality policy is described in the Manual for Quality Assurance of Teaching and Learning, chapter on Quality control (December 2015). The basic principle is the notion that educational quality is achieved by both performing and improving:

- Performing means meeting performance criteria, which are derived from the university's educational vision and educational policy and have been incorporated into the VU Education Agenda.
- Improving means continuously working on both the details and the bigger picture of quality in education at all levels within the organization, with the performance criteria again serving as the guideline.[5]
- Within VU Amsterdam, it has been chosen to approach quality control at four levels: programme component level; degree programme level; faculty or service department level; and university level.[6] In order to ensure optimum cooperation on assessment quality within the degree programmes, it is vital that it is clear where responsibilities are located. The table below provides an overview of the roles and responsibilities regarding the assessment process at VU Amsterdam.

3.1 EXECUTIVE BOARD

RESPONSIBILITY	ROLE
Is responsible for quality and quality control in relation to the education provided across the whole university and the awarding of degrees.	Formulates a vision for educational quality and enforces this by means of the quality control cycle. Can hold faculties and degree programmes accountable for non-compliance with the quality control cycles.
	Formulates university-wide educational policy and enforces this through the quality control cycle. This is included in the Manual for Quality Assurance of Teaching and Learning. The Manual serves as a guideline for faculties when designing and implementing their own education quality control procedures.
	Provides university-wide parameters within which education is organized, including the frameworks within which faculty assessment policies and programme

[5] VU Management Model 30-06-2015, par. 5.8, p. 17.
[6] VU Management Model 30-06-2015, par. 5.8, p. 17.

	assessment policies must be designed. The College of Deans is closely involved in this process.[7]
Has overall responsibility for ensuring that appropriate infrastructure is in place in relation to the implementation of assessment.	Supports examiners in their duties in relation to assessment so that they can carry these out in a professional manner. This means that personnel and training policy includes provisions for examiners to (further) enhance their proficiency in the field of assessment. To this end, the Faculty Board will ensure that staff can access an appropriate programme of training. The training of new examiners, including in the field of assessment, is included in the University Teaching Qualification programme, thereby providing a foundation on which to build. In addition, various additional training courses in the field of examinations, assignments and final degree assessments are available.
	Provides opportunities for development within academic education, which is supported through the Educational Quality Framework.
	Facilitates the optimal organization of assessment by providing adequate university examination rooms, the required ICT facilities, logistical support, etc.
	Supports Examination Boards by providing information and organizing (digital) knowledge-sharing.

3.2 FACULTY BOARD

Every faculty is managed by a Faculty Board. The dean of the faculty chairs the Faculty Board and has overall responsibility for the faculty's performance.

Below the level of the Faculty Board, responsibilities and competences rest clearly with particular individuals, rather than with groups or teams. Due to the high degree of complexity at the relevant

management levels, this principle is not extended to the Faculty Board and the Executive Board[8]. Faculties also have a portfolio holder for teaching. As a member of the Faculty Board, the portfolio holder for teaching has primary responsibility for the faculty's educational activities and is tasked with ensuring that the faculty puts both faculty and university education policy into

[7] VU Management Model 30-06-2015, par. 5.3, p. 16.
[8] VU Management Model 30-06-2015, par. 3.1, p. 7.

practice. The portfolio holder for teaching is mandated by the Faculty Board in the area of education and therefore holds responsibility for the quality of the degree programmes and the coordination between the degree programmes.

RESPONSIBILITY	ROLE
Is responsible for quality and quality control in relation to the education provided by the faculty.	Formulates a faculty vision for educational quality and quality control, and enforces this. Can hold Director of Studies to account for failure to comply with the quality control cycle at the recommendation of the Examination Board.
	Establishes a faculty system for quality control.
	Having heard the advice of the Examination Board, designs a faculty assessment policy within the parameters of the VU Assessment Framework, including faculty regulations for placements and theses. Monitors the enforcement of this faculty education policy.
	In accordance with faculty regulations, establishes a Programme Committee or, where appropriate, more than one, so that every degree programme in the faculty falls under the responsibility of a Programme Committee. Ensures that these Programme Committees can function in an expert and independent manner.
	Appoints the members of the Examination Board on the basis of their expertise[9]. Is responsible for guaranteeing that the Examination Board operates in a manner that is independent and expert. Receives reports from the Examination Board.
	Establishes the Academic and Examination Regulations that apply to its programmes every year, taking account of the provisions of the Academic and Examination Regulations framework and the guidelines of the Executive Board.
	Monitors the choice of policy priorities by the Directors of Studies and their implementation.
	Monitors the quality of the degree programmes by means of programme annual reports and reports from the Examination Board(s) and Programme Committee(s).

[9] The responsibility to set up an Examination Board and the appointing of the members is an Executive Board matter, but this has been transferred to the Faculty Board on the grounds of Article 9.15 of the Higher Education and Research Act.

	Draws up the annual plans, the annual report, the faculty regulations and the (education) budget.

3.3 PORTFOLIO HOLDER FOR TEACHING

The portfolio holder for teaching is mandated by the Faculty Board in the area of education and therefore holds responsibility for the quality of the degree programmes and the coordination between the degree programmes. The portfolio holder for teaching is head of the faculty's educational organization and is primarily responsible for meeting quality requirements at the faculty level.

RESPONSIBILITY	ROLE
Within the Faculty Board, the portfolio holder for teaching has primary responsibility for the faculty's educational activities and is tasked with ensuring that the faculty puts both faculty and university education policy into practice.[10]	Provides functional guidance to the Directors of Studies and the head of the Education Office.
	Designs the faculty's education policy and monitors its implementation.
	Designs the faculty's quality control policy and monitors its implementation.
	Prepares the education budget.
	Drafts part A of the Academic and Examination Regulations and monitors its implementation.
	Prepares the faculty's annual teaching report. This report, which is written on the basis of the format provided, includes an aggregation of the programme annual reports including points for improvement and measures from the programme annual reports that apply to all degree programmes, as well as faculty-level data relating to education. This report is intended to assure a link between the programme annual reports that follow the academic calendar and the annual plans and the 4/8/12-monthly reports of the faculty, which are issued at certain points in the calendar year. Agrees on improvements with the Directors of Studies based on the programme annual reports.
	Prepares the faculty annual plan on the basis of the programme annual reports, which relates to the forthcoming calendar year and includes more than

[10] VU Management Model 30-06-2015, par. 5.1, p. 15.

	education alone. The implementation of the annual plan is then monitored using the 4/8/12-monthly reports that are delivered and discussed over the course of the subsequent calendar year.[11]
	Is responsible for preparing and implementing the re-accreditation of degree programmes, as well as follow-up actions.

3.4 Director of Education

The Faculty Board may appoint a faculty Director of Education to take on some of the portfolio holder for teaching's duties, while acting under his or her authority. The Faculty Board will specify the duties, role and profile of this Director of Education, with due observance of the following. The portfolio holder for teaching and the head of the Education Office play their own specific roles that are part of the university's planning and quality cycles:

- the portfolio holder participates in the Consultative Body for Portfolio Holders for Teaching;
- the head of the Education Office participates in the Consultative Body for Heads of Education Offices.[12]

3.5 Director of Studies

Every degree programme or group of degree programmes is managed by a Director of Studies, appointed by the Faculty Board of the relevant faculty. It is possible that one person may act as the director for more than one degree programme. The Director of Studies is primarily responsible for quality requirements at degree programme level. The position of Director of Studies for a Bachelor's programme should preferably not be combined with that for a Master's programme; the Faculty Board may, however, decide otherwise.[13]

RESPONSIBILITY	ROLE
Is responsible for quality and quality control in relation to the education provided within the degree programme.	Implements the faculty educational policy within the degree programme.
	Drafts part B of the Academic and Examination Regulations on the basis of the format provided, and monitors its implementation within the degree programme.

[11] VU Management Model 30-06-2015, par. 5.6, p. 17.
[12] VU Management Model 30-06-2015, par. 5.1, p. 15.
[13] VU Management Model 30-06-2015, par. 5.2, p. 15.

	The Director of Studies ensures that the education offered is actually provided and meets quality standards set out in the assessment plan, and draws up an annual teaching schedule for this purpose.[14]
Is responsible for formulating the learning outcomes for the degree programme and ensures that they meet the applicable requirements, i.e. they are related to the Dublin descriptors and requirements from the national or international (professional) field.	Is responsible for ensuring, in consultation with the examiners, that the content of the curriculum (programme components, learning objectives, assessment, etc.) addresses the learning outcomes formulated, leading to an appropriate interpretation and realization of the Dublin Descriptors.
Is responsible for the content of the degree programme: which programme components of which size are offered at which time.	Involves staff members in planning, in the first instance from the departments of the relevant faculty. However, he or she is also entitled to bring in personnel from outside if staff members of the desired calibre and/or expertise are not available within the faculty.[15]
Is responsible for quality and quality control in relation to assessment within the degree programme.	Having heard the advice of the Examination Board and the Programme Committee, designs a programme assessment plan in line with the faculty assessment policy. This includes: • the principles of the degree programme's vision for assessment. • further elaboration or specification of the faculty assessment policy in line with this vision. • the final attainment levels for the degree programme, with a link to the Dublin Descriptors. • a description of the programme components, whereby a relationship is established between the learning objectives and the final attainment levels. • a description of how the programme components form a coherent whole and guides the students towards the achievement of a learning objective or a cluster of learning objectives. • a description of the required level (or levels relating to various years of the programme) of (academic) skills and appropriate assessment criteria, which are derived from the final attainment levels for the degree programme and the programme components in which particular skills are practised and assessed. • a description of the palette of final projects (one or more, often linked to learning pathways) which

[14] VU Management Model 30-06-2015, par. 5.2, p. 15.
[15] VU Management Model 30-06-2015, par. 5.2, p. 15.

	together demonstrate the final level attained by the student. • a description of the forms of assessment used in the degree programme, their distribution within the degree programme and the permitted compensation opportunities in line with the vision for assessment. • the quality requirements that apply to the various forms of assessment used within the degree programme. • a description of the quality control provisions in place in relation to assessment within the degree programme. • a balanced assessment programme that meets the requirements set out in the assessment policy.
	Provides a thesis guide (and placement guide). This includes: • requirements for examiners and assessors. • the role of supervisors as informants to the examiner. • a system of assessment for placements and theses. • the role of the final project in achieving the final attainment levels of the degree programme.
	Ensures that an examiner with the required expertise is responsible for each programme component, and that this examiner is aware of the assessment plan and the place and role of his or her programme component within the relevant degree programme.
	Actively encourages examiners to work on the basis of the assessment cycle, so that examinations, assignments and final degree assessments are implemented in a consistent and integrated manner and in accordance with the assessment policy and assessment plan.
	Provides a programme annual report on the previous academic year. The primary purpose of the annual report is to set improvements in train. It includes: • a review and evaluation of the ambitions achieved. • points for improvement for the year to come and the intended approach. • the faculty's vision for education. • education policy. • an overview of the programme. • data on students, lecturers and facilities. • teaching evaluations.

	• external quality evaluations.[16]

3.6 PROGRAMME COMMITTEE

The Programme Committee's role is to advise on promoting and assuring the quality of the degree programme. In exercising this role, it ensures that it is adequately informed by those it represents (lecturers and students of the degree programme)

RESPONSIBILITY	ROLE
Advises the Faculty Board on all aspects of education within the relevant degree programme.[17]	Advises, upon request or at its own initiative, on quality and quality control in relation to education.
	Advises on the Academic and Examination Regulations (has the right of approval on parts of the AER) and conducts an annual evaluation of the way in which the Academic and Examination Regulations are implemented. Advises on the effect of the assessment programme on attainability.
Advises the Director of Studies on the quality of the degree programme.	Advises the Director of Studies, upon request or at its own initiative, on the content of the assessment plan, particularly in relation to attainability.
	On the basis of teaching evaluations, monitors the quality and attainability of the individual programme components of the degree programme and of the degree programme as a whole.
	Provides a programme annual report on the previous academic year. This report is written in accordance with the available format and includes recommendations, upon request or at its own initiative, the legally required evaluation of the Academic and Examination Regulations and a reflection on teaching evaluations relating to the degree programme.

An extensive elaboration of the tasks and responsibilities of the Programme Committee can be found in the Guide for Programme Committees.

[16] VU Management Model 30-06-2015, par. 5.6, p. 16.
[17] Section 9.18 of the WHW and Article 21 of VU Management Regulations.

3.7 EXAMINATION BOARD

The tasks of the Examination Board mentioned here are limited to those that relate specifically to the assessment of programme components or of the degree programme as a whole. An overview of all statutory duties of the Examination Board can be found in Section 7.12 of the Higher Education and Research Act[18] and in the guide for Examination Boards.

In some cases, the Examination Board may delegate some of its duties to an assessment committee, which falls under its responsibility. The Examination Board remains responsible for all the activities of the assessment committee.

RESPONSIBILITY	ROLE	AUTHORITY
Is responsible for the quality of work of the examiners in relation to programme components and the degree programme as a whole.	Appoints examiners on an annual basis in order to implement assessment in specific programme components and determine the results of that assessment. Determines which requirements an examiner must meet in order to be permitted to carry out particular tasks of examiners.	May require examiners to undergo training/professionalization in the field of assessment. May remove examiners from their role if they repeatedly fail to comply with quality requirements or requests to undergo further training.
	Advises the Director of Studies on the content of the programme assessment plan.	May advise the Director of Studies to amend the assessment plan if it is not adequately aligned with the Academic and Examination Regulations, faculty assessment policy, etc. May impose requirements on examiners on the basis of the assessment policy.
Is responsible for upholding the quality of assessment (including organizational aspects) and is asked to account for this during accreditation.	Draws up rules and guidelines with regard to the quality of examinations, assignments and final degree assessments, and monitors compliance with these guidelines. The Examination Board therefore imposes quality requirements.	The Examination Board is established and appointed by the Faculty Board and is accountable to the Faculty Board. VU Amsterdam has a model for Examination Board rules and guidelines regarding the establishment and operation of Examination Boards.

[18] http://wetten.overheid.nl/BWBR0005682/2017-09-01#Hoofdstuk7

	Monitors the quality of examinations, assignments and final degree assessments; is responsible for assuring the quality of examinations, assignments and final degree assessments, for example by means of random samples and/or evaluations. Specifically, the Examination Board regularly takes note of the quality of assessment in relation to final projects.	May establish an assessment committee to provide support in these areas.
	Provides a programme annual report on the previous academic year. This report is drawn up in accordance with the available format and includes quality assurance in relation to examinations, final projects and final degree assessments, the procedure for appointing examiners, any changes to rules and guidelines, evaluation of examinations and final degree assessments, and an overview of appeals, complaints and requests.[19]	
Is responsible for the final assessment of whether graduating students have achieved the final attainment levels of the degree programme.	Adopts guidelines and instructions regarding the way in which the results of final degree assessments are determined within the parameters of the Academic and Examination Regulations. The authority to determine whether a student has achieved the objectives set out in the Academic and Examination Regulations lies with the Examination Board. It is the Examination Board which exercises the right, on behalf of the university, to grant academic degrees and it is therefore of paramount importance that the quality of its work is beyond any doubt. The 2010 amendment of the WHW reinforced the position	In the event of issues arising, the Examination Board informs the relevant managers and monitors the measures taken and results. Determines sanctions in the event of academic misconduct.
		May grant exemptions within the framework of the Academic and Examination Regulations and the rules for implementation described.

[19] VU Management Model 30-06-2015, par. 5.6, p. 16

	and independence of the Examination Board.[20]	
	In the case of 'joint degrees' with other universities, the joint Examination Board guarantees the final level achieved by graduates.	

3.8 EXAMINER

An examiner is a lecturer who has been appointed as such by the Examination Board. The examiner is responsible for achieving quality requirements in the programme component that he or she provides.

RESPONSIBILITY	ROLE
Has primary responsibility for the content of the assessment, the form of assessment used and the quality of assessment.	The examiner ensures that the learning objectives can be assessed and that these are aligned with the final attainment levels for the degree programme and the other programme components that make up the curriculum.
	Ensures that every assessment meets the quality requirements of validity, reliability, transparency, feasibility and comparability.
	Within the framework of the assessment plan, and in accordance with the learning objectives of the programme component, decides on opportunities for compensation in the case of multiple constituent assessments.
	Is responsible for clear communication with students regarding assessment.
Provides education and assessment as part of a degree programme, within the parameters of the assessment plan of the programme.	Is involved in and fully cognisant of the assessment plan of the degree programme and is aware of the place occupied by the programme component within the degree programme and the final attainment levels that the programme component contributes to.

[20] VU Management Model 30-06-2015, par. 5.2, p. 15

	Provides students with sufficient opportunities to gauge their progress towards the learning objectives and provides feedback on assignments in line with the learning objectives in order to support the learning process.
	Uses the results of interim assessments to evaluate the effect of the education provided and adjust this where necessary.
Is responsible for determining the results of the relevant examinations, assignments and final degree assessments.	Ensures that a fully elaborated answer key is available, that there is alignment between multiple assessors and that, where necessary, the peer-review principle is applied to the assessment.
	Within the parameters of the faculty assessment policy or the programme assessment plan, determines the passing score and the score-to-mark transformation.
	In accordance with the Academic and Examination Regulations, offers students the opportunity to inspect their work and the way in which it has been assessed.
Implements the assessment cycle in a professional manner, consulting colleagues for their opinions at the appropriate moments.	Takes note of the assessment analyses and item analyses for examinations, teaching evaluations relating to the programme component and, where available, the feedback from the assessment committee or Examination Board regarding the assessment; uses this information to improve the quality of education and assessment in the next assessment cycle.
	These data and findings are added to the assessment dossier.

APPENDICES SET 1

1 FRAMEWORK FOR ASSESSMENT DOSSIER

1.1 DESCRIPTION

The assessment dossier is a collection of documents that provides insight into the assessment and evaluation of a particular programme component, both in relation to processes and in relation to content and results.

1.2 SYNONYMS

Assessment documentation

The following terms should also be noted:

TERM USED	NOT A SYNONYM BECAUSE:
Course dossier/ Module dossier	This is more extensive and also includes information that is not directly related to assessment quality. A course dossier may include all the information included in the assessment dossier, however, and may therefore have the same function as an assessment dossier in practice.
Assessment archive	Can include all information from an assessment dossier, but serves purely as an archive and usually (also) includes the examinations and test items themselves, work completed and an overview of marks achieved.
Digital Teaching Dossier (DOD)	The Digital Teaching Dossier (like the course dossier) can contain material that is not related to assessment. Faculties can decide what they want to store in the DOD. Ultimately, it must facilitate the faculties and programs, so it can also be used as it yields the most for each user. It may not include privacy-sensitive information. It is recommended that the Digital Teaching Dossier is used to store assessment dossiers.

1.3 UNIVERSITY POLICY

The creation of an assessment dossier for each programme component is mandatory. The specific content required and the identity of those responsible for the compiling the dossier are stipulated in the faculty assessment policy (or the programme assessment plan). The Examination Board can consult the assessment dossier on the basis of its role in assuring the quality of assessment. The assessment plan specifies who else, in addition to the examiner, the Director of Studies and the Examination Board, has access to the assessment dossiers and under what conditions.

1.4 PURPOSE AND FUNCTION

The purpose of creating an assessment dossier is to show the logic behind the relevant education and its assessment, what the results are, and what can be learned from this. This provides an opportunity to reflect on assessment quality and to implement improvements. In the first instance, the dossier serves as a tool for professional lecturers, for whom it serves as a reference. The dossier can also be useful in discussions with colleagues, especially where a programme component is provided by a team of lecturers. The assessment dossiers also have a clear function for the Director of Studies in relation to his or her responsibility for quality and quality control in relation to the degree programme as a whole. The Director of Studies can, for example, identify points for improvement for the team of lecturers, for individual staff members or for the assessment plan.

The assessment dossiers also play a role in relation to the quality assurance activities of the Examination Board. The presence of assessment dossiers that are compiled according to particular agreements provides an initial indication of quality and means that the required information is available in all cases. In relation to individual student complaints, too, a carefully prepared assessment dossier can play a very useful role.

1.5 RESPONSIBILITIES

The Faculty Board nominates those responsible for archiving the assessment dossier and provides the appropriate facilities in this regard.

The Director of Studies is responsible for quality and quality control in relation to assessment within the degree programme. The Director of Studies delegates responsibility for updating the assessment dossiers in the assessment plan, and uses the assessment dossiers to monitor compliance with the assessment plan and to maintain the quality of assessment in the degree programme.

The relevant examiner is responsible for assessment quality and quality control in relation to each individual programme component. The examiner makes all relevant assessment information available via the assessment dossier and thereby reflects on the standards of quality achieved. The insight acquired helps the examiner to ensure continuous improvements in assessment quality.

The Examination Board is responsible for assuring assessment quality. It is authorized to inspect assessment dossiers and, on the basis of the dossier and other information, to decide on particular points of focus.

1.6 WHAT DOES THE DOSSIER CONTAIN?

The Faculty Board specifies the minimum requirements for the content of the assessment dossier in the faculty assessment policy. The Director of Studies can set further requirements in the assessment plan. The university requires that assessment dossiers address the following points, in which case insight is gained into the reliability, validity and usability of the assessment:

CONTENT OF THE ASSESSMENT DOSSIER	EXAMPLE
1. 'Constructive alignment' Why was this (form of) assessment chosen? And how does the assessment relate to the education provided?	Learning objectives, course design, description of form(s) of assessment (summative and formative), (link to) course description in study guide or course guide.
2. Validity of content How does the assessment relate to the learning objectives and the desired level of proficiency?	Assessment blueprint, or assessment form, linked to learning objectives.
3. Quality control	Report on peer-review principle for test design,

What measures have been taken to optimize the quality of assessment?	report on calibration session prior to assessment. This aspect can also be clarified by means of a reflection report.
4. Reliability 4a. How were the assessments created?	Assessment(s), answer key, evaluation list, rubrics, peer-review principle for assessment, score-to-mark transformation.
4b. How is the ***reliability*** of the assessment evaluated in relation to the programme component?	Test analysis data (item and reliability analysis) and actions undertaken. This aspect can also be clarified by means of a reflection report.
5. Realization of learning objectives 5a. What arrangements are there for compensation between assessments? 5b. What arrangements are there for compensation within an individual assessment? 5c. How were the marks determined?	Overview of how the assessments address the learning objectives; compensation arrangements between these assessments; number of learning objectives that are assessed within an assessment. Passing score; required level of proficiency for each assessment; score-to-mark transformation; overview of constituent marks and final marks; pass rate.
6. Transparency How are the students informed about the assessment (the nature and level of the assessment, the way in which the assessment mark is determined)?	Description of the assessment (including form and weighting) in the study guide or course guide, sample questions/exams, cover page of the examination, inspection procedure.
7. Culture of improvement Reflection on all the above aspects of the assessment with possible points for improvement for next time.	Reflection report, improvement plan (including intentions for next time), course/assessment evaluation. Report from random sample evaluation by Examination Board with a response from the examiner.

1.7 WHO CAN ACCESS OR VIEW THE DOSSIER?

This is set in the faculty assessment policy (or assessment plan), but in all cases:

- The examiner himself or herself; second lecturer (peer-review principle).
- The Programme Coordinator/Director of Studies: check on compliance with assessment plan.
- The Examination Board: check on compliance with assessment plan, check on procedures, random sample of individual assessment/assessment of programme component.

1.8 EXAMPLES OF ASSESSMENT DOSSIER

- In the future, various assessment dossiers will be made available in the digital teaching dossier. The documents made available in it are intended for use in the internal quality control cycles and are not made available to third parties outside VU Amsterdam.
- A format used within the Faculty of Social Sciences in order to compile course dossiers can be viewed by clicking on this link: https://vuass.eu.qualtrics.com/jfe/form/SV_7WCP7H7rqRFKTKl

2 FRAMEWORK FOR THE ASSESSMENT BLUEPRINT

2.1 DESCRIPTION

The assessment blueprint is a document that shows how the learning objectives of a programme component are assessed. An assessment blueprint is drawn up for all examinations. For other forms of assessment - assignments, presentations, etc. - an assessment form can fulfil the function of an assessment blueprint, provided that the assessment criteria are clearly related to the learning objectives of the programme component. An assessment blueprint may also include all assessments in the programme component (the course blueprint).

2.2 SYNONYMS

Specification table, blueprint, overview table, test matrix

The following terms should also be noted:

TERM USED	NOT A SYNONYM BECAUSE:
Course blueprint	Blueprint that relates all assessments in a programme component to the learning objectives. If assessment for a particular programme component is implemented by means of multiple constituent assessments, this blueprint can be used as an alternative to separate assessment blueprints.

2.3 UNIVERSITY POLICY

Clarifies how, at the course level, the assessment relates to the learning objectives and the desired level of proficiency.

2.4 PURPOSE AND FUNCTION

The purpose of making an assessment blueprint when constructing a test is to ensure that the test is as valid and balanced as possible. The assessment blueprint serves mainly as a tool for the examiner who is designing the assessment. It helps him or her to see the assessment (or series of assessments) in a wider context and the extent to which the learning objectives are assessed

adequately and at the appropriate level, in full alignment with the position of the relevant programme component within the assessment plan. It helps him or her to clarify the relationship between the form(s) of the assessment and the learning objectives.

In the first instance, the assessment blueprint is an instrument for the professional lecturer which can support him or her over the course of the programme component in order to prepare the assessment. Once the assessment has been completed, the blueprint serves to help the relevant staff member to interpret the results and evaluate the programme component for themselves.

2.5 RESPONSIBILITIES

The examiner is responsible for drawing up reliable, valid, transparent, useful and comparable assessments that are aligned with the agreements made in the assessment plan. The assessment blueprint provides a representation of this. In general, the examiner is also responsible for drawing up an assessment blueprint, but other arrangements can be specified in the assessment plan in this regard.

The Director of Studies is responsible for ensuring that the final attainment levels are adequately assessed in each individual programme component. Assessment blueprints provide an instrument with which to monitor this.

The Examination Board is responsible for assuring the quality of examinations, assignments and final degree assessments. The assessment plan and the assessment blueprints provide an instrument for the Examination Board to fulfil this responsibility. The Examination Board may require the examiner to provide an assessment blueprint at any time.

2.6 WHAT DOES THE DOSSIER CONTAIN?

CONTENT OF THE ASSESSMENT BLUEPRINT	EXAMPLE
1. Details of the relevant programme component (title, code, level, number of credits, examiner) 2. Learning objectives/learning outcomes/course goals (preferably in relation to the final attainment levels of the programme) 3. Assessment method(s) 4. Competence level(s) (taxonomy) 5. Weighting of questions for each learning goal in the assessment 6. Weighting of the assessment within the final mark 7. Compensation arrangements relating to other assessments in the programme component	See Appendix 11 for examples with a detailed explanation of the building blocks of the assessment blueprint. For forms of assessment such as assignments, presentations, etc., assessment forms, rubrics and scoring lists can fulfil the role of assessment blueprint. Where this is the case, however, it is essential that the learning objectives of the programme component are linked to the evaluation criteria. The weighting for the various criteria must also be shown on the form.

3 FRAMEWORK FOR THE ASSESSMENT PLAN

3.1 DESCRIPTION

The assessment plan is the document in which a degree programme sets out its vision for the programme and a vision for assessment. It provides a vision document for all those involved in the programme and can also be consulted as such by third parties. The assessment plan clarifies how the curriculum enables students to achieve the final attainment levels of the degree programme and prepares them for a follow-up programme or for the labour market. An important component of the assessment plan is the assessment programme, which provides an overview of the assessment of the learning outcomes of the programme components. In addition, it describes how the degree programme assures consistent quality in education and assessment.

3.2 SYNONYMS

Programme assessment plan

The following terms should also be noted:

TERM USED	NOT A SYNONYM BECAUSE:
Assessment programme	This usually refers to the blueprint or diagrammatic overview of the programme components and assessments. The relationship of the programme components to the educational vision, the final attainment levels or the Dublin Descriptors is not always part of the assessment programme. An assessment programme does form part of the assessment plan, however.
Assessment programme blueprint	This usually refers to the blueprint or the schematic overview of programme components; this is part of the assessment plan, but is not necessarily an integral part of a vision document, which focuses on outlining and substantiating the considerations and choices that characterize the degree programme.
Block plan	This is also a blueprint or diagrammatic overview of programme components and assessments, in relation to the final attainment levels and/or Dublin Descriptors, which shows the relationship between programme components and final attainment levels using colours. The weighting of the final attainment levels in the assessments is not always included. A block plan can form part of the assessment plan.
Assessment policy plan	This is used at various other institutions for assessment policy at the degree programme level, the faculty level or even the institution level. The lack of clarity about the level at which this assessment policy is implemented means that it is not synonymous with the assessment plan.

Assessment policy	Assessment policy at the degree programme level is just one aspect of the assessment plan. Within VU Amsterdam, assessment policy is formulated in the first instance at the level of the faculty in the form of the faculty assessment policy. Specifications of this at the degree programme level are too detailed for the faculty assessment policy and therefore have a place within the assessment plan.
Assessment accountability plan	Whereas the term 'assessment plan' is used for the diagrammatic representation of assessment within the programme components in relation to the final attainment levels (we refer to this as the assessment programme or assessment programme blueprint), a separate accountability plan is often required which sets out the relationship to vision and policy. This is known as the ‘assessment accountability plan'. However, at VU Amsterdam an assessment accountability plan does not form part of the assessment plan.

3.3 UNIVERSITY POLICY

The assessment *plan* as a whole is updated and evaluated at least every six years. The drafting and annual updating of the assessment *programme* for a particular degree programme (as part of the assessment plan) is mandatory.

3.4 PURPOSE AND FUNCTION

The assessment plan is the basis for the degree programme. The assessment plan establishes the link between the vision for education and assessment within the degree programme, assessment and evaluation practice, the interpretation of the teaching programme and the intended final attainment levels of the degree programme. The assessment plan describes the way in which the quality of assessment carried out by lecturers, examiners, programme management, the Education Office, the Programme Committee and the Examination Board is assured, and the manner in which the corresponding quality control cycles at the various levels interlock.

The assessment plan thus serves a dual purpose: it serves as a support tool for lecturers when designing their education and assessment, and it facilitates systematic improvement by clarifying the way in which the degree programme fits together as a coherent whole.

The assessment plan clarifies how the assessment of the entire degree programme forms a coherent and consistent whole that reflects the educational vision and the curriculum according to the principles of 'constructive alignment'.

The assessment plan clarifies how students are guided towards the final attainment levels of the degree programme through educational activities, assessment and feedback;

The assessment plan clarifies how all those involved are responsible for the continuous optimization of teaching quality and assessment quality, and how this is monitored and assured within the degree programme.

The assessment plan has a range of functions. For lecturers, it provides an indication of the opportunities and limitations of their course within the degree programme. For new lecturers, it provides a good introduction to the context in which they will carry out their work. The Director of Studies, who is responsible for drafting the assessment plan, can use it as a guideline during discussions with the team of lecturers. Provided it is kept updated and any amendments made are substantiated, the assessment plan has a role in internal quality control and quality improvement. By discussing amendments and proposed amendments within the team of lecturers, the Programme Committee and/or the Examination Board, the assessment plan is routinely contextualized. The assessment plan also has an informative function in relation to students. They can refer to it (as well as any amendments to the assessment plan) to find out exactly what is expected of them. Due to the nature of the document, the assessment plan may also be used to provide external parties with insight into the degree programme during internal audits and independent quality inspections.

3.5 RESPONSIBILITIES

The Faculty Board clarifies in the faculty assessment policy which specific requirements apply to the assessment plan.

The Director of Studies is responsible for ensuring that an assessment plan is drawn up in line with the faculty assessment policy and the Academic and Examination Regulations. The Director of Studies oversees its implementation and ensures that a periodic evaluation of the assessment plan takes place.

Examiners are responsible for the quality of assessment in relation to their own programme component and ensuring that this is in line with the assessment plan of the degree programme. The examiner evaluates his or her programme component as part of the curriculum and, when amendments are required, also involves colleagues, the programme coordinator and the Director of Studies.

The Examination Board appoints examiners for the programme components that make up the curriculum and defines the quality requirements for the examiners based on the faculty assessment policy and the assessment plan. The Examination Board ensures that assessment within the degree programme as a whole addresses the final attainment levels and awards degrees to students on this basis. The assessment plan, the Academic and Examination Regulations and the faculty assessment policy serve as reference documents.

3.6 WHAT DOES THE PLAN CONTAIN?

The assessment plan may be a document in its own right, but can also take the form of a reading guide that refers to other sources. In all cases, the assessment plan must include the following information:

CONTENT OF THE ASSESSMENT PLAN	EXAMPLE
Programme-specific assessment policy How is the structure of the degree programme and the choice of forms of assessment influenced by the vision for the degree programme, the final attainment levels, learning and assessment?	Summary of the principles of the degree programme's vision for assessment; Further elaboration or specification of the faculty assessment policy, in line with this vision; Reference to passage from self-evaluation report.
Description of the final level of proficiency How do the final attainment levels of the degree programme match the Dublin Descriptors that are associated with the level of the degree programme?	Link between the Dublin Descriptors and the final attainment levels for the degree programme. This can be detailed in an assessment matrix, assessment programme blueprint or a block plan; Overview of the 'palette of final projects': the programme components that are used to assess the final attainment levels at the final level of proficiency.
Learning pathways How do the learning outcomes of the various courses/programme components (learning objectives) contribute to the final attainment levels of the degree programme? Which programme components form a coherent block that guides the student towards the achievement of a final attainment level or a cluster of final attainment levels?	A description of the components of the curriculum which describes the relationship between: • The learning objectives of the programme components • The final attainment levels It is possible to make the following differentiations: • The final attainment level is addressed by the programme component (but is not assessed, or only assessed formatively); • The final attainment level is assessed at an intermediate level in the programme component; • The final attainment level is assessed at the final level in the programme component; • Further details can be provided in diagrammatic form in an assessment programme blueprint, assessment programme or block plan;
Constructive alignment How is alignment ensured between the final attainment levels, learning objectives, educational activities and forms of assessment?	Description/overview of the assessments including form, weighting and compensation opportunities, in relation to the knowledge or skills that must be acquired and assessed.

And how does this reflect the knowledge and skills that are required in the professional field? Which forms of assessment are used in the degree programme, how are they distributed across the degree programme and to what extent can they compensate one another?	
Quality improvement What quality control provisions are there within the study programme at the level of individual assessments, programme components and the degree programme as a whole? What quality requirements are applied to the different forms of assessment within the degree programme and how is quality assured? Which points for attention regarding assessment has the degree programme identified and developed into specific action points?	Elaboration of the different quality control cycles used within the degree programme and the way in which they are integrated into working methods; Requirements set at the degree programme level in relation to the assessment dossier: content and method. The assessment plan also specifies who else, in addition to the examiner, the Director of Studies and the Examination Board, has access to the assessment dossier and which restrictions apply; A reference to the programme annual report, section '6. Assessment.' • Frequency of evaluation of: • degree programme vision • final attainment levels • quality of assessments • coherence in the curriculum and assessment programme Planning and priorities based on • Quality inspections or audits • Mid-term reviews • Feedback from Examination Board • Student evaluations • Analysis of curriculum • VU-wide analysis of MC tests • Results of National Student Survey • Feedback from Programme Committee • Alumni research • Recommendations of professional field advisory board • …

4 FRAMEWORK FOR THE FACULTY ASSESSMENT POLICY

4.1 DESCRIPTION

The Faculty Board sets the faculty assessment policy within the parameters of the VU Assessment Framework (in practice this is often done by the portfolio holder for teaching or the Director of Education), taking account of the specific preferences and requirements of the programmes within the faculty and possibly their own vision for assessment. The faculty assessment policy specifies how the faculty will give effect to the parameters set by the university regarding assessment quality. This could include, for example, the vision for assessment and the quality requirements that correspond to this vision. The faculty assessment policy designates all responsibilities within the entire assessment process to specific individuals and bodies, from the Directors of Studies to the Education Office. The faculty assessment policy also specifies how quality control is to be implemented in relation to assessment at the faculty level, and what leeway the degree programmes have to exercise their own discretion in this regard. The degree of detail in the faculty assessment policy largely depends on the extent to which degree programmes within the faculty are comparable in size and organizational characteristics. The faculty assessment policy also sets out on which points the individual degree programmes are free to make their own arrangements relating to assessment policy in their assessment plan. In the assessment policy, clear choices are made with regard to professionalization in the field of assessment quality for examiners, Examination Boards/assessment committees and programme management.

4.2 SYNONYMS

No known synonyms, but the following terms should also be noted:

TERM USED	NOT A SYNONYM BECAUSE:
Assessment policy plan	This is used at various other institutions of higher education for assessment policy at the degree programme level, the faculty level or even the institution level.
Assessment policy memorandum	In practice, this is often an interim document which faculties or degree programmes draw up during preparations for a faculty assessment policy or an assessment plan (at degree programme level).
Assessment policy guide	This is a supporting document that helps faculties to draw up a faculty assessment policy.
Assessment plan	Includes assessment policy at the degree programme level. If the faculty does not have its own assessment policy, the assessment policy can be formulated at the degree programme level and the assessment plan can incorporate the function of the faculty assessment policy.
Assessment framework	The assessment framework brings together the parameters that the university sets for its faculties and degree programmes at the institutional level. Within these parameters, the faculties must formulate a faculty assessment policy

	that is appropriate to the nature of the degree programmes that they provide. The preferred term is: VU Assessment Framework
University-wide assessment policy	This is the old name for the institution-wide assessment framework which VU Amsterdam set for its faculties and degree programmes. Within these parameters, the faculties must formulate a faculty assessment policy that is appropriate to the nature of the degree programmes that they provide. The preferred term is: VU Assessment Framework
Academic and Examination Regulations	Academic and Examination Regulations, which are derived from the statutory frameworks that relate to education and assessment. Consist of a faculty section (A) and a programme-specific section (B). The Academic and Examination Regulations must be congruent with the faculty assessment policy and the assessment plan (at the programme level).
Rules and guideline	Rules and guidelines of the Examination Board are provided on the basis of the Board's duty to formulate recommendations for examiners with regard to assessment within the degree programmes.

4.3 UNIVERSITY POLICY

Every faculty has an up-to-date faculty assessment policy, which is evaluated at least every three years, and which incorporates the findings of the Examination Board and assessment committee, the Programme Committee and the Directors of Studies, as well as the relevant management information. The faculty assessment policy must be formulated within the parameters of the VU Assessment Framework. Compliance with the faculty assessment policy within the faculty is monitored by the Faculty Board, and specifically the portfolio holder for teaching.

4.4 PURPOSE AND FUNCTION

The goal of establishing a faculty assessment policy is to demonstrate how the requirements set by the VU framework in a specific faculty are achieved. These university-wide requirements apply in full to every faculty, but there may be differences when it comes to the means by which they are achieved. These differences may be due to differences in size, the number of programmes, the specific organization of teaching or the culture of the respective faculties.

Within the faculty, the faculty assessment policy gives the Directors of Studies the scope to implement the assessment plan for their own degree programme. It also specifies who, in which units, is responsible for tasks relating to assessment within the (faculty's) teaching organization. The function of the faculty assessment policy is therefore primarily internal: to provide clarity and specific rules for implementation practice in the degree programmes.

4.5 RESPONSIBILITIES

The portfolio holder for teaching is responsible for the quality of the degree programme(s) and therefore also for assessment quality in the degree programme(s) that the faculty provides, although final responsibility rests with the Faculty Board. By extension, the Faculty Board also has overall responsibility for drafting, evaluating and updating the faculty assessment policy. The implementation of the assessment policy is monitored by means of a PDCA cycle, with a focus on continuous improvement. The Faculty Board ensures that the Academic and Examination Regulations are consistent with the faculty assessment policy and it issues the Academic and Examination Regulations.

The Director of Studies is responsible for translating the faculty assessment policy into an assessment plan for his or her degree programme and monitors compliance with the programme assessment plan within the degree programme via a PDCA cycle, whereby the goal is continuous improvement.

The Programme Committee has a monitoring role in relation to the entire educational process at the level of the degree programme as a whole and of programme components in relation to the degree programme. The Committee also has the task of evaluating the programme components and the degree programme, and uses the faculty assessment policy and the programme assessment plan as frameworks. Based on this expertise, the Programme Committee is also involved on a systematic basis in the evaluation of the faculty assessment policy and the programme assessment plan.

The Examination Board has an advisory role when the faculty assessment policy is being drafted and evaluated. It uses the faculty assessment policy together with the Academic and Examination Regulations and the programme assessment plan as parameters to guarantee the quality of assessment in the degree programme(s) for which it is responsible. The Examination Board can provide further guidelines for examiners, lecturers and students with regard to examinations and final degree assessments in its rules and guidelines.

The Head of the Education Office liaises with the Faculty Board on how the assessment procedures are to be supported by the Education Office. Procedural experience shows that the Head of the Education Office plays an advisory role when it comes to evaluating faculty assessment policy.

4.6 WHAT DOES THE POLICY CONTAIN?

CONTENT OF FACULTY ASSESSMENT POLICY	EXAMPLE
Vision for education and assessment	• Characteristics of education (and assessment) in the faculty. Where these are clearly specific to particular degree programmes within a faculty, they need to be further elaborated in the programme assessment plan. • Didactic concepts, such as 'constructive alignment' • Vision for the use of selective assessment, diagnostic assessment, formative assessment
Procedures whereby specific provisions are included for one or more aspects of assessment for all or some educational units at the faculty	• Assessment and evaluation manual, submission dates and assessment criteria/form for the Bachelor's thesis, the Master's thesis or placements, or a specification of the freedom that individual degree programmes have to organize the final project or placement; • Guidelines for conducting oral assessments; • Guidelines for the assessment of group products or group processes and the scope that individual degree programmes have to formulate their own policy on this subject; • Guidelines for formative assessment; • Guidelines for establishing learning pathways; • Guidelines for marking deadlines and/or the publication of marks;
Guidelines for quality control and quality control documents	• Requirements relating to the content of an assessment plan • Requirements relating to the content of an assessment dossier (possibly partly set by the degree programmes) and how the assessment dossier is to be used • Requirements regarding the analysis of assessments (multiple-choice questions, open questions, assessments with an assessment list, etc.) and how these are to be followed up • Quality requirements for assessment quality in the form of benchmarks (possibly partly set by the degree programmes) • Requirements for the monitoring of quality in the degree programmes • Requirements and facilitation of professionalization in relation to all those involved in the assessment process • Uniform agreements about how changes to the faculty assessment policy are adopted and communicated to all those involved (and who is responsible for this)

	Requirements for examiners • Requirements for assessors of graduation projects • Requirements for assessment proficiency of nominees for the Examination Board • Clarification of the way in which the Examination Board is involved in assessment documents • Requirements for the assessment of the assessment proficiency and professionalization requirements for examiners in the annual interviews
Organization and logistics of assessment and the associated infrastructure	• Faculty agreements on logistics in relation to administering assessments and the cycle for monitoring and updating assessments; • Faculty agreements on the processing of multiple-choice assessments and digitally administered assessments; • Description of suitable assessment rooms for specific forms of assessment and student numbers; • Procedure for invigilation and cycle for monitoring and updating this; • Procedure for academic misconduct and plagiarism, and cycle for monitoring and updating this; • Formulation of requirements and restrictions regarding the inspection of assessed material by students; • Clarification of the scope that degree programmes have to arrange matters themselves or otherwise; • …
Designation of responsibilities	• Designation of responsibilities for all aspects relevant to assessment: • Responsibilities for archiving all relevant assessment material (or assessment dossier). • Responsibility for adding to assessment dossier. • Responsibility for planning/timetabling examinations, booking suitable rooms and organizing invigilators. • Responsibility for printed or digital copies of examinations. • Setting minimum requirements for consultative structures within the organization of assessment. • Responsibility for preparing an assessment blueprint (or ensuring that this responsibility is allocated in the assessment plan).

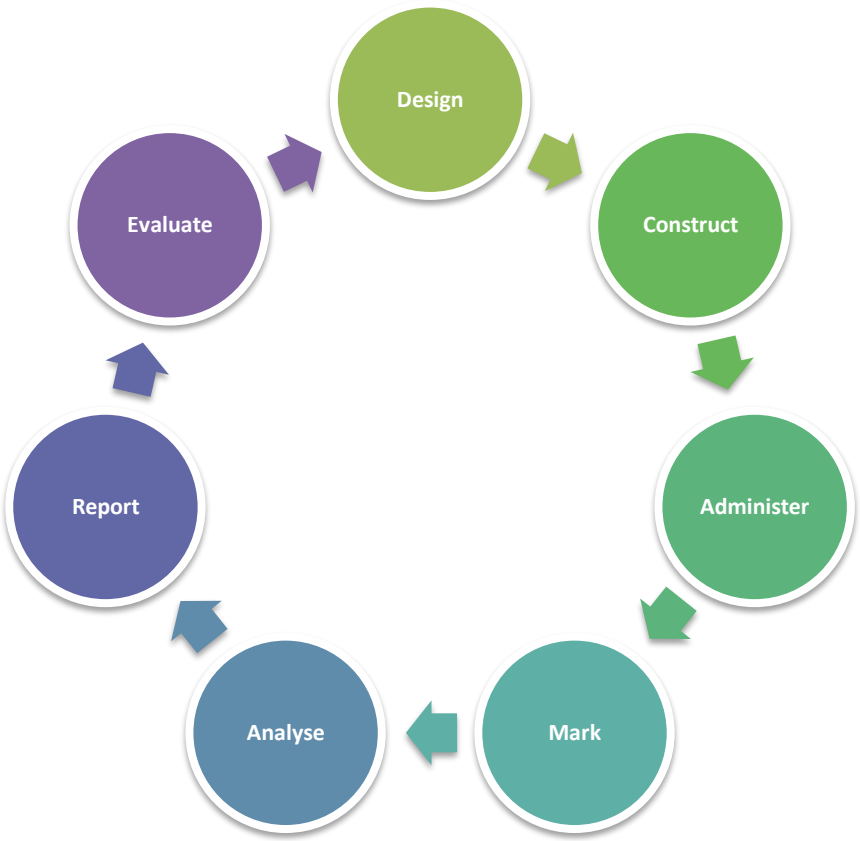
APPENDICES SET 2

5 GUIDE FOR EXAMINERS

VU Amsterdam places a high priority on the quality of education. At the level of individual programme components, the examiner is responsible for ensuring the quality of assessment. An examiner is a lecturer who has been appointed by the Examination Board to take responsibility for a specific programme component in relation to preparing and administering examinations and determining the results achieved. VU Amsterdam wishes to give examiners the freedom to monitor quality for themselves, within certain parameters. Within the university, examiners do not work in isolation, but are part of a team of professionals. The tasks and competences of the examiner are set out in a number of different documents, most notably in the relevant university regulations. This guide is intended as an interpretation of the VU Assessment Framework and those various texts, in relation to the teaching practice.

5.1 THE ASSESSMENT PROCESS

Quality assurance in relation to responsible assessment and evaluation depends on the quality of each phase in the assessment process: the assessment cycle. The assessment cycle is a tool that makes clear which tasks an examiner needs to complete, in which order, and which products this leads to. The cycle consists of seven phases; in effect, it represents a more practical and specific version of the PDCA cycle that the examiner goes through. Below follows a description of what happens in each phase of the assessment process.



Design

The first phase in the assessment process is the design phase. No questions are written at this stage; rather, decisions are made regarding which components are to be assessed (learning objectives), quality requirements, whether formative or summative assessment will be used and which form(s) of assessment will be applied. This happens when necessary in consultation with the Director of Studies, and linked to the assessment plan for the degree programme, and an assessment blueprint is applied. See Appendix 11: Examples and explanation of the assessment blueprint.

Construct

During this phase, the test items, assignments and answer keys (or assessment forms) are created. At this stage, the material developed should be made available to a colleague for review (peer-review principle).

Administer

The third step is to administer the assessment. For the sake of transparency, examiners ensure that the learning objectives and the method of assessment for a particular programme component are communicated beforehand by means of the study guide, Academic and Examination Regulations, study manual or other channels. The instructions provided with any assessment must be comprehensive and clear, and must meet the requirements set by the faculty or degree programme. Information is provided on the cover page of the examination in

this regard (for example regarding the marks available for each answer or part of an answer). This step also involves preventing academic misconduct and ensuring the safety of the test environment (as described in the rules and guidelines of the Examination Board).

Assess
The completed test is marked, evaluated and scored in the fourth step of the assessment cycle. Scores are awarded on the basis of the answer key or assessment form. If several colleagues are involved in the assessment, clear agreements are made about how standardization will be achieved. The assessors need to remain vigilant in relation to academic misconduct.

Analyse
Once the assessment has been completed, it is time to look at its quality using an analysis. An assessment analysis is performed with the support of the Tentamenservice VU or another analytical tool. The analysis evaluates the examination as a whole, and flags up test items that are of insufficient quality. This applies, for example, in the case of test items that are too easy, too difficult, or unclear.

Report and evaluate and/or mark
The report may take the form of feedback or a mark. The purpose of the assessment (summative or formative) and the passing score will play a role here. The examiner determines the passing score (pass/fail threshold or the requirements for a pass mark) for all summative assessments. Lecturers and examiners log and validate (examination) results for their own programme component using the VUnet Result Registration (VRR) system. It is not (yet) possible to log partial results for a programme component. The way in which partial results are logged varies in each faculty. In some faculties, lecturers keep their own administrative records (Excel files) and only log the final mark, while in other faculties, the Education Office logs the partial results. The students are entitled to inspect their marked answers or the model answers, and to receive feedback on their results (see Academic and Examination Regulations).

Evaluate
The examiner evaluates the assessment of his or her programme component based on the results, using the results from teaching evaluations and/or panel discussions with students (for example via the cohort representatives) and using feedback from other parties involved (programme committee, director of studies or examination board) in assessment and information from any test item analysis that is carried out. The examiner reflects on this and, where necessary, adjusts the form of assessment, its design, its administration and/or the assessment of the test. If there are consequences for alignment with the assessment plan of the degree programme, this should of course be discussed with the Director of Studies before any changes are implemented.

5.2 ASPECTS OF ASSESSMENT

5.2.1 Learning objectives

The final attainment levels of a degree programme must be specified at the level of the programme component in the form of specific, student-oriented and verifiable learning objectives. Well-formulated learning objectives include at least two components:

- A content component (which indicates what the student needs to learn).
- A behavioural component (which indicates specifically what the student needs to be able to do with the content; this needs to be formulated in terms of observable activities that the student must demonstrate).

In addition, a learning objective may include a conditional component (which indicates under which conditions the behaviour of the student may or should be demonstrated).

5.2.2 Form of assessment

Deciding how assessment will be carried out primarily involves choosing a particular form of assessment. This responsibility is shared by the examiner and the Director of Studies. According to the principle of 'constructive alignment', the form of assessment should be aligned with the learning objectives, the level of the programme component and the educational activities that it includes. Of course, several forms of assessment may be used within a given programme component in order to assess a particular aspect of the component, e.g. an examination, a report or a presentation. The weighting and/or the conditionality of the (summative) constituent assessments and the sub-components are predetermined for each programme component. The final assessment is determined on this basis.

If, under exceptional circumstances, the examiner wishes to deviate from the form of assessment specified in the study guide, he or she must consult the Director of Studies. Any new method of assessment proposed must be approved by the Examination Board, which has the authority to approve the relevant proposal (if accepted).

In addition to the information in the study guide, the lecturer provides the students with clear and detailed information at the start of the course (e.g. via Canvas or the syllabus) with regard to the way in which the programme component is assessed.

5.2.3 Passing score

A (summative) assessment is designed to determine whether the students have an adequate command of the learning objectives of the programme component. The assessment must therefore be able to distinguish between the students with a command of the relevant material and those whose command is insufficient. A clear, motivated clarification of the assessment scale used, and in particular of the passing score, is important in order to determine the students' level. The passing score is a standard of proficiency that is based predominantly on the material studied, and students must meet this standard in order to pass the assessment. There are various methods of calculating the passing score, with the 60-percent method being the most common for multiple-choice examinations (since this takes account of the probability of guessing correct answers). Determining the passing score is the responsibility of the examiner, and agreements can be made at the faculty or programme level (in order to achieve standardization). See Appendix: Establishing the passing score for a description of various methods for determining the passing score.

5.2.4 Compensation between assessments

The question of whether to allow the mark on one summative constituent assessment to compensate for another, in part or in full, depends on the learning objectives covered by the constituent assessments. The decisions of the examiner on whether or not to allow compensation between constituent assessments must be consistent with the assessment plan of the degree programme (or faculty assessment policy), which may include provisions regarding compensation.

If the constituent assessments relate to learning objectives that differ significantly and also relate to differing final attainment levels of the degree programme, it is better not to allow (full) compensation.

If the decision is made to include an interim assessment (relating to only part of the study material) and a final assessment (relating to the entirety of the material), a different decision may be made. In that case, the final assessment could compensate for the constituent assessment in full. Another option is conditional compensation, whereby a minimum mark must be attained for the interim assessment in order for compensation to be permissible.

5.2.5 Feedback

Assessment serves not only to gauge the performance of students and their attainment of the learning objectives. Assessment can also serve to provide feedback. For students, assessment can provide information on the effectiveness of their approach to studying and their progress towards academic goals. For lecturers/examiners, assessment provides a means of tracking the progress of students and may provide an indication of whether their teaching could be modified. Consequently, students are regularly formatively assessed throughout the duration of a programme component.

Students receive feedback on the basis of assessment. This can be provided on an individual basis or take the form of group feedback from the lecturer/examiner, or peer-based feedback. It is essential that the feedback is provided promptly, so that it can be used by students to modify their approach to their studies (during the programme component) or to focus on the next step in their academic development.

Feedback on formative assessment is also important in order to activate students. In the case of formative assessment, students are (ideally) not given a mark but feedback about the extent to which their work meets the relevant standards and the follow-up action required.

Particularly when it comes to developing academic skills and critical thinking, receiving and giving (or learning to give) good feedback is one of the best ways to understand and internalize assessment criteria. If students learn to understand which criteria their academic attainment must meet (now and in the future), they will gradually learn to reflect better on their own work and become less dependent on feedback from the lecturer/examiner.

It is important to ensure that assessments are given a clear place in the overall teaching programme, to emphasize their importance and to discuss assessments during meetings, both beforehand and afterwards.

5.3 ASSESSMENT QUALITY

The examiner is responsible for the quality of each individual programme component, but coordinates with the Director of Studies regarding assessment (form of assessment, learning objectives and alignment with the final attainment levels). In the case of summative assessment, the most important quality requirements are: usefulness, validity, reliability, comparability and transparency. In this section, each quality requirement is described in more detail, as well as its implications for the assessment of programme components.

5.3.1 Usefulness

The form of the assessment must be appropriate for the size of the group and the teaching method involved. The usefulness of the assessment is determined by its effectiveness, its fairness and the time available for the assessment.

Above all, the examiner must seek to achieve a good balance between the time it takes the team of lecturers, the student and the organization to develop, administer and mark the assessment, and the information that the assessment will generate. In addition, the examiner is responsible for ensuring that every student has a fair and equal chance to demonstrate his or her true knowledge and/or ability (fairness) and that the assessment is of an appropriate length in view of the time available, so that the work rate does not have any undue influence (positive or negative) on the results.

5.3.2 Validity

A valid assessment is an assessment that measures what its developer aims to measure. An important tool in ensuring that an assessment accurately reflects the material studied and measures the intended competence level is the assessment blueprint. The blueprint directly compares the content of the material being assessed with the competence level. The blueprint can be used both when designing the assessment and to check whether the finished assessment is balanced.

5.3.3 Reliability

Five criteria are important in assuring that the assessment itself is reliable. The examiner is responsible for ensuring that the assessment fulfils these criteria.

- The assessment must be objective: the same answer should be marked in a similar way when assessed by different examiners. An answer key (for open questions) or an assessment form with criteria (for essays and papers) must be used.

- All questions must be unambiguous (i.e. no questions that are open to interpretation). Questions must be formulated as clearly as possible and the answer expected must be delineated as precisely as possible.
- No questions that depend on the answers to other questions may be used. The main disadvantage of doing this is that the results of the assessment will be less representative of the student's true knowledge.
- The number and type of the questions must be appropriate for the time available. The reliability of the assessment is determined by the quality of the questions, but is also directly affected by the length of the assessment. A rule of thumb for multiple-choice examinations is that about 60 questions are required to achieve a fair level of reliability.
- The difficulty is that the questions must reflect the level of difficulty that students are expected to be able to handle.

The reliability of an assessment can be determined afterwards, using a (psychometric) analysis. This type of analysis also provides information about the validity of individual items (i.e. the extent to which they can differentiate between levels of proficiency). For multiple-choice questions, this information is provided as standard by the University Examination Service, and such an analysis can also be carried out for open questions. It is strongly recommended that these analyses are carried out.

5.3.4 Transparency

Students must know what is expected of them before the assessment takes place. At the start of the programme component, the lecturer informs the students about:

- the learning objectives (both in terms of content and the relevant command of skills);
- the material that the assessment relates to;
- the nature of the assessment;
- the weighting assigned to the various constituent parts of an assessment (e.g. in cases where the mark is determined by both a test and a study assignment);
- the manner in which the required standard (passing score) is determined and - where possible - the standard itself;
- the intended dates for the assessment and resit and/or the submission date for assignments;
- the consequences in terms of the final mark for the late submission of assignments;
- the manner in which the various assessments can be inspected.

The cover page of examination papers must include the following information (NB: a faculty format for examination cover pages is recommended):

- the total time available;
- the number of pages and questions;
- instructions for completion (how to answer the questions);

- for open questions/case studies: marks available for each question (weighting of questions/components);
- indication of the minimum number of points required to pass;
- the time and place where students can inspect their marked work.

With regard to inspection, any student who has completed an examination can obtain information on the questions and assignments included in that examination, as well as the standards against which answers have been assessed. In the case of open questions, an answer key clarifying the marks available is made available for inspection. Assessment criteria are made available for papers or theses (completed assessment form).

5.3.5 Comparability

The examiner must ensure that the content and form of assessment are comparable every time the assessment is carried out (first opportunity and resit). With regard to the content of the assessment (i.e. the subjects on which questions are asked and the level of those questions), the assessment blueprint may be helpful. For resits, however, no questions should be included that were also asked during the first assessment.

In practical terms, it is recommended that a maximum of 30% of examinations should be made up of examination questions from previous years. The examiner is responsible for ensuring an appropriate balance between reusing old examination questions and creating good new questions that relate to the essence of the material studied. The Examination Board plays an important supervisory role in this regard, and can issue specific instructions on the extent to which it is permitted to reuse old examination questions.

Resits based on a different form of assessment to the original assessment (for example, an oral assessment for the resit) require particular attention. Given the requirements that apply to comparability, it is necessary to exercise caution in situations like these.

5.4 QUALITY CONTROL INSTRUMENTS

5.4.1 Peer-review principle

At various points in the assessment cycle, the examiner liaises with a colleague who takes a critical look at the validity, reliability, transparency and usefulness of assessments and assessment assignments, both individually and as a whole. This is generally referred to as the peer-review principle.

In order to ensure the most objective check possible, examiners design an assessment and check it for quality jointly, rather than leaving this for an individual examiner to do alone.

The use of the peer-review principle is also advisable when evaluating the assessment. Certainly when assessing placement(s), theses, major educational units (15 credits or more) and oral assessments, it is advisable and for final projects even compulsory to work with two examiners. It is important to reach a sufficient degree of consensus between the assessors.

There are various ways of doing this:

- clear assessment scales (in the most specific form using rubrics), assessment instructions and assessment forms;
- clarity regarding passing score and standardization; [see Setting the passing score]
- implementation of trial assessments;
- regular peer consultation regarding the application of assessment instructions, passing scores and standards;
- random checks on the assessment by a third party.

The examiner is also free to ask for feedback on other aspects of quality. The examiner completes the entire assessment cycle and concludes with an evaluation in the form of a critical review of the various stages of the assessment cycle and concrete action points in order to optimize the assessment in the subsequent cycle. This evaluation can be included in the assessment dossier and should always be available for inspection by the Director of Studies and the Examination Board.

5.4.2 Assessment dossier

The VU Assessment Framework specifies that an assessment dossier must be kept for each programme component in a degree programme as a resource in our mission to systematically improve assessment quality.

The assessment dossier provides an insight into (the quality of) tests and assessment within that programme component. The (quality) requirements relating to assessment discussed above are included in all cases. These documents are usually compiled by the examiner as he or she completes the assessment cycle. Creating a dossier does not guarantee quality, but it can play a significant supporting role as the assessment cycle is completed.

The specific content requirements and the identity of those responsible for the compiling the assessment dossier are specified in the faculty assessment policy (or the programme assessment plan). One obvious approach is for the examiner to add most of the materials in the dossier, but information from the study guide or evaluation data can also be added by third parties. It is preferable to make faculty-level agreements regarding archiving.

The Director of Studies has access to the assessment dossier by virtue of his or her responsibility for the quality of assessment within the degree programme, and he or she can use this access to obtain information for the programme's quality control cycle. On the basis of the information in the assessment dossiers, checks or additional checks can be carried out and, where necessary, quality control processes can be adapted. In addition, the dossier is a vital resource in guaranteeing the continuity of the assessment of a programme component (if a change of examiner takes place, for example).

The Examination Board can consult the assessment dossier based on its role as internal supervisor. This is one of the ways in which the Examination Board is able to fulfil its role as the guarantor of assessment quality.

In addition, an examiner must, at all times, be able to demonstrate to internal and external appeal committees how a particular score achieved by a student was decided on, and be able to provide the relevant documentation (e.g. assessment form).

For further clarification on the assessment dossier, please refer to the framework for the assessment dossier.

5.5 RELEVANT ACTORS

Examiner	Responsible for quality in relation to education and assessment in his or her programme component. Examiners are appointed by the Examination Board, upon the recommendation of the Director of Studies, to design and implement examinations for a particular programme component and to determine the results of those examinations (Section 7.12c of the WHW), or a limited number of these tasks. Responsible for providing assessment information for the assessment dossier, as specified in the faculty assessment policy.
Peers (other lecturers)	Involved in quality control on the basis of the peer-review principle when designing a test or when assessing assignments (the examiner always makes the final decision when determining the result).
Director of Studies	Responsible for the content of the curriculum and quality and quality control in relation to assessment within the degree programme. The Director of Studies is responsible for developing the faculty assessment policy into the programme assessment plan, and for ensuring that assessment meets the requirements set out in the assessment policy. The Director of Studies plays an important role in ensuring that progress is made within the assessment cycle. Works on the basis of the assessment cycle, so that examinations, assignments and final degree assessments are implemented in a consistent and integrated manner and in accordance with the assessment policy and assessment plan.
Faculty Board	The Faculty Board has overall responsibility for the quality of the faculty's degree programmes and, therefore, for assessment quality within those programmes. Legally, the Faculty Board is responsible for appointing the Programme Committee and the Examination Board and for ensuring that these bodies are able to function independently and utilize their expertise. The Faculty Board has overall responsibility for drafting and updating the faculty assessment policy. The Faculty Board ensures that the Academic and Examination Regulations are consistent with the faculty

	assessment policy and it issues the Academic and Examination Regulations. Furthermore, the Faculty Board oversees, facilitates, monitors and, at the strategic level, is responsible for the effective and efficient organization of assessment, providing training opportunities and initiating the processes that lead to the assessment policy and other frameworks.
(Head of the) Education Office	Responsible for the (logistical) organization of examinations and final degree assessments within the faculty. The role of the Education Office is specified by the faculty assessment policy. The Education Office coordinates with the Faculty Board on how assessment procedures are to be supported by the Education Office.
Examination Board	The Examination Board is a statutory body that operates independently of the organizational hierarchy and carries out the duties that are assigned directly to it by law. The Examination Board is responsible for assuring the quality of assessment and the final level of proficiency of students, and is asked to account for this during accreditation. The Board works according to its own 'Examination Board procedures'. One of the duties of the Examination Board is to draw up guidelines regarding quality assurance for assessment and examining, and to monitor whether these guidelines are observed in practice. In concrete terms, this means that the Examination Board must impose requirements on quality assurance and that it is therefore an important advisor to the Faculty Board with regard to faculty assessment policy. The Examination Board also has a number of operational tasks, such as granting exemptions (with reference to the assessment plan) and determining penalties for academic misconduct (with reference to the faculty protocol for academic misconduct). The Board takes its decisions within the framework of the Academic and Examination Regulations and the rules for implementation described. The Examination Board evaluates its own work and modifies its rules regarding implementation accordingly. This may also give rise to a recommendation to the Director of Studies to amend the Academic and Examination Regulations if, for example, the Board's evaluation shows that a standard exemption is possible.
Programme Committee	The Programme Committee's role is to advise on promoting and safeguarding the quality of the degree programme. In the field of assessment, this is done by evaluating the Academic and Examination Regulations regarding assessment, identifying issues with assessment and advising on drafting the assessment policy/assessment plan.

	In exercising this role, the Committee ensures that it is adequately informed by those it represents (lecturers and students of the degree programme).
Invigilators	In accordance with the faculty invigilation protocol, the invigilator supervises examinations when they are in progress. This includes checking the room in which the examination takes place, verifying the identity of students on the basis of a valid identity document, distributing the examination papers, monitoring the timing of the examination, reporting any suspicion(s) of academic misconduct, receiving completed examinations and ensuring that the attendance list is signed. Any (suspicions of) irregularities are reported to the relevant examiner according to the protocol.

A more comprehensive overview of all the relevant responsibilities, tasks and powers can be found in Section 3 of the assessment framework.

5.6 QUALITY REQUIREMENTS AT THE PROGRAMME COMPONENT LEVEL

1. The examiner is accountable to the Examination Board with regard to the development and implementation of assessment and the determining of results, and provides the Examination Board with information on the quality of the tests carried out [Higher Education and Research Act, Section 7.12 c, hereafter WHW].
2. When developing assessments, the peer-review principle is always applied to ensure quality (validity, reliability, transparency, usefulness and comparability).
3. The examiner collects information from all the steps in the assessment cycle in order to implement improvements in the assessment and/or to communicate the need for particular improvements to the Director of Studies.
4. The examiner ensures that the learning objectives can be assessed and that these are aligned with the final attainment levels for the degree programme and the other programme components that make up the curriculum.
5. Assessment must be consistent with the learning objectives that have been formulated and the teaching methods chosen ('constructive alignment'). The relative weighting of the learning objectives is also reflected in the assessment.
6. Examiners ensure that students are aware of the learning objectives and method of assessment used for a particular unit of study prior to the start of a course, and that the instructions that accompany the assessment are clear and comprehensive.
7. The method used to set the passing score is announced in advance of every assessment. Either an absolute standard-setting method or a compromise method may be used. A fully comparative method can only be used in exceptional circumstances, under specific conditions and on the basis of fully substantiated arguments.
8. The weighting and compensation opportunities for constituent assessments are specified in advance for every programme component. The final assessment is determined on this basis.

9. The student is provided with (formative) feedback on his or her progress in relation to the learning objectives at the earliest possible opportunity, as well as with feedback relating to the assessment criteria that apply to passing (parts of) the programme component.
10. The final standard assessment/the final submission date must fall within the period of the programme component, so that the assessment does not interfere with education in the next period. Work submitted late is counted as a resit opportunity. The deadlines for assessment beyond the level of programme components are set in the assessment plan.
11. The student is given two opportunities per academic year to take examinations in each component of the degree programme.
12. Assessment results are announced within ten working days of the assessment taking place, with due observance of the regulations for the protection of personal data. Thesis results are announced within twenty working days of the official submission date for the thesis. The student then has the right to inspect the work within the period specified in the Academic and Examination Regulations.
13. Information that is relevant for one or more of the quality control cycles relating to assessment is archived centrally (preferably in the Digital Teaching Dossier (DOD)) and can be consulted by the Examination Board, Director of Studies and programme coordinator, as well as by designated programme stakeholders.
14. It must be possible to assess the final project (or an assignment that is part of the 'palette of final projects') on the merits of the work completed by the individual involved. In cases where a final project is completed by two or more students, clear agreements must be made regarding which tasks, components or research questions are to be addressed by each individual. The contribution made by each individual student must also be clearly stated; it must be possible to arrive at an individual assessment in relation to the primary goals of the final project and the final attainment levels of the programme. Details regarding the final project or palette of final projects must be provided in the assessment plan.
15. The assessment criteria for a final project (e.g. the placement or thesis) are operationalized in an assessment matrix. These assessment criteria are consistent with the final attainment levels of the programme and have already been addressed as part of the degree programme. The placement guide or thesis guide or the study guide supplement for the final project sets out how and at which point assessment will take place.
16. The final product of the Master's placement or Master's thesis is assessed by the supervisor and an independent assessor who is involved in the degree programme, both of whom have been trained in the use of the assessment criteria. Both assessors substantiate their assessment; their substantiations are also both archived. External supervisors can, in the role of informant, provide an additional evaluation to the supervisor regarding processes and the attitude of the placement student.
17. The final project for Bachelor's programmes is assessed by the supervisor and an independent assessor who is involved in the degree programme, both of whom have

been trained in the use of the assessment criteria. In exceptional cases where the work is assessed by only one assessor, this role must be fulfilled by someone other than the supervisor.

18. In cooperation with the Director of Studies and the Faculty Board, the Examination Board provides guidelines specifying how the final mark for final projects is arrived at and how any differences between the assessments of the first and second assessors are handled (Section 7.12 b, paragraph 1(b) of the WHW).

6 GUIDE FOR DIRECTORS OF STUDIES

The Director of Studies has overall responsibility for quality and quality control in relation to assessment within the degree programme. This responsibility involves a number of tasks:

- Drawing up the programme assessment plan and using this as a management tool within the degree programme.
- Providing a thesis guide (and placement guide), or adapting the faculty guide for use for his or her degree programme(s).
- Ensuring that an examiner with the required expertise is responsible for each programme component, and that this examiner is aware of the programme assessment plan and the place and role of his or her programme component within the relevant degree programme.
- Actively encouraging examiners to work according to the assessment cycle and ensuring that 'constructive alignment' is generally applied.
- Ensuring that the different stages of the assessment cycle can be implemented effectively.
- Monitoring compliance with the assessment plan and the quality of assessment at the level of the degree programme and overseeing continuous optimization with regard to assessment quality.
- Facilitating professionalization in the field of assessment proficiency among examiners, Examination Board members, Faculty Board members, Programme Committee members and programme managers.

The Director of Studies reports on these activities to the Faculty Board by means of the programme annual report. This guide aims to clarify these various tasks and responsibilities and to make them easier to manage.

6.1 ASSESSMENT PLAN

Assessment policy at the degree programme level is set out by the Director of Studies in the assessment plan. The assessment plan clarifies the assessment policy of the degree programme, providing a link between assessment and evaluation, the teaching programme and the intended final attainment levels of the degree programme. The assessment plan also clarifies the methods of assessment applied in the various programme components (the assessment programme). Finally, the assessment plan describes quality control procedures for assessment and evaluation. The drafting, monitoring and updating of an assessment plan for each degree programme (see framework for assessment plan) is an important quality requirement within the VU Assessment Framework.

The underlying principle is that the degree programme should focus on assessment as a means of guiding and managing students' approach to studying and of assessing their academic performance.

The *assessment plan* is part of the Self-Evaluation Report that the degree programme prepares every six years in order to be accredited by the Accreditation Organisation of the Netherlands and Flanders (NVAO). More practical consideration can also be included in the assessment plan in the study guide or as an appendix to the Academic and Examination Regulations. For examiners and lecturers within the degree programme, the assessment plan provides a vision document, on the basis of which work is done in relation to the curriculum as a whole.

6.1.1 Development process

When developing the assessment plan, it is advisable to follow the following steps:

1. A high-quality assessment plan starts by formulating a vision for the degree programme: what kind of graduates does the programme aspire to produce? Which roles could they go on to fulfil in society or academic research? Which knowledge and skills will they need in those roles? On the basis of that vision, final attainment levels must be formulated, which graduates must be able to attain during their time at the university. The most recent domain-specific reference framework should be used for this.
2. In consultation with the examiners and coordinators for the programme components within the degree programme, a decision is made on which programme components are to be assessed on the final attainment levels relating to the final level of proficiency. Often, these will be addressed in programme components other than the thesis or final project, possibly in combination with a placement; similarly, there may be final attainment levels that are not (necessarily) assessed at the final level of proficiency. Together, these assessments form the 'palette of final projects', to use the terminology of the NVAO.
3. Consider in detail how education can be organized in such a way as to guide all students effectively towards those final attainment levels; we often refer to this as a learning pathway. A decision must be made regarding which intermediate phases students must go through and how the learning objectives of a programme component mesh together to achieve the final attainment levels.
4. Decide which forms of teaching and assessment are the most appropriate. A vision for assessment - why do we assess; how do we assess; what do we assess? - is indispensable in this regard. A robust assessment plan can be based on these principles of 'constructive alignment'.
5. Decide which forms of assessment are the most effective when it comes to guiding students' development towards achieving the final attainment levels. This will require a good mix of formative assessment (designed to evaluate and/or modify the teaching and learning process) and summative assessment (designed to allow a judgement of the student's knowledge and skills, which is taken into account in the final mark awarded); the form of assessment will focus on the nature of the relevant learning objective and the competence level which the learning objective requires.

In practice, degree programmes can choose to have the examiners of the various programme components submit proposals that are then reviewed by the managers of the programme. The Director of Studies oversees the whole process in the context of the curriculum, and ensures alignment with the programme's vision for education and the final attainment levels, also seeking the advice of the Examination Board and the Programme Committee. The Director of Studies can, on this basis, and in consultation with the relevant examiners, make alternative proposals for the method of assessment applied in a specific programme component.

6.1.2 Learning pathways

The Director of Studies ensures effective coherence between the final attainment levels of the degree programme, the learning pathways and/or the learning objectives of the curriculum components and the assessment of the learning objectives. The content of the learning pathways is determined for each individual degree programme by the Director of Studies in consultation with the relevant examiners/coordinators.

The programme components, learning objectives, forms of assessment and assessment criteria are developed in more detail. As a result of this:

- at the programme component level, an analysis can be carried out regarding whether the learning objectives, forms of assessment and assessment criteria are aligned.
- at the degree programme level, an analysis can be carried out regarding whether the learning objectives follow on from one another logically and, together, address all the final attainment levels, and whether the forms of assessment as a whole are consistent with the aims of the degree programme.

6.1.3 The final project or palette of final projects

In academic education, it is customary to conclude a study phase (Bachelor's programme or Master's programme) with a more extensive research project, possibly in combination with a placement. This project brings together all the skills taught during the programme, enabling the student to demonstrate that he or she has an adequate command of the final attainment levels in relation to the level of education (Bachelor's or Master's) concerned.

It is not always possible or realistic to carefully and reliably assess all the final attainment levels by means of a single graduation project (such as a thesis). For this reason, it is important to determine which final attainment levels of the degree programme will be assessed in which programme components or by means of which assignment at the final level of proficiency. This can be done by means of various products or assessments that are summarized here using the term 'final project'. The thesis or graduation project is thus one of the final projects, all of which together address the final attainment levels of the degree programme. For accreditation purposes, the term 'palette of final projects' is often used in this context. This means that more than one final project needs to be completed in order to determine whether a student has achieved all the final attainment levels. It is up to the degree programme to specify in the

assessment plan which final project or palette of (final) projects demonstrates that all the final attainment levels have been achieved.

Please note: When working with several final projects, the retention period of 7 years applies to every final project; this is due to internal quality control at VU Amsterdam and the requirements of the accreditation process.

Because a final project is a 'high-stakes' decision, and pass/fail decisions have major consequences for students, it is very important that the quality requirements are met throughout the entire assessment cycle of a final project (validity, transparency, reliability, usability and comparability), with the reliability of assessment being of paramount importance. For this reason, final projects must be assessed by at least two independent assessors. The procedures relating to assessment must reinforce the independence of the two assessors. This means that 'regulations for final projects' must be in place at the level of the faculty or degree programme. These regulations require the approval of the Examination Board, since the Board must be able to guarantee the reliability of the degree certificates issued.

6.1.4 Formative assessment

By using (formative/diagnostic) assessment and feedback, the Director of Studies, the examiner and the student can monitor progress towards the final attainment levels and make any adjustments required, and the student can be given support in adapting his or her approach to studying. Examples of formative assessment include all assignments done during tutorials, mock examinations, diagnostic tests, interim exercises, research proposals, and so on.

The provision of good feedback is essential and this must be given in such a way that the student's motivation to continue studying is maintained and preferably improved. The student also has a responsibility in terms of applying the feedback provided appropriately and adjusting his or her approach where necessary. By carrying out formative assessments regularly and analysing the results, the lecturer can gain a deeper understanding of the progress being made by students and the areas that they are having difficulty with. On this basis, the lecturer may decide to review certain course material or to present it in a different way. Formative assessment can also be done digitally - including feedback - with standardized feedback being provided and a remote examiner monitoring the student's development.

6.1.5 Summative assessment

Summative assessment includes all assessments where the results contribute to the final mark/final evaluation for the relevant programme component. Because decisions are made regarding the knowledge and skills of a student based on summative assessments, it is important that these assessments are *reliable*. It is important for the degree programme to minimize the risk of students failing when they should have passed, and vice versa. For this reason, agreements need to be made within the degree programme regarding the requirements for assessment

quality, in particular in relation to reliability. These agreements include a monitoring system in order to evaluate the various steps in the assessment cycle. These may include:

- collective alignment of the forms of assessment with the learning objectives/final attainment levels with fellow examiners, the Director of Studies or assessment coordinator.
- checks by colleagues (peer-review principle) during the design phase of the assessment (or assignment) and the answer key.
- relating the assessment lists to the learning pathways in order to facilitate continuous development.
- calibration sessions for joint assessments (peer review principle).
- second assessors for more complex assignments.
- the appointment of a (faculty) assessment coordinator to evaluate all assessments on particular aspects is one possibility here.

Retrospective monitoring is carried out through test and item analyses (for examinations with multiple-choice or open questions) and the analysis of completed scoring lists (where multiple assessors are involved) and retrospective calibration. All the resulting data are added to the assessment dossier along with a reflection by the examiner, so that the findings can be viewed by those with access to this, including the Director of Studies and the Examination Board.

6.1.6 Passing score and Marking

It is also important to determine at the degree programme level how assessments are designed: is a proficiency score of 55% in relation to the objectives being assessed the equivalent of a passing score in all cases? To what extent is this percentage standardized across the degree programme and to what extent does an examiner have the freedom to increase this percentage in cases where this can be substantiated? And which requirements does this lead to with regard to the quality of the assessment?

The level of proficiency provides a stepping stone towards setting the passing score; it defines the boundary between a pass mark and a fail mark. The way in which the passing score is determined will affect the score-to-mark transformation. And there are several accepted ways of determining the passing score. In broad terms, it is possible to use an absolute standard-setting method (you determine in advance how many marks are required in order to pass); a comparative method (the passing score is determined by the performance of those participating); and a compromise method (the passing score is fixed, but a percentage of the best participants determines the highest score achievable, and thus which score represents 10 out of 10). A more detailed explanation of current methods is included in the appendix: Establishing the passing score. Under the VU Assessment Framework, the use of an absolute passing score and the compromise methods are acceptable. A fully comparative passing score can only be used in specific circumstances, under specific conditions and on the basis of fully substantiated arguments.

In order to ensure that assessment remains transparent for students, it is recommended that the method of determining the passing score is determined at the degree programme level. Where appropriate, specific forms of assessment may provide scope for an alternative method.

6.1.7 Compensation

The assessment plan sets out the requirements for compensation opportunities in relation to assessment within programme components and/or between programme components within the curriculum. These requirements must be consistent with the faculty education or assessment policies. If no provisions on compensation are included in the assessment plan, the responsibility for deciding whether or not to allow compensation between constituent assessments rests with the examiner. The examiner must demonstrate that the decision made with regard to compensation (or the choice for full or weighted compensation) ensures that all learning objectives are achieved in the event of a passing final mark. An assessment blueprint can be a useful tool here.

6.2 QUALITY AND QUALITY CONTROL

Because examiners are responsible for the quality of education and assessment for their programme component and, on the basis of their academic professionalism, for shaping the content of their courses, programme components tend to undergo a natural process of evolution over the years. In order to ensure that the joint vision and the final attainment levels to be achieved are not undermined by this process, it is important that the Director of Studies is responsible for monitoring education and assessment at the degree programme level.

This responsibility means that the Director of Studies puts in place a quality control cycle at the degree programme level, by which course evaluations, reflections by examiners (see assessment dossier) and peer exchange all play an important role. On this basis, internal guidelines and procedures from the assessment plan can be modified where necessary. The assessment programme is evaluated on an annual basis and is set by the Director of Studies, and any changes required are coordinated by the relevant examiners, so that the curriculum as a whole continues to be fully aligned with the final attainment levels.

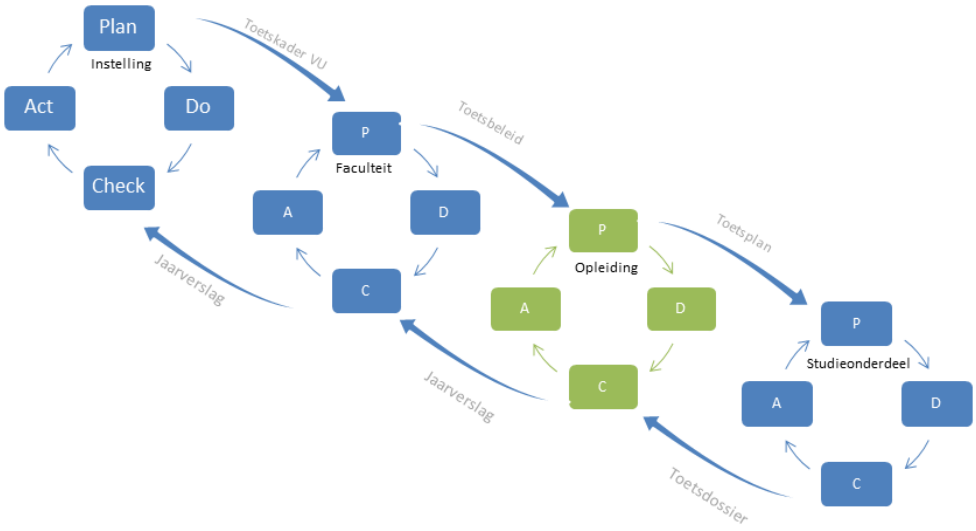
The final attainment levels and the learning pathways may be evaluated less often and adjusted as needed.

6.2.1 Professional training

The Director of Studies is also responsible for monitoring the need for professionalization among examiners, and for ensuring that the team is always aware of current quality requirements regarding examinations. The Teaching Performance Framework also offers the opportunity to encourage continuous didactic professionalization. Communication and interaction regarding assessment and assessment quality must also be initiated and facilitated by - or on behalf of - the Director of Studies. This may relate to many aspects of quality control, from promoting good practice and planning the implementation or evaluation of policy choices to information sessions on new developments in assessment or the drafting of new guides.

6.2.2 PDCA

To clarify the most important steps in quality control, below we have outlined the steps that the Director of Studies can take.



6.2.2.1 PLAN

- The Director of Studies draws up an assessment plan for the degree programme, in line with the faculty assessment policy. The assessment plan includes a description of the assessment methods applied in the various programme components. The Director of Studies involves the Programme Committee, the Examination Board, the assessment committee and the examiners/course coordinators when drawing up the assessment plan (see framework for the assessment plan).
- The Director of Studies, on the basis of proposals from and in consultation with the examiner or the team of lecturers, determines the learning objectives of the programme component, as well as the forms of assessment applied.
- The Director of Studies can specify procedures for one or more aspects of assessment in relation to all or some programme components, such as submission dates or assessment criteria for tutorials or practical sessions. These procedures can also be set by the faculty.
- The Director of Studies - in consultation with the examiners and committees concerned - sets quality criteria and/or specific quality targets which the various forms of assessment within the degree programme must comply with.

6.2.2.2 DO

- The Director of Studies ensures - on the basis of the quality criteria - that examiners carry out their duties appropriately.
- The Director of Studies ensures that there is clarity regarding possible compensation opportunities for summative constituent assessments.

- The Director of Studies has overall responsibility for the archiving of assignments, answers and results from examinations, and the archiving of final projects including signed assessment forms (in accordance with the statutory retention periods, as specified in the overview of university retention periods); responsibility for implementing these tasks may be delegated.
- For accreditation purposes, the Director of Studies is responsible for making available the Academic and Examination Regulations, the assessment plan for the degree programme, and a complete list of graduates from the last two full academic years.

6.2.2.3 CHECK

- The Director of Studies verifies that all mandatory elements (in relation to assessment) have been included in the study guide.
- The Director of Studies verifies that assessment is implemented in accordance with the relevant rules and procedures and draws on the findings of the Examination Board or assessment committee.
- The Director of Studies is responsible for the planned administration of course evaluations, which enable students to express an opinion on the quality of assessment.
- The Director of Studies can organize a panel discussion with students and a meeting with the cohort representatives, at which assessment may be discussed.
- The Director of Studies identifies any bottlenecks relating to the planning, organization and quality of an assessment (on the basis of information from lecturers, the assessment dossier, support staff, course evaluations, discussions with students or the cohort representatives, the Programme Committee and the Examination Board or assessment committee).
- The Director of Studies checks that the assessment dossiers are complete.
- In the programme annual report, the Director of Studies reports annually on the assessment quality achieved in the degree programme in relation to the assessment plan, and formulates points for improvement to work on.

6.2.2.4 ACT

- The Director of Studies modifies the assessment plan where necessary and involves the examiners/course coordinators, the Programme Committee, the Examination Board, the assessment committee and the students (cohort representation, Faculty Student Council) in this process.
- If there are signs of any issues relating to assessment, in consultation with the Examination Board and the examiner/course coordinator (or the examiner and the team of lecturers), the Director of Studies will take remedial steps aimed at improving the assessment of a programme component and ensure that written agreements are made regarding the required modifications to assessment, as well as any steps involving professionalization among examiners and/or lecturers.

6.3 QUALITY ASSURANCE

The responsibility for providing high-quality education and high-quality assessment rests with the Director of Studies, examiners and lecturers within the degree programme. This is guaranteed by observing procedures and working methods meticulously. The Examination Board plays an important role as internal supervisor in this regard.

The Examination Board must be kept properly informed regarding all official documents and working methods within the degree programme(s) which it is responsible for, the faculty and the institution. The faculty assessment policy, the programme assessment plan and thesis and/or placement guide, and the Academic and Examination Regulations are key documents for the Examination Board, which it uses to safeguard the quality of assessment provided by examiners. The Director of Studies must therefore also involve the Examination Board in the evaluation of these documents and notify them promptly of any amendments or new versions.

The Director of Studies is in regular contact with the Examination Board and may be sent advice, upon request or unsolicited, regarding the Academic and Examination Regulations and the assessment plan of the degree programme. The Examination Board also reports to the Director of Studies on any findings regarding assessment quality in programme components of the degree programme, as these become clear through random sampling. The Director of Studies must take action in relation to the examiner in question and report back to the Examination Board on the agreements made and their implementation.

The Examination Board draws up guidelines for quality assurance and monitors whether these guidelines are observed. The responsibility of the Director of Studies is to implement these guidelines and to ensure that they are acted on. It is essential that the Examination Board carries out its oversight duties (as internal supervisor) from a position of impartiality and - as such - does not take on any of the duties or responsibilities of the Director of Studies. Please see the guide for Examination Boards for more information.

6.4 RELEVANT ACTORS

Examiner	Responsible for quality in relation to education and assessment in his or her programme component. Examiners are appointed by the Examination Board, upon the recommendation of the Director of Studies, to design and implement examinations for a particular programme component and to determine the results of those examinations (Section 7.12c of the WHW), or a limited number of these tasks. They are also responsible for providing assessment information for the assessment dossier, as specified in the faculty assessment policy.
Peers (other lecturers)	Involved in quality control on the basis of the peer-review principle when designing a test or when assessing assignments (the examiner always makes the final decision when determining the result).

Director of Studies	Responsible for the content of the curriculum and quality and quality control in relation to assessment within the degree programme. The Director of Studies is responsible for developing the faculty assessment policy into the programme assessment plan, and for ensuring that assessment meets the requirements set out in the assessment policy. The Director of Studies plays an important role in ensuring that progress is made within the assessment cycle. Works on the basis of the assessment cycle, so that examinations, assignments and final degree assessments are implemented in a consistent and integrated manner and in accordance with the assessment policy and assessment plan.
Faculty Board	The Faculty Board has overall responsibility for the quality of the faculty's degree programmes and, therefore, for assessment quality within those programmes. Legally, the Faculty Board is responsible for appointing the Programme Committee and the Examination Board and for ensuring that these bodies are able to function independently and utilize their expertise. The Faculty Board has overall responsibility for drafting and updating the faculty assessment policy. The Faculty Board ensures that the Academic and Examination Regulations are consistent with the faculty assessment policy and it issues the Academic and Examination Regulations. Furthermore, the Faculty Board oversees, facilitates, monitors and, at the strategic level, is responsible for the effective and efficient organization of assessment, providing training opportunities and initiating the processes that lead to the assessment policy and other frameworks.
(Head of the) Education Office	Responsible for the (logistical) organization of examinations and final degree assessments within the faculty. The role of the Education Office is specified by the faculty assessment policy. The Education Office coordinates with the Faculty Board on how assessment procedures are to be supported by the Education Office.
Examination Board	The Examination Board is a statutory body that operates independently of the organizational hierarchy and carries out the duties that are assigned directly to it by law. The Examination Board is responsible for assuring the quality of assessment and the final level of proficiency of students, and is asked to account for this during accreditation. The Board operates according to its own 'Examination Board procedures'. One of the duties of the Examination Board is to draw up guidelines regarding quality assurance for assessment and examining, and to monitor whether these guidelines are observed in practice. In concrete

	terms, this means that the Examination Board must impose requirements on quality assurance and that it is therefore an important advisor to the Faculty Board with regard to faculty assessment policy. The Examination Board also has a number of operational tasks, such as granting exemptions (with reference to the assessment plan) and determining penalties for academic misconduct (with reference to the faculty protocol for academic misconduct). The Board takes its decisions within the framework of the Academic and Examination Regulations and the rules for implementation described. The Examination Board evaluates its own work and modifies its rules regarding implementation accordingly. This may also give rise to a recommendation to the Director of Studies to amend the Academic and Examination Regulations if, for example, the Board's evaluation shows that a standard exemption is possible.
Programme Committee	The Programme Committee's role is to advise on promoting and safeguarding the quality of the degree programme. In the field of assessment, this is done by evaluating the Academic and Examination Regulations regarding assessment, identifying any issues with assessment and advising on elements of the assessment policy/assessment plan. In exercising this role, the Committee ensures that it is adequately informed by those it represents (lecturers and students of the degree programme)
Invigilators	In accordance with the faculty invigilation protocol, the invigilator supervises examinations when they are in progress. This includes checking the room in which the examination takes place, verifying the identity of students on the basis of a valid identity document, distributing the examination papers, monitoring the timing of the examination, reporting any suspicion(s) of academic misconduct, receiving completed examinations and ensuring that the attendance list is signed. Any (suspicions of) irregularities are reported to the relevant examiner according to the protocol.

A more comprehensive overview of all the relevant responsibilities, tasks and powers can be found in Section 3 of the assessment framework.

6.5 QUALITY REQUIREMENTS FOR ASSESSMENT AT THE DEGREE PROGRAMME LEVEL

- The Director of Studies draws up an assessment plan. This assessment plan formally allocates the duties and responsibilities at the levels of assessment, programme component and assessment programme and incorporates these into the relevant PDCA cycle. The assessment plan includes the final attainment levels stated in relation to the Dublin Descriptors, the degree programme's assessment programme, and the accompanying explanation and methods for optimizing assessment quality.

- The Director of Studies has overall responsibility for establishing clearly formulated final attainment levels for the programme and ensures that the final attainment levels of the programme are reflected in the education and assessment that are provided. This is set out in the assessment plan; the Director of Studies is responsible for the annual evaluation and amendment of the assessment plan. The assessment plan is submitted to the Examination Board and the Programme Committee for their advice prior to its adoption.

- The assessment plan sets out the requirements for compensation opportunities for assessment within programme components and/or within the assessment programme.

- The Director of Studies monitors the coherence and structure of the degree programme, ensuring that it provides a varied and balanced distribution of forms of assessment and opportunities for assessment, including the alignment of the learning objectives and forms of assessment used in the programme components with the final attainment levels of the programme.

- With regard to practising and acquiring the relevant skills (e.g. writing papers, giving presentations, IT skills), the Director of Studies is responsible for defining the required levels (or levels in relation to the various years of the degree programme) and the relevant assessment criteria, which are derived from the final attainment levels for the degree programme. These levels apply to all programme components which involve the application of these skills and are made known to the students participating in the programme. The Director of Studies determines which programme components these skills are practised and assessed in.

- The Examination Board provides clear and concisely formulated rules and guidelines, preferably following the university-wide model. The measures to be taken in the event of academic misconduct are included in the rules and guidelines of the Examination Board, in accordance with the model provisions issued by the Executive Board.

- The Examination Board takes regular note of the quality of assessment in relation to programme components in which final attainment levels are assessed in relation to the final level of proficiency (final projects). A procedure for this is laid down by the Examination Board.

- In relation to the placement guide and thesis guide, the tasks and responsibilities are set as clearly and comprehensively as possible with regard to each degree programme. An explicit

indication is given of how supervision and assessment are implemented and which opportunities there are for resolving complaints or issues.

- In the case of a compulsory placement, the degree programme is responsible for helping students to find a placement. A degree programme should designate responsibility for this clearly, for example to a specific lecturer or placement coordinator.

7 GUIDE FOR THE FACULTY BOARD

The Faculty Board has overall responsibility for the quality of the faculty's degree programmes and, therefore, for assessment quality within those programmes. The Faculty Board is responsible for the efficient and effective organization of education and assessment at the strategic level. This responsibility means that the Faculty Board appoints the Programme Committee(s) and the Examination Board(s) and ensures that these bodies are able to function independently in applying their expertise. By extension, the Faculty Board also has overall responsibility for drafting and updating faculty assessment policy. The Faculty Board oversees, facilitates and monitors quality in relation to education and assessment.

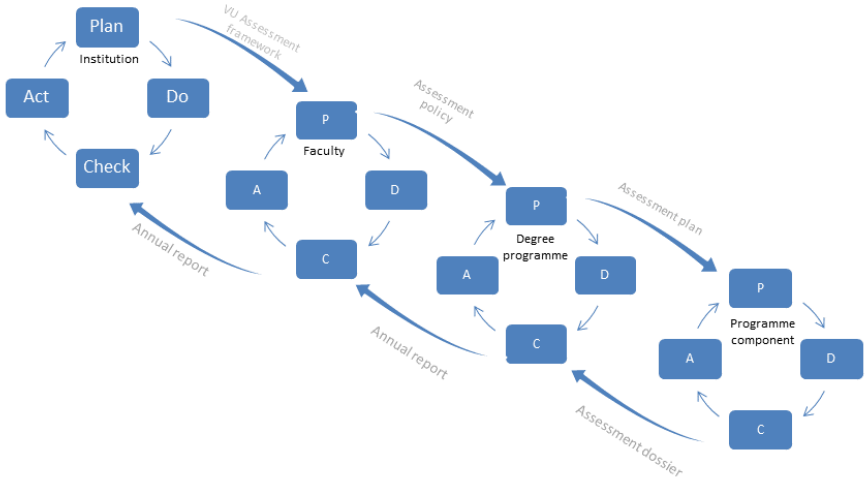
In accordance with the VU Assessment Framework, the Faculty Board sets a faculty assessment policy, which is evaluated at least every three years and which incorporates the findings of the mid-term reviews, the Examination Board(s), the assessment committee(s), the Programme Committee(s) and the Directors of Studies, as well as the relevant management information.

The faculty assessment policy specifies how the faculty will give effect to the parameters set by the university regarding assessment quality. This could include, for example, the vision for assessment and the quality requirements that are relevant to this vision. The faculty assessment policy designates all responsibilities within the entire assessment process to specific individuals and bodies, from the Directors of Studies to the Education Office. It also clarifies how the Faculty Board supports Directors of Studies, examiners, the Education Office, and members of Examination Boards, assessment committees and Programme Committees in implementing faculty assessment policy in a satisfactory manner. The faculty assessment policy (see framework for faculty assessment policy) specifies how quality control and quality assurance are to be implemented.

In practice, this also includes the manner in which continuing professional development is to be promoted. For example, lecturers and Examination Boards may be offered the opportunity to professionalize with the support of experts and training programmes in the field of assessment quality at the Academic Centre for Human Behaviour and Movement (the LEARN! Academy/VU Academic Centre for Behaviour and Movement).

In addition, the Faculty Board uses the Academic and Examination Regulations parts A and B and the student charter to inform students of the way in which assessment is organized and regulated, as well as the forms of assessment applied in the programme components of the faculty's degree programmes.

7.1 PDCA



7.1.1 Plan

- The Faculty Board develops the faculty assessment policy on the basis of the VU Assessment Framework. This document outlines the faculty's vision of assessment and clarifies the faculty requirements that apply to assessment quality. The faculty assessment policy also sets out the procedures whereby specific provisions are made for one or more aspects of assessment in relation to all or some educational units within the faculty. Clear choices are made with regard to the deployment of Director of Studies, examiners and Examination Boards/assessment committees in order to implement the assessment policy. The faculty assessment policy also specifies how quality assurance is to be given effect. The faculty assessment policy may also set specific requirements for the content of assessment plans, assessment dossiers, the analysis of tests and assessments, the (assessment proficiency of) examiners, assessors of graduation projects and members of the Examination Board. Finally, the faculty assessment policy clarifies matters regarding the organization and logistics of assessment and the associated infrastructure.
- The Faculty Board establishes the Examination Board and appoints the members of the Examination Board.
- The Faculty Board sets the Academic and Examination Regulations (including appendices and study guide).
- The Faculty Board is responsible for informing the students of the Academic and Examination Regulations before the start of the academic year. In addition, the Faculty Board must inform the students about their right to submit a complaint or appeal.

- The faculty allocates a number of responsibilities with respect to testing and assessment, or specifies that these responsibilities are allocated in the assessment plan of the individual degree programmes:
  - Responsibility for archiving all the relevant assessment material (assessment dossier).
  - Responsibility for updating the assessment dossier.
  - Responsibility for planning/timetabling examinations, booking suitable rooms and organizing invigilators.
  - Responsibility for printed or digital copies of examinations.
  - Also see the Framework for the faculty assessment policy.

7.1.2 Do

- The faculty coordinates the drafting of procedures including specific provisions for one or more aspects of assessment for all or some programme components at the faculty, such as:
  - Guide to testing and assessment
  - Final submission dates for graduation
  - Inspection policy
  - Examination resit policy
  - Procedure in the event of academic misconduct and plagiarism
  - Procedure for digital assessment
  - Guidelines for placements and final projects/theses
  - Use of standardized assessment criteria/forms for the Bachelor's thesis, the Master's thesis or placements
  - Guidelines for oral assessment (also see Appendix 14: Tips for conducting oral assessments)
  - Guidelines for the assessment of group products or group processes
  - Guidelines for marking deadlines and/or the publication of marks
  - Guidelines for formative assessment
  - Guidelines for test and item analyses
  - Invigilation protocol

- Where these matters are not regulated at the faculty level, the faculty ensures that these are arranged at the degree programme level. The faculty ensures appropriate organization and logistics for administering tests, as well as appropriate infrastructure.

7.1.3 Check

- The faculty evaluates the faculty assessment policy and the associated procedures and guidelines every three years and incorporates the findings of Directors of Studies, programme coordinators, Examination Boards and assessment committees, Programme Committees and other relevant management information, such as the results of course

and curriculum evaluations, the National Student Survey, academic results, pass rates and assessment quality (examination analysis summaries).
- Every year, the faculty evaluates the Academic and Examination Regulations, including the appendices and study guide, and incorporates recommendations from the Programme Committee, Examination Board and assessment committee, and the FSR.
- Every year, the faculty evaluates the quality of education and assessment in its degree programmes by means of programme annual reports, and monitors quality and compliance with the programme assessment plans.
- Every year in its annual teaching report, the faculty reports on the assessment quality achieved in the faculty in relation to assessment policy, and formulates points for improvement to be worked on.

7.1.4 Act

- Where necessary, the faculty updates the faculty assessment policy and the associated procedures.
- Where necessary, the faculty updates the Academic and Examination Regulations.
- The faculty monitors compliance with the faculty assessment policy in its degree programmes.

7.2 FACILITIES

7.2.1 Students with a disability

Under the university-wide format of the Academic and Examination Regulations, students with a disability qualify for special modifications to the teaching provided, tests and practicals. These adaptations are tailored as far as possible to the individual disability of the student, but may not affect or alter the quality or final attainment levels of a programme component. The facilities made available for this purpose may consist of tests and/or practicals whose nature and duration is adapted, or the provision of practical aids. Decisions on adaptations to the degree programme are made by the Examination Board. In routine cases, the academic advisor is mandated to make these decisions.

7.2.2 Archiving

- In order to demonstrate the quality of assessment to external and internal committees, all relevant assessment materials must be archived. The Faculty Board is responsible for facilitating this process, and it is preferable to make standard agreements regarding archiving at the faculty level.
- Examination question papers and answer papers, including assignments and other written materials for which a full or partial mark has been given, and examination results are retained for a period of at least two years.
- All final projects, including Bachelor's theses and Master's theses, are retained for at least seven years along with the assessment criteria, the corresponding independent assessments

and the final assessment, in order to comply with internal university quality standards and accreditation processes.

7.3 RELEVANT ACTORS

Examiner	Responsible for quality in relation to education and assessment in his or her programme component. Examiners are appointed by the Examination Board, upon the recommendation of the Director of Studies, to design and implement examinations for a particular programme component and to determine the results of those examinations (Section 7.12c of the WHW), or a limited number of these tasks. They are also responsible for providing assessment information for the assessment dossier, as specified in the faculty assessment policy.
Peers (other lecturers)	Involved in quality control on the basis of the peer-review principle when designing a test or when assessing assignments (the examiner always makes the final decision when determining the result).
Director of Studies	Responsible for the content of the curriculum and quality and quality control in relation to assessment within the degree programme. The Director of Studies is responsible for developing the faculty assessment policy into the programme assessment plan, and for ensuring that assessment meets the requirements set out in the assessment policy. The Director of Studies plays an important role in ensuring that progress is made within the assessment cycle. Works on the basis of the assessment cycle, so that examinations, assignments and final degree assessments are implemented in a consistent and integrated manner and in accordance with the assessment policy and assessment plan.
Faculty Board	The Faculty Board has overall responsibility for the quality of the faculty's degree programmes and, therefore, for assessment quality within those programmes. Legally, the Faculty Board is responsible for appointing the Programme Committee and the Examination Board and for ensuring that the Examination Boards are able to function independently and utilize their expertise. The Faculty Board has overall responsibility for drafting and updating the faculty assessment policy. The Faculty Board ensures that the Academic and Examination Regulations are consistent with the faculty assessment policy and it issues the Academic and Examination Regulations. Furthermore, the Faculty Board oversees, facilitates, monitors and, at the strategic level, is responsible for the effective and efficient organization of assessment, providing training opportunities and

	initiating the processes that lead to the assessment policy and other frameworks.
(Head of the) Education Office	Responsible for the (logistical) organization of examinations and final degree assessments within the faculty. The role of the Education Office is specified by the faculty assessment policy. The Education Office coordinates with the Faculty Board on how assessment procedures are to be supported by the Education Office.
Examination Board	The Examination Board is a statutory body that operates independently of the organizational hierarchy and carries out the duties that are assigned directly to it by law. The Examination Board is responsible for assuring the quality of assessment and the final level of proficiency of students, and is asked to account for this during accreditation. The Board operates according to its own 'Examination Board procedures'. One of the duties of the Examination Board is to draw up guidelines regarding quality assurance for assessment and examining, and to monitor whether these guidelines are observed in practice. In concrete terms, this means that the Examination Board must impose requirements on quality assurance and that it is therefore an important advisor to the Faculty Board with regard to faculty assessment policy. The Examination Board also has a number of operational tasks, such as granting exemptions (with reference to the assessment plan) and determining penalties for academic misconduct (with reference to the faculty protocol for academic misconduct). The Board takes its decisions within the framework of the Academic and Examination Regulations and the rules for implementation described. The Examination Board evaluates its own work and modifies its rules regarding implementation accordingly. This may also give rise to a recommendation to the Director of Studies to amend the Academic and Examination Regulations if, for example, the Board's evaluation shows that a standard exemption is possible.
Programme Committee	The Programme Committee's role is to advise on promoting and safeguarding the quality of the degree programme. In the field of assessment, this is done by evaluating the Academic and Examination Regulations regarding assessment, identifying any issues with assessment and advising on elements of the assessment policy/assessment plan. In exercising this role, the Committee ensures that it is adequately informed by those it represents (lecturers and students of the degree programme).

Invigilators	In accordance with the faculty invigilation protocol, the invigilator supervises examinations when they are in progress. This includes checking the room in which the examination takes place, verifying the identity of students on the basis of a valid identity document, distributing the examination papers, monitoring the timing of the examination, reporting any suspicion(s) of academic misconduct, receiving completed examinations and ensuring that the attendance list is signed. Any (suspicions of) irregularities are reported to the relevant examiner according to the protocol.

A more comprehensive overview of all the relevant responsibilities, tasks and powers can be found in Section 3 of the assessment framework.

7.4 QUALITY REQUIREMENTS AT THE FACULTY LEVEL

1. Each faculty has formulated a faculty assessment policy which is derived from the VU Assessment Framework and which provides a framework for the assessment plans.
2. The faculty assessment policy formally allocates duties and responsibilities at the levels of assessment policy, assessment skills and assessment organization and incorporates these into the relevant PDCA cycle. The faculty assessment policy or assessment plan specifies which assessment information is archived, the length of the various cycles and which bodies are involved as stakeholders.
3. In order to promote transparency for students, the Academic and Examination Regulations specify who is entitled to make decisions regarding alternative assessment options for students with a disability, and how these decisions are made.
4. The Faculty Board ensures that the responsibilities for archiving all relevant assessment material (assessment dossier) are included in the faculty assessment policy.
5. The Faculty Board supports examiners in carrying out their duties in the field of assessment in a professional manner. This means that the personnel and training policy includes provisions for examiners to (further) enhance their proficiency in the field of assessment. To this end, the Faculty Board will ensure that staff can access an appropriate programme of training.
6. The assessment skills of examiners, Directors of Studies and members of the Examination Board in the field of assessment are a standard item on the agenda of performance appraisal meetings. The VU Teaching Performance Framework is used for this purpose.

8 GUIDE FOR EXAMINATION BOARDS

8.1 INTRODUCTION

The Examination Board fulfils the role of internal supervisor. This positioning is important with regard to the quality system for examinations, assignments and final degree assessments, in terms of impartial guidance and assurance. The Examination Board is legally responsible for assuring the quality of assessments and examinations, and must, in an independent and expert manner, determine whether a student meets the requirements set in the Academic and Examination Regulations to obtain the relevant degree[21]. This means that the Examination Board plays a crucial role in monitoring the quality of the degree programme. After all, students, researchers, stakeholders and supervisors must be able to have confidence that VU Amsterdam awards its degrees in a responsible manner.

The amendment of the Higher Education and Research Act (WHW) by means of the Improved Governance Act (with effect from 1 September 2010) assigned a more substantive role to Examination Boards, strengthening their independence. The Improved Governance Act was a first step towards authoritative, independent and expert Examination Boards. Following an investigation by the inspectorate[22], it was concluded that ownership with regard to testing and assessment had not yet been adequately achieved. The Improved Quality Assurance Act (December 2005) included new measures to ensure that Examination Boards would become more authoritative. It introduced the explicit requirement for an external member within the Board, and excluded members with financial responsibilities, for instance.

One aspect of internal and external quality control is the optimal functioning of Examination Boards. In order to be able to function effectively, it is essential that the institutional board (Faculty Board) ensures that the Examination Boards can operate independently and expertly and it is important that (the members of) Examination Boards are aware of the frameworks within which they carry out their statutory duties. The purpose of this guide is to inform educational managers (the Faculty Board and Directors of Studies) and Examination Boards of the legal frameworks within which the Examination Boards must operate, and how they can approach their duties appropriately. To this end, Section 2 discusses the terms "independence" and "expertise". Section 3 describes how these terms can be put into practice within the institution and the composition of the Examination Boards. Finally, Section 4 focuses on the activities of the Examination Boards. This section includes an explanation of the statutory tasks of the Examination Board, with a description of each individual task.

This document is intended to serve as a guide. Recommendations are provided in the form of advice for Examination Boards in carrying out their duties. All areas that are derived from the

[21] Section 7.12 of the WHW
[22] The Netherlands Inspectorate of Education. The quality of assessment in higher education

law are, of course, mandatory where the law stipulates this. The footnotes indicate the specific section of the law concerned, where relevant.

The powers of the Examination Boards are also clarified. Where a university-wide policy has been developed (as prescribed in the rules and guidelines model and/or the VU Assessment Framework), this will reflect a specific interpretation of the law. This policy has been incorporated into this guide. In view of the autonomous position of the Examination Boards, this policy is only formally binding if an agreement between the Faculty Board and the Examination Board(s) has been reached.

8.2 EXAMINATION BOARDS: INDEPENDENT AND EXPERT

The WHW defines 'independence and expertise' as the most important characteristics of Examination Boards.[23] Independence and expertise both relate to the position of the Examination Board within the organization, the appointment of members to the Examination Board, its composition and its duties and powers.

This section describes the place of the Examination Board within the organization from the perspective of the WHW, and provides further clarification of the terms "independence" and "expertise". The specific interpretation of these two concepts within VU Amsterdam is described in the following section.

8.2.1 The position of the Examination Board within the organization

Under the law, the degree programme has a central position[24]. A degree programme is a coherent set of educational units, focusing on fully defined final attainment levels. The purpose and content of the degree programme are laid down in the Academic and Examination Regulations, which are set by the Faculty Board.

In addition to the Faculty Board, four actors are directly involved in quality control in relation to the degree programme:

- The examiner
- The Director of Studies
- The Programme Committee
- The Examination Board

Each of these persons or bodies is appointed or instituted by the dean. In the case of VU Amsterdam, the role of the dean is fulfilled by the Faculty Board.[25]

Section 7.12 of the WHW. Examination Board
1. Every degree programme or group of degree programmes in the institution has an Examination Board.
2. The Examination Board determines in an objective and expert manner whether or not a student meets the requirements set out in the Academic and Examination Regulations relating to the knowledge, insight and skills necessary to obtain a degree.

[23] Section 7.12.a of the WHW
[24] Section 7.3 of the WHW
[25] Section 9.15, paragraph 1(e) of the WHW

The Director of Studies, Programme Committee and Examination Board may be established to oversee more than one degree programme, but their work always relates to a particular level of education; this is because there are separate Academic and Examination Regulations for each degree programme.

The allocation of tasks between the Director of Studies, Programme Committee and Examination Board is as follows:

- The Director of Studies is *responsible* for the design and execution of the degree programme, as described in the Academic and Examination Regulations, and ensures that the education and the degree programme meet the relevant standards of quality.
- The Programme Committee *advises* the Director of Studies and the Faculty Board on the way in which the Academic and Examination Regulations are implemented.[26]
- The Examination Board *evaluates the quality achieved in relation to the (quality) requirements set out in the Academic and Examination Regulations adopted by the Faculty Board.* The Examination Board is, after all, *"the body that determines in an objective and expert manner whether or not a student meets the conditions set in the Academic and Examination Regulations relating to the knowledge, insight and skills necessary to obtain a degree"*[27]*.*
- Due to its role in evaluation, it is important that the Examination Board is able to exercise its duties and powers independently and on the basis of its expertise. These two concepts, independence and expertise, are discussed in greater detail below.

Intermezzo: Academic and Examination Regulations and rules and guidelines
The WHW mentions two documents in which the regulations regarding assessment should be set out: the Academic and Examination Regulations and the rules and guidelines. The Academic and Examination Regulations are finalized by the Faculty Board. The Academic and Examination Regulations include the final attainment levels and the content of the degree programme. In addition, the Academic and Examination Regulations regarding assessment also include provisions relating to the following matters:

- number and sequencing of assessments
- methods of assessment
- exemptions and admission requirements
- publication of results and right of inspection
- opportunities to resit examinations
- period of validity of examination results
- provisions for students with a disability

The rules and guidelines set out the working method of the Examination Board with regard to examinations, assignments and final degree assessments. The content of the rules and guidelines is, by law, the responsibility of the Examination Board.

[26] Section 9.18, paragraph 1(a) and (b) of the WHW

[27] Section 7.12 of the WHW

8.2.2 Independence

8.2.2.1 INDEPENDENCE IN RELATION TO THE MANAGEMENT OF THE INSTITUTION

The independent position of the Examination Board in relation to the management of the institution (in the

case of VU Amsterdam, this means the Faculty Board) was reiterated and strengthened through the amendment of the WHW (Improved Governance). The explanatory memorandum states the following regarding the independence of the Examination Board in relation to the management of the institution:

"The operational independence of the Examination Board in relation to the Executive Board means that although the Examination Board is instituted by the Executive Board, the institution must ensure that Examinations Boards within the institution are able to operate independently.

This means, for example, that the Executive Board may not impose obligations on the Examination Board regarding the assessment of students. The Executive Board remains ultimately responsible for the quality of education and for the awarding of degrees[28]; Examination Boards must act within the boundaries of the Academic and Examination Regulations. This also ensures that the method of examining is consistent with the framework of the degree programme."

It is essential that the Examination Board carries out its oversight duties (i.e. its role as internal supervisor) from a position of impartiality and, as such, does not take on any of the duties or responsibilities of the Director of Studies.

In other words, the Faculty Board sets the Academic and Examination Regulations and therefore has overall responsibility for the quality of education. The Examination Board assesses whether the student meets the requirements set out in the Academic and Examination Regulations and, after this assessment has been carried out, the institution will proceed to award the relevant Bachelor's or Master's degree.

8.2.2.2 INDEPENDENCE AND COMPOSITION

In addition to independence in terms of *position in the organization* in relation to those who are responsible

for the quality of education (Faculty Board, Director of Studies), the independence of the Examination Board must also be reflected in its composition. With effect from September 2015, the Improved Quality Assurance Act states that an external member must be included in the Examination Board. The thinking behind this requirement is that *external members* can play a significant role in quality assurance and contribute to the expertise of the Examination Board as

[28]WHW, Section 7.10a "Granting of degrees", clause 1

a whole. The inclusion of experts from outside the degree programme increases external legitimacy with regard to testing and assessment. The external member will often come from the relevant professional field, but not in all cases. For example, the external member may also be from within the institution; it may be a colleague from another discipline, an expert from a knowledge institute or an expert in the field of assessment, educational theory or didactics, for instance.[29]

The Improved Quality Assurance Act also stipulates that individuals holding a management position with financial responsibility within the institution may not sit on the Examination Board. This prohibition took effect on 1 September 2014.

The next section will elaborate on these two points in more detail.

8.2.3 Expertise

The WHW states that the specific role of the Examination Board is to 'assure the quality of all examinations, assignments and final degree assessments.'[30] In order to do this, the members of the Examination Board require extensive expertise in relation to content, assessment skills and knowledge of the legal framework.

The various forms of expertise (content, assessment and legislation and regulations) must be represented within the Examination Board as a whole. When instituting the Examination Board, the Faculty Board may therefore decide that each individual member must have expertise in all these areas, or it may decide to appoint an Examination Board that is comprised of various experts on content and an expert on assessment. Every Examination Board member should have (basic) knowledge of the legal framework in which the Board operates. The institution is required to give the Examination Board and the examiners sufficient opportunity to professionalize.[31]

8.2.4 Finally

The emphasis on the independence of the Examination Board sometimes leads to theconclusion that Examination Boards can impose their own quality criteria on a student or a degree programme, which means that there is a risk that the Director of Studies and the Examination Board may work against one another. This is not the case, however; the Examination Board evaluates the quality achieved in relation to the (quality) requirements set out in the Academic and Examination Regulations, as adopted by the Faculty Board. If the Examination Board finds that these requirements are not met, it has a number of instruments at its disposal to intervene. Consultation with the Director of Studies is important here.

[29]Letter of the Ministry of Education, Culture and Science, 23 December 2013
[30] Section 7.12b paragraph 1 (a) of the WHW.
[31] Also see the Manual for Quality Assurance of Teaching and Learning, chapter on Assessment Policy, pages 40 and 43

8.3 EXAMINATION BOARDS AT VU AMSTERDAM

8.3.1 Establishing the Examination Boards

As stated in Section 2, the Faculty Board appoints the Examination Board. In principle, it establishes one Examination Board for the entire faculty (the faculty Examination Board); if necessary, more than one board may be established. There may be one Examination Board per degree programme or per cluster of related degree programmes.

The most important criterion when appointing members to an Examination Board is whether its members, collectively, have sufficient subject-area expertise to safeguard the quality of the degree programme(s) covered by that Examination Board. For faculty Examination Boards, subject-area expertise may pose a problem if a wide range of degree programmes that are not always close in terms of the subject areas are accommodated within the same faculty. In this situation, it is possible to opt to establish a relatively large Examination Board and to delegate day-to-day management activities to a smaller group within the board, or to establish a smaller Examination Board which seeks advice from subject-area experts in relation to particular degree programmes. From the point of view of transparency and clear decision-making, a faculty Examination Board is preferable to a smaller Examination Board with subcommittees working under it, whose chairpersons each have their own authority.

8.3.2 Composition of the Examination Board

Within VU Amsterdam, each Examination Board consists of at least three members, including a chairperson and a deputy chairperson. Due to new legislative requirements (Improved Quality Assurance Act), the addition of an external member has been mandatory since September 2015. When composing the Examination Board (and thus appointing its members), it is important to check whether the subject-area expertise and assessment expertise within the Examination Board are both guaranteed. It is also important to meet the legal requirement that at least one member of the Examination Board is affiliated as a lecturer with the degree programme(s) which the Examination Board has been appointed for.

8.3.2.1 PROFILE OF THE INDIVIDUAL MEMBERS

Subject-area expertise and assessment expertise must both be represented within the Examination Board. Although assessment expertise can be ensured by including an assessment expert in the Examination Board, it is preferable for all members of the Examination Board have some knowledge of assessment. Subject-area expertise can be guaranteed by appointing members of the academic staff involved in one of the degree programmes. In addition, it is important that all the individual members are familiar with the (structure of the) degree programme.

Based on the above requirements, the profile for non-external members is as follows. A non-external member of the Examination Board:

1. is a member of the university's academic staff;
2. is involved in providing education for the degree programme(s) or is involved in the development of a new degree programme;
3. has achieved the University Teaching Qualification or equivalent;
4. completes, no later than during his or her first year of membership, a professionalization module as part of his or her duties for the Examination Board (training for Examination Board members).

In addition to these requirements, the Faculty Board can set additional criteria for the appointment of members, such as a Basic Qualification in Examination Competency.

Additional requirements may be imposed for the role of chairperson and deputy chairperson, e.g. a chairperson must be a full professor or an associate professor or, in addition to the University Teaching Qualification, must have completed additional professionalization modules in the field of assessment.

Due to the important role played by the Examination Board, at least one of the members, preferably the chairperson, should hold the title of associate professor or full professor within the relevant degree programme(s).

8.3.2.2 THE EXTERNAL MEMBER

Since September 2015, it has been compulsory to appoint one external member to the Examination Board. The goal of including experts from outside the degree programme is formulated as: "... Additionally, appointing external experts from outside the degree programme increases external legitimacy with regard to testing and assessment."[32] The external expert thus brings an external perspective into quality assurance in relation to testing and assessment within the degree programmes that fall under the relevant Examination Board. The same explanatory memorandum states that the external expert may be a colleague from another institution or another discipline within the same institution. It may be someone who is an expert in the field of assessment. It may also be someone who is active in a relevant professional field (within the Netherlands or abroad).

The external member may not be involved as a lecturer in the degree programmes that fall under the Examination Board. Apart from this requirement, no other criteria have been formulated on a university-wide basis. The Faculty Board is therefore free to draw up a profile that matches the character and requirements of the degree programme(s) that fall under the Examination Board, possibly for each Examination Board individually.

[32] Explanatory Memorandum on the proposed amendment to the WHW in order to improve quality assurance, parliamentary paper 33472, number 3

External members should not be professional examiners, nor remunerated as such. However, it is possible to provide reasonable remuneration, in line with remuneration for similar professional activities.

Intermezzo: profile of an assessment expert

- Has knowledge of and insight into the (faculty) assessment policy framework
- Has knowledge of and insight into the standard quality criteria for assessment (validity, reliability, transparency and workability)
- Can apply the quality criteria to the usual forms of assessment used in academic education (open questions, multiple-choice questions, essay, paper, thesis, ...)
- Can evaluate the quality of formative assessments
- Has insight into the qualities and shortcomings of the forms of assessment applied
- Has insight into the regular methods of determining the passing score
- Can perform a basic item analysis (reliability, p-value, Rit value, ...)
- Can conduct an elementary analysis of a test result (e.g. linking this to previous results and teaching evaluation)
- Can provide effective feedback

Preferable:

- Has teaching experience in the field of academic education
- Has at least some knowledge of digital assessment

8.3.2.3 INELIGIBILITY FOR MEMBERSHIP OF THE EXAMINATION BOARD

Managers with (financial) responsibilities are excluded by law from being a member of any Examination Board. In addition, there are a number of officials who are not eligible for membership due to incompatibility with their other duties. Within VU Amsterdam, it has therefore been decided that holders of the following positions are excluded from the membership of Examination Boards:

1. members of the Supervisory Board
2. members of the Executive Board
3. members of the Faculty Board (dean, portfolio holders for education and research, and Director of Operations)
4. the relevant Directors of Studies
5. the members of the Programme Committee(s) for the degree programmes that fall under the Examination Board
6. the academic advisor

The first four officials are excluded from membership because of their responsibilities with regard to teaching and education. The members of the Programme Committee are excluded from membership because of the Programme Committee's various advisory duties in relation to quality assurance and the Examination Board's monitoring role in the same area. Lastly, the academic advisor is excluded from membership because of possible conflicts between the student's interests on the one hand, and the decisions of the Examination Board on the other.

In addition to the officials mentioned above, the Faculty Board may, if desired, decide to exclude other officials from joining the Examination Board; this will be specified in the faculty regulations, where applicable.

8.3.2.4 APPOINTMENT OF MEMBERS

The members of the Examination Board are appointed by the Faculty Board. Members are appointed for a three-year period. Members of the Examination Board may be reappointed for a further consecutive term once[33]. To ensure continuity of knowledge and decision-making within the Examination Board, it is important that a rotation system is applied.

Faculties may decide who is entitled to nominate members of the Examination Board. This role may, for example, be assigned to the Director of Education, Director of Studies, departmental head and/or the Examination Board itself. Nominations are never binding. The Faculty Board assesses whether the nominee meets the criteria set regarding subject-area and assessment expertise, and considers the advice of the members of the Examination Board regarding the nomination through the chairperson of the Examination Board. The Examination Board plays an advisory role in this regard.[34] In practice, the portfolio holder or Director of Education will only accept a nomination after he or she has consulted the Examination Board.
Subsequently, an appointment letter is sent to the relevant candidate. If the (re)appointment involves the appointment of a chairperson or deputy chairperson, this will be stated clearly in the appointment letter. If the Faculty Board has reason not to appoint the relevant candidate, then he or she is to contact the Director of Studies for further clarification.

The members of the Examination Board are included in the University Register of Examination Boards. The register includes their names, which Examination Board they serve on, and their role within the Examination Board. Since all internal members of the Examination Board are entitled to sign degree certificates (also see 3.4), the signatures of chairperson, deputy chairpersons, secretary and deputy secretary of the Examination Board are also included for accountability reasons.

8.3.2.5 TERMINATION OF MEMBERSHIP

Membership of the Examination Board terminates in the following situations:

a. the term of appointment expires and the relevant member is not eligible for reappointment;
b. the member takes on a role that is incompatible with the membership of the Examination Board;
c. the member's employment is terminated (for internal members);
d. the member takes on a role in teaching the degree programmes that fall under the relevant Examination Board (for external members);
e. the member wishes to terminate his or her membership.

In addition to the situations listed above, it is possible that an Examination Board member is not fulfilling his or her duties appropriately. The only way of terminating membership in such cases is through a decision by the Faculty Board, possibly in combination with immediate suspension. However, during the debate on this point in the House of Representatives, the suspension of a

[33]Within VU Amsterdam, there are no provisions regarding how often an individual may be reappointed. However, it is advisable to submit the issue to the Faculty Board upon the second reappointment.
[34]Section 7.12 a, paragraph 3 of the WHW

member was described by the minister as a “radical measure, which can only be taken if proportionate".[35] Such a decision must therefore be taken on a case-by-case basis. The (improper) functioning of (a member of) the Examination Board is usually put before the Faculty Board by the (chairperson of) the Examination Board or by the Director of Studies.

8.3.3 Development of expertise

The university is required to give the members of the Examination Board adequate opportunities to professionalize.[36] Within VU Amsterdam, this duty is fulfilled as follows:

- the Faculty Board will provide every new member of the Examination Board with the Guide for Examination Boards and the Academic and Examination Regulations for the degree programme when he or she is appointed;
- basic training on testing and assessment is provided by means of the University Teaching Qualification;
- new Examination Board members complete the ‘Introductory Programme for New Examination Board Members’ provided by the VU Academic Centre for Behaviour and Movement (LEARN! Academy/VU Academic Centre for Behaviour and Movement).

8.3.4 Duties of the chairperson

Every Examination Board within the university includes at least one chairperson and a deputy chairperson. The chairperson is an internal board member (full professor or associate professor). In exceptional cases, an external member may act as chairperson, provided a request is granted by the Executive Board.

8.3.4.1 CHAIRPERSON

The chairperson and deputy chairperson are appointed by the Faculty Board. The chairperson is responsible for guaranteeing that the Examination Board operates in a manner that is independent and expert, and may be held accountable as such.

The chairperson of the Examination Board:

- is responsible for guaranteeing that the Examination Board operates in a manner that is independent and expert, and may be held accountable as such;
- justifies and defends the policy and decisions taken in relation to internal and external parties, including Cobex and CBHO;
- signs degree certificates and diploma supplements;
- advises the Faculty Board on behalf of the Examination Board on the appointment of members to the Examination Board;
- prepares for the meetings together with the administrative secretary;
- chairs meetings of the Examination Board;

[35] Parliamentary paper 31821, number 7

[36] See also the Manual for Quality Assurance of Teaching and Learning, chapter on Assessment Policy, pages 40 and 43

- draws up the annual report.

In the event of his or her absence, the chairperson can be replaced by the deputy chairperson. When this occurs, the deputy chairperson has the same duties and powers as the chairperson, but may only sign degree certificates if he or she is listed as competent to do so in the university register.

Due to the external representation duties involved with the role, it is preferable for the chairperson to be a full professor or associate professor within one of the degree programmes that fall under the relevant Examination Board.

8.3.5 Support for the Examination Board

The Faculty Board ensures that all larger Examination Boards are supported by an administrative secretary. The administrative secretary is part of the Training and Supervision Plan of a faculty. The administrative secretary is not a member of the Examination Board.

The administrative secretary:

- prepares for Board meetings together with the chairperson and the deputy chairperson;
- prepares the agenda for board meetings together with the chairperson and the deputy chairperson;
- takes minutes during meetings of the Examination Board and ensures that these minutes, and all decisions taken, are archived;
- prepares the annual report together with the chairperson and the deputy chairperson;
- receives and replies to correspondence on behalf of the Examination Board;
- can, in the case of standard decisions, handle student requests on behalf of the Examination Board. The Examination Board then confirms the decisions taken retrospectively;
- evaluates the proposed positions and decisions of the Examination Board with regard to the relevant decision-making frameworks, procedures and legal provisions (e.g. Academic and Examination Regulations, Assessment Framework, Higher Education and Research Act);
- monitors the procedural progress of decision-making;
- administers the archive on behalf of the Examination Board;
- oversees the archiving of documents intended for student files.

8.3.5.1 THE INDEPENDENCE OF THE ADMINISTRATIVE SECRETARY

The independent position of the administrative secretary is an important point, because the administrative secretary must be able to function independently of management in order to perform his or her duties. Ideally, the administrative secretary is therefore not directly accountable to the Director of Studies.

It is also preferable that the role of administrative secretary to the Examination Board is not assigned to an academic advisor.

The role of academic advisor involves representing students, when the need arises; this role conflicts with the administrative secretary's duty of communicating decisions made by the Examination Board to students and handling requests on behalf of the Examination Board.

8.3.6 Meetings

The Examination Board generally meets once a month[37]. The chairperson and deputy chairperson may meet more frequently to discuss requests received from students. The Examination Board generally meets in closed session. The Examination Board may invite guests, such as an academic advisor or the Director of Studies, to attend its meeting(s). Examples of subjects that qualify for a plenary session are advice on the Academic and Examination Regulations, advice on the programme assessment policy, and the adoption of the rules and guidelines.

Minutes of these meetings are taken by the administrative secretary. The latter is also responsible for ensuring that the decisions and advice of the Examination Board are recorded and communicated to those concerned.

8.4 THE ACTIVITIES OF THE EXAMINATION BOARD

8.4.1 Duties and powers of the Examination Board

The Examination Board is the guarantor of the quality of examinations and degree certificates. To this end, the law assigns the following duties and powers to the Examination Board:

1. To determine in an objective and expert manner whether or not a student meets the conditions set in the Academic and Examination Regulations relating to the knowledge, insight and skills that are required to obtain a degree.[38]
2. To assure the quality of all examinations, assignments and final degree assessments.[39]
3. To provide guidelines and instructions for the results of examinations, assignments and final degree assessments to be determined within the framework of the Academic and Examination Regulations.[40]
4. To grant exemptions for one or more examinations.[41]
5. To ensure that measures are taken in cases of academic misconduct.[42]
6. To set rules regarding the duties and powers that relate to the quality of examinations, assignments and final degree assessments and regarding the granting of exemptions.[43]

[37] See the rules and guidelines model. In the case of a faculty Examination Board, these meetings may be less frequent. Day-to-day management committees or subcommittees will normally meet once a month in those cases.
[38] Section 7.12, paragraph 2 of the WHW
[39] Section 7.12 b, paragraph 2(a) of the WHW
[40] Section 7.12 b, paragraph 1(b) of the WHW
[41] Section 7.12 b, paragraph 1(d) of the WHW
[42] Section 7.12 b, paragraph 2 of the WHW
[43] Section 7.12 b, paragraph 3 of the WHW

7. To appoint examiners to conduct examinations and determine their results.[44]
8. To grant degree certificates, including a diploma supplement, as proof that the student has successfully completed his or her final degree assessment.[45]
9. To grant permission to students to take part in a free-choice study programme, the final degree assessment for which leads to the awarding of a degree.[46]
10. To determine whether a student needs to pass every examination and specify the circumstances under which an exemption is permitted.[47]
11. To issue a statement of results attained to persons who have successfully completed more than one examination but who are not eligible for a degree certificate.[48]
12. To draw up an annual report on its own activities.[49]

Recommendation:
13. To issue annual advice to the Faculty Board regarding the Academic and Examination Regulations.

The duties and powers of the Examination Board are explained in greater detail below.

1. ***Determining in an objective and expert manner whether or not a student meets the conditions set in the Academic and Examination Regulations relating to the knowledge, insight and skills that are required to obtain a degree***

This means that the Examination Board must assess whether the student has met the final attainment levels of the

degree programme. All final attainment levels must be covered by one or more degree components. The assessment of whether the student has met the requirements set in the Academic and Examination Regulations is reflected by the approval of the subjects selected, for example. If a student passes all the degree components in accordance with the provisions of the Academic and Examination Regulations and the Rules and Regulations, the degree may be awarded. The Examination Board may stipulate that a final degree assessment must be completed to determine whether the individual components have been completed adequately.[50] Where this is the case, this requirement must be included in the Academic and Examination Regulations.

As part of this duty, the Examination Board is also the body that has the authority to deviate from the provisions of the Academic and Examination Regulations under certain circumstances (i.e. to apply the hardship clause). Some examples in this regard are: permitting a modified examination or form of assessment, extending the period of validity of an examination result,

[44] Section 7.12 c, paragraph 1 of the WHW
[45] Section 7.11, paragraph 2 and paragraph 4 of the WHW
[46] Section 7.12 b, paragraph 1(c) of the WHW
[47] Section 7.12 b, paragraph 3 of the WHW
[48] Section 7.11, paragraph 5 of the WHW
[49] Section 7.12 b, paragraph 5 of the WHW
[50] Section 7.10, paragraph 2 of the WHW

replacing individual educational units with other educational units which have the same learning objectives, and exemptions from obligations to participate in practical exercises.[51]

2. Assuring the quality of all examinations, assignments and final degree assessments

Section 7.12b, paragraph 1(a) of the WHW states that the Examination Board has the duty to ensure the quality of examinations, assignments and final degree assessments.

This provision was included in the law due to findings from the Netherlands Inspectorate of Education that Examination Boards did not spend enough time focusing on 'quality assurance and quality policy in relation to examinations, assignments and final degree assessments'.

The drafting and implementation of an assessment policy is an important aspect of quality assurance in relation to examinations, assignments and final degree assessments. The VU Assessment Framework is part of the university's quality policy in relation to assessment (effective as of 1 September 2018), and includes 33 quality requirements that address the quality of assessment. The assessment policy for each degree programme must meet these requirements. The drafting of the faculty assessment policy is the responsibility of the Faculty Board; drafting the assessment plan is the responsibility of the Director of Studies.

As part of fulfilling its duties, it is preferable that the Examination Board remains in regular contact with the Director of Studies and provides advice, upon request or unsolicited, regarding the Academic and Examination Regulations and the assessment plan for the degree programme. The Examination Board draws up guidelines for quality assurance and monitors whether these guidelines are observed. The responsibility of the Director of Studies is to implement these guidelines and to ensure that they are acted on.

The Examination Board or assessment committee verifies, in accordance with the procedure that it has put in place, whether assessments meet the requirements set and whether the assessment plan is being implemented. The Examination Board checks whether any improvement plans agreed with examiners in the previous year have been carried out and whether they have had the intended effect (improved quality of assessment). If any issues arise with regard to assessment quality, the Director of Studies is responsible for further analysing these and for investigating the causes. The Director of Studies, in consultation with the departmental head and the examiner/team of lecturers, will take remedial steps to improve assessment for a particular programme component.

One programme component that requires specific attention in relation to assuring assessment quality is the final project(s) of the Bachelor's or Master's phase. A thesis and/or placement that is part of the final project, or test of academic aptitude, generally involves assessment in relation to the majority, if not all, of the final attainment levels. Because the final project is completed by students individually, various examiners are responsible for assessing the final level of proficiency. Quality assurance is therefore of paramount importance with respect to this

[51] Section 7.13, paragraph 2(k, l, n and t) of the WHW

programme component. For this reason, the VU Assessment Framework specifies that the Examination Board is to provide guidelines specifying how the final mark for placements and theses is arrived at and how differences between the assessments of the first and second assessors are to be handled[52]. When drafting these guidelines, consultation with the Director of Studies and the Faculty Board is indispensable. The Examination Board also regularly reviews placement reports and theses. In addition, the assessment of the final products for the Bachelor's and Master's theses must be carried out using assessment forms.

Quality assurance in relation to examinations, assignments and final degree assessments involves procedural aspects (the rules and guidelines are to be observed, assessment forms are to be used, the assessment dossiers are to be completed, and so on). The Examination Board must be fully cognisant of all official documents and working methods within the degree programme(s) that it is responsible for, the faculty and the institution. The faculty assessment policy, programme assessment plan and thesis and/or placement guide and the Academic and Examination Regulations are key documents for the Examination Board.

This does not mean that the Examination Board has no responsibilities relating to the content of education and assessment. Nevertheless, the Board may seek advice in relation to these responsibilities, where appropriate. For example, it may establish an assessment committee to perform all or some of these duties. It is important to note in this regard that the Examination Board remains formally responsible, even where the assessment committee carries out tasks on its behalf. The Examination Board verifies whether all parties involved in the assessment process continue to comply with these agreements, so that the quality of examinations, assignments and final degree assessments remains at the desired level, and the degree retains its value. In relation to accreditation, the Examination Board will be asked to account for the system of assessment in place within the relevant degree programme, and the level achieved by its graduates.

To assess the quality of an individual examination, the Examination Board may ask to see the relevant assessment dossier. For further details, please refer to Framework for the assessment dossier.

Examiners are legally obliged to provide the information requested by the Examination Board (Section 7.12 c, paragraph 2 of the WHW).

CITO has made a handout available as a guide for examination boards, about assuring the quality of examinations.

It is important for Examination Boards to make their findings known to the Director of Studies, with specific recommendations, references to policy, guidelines, etc.

3. Providing guidelines and instructions for the results of examinations, assignments and final degree assessments to be determined within the framework of the Academic and Examination Regulations

[52] Quality requirement 15 of the Assessment Policy Framework. Also see Section 7.12 b, paragraph 1(b) of the WHW

The Examination Board must provide guidelines and instructions regarding the publication of the results of examinations, assignments and final degree assessments in its rules and guidelines. A model document for these rules and guidelines has been drawn up to provide support in this regard. Some of the provisions in the rules and guidelines in this model are binding; the notes indicate which these are. It is advisable to apply standardized Rules and guidelines within a faculty. This promotes the equal treatment of students in similar cases, and therefore also to quality policy across the faculty.

In addition, the Examination Board can issue guidelines for testing and assessment for specific degree components. This can be done by issuing specific instructions to an examiner, and also by advising on the assessment forms used for theses, placements or other final projects (see above).

4. Granting exemptions for one or more examinations

The Examination Board has the authority to grant exemptions to a student for one or more examinations. The manner in which this duty is carried out is described in the rules and guidelines for the relevant degree programme. The decision on whether an exemption can be granted must be based on the Academic and Examination Regulations. It is therefore necessary that the grounds for granting an exemption are specified in the Academic and Examination Regulations for the relevant degree programme.[53] Section 7.13, paragraph 2(r) of the WHW makes clear that these grounds may include previous examinations, assignments and final degree assessments in higher education completed by a student, and knowledge or skills acquired outside higher education. Broadly speaking, one requirement for granting an exemption is that the replacement component has the same broad learning objectives as the curriculum component for which exemption is being granted. The grounds on which exemptions are granted must be clearly formulated and properly archived.

In addition, the Examination Board may specify particular educational components (provided by a sister institution, for instance) in the Academic and Examination Regulations which can replace the regular curriculum components. In such cases, a request for exemption may be approved ‘automatically’.

[53] Section 7.13, paragraph 2(r) of the WHW

5. Ensuring that measures are taken in cases of academic misconduct

The Examination Board is the body that is required to take action in cases of academic misconduct. VU Amsterdam has a standard set of regulations (guidelines) pertaining to academic misconduct and plagiarism. These regulations form part of the rules and guidelines and include clear definitions of academic misconduct and plagiarism and guidelines for the imposition of penalties.

6. Setting rules regarding the duties and powers that relate to the quality of examinations, assignments and final degree assessments and regarding the granting of exemptions

The Examination Board establishes rules on how it implements the duties and powers mentioned under 2, 3, 4 and 5. This is usually done in the document entitled 'Working Methods of the Examination Board'.

7. Appointing examiners to conduct examinations and determine their results

An important tool that the Examination Board has in order to carry out its role as the guarantor of the quality of examinations, assignments and final degree assessments is the appointment of examiners. This task is assigned to the Examination Board by law.

Examiners

The Examination Board must appoint all examiners explicitly on an annual basis. The task of appointing examiners not only involves the appointment itself, but also means that the Examination Board has the power to dismiss examiners. Clearly, such a decision can only be taken after careful consideration.

Explicit appointment of examiners

The explicit appointment of examiners means that every year, the Examination Board decides who will serve as the examiner for the module in question. The Examination Board then appoints the examiners. The Director of Studies can make proposals to the Examination Board in this regard.

When it comes to supervising placements and theses, the Examination Board will compile a separate list of examiners who are authorized to carry out these activities. This list can be updated on an ongoing basis, and does not have to be drawn up anew every year.

The appointment of examiners occurs in consultation with the Director of Studies.

Informing examiners

The Examination Board informs the examiners of their tasks and responsibilities in a clear and accessible manner, and communicates the guidelines that the Board has established and that the examiners are expected to follow. Where possible, the Examination Board organizes an annual meeting with examiners to discuss assessment policy. It is possible that this meeting may be part of a general staff day.

Register of examiners' signatures

Every examiner's signature and initials must be kept at the education desk of the relevant degree programme. The staff of the education desk and the accountant must be able to check whether the examiner is in fact authorized to sign.

A verification that the signature register is complete can be carried out at the same time as the annual appointment of examiners. In addition, it is advisable to make an agreement with the HRM employee of the faculty regarding the periodic submission of an overview of newly appointed staff members, if possible along with the signatures of the persons concerned. In both cases, the administrative secretary of the Examination Board can check whether more examiners need to be appointed.

8. Granting degree certificates, including a diploma supplement, as proof that the student has successfully completed his or her final degree assessment

The Examination Board is the body that issues a degree certificate to students once it has decided that they have met the relevant academic requirements (see 1). The Examination Board can initiate this procedure when the student applies for a degree certificate, but it may also award the degree at its own initiative if all the relevant requirements have been fulfilled. In the latter case, the student may submit a request to the Examination Board to defer graduation, for instance because he or she wishes to complete an additional programme component and have this included in the diploma supplement.

Important note: signing the degree certificate and the diploma supplement

The degree certificate and the diploma supplement must be signed by the chairperson of the Examination Board, or the deputy chairperson or another member of the Examination Board authorized to sign on behalf of the chairperson, if the chairperson is unavailable. Under no circumstances is it is permissible for a employee who is not a member of the Examination Board or the administrative secretary to sign the degree certificate and the diploma supplement.

9. Granting permission to students to take part in a free-choice study programme, the final degree assessment for which leads to the awarding of a degree

The law states that students are entitled to put together their own study programme. The approval of the Examination Board is required to determine whether the (free-choice) programme meets the required level, involves a sufficient study load, and meets the final attainment levels of the degree programme.

The Examination Board that approves the free-choice programme determines which degree programme that programme is deemed to belong to for the application of the WHW. This may only be a degree programme for which the Examination Board is competent.

Because it is possible that an Examination Board, in view of the content of the free-choice programme, does not consider itself the most appropriate Board to approve that programme, it has been decided that, if necessary, the Faculty Board will nominate another Examinations Board to decide on that approval. It is possible that for certain degree programmes, it is not possible to

follow a free-choice programme due to professional requirements. It is recommended that in such cases, a relevant provision is included in the Academic and Examination Regulations.

10. Determining whether a student needs to pass every examination and specifying the circumstances under which an exemption is permitted

The Examination Board has the authority to determine that the student need not take every examination in order to be deemed to have met the relevant requirements. It is for the Examination Board to determine the conditions under which this can be done.[54]

The principle here is always that the Examination Board must explicitly ensure that the quality and level of the examinations, assignments and final degree assessments is upheld.

11. Issuing a statement of results attained to persons who have successfully completed more than one examination but are not eligible for a degree certificate

The Examination Board has the authority to issue a statement of results attained to persons who have successfully completed more than one examination but are not eligible for a degree certificate. This is important for students who are transferring from one degree programme to another, for example, and who may be able to obtain an exemption from the other degree programme based on results already achieved. This is a decision for the Examination Board and can be signed by any person authorized to sign on behalf of the Examination Board (as specified in the rules and guidelines).

In such cases, students can also be offered the opportunity to request an official, certified transcript from the education desk/administration service, providing an indication of all examinations passed. The Examination Board must make sure that these transcripts are produced in an appropriate manner.

12. Drawing up an annual report on its own activities

The Examination Board must report to the Faculty Board on its activities by means of an annual report. The annual report serves a number of purposes:

1. It ensures that the Examination Board can be held accountable by the Faculty Board;
2. It provides input for any improvements to the quality of education, to be followed up and actioned by the Director of Studies and the Faculty Board;
3. It provides management information.

This information is often requested during the accreditation procedure for a particular degree programme. In addition, attempts have been made to make the PDCA cycle clearer by asking for the inclusion of points for attention in relation to each academic year, and a reflection on this.

[54] Section 7.12b, paragraph 1 of the WHW

The portfolio holder for teaching ensures that there is a substantive response to the annual report, for example during an annual meeting with the Examination Board(s).

13. Issuing annual advice to the Faculty Board regarding the Academic and Examination Regulations

It is recommended that the Examination Board issues annual advice to the Faculty Board on the Academic and Examination Regulations. This allows the Examination Board to take proactive steps to assure the quality of the assessment programme of the degree programme. The procedure for determining the Academic and Examination Regulations and the times at which the various committees are asked for advice are defined by each faculty individually.

8.4.2 Decisions made by the Examination Board

The Examination Board is required to take decisions on a range of different matters. Examples of matters that are regulated by the WHW include:

- Decision to approve free-choice programmes
- Decision to grant exemptions
- Approval of the programme take by a student leading to the final degree assessment
- Decision to award a degree, which means that the student has achieved the final attainment levels of the degree programme
- Decision to award a special distinction, such as Cum Laude
- Decision to recognize alternative forms of assessment in the case of students with a disability
- Decisions concerning the general assessment policy of a degree programme
- Drafting guidelines for examiners
- Imposition of penalties in the event of academic misconduct or plagiarism
- Appointment of examiners
- Decisions regarding requests for an extension of the period of validity of an examination result
- Decisions to allow extra opportunities to take examinations
- Decisions on alternative study pathways (e.g. in relation to transitions within the curriculum)
- Approval of study components completed while studying abroad
- Decisions on whether an oral examination is not to be conducted in public
- Decisions on exemptions from participating in practical sessions and study group sessions
- .....

Not all of these decisions need to be taken by the full Examination Board. Some of the decisions mentioned above can only be taken by the chairperson and/or deputy chairperson. However, all decisions must be taken in a transparent manner. It is therefore for the Examination Board to clarify in the rules and guidelines who is authorized to take which type(s) of decision. The following factors may play a role here:

- The gravity of the decision. In the event that an appeal may be submitted, such as when imposing penalties in the event of academic misconduct or plagiarism, it is advisable for the decision to be taken by the entire Examination Board.
- Decisions concerning the assessment or examination policy of a degree programme (determining alternative graduation projects, guidelines for examiners) must always be made by the entire Examination Board.
- Requests that have never previously occurred will in all cases be considered by the chairperson and deputy chairperson.
- 'Standard decisions' (for example regarding replacing a programme component which has already been granted in an earlier case) can be handled by the administrative secretary. The Examination Board then confirms the decisions taken retrospectively. This type of decision must be properly documented.

If the decision must be taken by the entire Board, it must be taken by a majority of the votes of those present. In case of a tied vote, the chairperson's vote will determine the outcome. If correspondence is required with the party or parties involved regarding the decision, the chairperson must sign the decision personally. In the case of the 'routine decisions', the signature of the administrative secretary on behalf of the Examination Board is sufficient.

8.4.3 Handling complaints regarding examinations

Students must submit any complaints regarding examinations, other than objections or appeals, to the Examination Board of the relevant degree programme in the first instance. When considering a complaint, the Examination Board must hear the case of both the student and the lecturer concerned. When handling complaints, at least one other member of the Examination Board must be involved in addition to the chairperson or deputy chairperson. If a student submits a request or complaint to the Examination Board which involves an examiner who is a member of the Examination Board, the examiner in question will not play any role in handling the request or complaint.[55]

8.4.4 Assessment and examinations within the accreditation process

Examinations are an aspect of the quality of education, which is evaluated in the accreditation process.

8.4.4.1 DEGREE PROGRAMME EVALUATIONS

Under the current accreditation framework for degree programme evaluations of the Accreditation Organisation of the Netherlands and Flanders (NVAO)[56], 'assessment' and

'final attainment levels achieved' are seen as separate subjects. The associated standards state that the degree programme must have an adequate system of assessment and must be able to demonstrate that the intended final attainment levels are achieved. During its visit, the panel

[55] Section 7.12b, paragraph 4 of the WHW

[56] Evaluation frameworks for accreditation in the Netherlands 2014, 19 December 2014

will view reports made of the meetings of the Examination Board, as well as examples of examinations with the corresponding answer keys. In addition, the panel will view a representative sample of graduation projects.

If these areas are evaluated as unsatisfactory, a negative verdict will be issued by the accreditation panel. Depending on the scale of the shortcomings identified, the NVAO may grant the degree programme a rectification period of up to two years, or decide to withhold accreditation.

8.4.4.2 INSTITUTIONAL QUALITY ASSURANCE AUDIT

In the Institutional Quality Assurance Audit, the NVAO includes the allocation of tasks and positioning of the Examination Board in its assessment of the area of 'Organizational and decision-making structure'. The standard is as follows: 'The institution has an effective organizational and decision-making structure in place with regard to the quality of its degree programmes, whereby duties, powers and responsibilities are clearly defined and which includes the participation of students and staff members.'[57] In addition, standard 3 of the Institutional Audit includes a requirement that the institution has insight into the extent to which its vision of quality in education is achieved. Aspects of this vision that affect the work of the Examination Board are described in more detail in the VU Assessment Framework, in the System of Quality Control, and in this guide. Using audit trails, the NVAO can then assess how these frameworks have been applied or adopted within the relevant degree programme.

8.5 RELEVANT ACTORS

Examiner	Responsible for quality in relation to education and assessment in his or her programme component. Examiners are appointed by the Examination Board, upon the recommendation of the Director of Studies, to design and implement examinations for a particular programme component and to determine the results of those examinations (Section 7.12c of the WHW), or a limited number of these tasks. They are also responsible for providing assessment information for the assessment dossier, as specified in the faculty assessment policy.
Peers (other lecturers)	Involved in quality control on the basis of the peer-review principle when designing a test or when assessing assignments (the examiner always makes the final decision when determining the result).
Director of Studies	Responsible for the content of the curriculum and quality and quality control in relation to assessment within the degree programme. The Director of Studies is responsible for developing the faculty assessment policy into the programme assessment plan, and for ensuring that assessment meets the requirements set out in the assessment policy. The Director of Studies plays an important role in ensuring that progress is made within the assessment cycle. Works on the basis of

[57] Evaluation frameworks for accreditation in the Netherlands 2014, 19 December 2014

	the assessment cycle, so that examinations, assignments and final degree assessments are implemented in a consistent and integrated manner and in accordance with the assessment policy and assessment plan.
Faculty Board	The Faculty Board has overall responsibility for the quality of the faculty's degree programmes and, therefore, for assessment quality within those programmes. Legally, the Faculty Board is responsible for appointing the Programme Committee and the Examination Board and for ensuring that the Examination Boards are able to function independently and utilize their expertise. The Faculty Board has overall responsibility for drafting and updating the faculty assessment policy. The Faculty Board ensures that the Academic and Examination Regulations are consistent with the faculty assessment policy and it issues the Academic and Examination Regulations. Furthermore, the Faculty Board oversees, facilitates, monitors and, at the strategic level, is responsible for the effective and efficient organization of assessment, providing training opportunities and initiating the processes that lead to the assessment policy and other frameworks.
(Head of the) Education Office	Responsible for the (logistical) organization of examinations and final degree assessments within the faculty. The role of the Education Office is specified by the faculty assessment policy. The Education Office coordinates with the Faculty Board on how assessment procedures are to be supported by the Education Office.
Examination Board	The Examination Board is a statutory body that operates independently of the organizational hierarchy and carries out the duties that are assigned directly to it by law. The Examination Board is responsible for assuring the quality of assessment and the final level of proficiency of students, and is asked to account for this during accreditation. The Board operates according to its own 'Examination Board procedures'. One of the duties of the Examination Board is to draw up guidelines regarding quality assurance for assessment and examining, and to monitor whether these guidelines are observed in practice. In concrete terms, this means that the Examination Board must impose requirements on quality assurance and that it is therefore an important advisor to the Faculty Board with regard to faculty assessment policy. The Examination Board also has a number of operational tasks, such as granting exemptions (with reference to the assessment plan) and determining penalties for academic misconduct (with reference to the faculty protocol for academic misconduct). The Board takes its

	decisions within the framework of the Academic and Examination Regulations and the rules for implementation described. The Examination Board evaluates its own work and modifies its rules regarding implementation accordingly. This may also give rise to a recommendation to the Director of Studies to amend the Academic and Examination Regulations if, for example, the Board's evaluation shows that a standard exemption is possible.
Programme Committee	The Programme Committee's role is to advise on promoting and safeguarding the quality of the degree programme. In the field of assessment, this is done by evaluating the Academic and Examination Regulations regarding assessment, identifying any issues with assessment and advising on elements of the assessment policy/assessment plan. In exercising this role, the Committee ensures that it is adequately informed by those it represents (lecturers and students of the degree programme).
Invigilators	In accordance with the faculty invigilation protocol, the invigilator supervises examinations when they are in progress. This includes checking the room in which the examination takes place, verifying the identity of students on the basis of a valid identity document, distributing the examination papers, monitoring the timing of the examination, reporting any suspicion(s) of academic misconduct, receiving completed examinations and ensuring that the attendance list is signed. Any (suspicions of) irregularities are reported to the relevant examiner according to the protocol.

A more comprehensive overview of all the relevant responsibilities, tasks and powers can be found in Section 3 of the assessment framework.

8.6 QUALITY REQUIREMENTS FOR ASSESSMENT

In its role as internal supervisor, the Examination Board will monitor whether the quality requirements laid down with regard to assessment are actioned. In order to carry out this task properly, the Examination Board needs to be fully cognisant of the quality requirements set out below.

8.6.1 Programme component level

1. The examiner is accountable to the Examination Board with regard to the development and implementation of assessment and the determining of results, and provides the Examination Board with information on the quality of the tests carried out [Higher Education and Research Act, Section 7.12 c, hereafter WHW].

2. When developing assessments, the peer-review principle is always applied to ensure quality (validity, reliability, transparency, usefulness and comparability).
3. The examiner collects information from all the steps in the assessment cycle in order to implement improvements in the assessment and/or to communicate the need for particular improvements to the Director of Studies.
4. The examiner ensures that the learning objectives can be assessed and that these are aligned with the final attainment levels for the degree programme and the other programme components that make up the curriculum.
5. Assessment must be consistent with the learning objectives that have been formulated and the teaching methods chosen ('constructive alignment'). The relative weighting of the learning objectives is also reflected in the assessment.
6. Examiners ensure that students are aware of the learning objectives and method of assessment used for a particular unit of study prior to the start of a course, and that the instructions that accompany the assessment are clear and comprehensive.
7. The method used to set the passing score is announced in advance of every assessment. Either an absolute standard-setting method or a compromise method may be used. A fully comparative method can only be used in exceptional circumstances, under specific conditions and on the basis of fully substantiated arguments.
8. The weighting and compensation opportunities for constituent assessments are specified in advance for every programme component. The final assessment is determined on this basis.
9. The student is provided with (formative) feedback on his or her progress in relation to the learning objectives at the earliest possible opportunity, as well as with feedback relating to the assessment criteria that apply to passing (parts of) the programme component.
10. The final standard assessment/the final submission date must fall within the period of the programme component, so that the assessment does not interfere with education in the next period. Work submitted late is counted as a resit opportunity. The deadlines for assessment beyond the level of programme components are set in the assessment plan.
11. The student is given two opportunities per academic year to take examinations in each component of the degree programme.
12. Assessment results are announced within ten working days of the assessment taking place, with due observance of the regulations for the protection of personal data. Thesis results are announced within twenty working days of the official submission date for the thesis. The student then has the right to inspect the work within the period specified in the Academic and Examination Regulations.
13. Information that is relevant for one or more of the quality control cycles relating to assessment is archived centrally (preferably in the Digital Teaching Dossier (DOD)) and can be consulted by the Examination Board, Director of Studies and programme coordinator, as well as by designated programme stakeholders.
14. It must be possible to assess the final project (or an assignment that is part of the 'palette of final projects') on the merits of the work completed by the individual involved. In cases where a final project is completed by two or more students, clear agreements must be made regarding which tasks, components or research questions are to be addressed by each individual. The contribution made by each individual student must also be clearly stated; it

must be possible to arrive at an individual assessment in relation to the primary goals of the final project and the final attainment levels of the programme. Details regarding the final project or palette of final projects must be provided in the assessment plan.

15. The assessment criteria for a final project (e.g. the placement or thesis) are operationalized in an assessment matrix. These assessment criteria are consistent with the final attainment levels of the programme and have already been addressed as part of the degree programme. The placement guide or thesis guide or the study guide supplement for the final project sets out how and at which point assessment will take place.
16. The final product of the Master's placement or Master's thesis is assessed by the supervisor and an independent assessor who is involved in the degree programme, both of whom have been trained in the use of the assessment criteria. Both assessors substantiate their assessment; their substantiations are also both archived. External supervisors can, in the role of informant, provide an additional evaluation to the supervisor regarding processes and the attitude of the placement student.
17. The final project for Bachelor's programmes is assessed by the supervisor and an independent assessor who is involved in the degree programme, both of whom have been trained in the use of the assessment criteria. In exceptional cases where the work is assessed by only one assessor, this role must be fulfilled by someone other than the supervisor.
18. In cooperation with the Director of Studies and the Faculty Board, the Examination Board provides guidelines specifying how the final mark for final projects is arrived at and how any differences between the assessments of the first and second assessors are handled (Section 7.12 b, paragraph 1(b) of the WHW).

8.6.2 Degree programme level

1. The Director of Studies draws up an assessment plan. This assessment plan formally allocates the duties and responsibilities at the levels of assessment, programme component and assessment programme and incorporates these into the relevant PDCA cycle. The assessment plan includes the final attainment levels stated in relation to the Dublin Descriptors, the degree programme's assessment programme, and the accompanying explanation and methods for optimizing assessment quality.
2. The Director of Studies has overall responsibility for establishing clearly formulated final attainment levels for the programme and ensures that the final attainment levels of the programme are reflected in the education and assessment that are provided. This is set out in the assessment plan; the Director of Studies is responsible for the annual evaluation and amendment of the assessment plan. The assessment plan is submitted to the Examination Board and the Programme Committee for their advice prior to its adoption.
3. The assessment plan sets out the requirements for compensation opportunities for assessment within programme components and/or within the assessment programme.
4. The Director of Studies monitors the coherence and structure of the degree programme, ensuring that it provides a varied and balanced distribution of forms of assessment and opportunities for assessment, including the alignment of the learning objectives and

forms of assessment used in the programme components with the final attainment levels of the programme.

5. With regard to practising and acquiring the relevant skills (e.g. writing papers, giving presentations, IT skills), the Director of Studies is responsible for defining the required levels (or levels in relation to the various years of the degree programme) and the relevant assessment criteria, which are derived from the final attainment levels for the degree programme. These levels apply to all programme components which involve the application of these skills and are made known to the students participating in the programme. The Director of Studies determines which programme components these skills are practised and assessed in.
6. The Examination Board provides clear and concisely formulated rules and guidelines, preferably following the university-wide model. The measures to be taken in the event of academic misconduct are included in the rules and guidelines of the Examination Board, in accordance with the model provisions issued by the Executive Board.
7. The Examination Board takes regular note of the quality of assessment in relation to programme components in which final attainment levels are assessed in relation to the final level of proficiency (final projects). A procedure for this is laid down by the Examination Board.
8. In relation to the placement guide and thesis guide, the tasks and responsibilities are set as clearly and comprehensively as possible with regard to each degree programme. An explicit indication is given of how supervision and assessment are implemented and which opportunities there are for resolving complaints or issues.
9. In the case of a compulsory placement, the degree programme is responsible for helping students to find a placement. A degree programme should designate responsibility for this clearly, for example to a specific lecturer or placement coordinator.

8.6.3 Faculty level

1. Each faculty has formulated a faculty assessment policy which is derived from the VU Assessment Framework and which provides a framework for the assessment plans.
2. The faculty assessment policy formally allocates duties and responsibilities at the levels of assessment policy, assessment skills and assessment organization and incorporates these into the relevant PDCA cycle. The faculty assessment policy or assessment plan specifies which assessment information is archived, the length of the various cycles and which bodies are involved as stakeholders.
3. In order to promote transparency for students, the Academic and Examination Regulations specify who is entitled to make decisions regarding alternative assessment options for students with a disability, and how these decisions are made.
4. The Faculty Board ensures that the responsibilities for archiving all relevant assessment material (assessment dossier) are included in the faculty assessment policy.
5. The Faculty Board supports examiners in carrying out their duties in the field of assessment in a professional manner. This means that the personnel and training policy includes provisions for examiners to (further) enhance their proficiency in the field of

assessment. To this end, the Faculty Board will ensure that staff can access an appropriate programme of training.

6. The assessment proficiency of examiners, Directors of Studies and members of the Examination Board in the field of assessment are a standard item on the agenda of performance appraisal meetings. The VU Teaching Performance Framework is used for this purpose.

8.7 Articles of the Higher Education and Research Act concerning Examination Boards

Text as applicable on 1 September 2017

An overview of all statutory duties of the Examination Board can be found at http://wetten.overheid.nl/BWBR0005682/2017-09-01#Hoofdstuk7 (Section 7.12 of the WHW).

Article 7.10. Examinations, assignments and final degree assessments

1. Every examination is an investigation of the knowledge, understanding and skills of the examination candidate, as well as the assessment of the results of that investigation.
2. If the examinations for the educational units that make up a degree programme or the first-year programme of a Bachelor's degree programme have been completed successfully, then the final degree assessment has been completed, unless the Examination Board has determined that the final degree assessment must also include an assessment to carried out by the Examination Board, as referred to in paragraph 1.
3. The board of the institution is responsible for the practical organization of examinations, assignments and final degree assessments.

Article 7.11. Degree certificate and statements

1. As proof that a student has passed an examination, the relevant examiner (or examiners) issues a document confirming that this is the case.

2. The Examination Board will issue a degree certificate as proof that the student has satisfied all the requirements of the final degree assessment once the institutional board has confirmed that the procedural requirements for issuing the degree certificate have been met. One degree certificate is awarded for each degree programme. The Examination Board is authorized to issue a joint degree certificate in partnership with one or more other institutions of higher education in the Netherlands or abroad. The degree certificate for the final examination that has successfully been completed includes relevant details, including in all cases:

    a. the name of the institution and which degree programme it relates to, as stated in the register referred to in Section 6.13;
    b. which components made up the final degree assessment;
    c. where appropriate, which skills are associated with this, taking into account Section 7.6, paragraph 1;

d. which degree is awarded, in accordance with the details of the degree programme registered in the Central Register of Courses in Higher Education (CROHO); and
e. the date on which the degree programme was last accredited or on which the degree programme successfully passed the assessment for a new degree programme, as referred to in Section 5a.11, paragraph 2; and
f. whether the degree certificate relates to a joint degree programme, a joint specialization or a joint associate degree programme as referred to in Section 7.3 c, the name of the institution or institutions that contributed to the joint programme, the joint specialization or the joint associate degree programme.

3. Those entitled to issue a degree certificate may, in accordance with rules to be determined by the institutional board, request the Examination Board to postpone the issuing of the degree certificate.
4. The Examination Board adds a supplement to the degree certificate for the final examination. The aim of the supplement is to provide further insight into the nature and content of the degree programme completed, partly with a view to the international recognition of degree programmes. The supplement must include the following components in all cases:
   a. the name of the degree programme and the institution that provides the degree programme;
   b. whether it is a degree programme provided by a university or a degree programme of higher professional education;
   c. a description of the content of the degree programme; and
   d. the study load of the degree programme.
   e. The diploma supplement may be in Dutch or English and complies with the agreed European standard.
5. Those who have passed more than one examination but who are not entitled to a degree certificate as referred to in paragraph 2 may, on request, receive a statement issued by the relevant Examination Board which in all cases states the examinations passed and is accompanied by a specification as to which educational units are concerned, the number of credits thus obtained and when the examination results were achieved.

Article 7.12. Examination Board

1. Every degree programme or group of degree programmes in the institution has an Examination Board.
2. The Examination Board determines in an objective and expert manner whether or not a student meets the requirements set out in the Academic and Examination Regulations relating to the knowledge, insight and skills necessary to obtain a degree, as referred to in Section 7.10 a or Section 7.10 b.

Article 7.12 a Appointment and composition of the Examination Board

1. The institutional board appoints the members of the Examination Board on the basis of their expertise in the field of the degree programme or group of degree programmes.
2. The institutional board is responsible for guaranteeing that the Examination Board operates in a manner that is independent and expert.
3. When appointing the members of the Examination Board, the institutional board ensures that:
   a. at least one of its members works as a lecturer within the degree programme or one of the degree programmes that make up the group of degree programmes;
   b. at least one of its members comes from outside the relevant degree programme or one of the degree programmes that makes up the group of degree programmes;
   c. members of the institutional board and persons otherwise bearing financial responsibility within the institution are not appointed to the Examination Board.
4. Before appointing a member, the institutional board hears the views of the members of the relevant Examination Board.

Article 7.12 b. Duties and powers of the Examination Board

1. In addition to the powers referred to in Sections 7.11 and 7.12, paragraph 2, the Examination Board has the following duties and powers:
   a. to maintain and assure the quality of all examinations, assignments and final degree assessments, without prejudice to Section 7.12 c;
   b. to provide guidelines and instructions for the results of examinations, assignments and final degree assessments to be determined within the framework of the Academic and Examination Regulations, as referred to in Section 7.13;
   c. to grant permission, from the most appropriate Examination Board, to students to take part in a free-choice study programme, as referred to in Section 7.3 h, the final degree assessment for which leads to the awarding of a degree, whereby the Examination Board also indicates to which degree programme of the institution that programme is deemed to belong for the application of this act;
   d. to grant exemptions for one or more examinations; and
   e. to assure the organizational and procedural quality of all examinations, assignments and final degree assessments in the degree programme.
2. If a student or external student is involved in academic misconduct, the Examination Board may deprive the person concerned of the right to take one or more examinations, assignments and final degree assessments, determined by the Examination Board, for a period of no more than one year to be determined by the Examination Board. In cases of serious misconduct, the institutional board may, upon the proposal of the Examination Board, terminate the registration of the student concerned in the degree programme.
3. The Examination Board establishes rules on the execution of the responsibilities and powers referred to in paragraph 1(a, b and d) and in paragraph 2, and on the measures that it may take in this respect. The Examination Board has the power to determine that the student need not take every examination in order to be deemed to pass the final degree assessment.
4. If a student submits a request or complaint to the Examination Board which involves an examiner who is a member of the Examination Board, the examiner in question will not play any role in handling that request or complaint.

5. The Examination Board publishes an annual report on its activities. The Examination Board provides this report to the institutional board or the dean.

Article 7.12 c. Examiners

1. The Examination Board appoints examiners to conduct examinations and determine the results.
2. The examiners provide the Examination Board with any information it requires of them.

Article 7.13. Academic and Examination Regulations

1. For each programme or group of programmes provided by the institution, the board of the institution will set out its own Academic and Examination Regulations. The Academic and Examination Regulations contain adequate and clear information about the programme or group of programmes.
2. The Academic and Examination Regulations, notwithstanding the other specifications in this Act, document for each programme or group of programmes the applicable procedures and rights and obligations related to education and final degree assessments. In all cases, these include the following:
   a. the content of the programme and associated final degree assessments;
   b. a1. the manner in which education in the relevant programme is to be evaluated;
   c. the content of the specializations offered as part of the degree programme;
   d. the qualities in the fields of knowledge, understanding and skills that the student must have acquired at the end of the degree programme;
   e. where applicable, the design of practical exercises;
   f. the study load of the programme and of each of its constituent educational units;
   g. the detailed rules referred to in Section 7.8 b, paragraph 6, and Section 7.9, paragraph 5;
   h. the Master's programmes to which Section 7.4 a, paragraph 8, applies;
   i. the number and sequence of examinations and the times at which these can be taken;
   j. the full-time, part-time or work-study structure of the programme;
   k. where necessary, the order and the periods in which and the number of times per academic year that the opportunity to sit examinations and final degree assessments is given;
   l. the rules specified in Section 7.10, paragraph 4;
   m. whether examinations are administered in oral, written or another form, notwithstanding the authority of the Examination Board to decide otherwise;
   n. the way in which students with a disability or chronic health condition are given a reasonable opportunity to take the examinations;
   o. the public nature of oral examinations, subject to the right of the Examination Board to determine otherwise in special cases;
   p. the period within which the results of an examination must be announced, together with details of whether this period can be altered and if so in what way;
   q. the way in which and the period within which students who have taken a written examination are given the opportunity to inspect their marked work;

r. the way in which and the period within which information can be provided about the questions asked and exercises given in the framework of a written examination and about the standards used for assessment;
s. the grounds on which the Examination Board could grant exemption from the taking of one or more examinations to students who have previously passed examinations in higher education or have acquired knowledge or skills outside higher education;
t. where necessary, the stipulation that students must pass certain examinations as a condition for admission to other examinations;
u. where necessary, the obligation to take part in certain practical exercises with a view to admission to the examination in question, subject to the authority of the Examination Board to grant exemption from this obligation, with or without the imposition of alternative requirements;
v. the monitoring of academic progress and individual student support and guidance;
w. where applicable, the manner in which students are selected for a special track within a programme as referred to in Section 7.9 b;
x. the actual design of the education provided; and
y. where applicable, the regulation referred to in Section 7.9 a, paragraph 3, second sentence.

The Academic and Examination Regulations indicate how a person can exercise the right to pursue a Bachelor's degree programme in higher professional education, as referred to in Section 7.8 a, paragraph 5, and to which requirements that person must comply in order to do so.

9 A GUIDE TO ASSESSMENT FOR PLACEMENTS AND THESES

9.1 INTRODUCTION

The key components in the final phase of most degree programmes at VU Amsterdam are the placement and the thesis. Since the introduction of the Bachelor's-Master's structure, we also distinguish between a Bachelor's and a Master's thesis, a distinction that is also made in this section. The placement and the thesis can both be seen as an aptitude test, in which students demonstrate that they can apply the knowledge and skills they have acquired. A placement is primarily regarded as an orientation towards a future profession and entering the world of work at graduate level.

By producing a thesis, students show that they are capable of carrying out and reporting on academic research. The problems that arise during the placement and the thesis tend to be of a similar nature. The main problem is lack of clarity about what the student and the lecturer/supervisor can expect from each other. This lack of clarity often centres on the level of supervision, planning, deadlines for submitting drafts and methods of assessment. Partly due to this lack of clarity, there is a disproportionately high risk of students falling behind with their studies on the placement, and even more so when working on their thesis. Additional problems can arise in programmes where student numbers are high. With regard to the placement, a lack of structured contact between the university programme and the external stakeholders can also be a problem.

This section provides guidelines and suggestions for the design, implementation and assessment of the placement and the thesis, with the aim of promoting efficiency and raising standards in the way these key components are approached, organized and assessed.

9.2 SPECIFIC ISSUES FOR PLACEMENTS AND THESES

9.2.1 A difference in levels: Bachelor's versus Master's

In a Bachelor's programme, a placement or thesis takes a different form than in a Master's programme. After all, the nature of the assignment depends on the final attainment levels appropriate to the level of education. When indicating the difference in level between Bachelor's and Master's, the Dublin Descriptors from the accreditation framework of the Accreditation Organisation of the Netherlands and Flanders (NVAO) serve as the guideline. It usually relates to the degree of independence expected of the students and the complexity of the issues they are being asked to address. In short, this means that students are expected to show a greater degree of independence at Master's level with respect to the design and execution of the placement and the thesis. Master's students are also expected to be able to cope with more complex problems and with information that is less complete and leaves more room for uncertainty.

The difference in level between Bachelor's and Master's may, for example, lead to differences in the degree of supervision and the amount of structure offered. Often the topics and types of research problem for a Bachelor's thesis are more structured to begin with, the scope of the literature to be consulted can be limited, and supervision may take place both individually and in a seminar. A more extensive literature study is often expected from Master's students and they are also expected to be more independent in seeking out and studying relevant literature. In data and other analyses in the Master's phase, a wider range of more complex methods and techniques are generally employed.

In addition, a distinction can be made between two types of internships:

- The *career orientation internship*, with the aim that students gain a better understanding of what their future profession entails and gain more insight into the required competencies through practical experience.
- The *training internship*, in which students follow a part of their education for a certain period in a work situation. There are internships in which students cooperate and work more independently and internships where the students carry out a project. Finally, there are internships where there is an integration with the final project. (van der Klink and Boon, 2017)

The exact objectives of a placement and a thesis can differ for each programme and level. However, they must always be unambiguous and clearly communicated to students, lecturers and supervisors before the placement and thesis begin.

Assessment matrices can be used to assess Bachelor's and Master's theses.

9.2.2 Encouraging and assessing the learning process during placement and thesis

Supervision during the placement and the thesis is mainly focused on the learning process. The main goal of supervision is to encourage students to think for themselves and to become aware of what is being asked and expected of them. In this respect, supervisors can be given the following guidelines:

- Wherever possible, ask questions instead of giving answers.
- Remember to focus on what is going well, not just on what is going wrong.
- When responding to the first draft of a report or thesis, be critical of the style, use of language and depth of analysis: this gives the student a clear idea of the standard required and expected of the final product.
- Make your corrections in draft reports and theses using 'track changes' and add comments in the margin.
- When talking to students in a supervisory capacity, get them to reflect on more personal learning objectives, such as learning to see connections, to write concisely, to structure their thoughts, and to improve their style or use of language.

The supervisor provides written feedback on the work submitted during the placement or the thesis process. During supervision interviews, the supervisor explains written comments to the

student and advises him or her on how to follow them through. For research that involves daily supervision and regular oral feedback, it may be sufficient for written feedback to be provided in the final phase, at the reporting stage.

To properly incorporate the learning process into the final assessment, it is advisable to have the supervisor complete an assessment form after each supervision interview, detailing the progress of the learning process. The learning process can be assessed in relation to the following points:

- the student's own contribution in drawing up learning objectives;
- the student's own critical evaluation of his or her learning objectives;
- the student's own critical evaluation of his or her activities;
- whether the student has made effective use of the literature and instructions from the literature;
- whether the student has made effective use of feedback provided by the supervisor;
- asking critical and reflective questions of the supervisor;
- the student's own contribution to the discussion.

9.2.3 Insufficient results in placements and theses

Determining how often a student should be allowed to 'resit' or repeat an educational component is more difficult for theses than for examinations in standard programme components. Supervisor and student can easily end up collaborating to achieve a satisfactory final result, sometimes lagging well behind schedule because the student has to revise his or her drafts more often than usual. In doing so, the supervisor runs the risk that an increasing proportion of the final product will ultimately be his or her own work. There are several ways to ensure that this does not happen.

Firstly, it is important for degree programmes to determine how often a supervisor is allowed to give feedback on draft versions of sections of the thesis (chapters). If a draft is still unsatisfactory after the standard rounds of feedback, the supervisor should record this and take it into account in the final assessment.

The number of rounds of supervisor feedback on drafts should also be taken into account for the end products: the thesis and the placement report. If the thesis still does not meet the required standard after the maximum rounds of feedback permitted, the assessors have no choice but to fail the student. The student then has to repeat the entire placement or thesis process from start to finish, but with different supervisors.

Lastly, there are cases when the student takes too long to complete the thesis. If a generous enough term has been agreed for the student to complete the thesis, it should be possible to fail the student if that term is exceeded. Of course, the completion deadline for the thesis must be clearly stated, along with conditions as to how often the student is permitted to repeat the process in the event of a fail.

9.3 THE AIM AND ORGANIZATION OF THE PLACEMENT AND THE THESIS

The placement and the thesis are important components in the completion of the degree programme which enable students to develop and demonstrate their own competence.

The main purpose of the *placement* is to gain experience in a professional context, in which the student may wish to pursue a future career. The student demonstrates that he or she can apply the knowledge acquired during his or her studies and shows how he or she communicates and performs while working with others. The student demonstrates how he or she acquires knowledge and expertise through professional working practice.

The main aim of the *thesis* is to develop and demonstrate competence in academic research. This involves working on a research question and a research design, carrying out research, analysing data, integrating the results and reporting independently on the research. The thesis also enables the student to demonstrate his or her ability to collaborate with others (including fellow researchers) and to show how he or she learns and makes use of feedback and guidance.

In the placement or thesis process, everyone has their own tasks and responsibilities, which should be agreed upon as clearly and as explicitly as possible in a placement guide and thesis guide, and a *cooperation agreement*.

For each degree programme, the information on the placement or thesis is stated as clearly and comprehensively as possible in a *placement guide and thesis guide*. This information is also made available to external stakeholders, such as external placement supervisors. The guide deals with the learning objectives of the placement or thesis in relation to the final attainment levels of the programme. It gives an explicit indication of how supervision and assessment are implemented and of the opportunities available for resolving complaints or issues. It is recommended to include a regulation for conflict situations in the internship and thesis manuals if the thesis / internship coordinator of the program coincides with that of the supervisor.

For examples of manuals with various appendices see:

Master Thesis Manual International Crimes and Criminology
Internship Guide - Faculty of Theology
Placement Manual for Research Projects

In a *cooperation agreement* between the student and the supervisor, a best-efforts obligation is established and moments for assessment are laid down. Recording agreements in this way ensures that student and supervisor are both clear about their duties and expectations towards each other.

The cooperation agreement should at least include:

- a start and end date for the placement or thesis; the student is required to submit the final product on the end date, which is subject to alteration if both parties consider it necessary;

- a deadline for the student to submit a plan of work to the supervisor, at least consisting of a planned sequence of activities and a timeline for these activities;
- agreements on the frequency and length of supervision interviews;
- the name and degree of involvement of the second assessor;
- agreements on the times and terms for the assessment of components and the final product (also by the second assessor).

For placements, in addition to the cooperation agreement, a *placement agreement* is used to establish agreements between the degree programme, the student and the organization hosting the placement.

9.4 RELEVANT PARTIES

Student	The *student* is responsible for making the best use of the resources and opportunities presented to him or her in relation to placement and thesis, and for his or her own active participation in the learning process. This means that he or she is able to formulate learning objectives independently, to manage and monitor his or her own learning process, to take account of feedback from the supervisor or placement supervisor, and to reflect on his or her own performance.
Supervisor	For theses, the *supervisor* offers the student guidance throughout the preparation, research and reporting process. The supervisor provides the student with feedback with the aim of teaching the student to carry out independent research and to make his or her own choices. The supervisor assesses the learning process and the final product of the thesis. The placement takes place under the responsibility of a *supervisor* from the degree programme. The supervisor is responsible for assessing the level of the placement and how it is designed, and is also known as the 'first assessor'.
Placement supervisor at the external placement organization	The *placement supervisor* at the external placement organization is responsible for the day-to-day supervision of the student's work and contributes to the final assessment of the placement, in consultation with the supervisor from the programme.
Second assessor	To ensure the objectivity of the assessment, the *second assessor* gives his or her verdict on the placement or thesis independently of the supervisor. The second assessor focuses primarily on the product.
Placement coordinator	The degree programme is responsible for helping students to find a suitable placement. A faculty can allocate responsibility for this task to a specific lecturer or to a *placement coordinator*. As the name suggests, the placement coordinator plays a coordinating role, and fulfils the following duties:

	• actively seeking placement opportunities for students; • informing students about placement opportunities; • advising and supervising students in their search for a placement; • advising or monitoring students in relation to organizational aspects (including study progress and making agreements with the placement organization).
Examination Board	The *Examination Board* supervises the assessment of placements and theses. If necessary, the Board will give the supervisor new guidelines and instructions for the assessment. In addition, corrective action must be taken if an assessment turns out to be incorrect, although any such action must not be to the detriment of the student.
Director of Studies	The *Director of Studies* bears responsibility for the organization and assessment of placements and theses, even if they are completed externally. As regards placements, the *degree programme* is responsible for providing students with information on how to find a placement and on the agreements that may or must be made with the placement supervisor at the external placement organization. The degree programme can appoint a *placement coordinator* to help students find a placement.
Faculty Board	The *Faculty Board* ensures that a placement guide and thesis guide are drawn up and made available to lecturers and students.

9.5 QUALITY REQUIREMENTS AND RECOMMENDATIONS

In principle, the same quality requirements apply to a placement or thesis as to other programme components (see below). In addition, the quality requirements pertaining to the level of the programme and relevant to a placement or thesis are repeated in this guide.

9.5.1 Programme component level

1. The examiner is accountable to the Examination Board for the development and implementation of assessment and the determining of results, and provides the Examination Board with information on the quality of the assessments carried out [Higher Education and Research Act, Section 7.12 c, hereafter the WHW].
2. When developing assessments, the peer-review principle is always applied to ensure quality (validity, reliability, transparency, usefulness and comparability).
3. The examiner collects information from all the steps in the assessment cycle in order to implement improvements in the assessment and/or to communicate the need for particular improvements to the Director of Studies.
4. The examiner ensures that the learning objectives can be assessed and that these are aligned with the final attainment levels for the degree programme and the other programme components that make up the curriculum.

5. Assessment must be consistent with the learning objectives that have been formulated and the teaching methods chosen ('constructive alignment'). The relative weighting of the learning objectives is also reflected in the assessment.
6. Examiners ensure that students are aware of the learning objectives and method of assessment used for a particular unit of study before it begins, and that the instructions accompanying the assessment are clear and comprehensive.
7. The method used to set the passing score is announced in advance of every assessment. Either an absolute standard-setting method or a compromise method may be used. A fully comparative method can only be used in exceptional circumstances, under specific conditions and on the basis of fully substantiated arguments.
8. The weighting and compensation opportunities for constituent assessments are specified in advance for every programme component. The final assessment is determined on this basis.
9. In relation to the learning objectives, the student is provided with formative feedback on his or her progress at the earliest opportunity, as well as with feedback on the assessment criteria that apply to passing the programme component or parts thereof.
10. The last standard assessment/the final submission date must fall within the period of the programme component. Work submitted late is counted as a resit opportunity. The deadlines for assessment beyond the level of programme components are set in the assessment plan.
11. The student is given two opportunities per academic year to take examinations in each component of the degree programme.
12. Assessment results are announced within ten working days of the assessment taking place, with due observance of the regulations for the protection of personal data. Thesis results are announced within twenty working days of the official submission date for the thesis. The student then has the right to inspect the work within the period specified in the Academic and Examination Regulations.
13. Information that is relevant for one or more of the quality control cycles relating to assessment is archived centrally (preferably in the Digital Education Dossier (DOD)) and can be consulted by the Examination Board, Director of Studies and programme coordinator, as well as by designated programme stakeholders.
14. It must be possible to assess the final project (or an assignment that is part of the 'palette of final projects') on the merits of the work completed by the individual involved. In cases where a final project is completed by two or more students, clear agreements must be made regarding which tasks, components or research questions are to be addressed by each individual. The contribution made by each individual student must also be clearly stated; it must be possible to arrive at an individual assessment in relation to the primary goals of the final project and the final attainment levels of the programme. Details regarding the final project or palette of final projects must be provided in the assessment plan.
15. The assessment criteria for a final project (e.g. placement or thesis) are operationalized in an assessment matrix. These assessment criteria are consistent with the final attainment levels of the programme and have already been addressed as part of the degree programme. The placement guide or thesis guide or the study guide supplement for the final project sets out how and at which point assessment will take place.

16. The final product of the Master's placement or Master's thesis is assessed by the supervisor and an independent assessor who is involved in the degree programme, both of whom have been trained in the use of the assessment criteria. Both assessors substantiate their assessment; their substantiations are also both archived. External supervisors can, in the role of informant, provide an additional evaluation to the supervisor regarding processes and the attitude of the placement student.
17. The final project for Bachelor's programmes is assessed by the supervisor and an independent assessor involved in the degree programme, both of whom have been trained in the use of the assessment criteria. In exceptional cases where the work is assessed by only one assessor, this role must be fulfilled by someone other than the supervisor.
18. In cooperation with the Director of Studies and the Faculty Board, the Examination Board provides guidelines specifying how the final mark for final projects is arrived at and how differences between the assessments of the first and second assessors are handled (Section 7.12 b, paragraph 1(b) of the WHW).

9.5.2 Degree programme level

1. The Examination Board takes regular note of the quality of assessment in relation to programme components in which final attainment levels are assessed in relation to the final level of proficiency (final projects). A procedure for this purpose is laid down by the Examination Board.
2. In relation to the placement guide and thesis guide, the tasks and responsibilities are stated as clearly and comprehensively as possible for each degree programme. It gives an explicit indication of how supervision and assessment are implemented and of the opportunities available for resolving complaints or issues.
3. In the case of a compulsory placement, the degree programme is responsible for helping students to find a placement. A degree programme should designate responsibility for this clearly, for example to a specific lecturer or placement coordinator.

9.5.3 Placement recommendations

- The faculty's supervisor visits the placement location at least once during the placement period, provided that the placement takes place in the Netherlands.
- It is advisable to draw up a plan of work in the first two weeks of the placement, the content of which has been approved by both the placement organization and the supervisor at VU Amsterdam.
- It is also advisable to arrange placements abroad through foreign educational institutions (see also the chapter on Internationalization).
- It is highly advisable to appoint a placement coordinator or a placement coordinating body for each faculty or degree programme.

Concrete guidelines:

The education that VU Amsterdam's students receive abroad is of course expected to meet certain standards in terms of quality. In general, the university seeks to guarantee quality by

ensuring that the exchange takes place with reputable institutions which have a long-term relationship with VU Amsterdam, through programmes such as Erasmus. When it comes to a placement or working on a thesis at a foreign institution, quality can be safeguarded by complying with a number of rules:

- Students should have both a supervisor at the foreign institution and a supervisor at VU Amsterdam.
- The foreign supervisor should hold a position equivalent or senior to assistant professor.
- The supervisor at VU Amsterdam should maintain contact with the student and act as co-assessor of the final product of the placement or thesis.

APPENDICES SET 3

10 LIST OF KEYWORDS (DUTCH/ENGLISH)

DUTCH KEYWORD	ENGLISH TERM	DEFINITION
Adaptieve toets	Adaptive assessment	An adaptive assessment is a test in which the degree of difficulty of the questions changes in response to the answers given by the candidate. In an adaptive assessment, not only does a candidate respond to the test questions presented to him or her, but the test also 'responds' to the candidate's answers. If a candidate answers a question correctly, the next question will be more difficult. If he or she answers a question incorrectly, the next question will be easier. In other words, the test adapts to the candidate on the basis of the answers he or she gives.
Afhankelijke vragen	Interdependent questions	Test questions in which a correct answer depends on the answer given to an earlier question.
Afstudeeropdracht	Graduation assignment	See Afstudeerwerk (Final project; Thesis).
Afstudeerwerk	Final project; thesis	In academic education, it is customary to conclude a study phase (Bachelor's programme or Master's programme) with a more extensive research project, possibly in combination with a placement. In this project, the skills taught during the programme come together and the student demonstrates that he or she has an adequate command of the final attainment levels in relation to the level of education concerned. It is not always possible or realistic to carefully and reliably assess a final project or thesis with reference to all of the final attainment levels. For this reason, it is important to determine which final attainment levels of the degree programme will be assessed in which programme components or in which assignment. This enables the student to begin the thesis process with confidence and enable the programme to be confident in approving the student's choices with regard to this project. For accreditation purposes, the term 'palette of final projects' is often used in this context. Because a final project is a 'high-stakes' decision in which it is important to minimize the risk of unfair pass/fail decisions, it is essential that the quality requirements are met throughout the assessment cycle of such a project (validity, transparency, reliability), with the reliability of the assessment being of paramount importance. For this reason, final projects must always be assessed by at least two independent assessors. The procedures relating to assessment must reinforce the independence of the two assessors. This necessitates a set of placement and/or thesis regulations at the level of the faculty or degree programme. These regulations require the approval of the Examination Board, since the Board must be able to guarantee the quality of the degree certificates issued. See also: Thesis.
Antwoordmodel	Answer key	An answer key is an enumeration of correct, sometimes less correct and incorrect answers to open questions,

		intended as a guide for the assessor. The answer key is part of the prescribed correction. [https://www.ensie.nl/cito/antwoordmodel]
Archivering	Archiving	Exam question papers and answers (including assignments and other written materials for which a full or partial mark has been given) and exam results are retained for a period of at least two years. This material can be part of the assessment dossiers. Final projects, such as Bachelor's theses and Master's theses, are retained for at least seven years with the assessment criteria, the corresponding independent assessments and the final assessment. Within faculties and degree programmes, clear agreements must be made about who plays a role in archiving these components and at what times.
Bachelorstage	Bachelor's placement; work placement	The Bachelor's placement is a part of the degree programme in which a student carries out research in a work-related setting. The theory the student has learned during the degree programme is put into practice at a company or institution. A placement report is written on the basis of the placement. The research carried out is often processed into a thesis. Assessment is made based on assessment criteria derived from the final attainment levels. In cases where the assignment is completed successfully, the relevant final attainment levels can be said to have been met. See also: Stage (Placement).
Bachelorthesis	Bachelor's thesis	The result of a research assignment, the nature and method of which correspond to a number of final attainment levels of the degree programme. The quality of the product can be assessed on the basis of criteria derived from (a number of) the programme's final attainment levels. In cases where the assignment is completed successfully, the relevant final attainment levels can be said to have been met. See also: Afstudeerwerk (Final project; thesis).
Begeleidende docent	Supervisor	A lecturer, affiliated with the student's own degree programme, who carries out the day-to-day supervision of the student in the role of examiner. This lecturer discusses the progress and intermediate stages of the student's research project and/or placement at pre-arranged intervals. On completion, the same lecturer assesses the student's learning process and academic attitude. In many cases, he or she also acts as first assessor of the corresponding final project.
Beheersingsgraad	Proficiency	At the degree programme level, it is important to determine how assessments are or may be designed: is a proficiency score of 55% in relation to the objectives being assessed sufficient to pass an assessment or a programme component in all cases? To what extent is this percentage standardized across the degree programme and to what extent does an examiner have the freedom to increase this percentage with good reason? And what effect does this have on the quality requirements of the assessment?
Beoordelaar	Assessor	An assessor plays a role in assessing the work of a student (e.g. by marking work), but is not necessarily a lecturer or an examiner. The assessor uses the degree programme's assessment criteria and/or assessment forms when carrying out the assessment and provides these assessments to the examiner. The examiner processes this information in the formal assessment or final assessment.
Beoordeling	Assessment	Assessment is the awarding of a value to a performance. This value can be expressed as a mark or in a verbal qualification. A measuring instrument can be used for the purposes of an assessment, although this need not

		be the case. [https://www.ensie.nl/cito/review]
Beoordelingscriteria	Assessment criteria	Criteria, derived from the final attainment levels of the degree programme, used to assess a student's performance or skill, or the quality of a product. An assessment criterion can also be treated as a benchmark, that is to say an indication of what students should be able to do or know in view of their position. [https://www.ensie.nl/cito/judgment criterion]
Beoordelingsformulier	Assessment form	A digital or printed form which relates the criteria for the assignment under assessment to the learning objectives to be assessed within the programme component in question, so that student performance can be observed and recorded by assessors with a view to assessment.
Beoordelingsschema	Assessment matrix	An assessment matrix is a framework that serves as a guideline for assessing answers to questions for which no clear answer key can be drawn up. The assessment matrix lists criteria on the basis of which the answer/answers should be assessed. These criteria can relate to both the content and the structure of the answer. (CITO)
Betrouwbaarheid	Reliability	Reliability is the extent to which the assessment provides an accurate and consistent measure. Every assessment is a snapshot with potential sources of error that may influence the result. The outcomes must be 'true' in the sense that they should be influenced as little as possible by elements of chance (e.g. misleading questions, typing or spelling errors, language errors, etc.). These sources of error should be minimized in order to be able to make an adequate assessment. After it has been administered, the reliability of an assessment can be determined using statistical analysis. This type of analysis also provides information about the validity of individual items (i.e. the extent to which they can differentiate between levels of proficiency). For multiple-choice questions, this information is provided as standard by the University Examination Service, and such an analysis can also be carried out for open questions. It is advisable to do so.
Blauwdruk	Blueprint	See Specificatietabel (Specification table).
Borging van kwaliteit	Quality assurance	Examination Boards play a central role in monitoring the quality of examinations, assignments and final degree assessments. This is laid down in the Higher Education and Research Act (WHW). Assuring the quality of examinations and the programme's final level of proficiency is one of the Examination Board's most important tasks. Assurance means making sure that the existing level of quality is maintained. As assurance is a continuous process, it is important to plan opportunities for interim evaluation. Keep monitoring the process and discuss it with those involved on an ongoing basis.
Bruikbaarheid	Usefulness	The method of assessment must be appropriate to the size of the group and reflect the teaching methods employed. The usefulness of the assessment is determined by its effectiveness, its fairness and the time available for the assessment. Above all, the examiner must seek to achieve a good balance between the time it takes the team of lecturers, the student and the organization to develop, administer and mark the assessment, and the information that

		the assessment will generate. In addition, the examiner is responsible for ensuring that every student has a fair and equal chance to demonstrate his or her true knowledge and/or ability (fairness) and that the assessment is of an appropriate length in view of the time available, so that the work rate does not have any undue influence (positive or negative) on the results. The usefulness of the assessment relates to the extent to which the test is required to meet a number of, partly practical, requirements. The method of assessment should not only be appropriate to the course material and the learning objectives, but also to the size of the group and the teaching method employed. The usefulness of the assessment is determined by its effectiveness, its fairness and the time available for the assessment.
Cesuur	Passing score	A summative assessment determines whether the students have an adequate command of the learning objectives of the programme component. The assessment must therefore be able to distinguish between students with a command of the relevant material and those whose command is insufficient. A clear, motivated clarification of the assessment scale used, and in particular of the passing score and the pass criteria, is important in order to determine the students' level. The passing score is a standard of proficiency that is based predominantly on the material studied, and students must meet this standard in order to pass the assessment. There are various ways to calculate the passing score, with the 60-percent method being the most common for multiple-choice examinations (as it takes into account the probability of guessing correct answers). The passing score is the responsibility of the examiner, and agreements can be made at faculty or programme level (in order to achieve standardization). See Appendix: Establishing the passing score for a description of various methods for determining the passing score.
Cesuur, absolute	Criterion-referenced scoring; passing score, absolute/fixed	When an absolute method is used, the norm is derived from the material and is set in advance. Establishing a passing score according to an absolute criterion can be done in a number of ways. The examiner may decide for himself or herself which method to use. The methods include: the 60-percent method; De Groot's core item method; the Ebel method; the Nedelsky method; the Angoff method.
Cesuur, relatieve	Norm-referenced scoring; passing score, comparative	With comparative methods, the norm is influenced by the performance of the group: the passing score is therefore established after the fact. A comparative method is bad news for a student who scores relatively low in an otherwise high-scoring group; the same student would earn a higher mark with the same score in a lower-scoring group (which could easily mean the difference between a pass and a fail). The Wijnen method is an example of a comparative passing score. Wijnen (1971) assumed that the level of difficulty of a test in a specific context under specific conditions could only be determined by looking at the scores of students. He therefore believed that the score of a cohort of students had to be assessed in relation to their own performances and took the students' mean score as the starting point. By subtracting two standard

		errors of measurement from the average score, he determined the passing score. This approach is also known as 'grading on the curve'.
Cesuur, compromismethode	Passing score, compromise method	Cohen-Schotanus combined the comparative method with the absolute standard-setting method by not starting from a maximum score of 10, but the maximum score achieved by the top 5% of students in the cohort. The pass/fail threshold was nevertheless fixed, for example at 60% (with guess score correction). The guess score correction determined the score for the lowest mark (usually 1). Due to the influence of the top 5% on the mark distribution, this compromise method is only suitable for larger groups of students and is not suitable for resits due to the need for heterogeneity in the group.
Cesuurbepaling	Establishing the passing score	The level of proficiency provides a stepping stone towards setting the passing score; it establishes the dividing line between a pass and a fail. The way in which the passing score is determined will affect the score-to-mark transformation. There are several accepted ways of determining the passing score. In broad terms, it is possible to use an absolute standard-setting method (you determine in advance how many marks are required in order to pass); a comparative method (the passing score is determined by the performance of those participating); and a compromise method (the passing score is fixed, but a percentage of the best participants determines the highest score achievable, and thus which score represents a mark of 10 out of 10). A more detailed explanation of current methods is included in the appendix: Establishing the passing score. To ensure that assessment remains transparent for students, it is advisable that the method of determining the passing score should be set for the degree programme as a whole. For specific forms of assessment there may be scope to use an alternative method.
Compensatiemogelijkheden	Compensation	The question of whether to allow the mark on one summative constituent assessment to compensate for another, in part or in full, depends on the learning objectives covered by the constituent assessments. Agreements made at faculty or programme level are also important. The decisions of the examiner on whether or not to allow compensation between constituent assessments must be consistent with the assessment plan of the degree programme (or faculty assessment policy), which may include provisions regarding compensation. In the event that theoretical course content is divided into two parts that are each assessed in separate constituent assessments, it makes sense for the marks of these assessments to compensate each other in full. If the constituent assessments relate to learning objectives that differ significantly and also relate to differing final attainment levels of the degree programme, it is better not to allow (full) compensation. If a course includes an interim assessment (covering only part of the material) and a final assessment (covering all the material), a different decision may be made. In that case, the final assessment could compensate the constituent assessment in full. Another option is conditional compensation, whereby a minimum mark must be attained for the interim assessment in order for compensation to be granted.
Compensatieregelingen	Rules for weighted marking	Conditions set by an examiner – in line with the learning objectives and the assessment plan – for the minimum performance of a student on different constituent assessments. These must be recorded in the programme syllabus and students must be made aware of them in advance.
Constructive alignment	Constructive	The consistency between learning objectives, educational activities and assessment is also referred to as

	alignment	constructive alignment. Constructive alignment occurs when: an educational design (lesson, module, learning pathway or curriculum) is student-oriented (i.e. the design process consistently takes into account what students should do and be able to do, rather than simply the material to be communicated). The core components of the design are not defined in terms of content but in terms of learning objectives and learning activities. This does not mean that the lecturer disregards the material that students need to learn; a knowledge domain is always delineated when defining learning objectives. The main components of a design (lesson, educational module, learning pathway or curriculum) are interrelated. [Glasbeek, H., 2015.] Biggs, J. and Tang, C. 2011. Teaching for Quality Learning at University. 4th ed. Maidenhead: Oxford University Press. Biggs, J., and Tang, C. (2010). Applying Constructive Alignment to Outcomes-based Teaching and Learning, Training Material for 'Quality Teaching for Learning in Higher Education' Workshop for Master Trainers, Ministry of Higher Education, Kuala Lumpur, 23-25 Feb 2010.
Cronbachs alpha	Cronbach's alpha	Cronbach's α (alpha) is a measure of the reliability of an assessment based on classical test theory. Cronbach's α can be calculated on the basis of a single assessment which provides an estimate of the lower limit. Cronbach's α depends on the number of items (questions), the average covariance between the items and the distribution of the sum score.
Curriculum	Curriculum	A curriculum is the content of a degree programme, i.e. the programme components and their content.
Cursus	Course	The terms 'course', 'subject' and 'programme component' are synonymous. A degree programme consists of several programme components per academic year. A course is a coherent set of learning objectives, teaching methods and forms of assessment. A course comprises six credits or a multiple thereof.
Cursuscoördinator	Course coordinator	Course coordinators are responsible for the education they provide and the education provided by fellow lecturers on a course which they have coordinated. Their job is to coordinate the relevant educational activities and to focus on the learning objectives associated with each programme component and its place in the curriculum. They have a duty to ensure that the teaching methods and examination procedures of the programme component reflect the learning objectives. In many cases, the course coordinator will also be the examiner of the programme component and must ensure that the examinations are of sufficient quality. Course coordinators report to their Director of Studies and their department head on an annual basis (see chapters on Teaching Evaluation and Staff Policy with regard to teaching).
Cursusdoelen	Course objectives	A well-reasoned system of assessment offers the guarantee that graduates have mastered the final attainment levels of the programme.

		The final attainment levels of a degree programme must be specified at the level of the programme component in the form of specific and verifiable course objectives. Well-formulated (and verifiable) learning objectives include at least two components: a content component (which indicates what the student needs to learn) a behavioural component (which indicates specifically what the student needs to be able to do with the content, in terms of observable activities that the student is required to demonstrate). A course objective may also include a conditional component (stating the conditions under which the student may or must fulfil the behavioural component).
Cursusmatrijs	Course blueprint	A blueprint that relates all assessments in a programme component to the learning objectives and which may be used as an alternative to the assessment blueprint. See also: Toetsmatrijs (Assessment blueprint).
Diagnostische toets	Diagnostic test	See Formative toets (Formative assessment).
Digitale toets	Digital assessment	Digital assessment is a broad concept that covers the use of computers in the assessment process. This can take the form of the management of test questions in an item bank and the administering and/or marking of tests.
Docent	Lecturer	Lecturers bear responsibility for their own teaching. They have the duty to provide education and they focus on the learning objectives associated with each programme component they teach and its place in the curriculum. They have a duty to ensure that the teaching methods and examination procedures of the programme component reflect the learning objectives. A lecturer can also be the coordinator and/or examiner of a course, but that is not necessarily the case. Lecturers are accountable to their Director of Studies and department head on an annual basis. They are also evaluated by students and are partly assessed on the results of these student evaluations (see the chapters on Teaching Evaluation and Staff Policy with regard to teaching).
Dublin descriptoren	Dublin Descriptors	As part of a Dutch-Flemish initiative, the Dublin Descriptors for higher education in Europe were drawn up between 2001 and 2004, named after the Irish capital where the agreement on these final attainment levels was signed in 2004. The Dublin Descriptors specify the final attainment levels for Bachelor's and Master's programmes at universities and universities of applied sciences in Europe. These Descriptors were drawn up with the aim of achieving programmes of an equally high standard in the various countries of Europe. Another aim was to clarify the differences between the qualifications or final attainment levels for the two main educational tracks in higher education: Bachelor's and Master's programmes. This was partly motivated by the desire to facilitate students who want to complete part of their studies at a university abroad. The Dublin Descriptors consist of a list of criteria (knowledge and insight, application of knowledge and insight, judgment, communication, learning skills) with a general description of the final level of proficiency for a Bachelor's or Master's programme for each criterion. http://ecahe.eu/w/index.php/Dublin_Descriptors
Eerste beoordelaar	First assessor	See Begeleidende docent (Supervisor).
Eindbeoordeling	Final assessment	Each student is awarded a single mark at the end of a programme component. If several marks have been achieved within a programme component, these will be averaged on the basis of a predetermined weighting. This end result is the final assessment.

Eindcijfer	Final mark	See Eindbeoordeling (Final assessment).
Eindtermen	Final attainment levels; learning outcomes	The objectives of a degree programme are formulated as final attainment levels that are specifically related to the programme and show what students need to know and be able to do at the end of their programme. The intended final attainment levels demonstrably describe the level (associate degree, Bachelor's or Master's) defined in the Dutch qualification framework and the orientation of the degree programme (higher professional or university education). In addition, they correspond to the current requirements of the professional field and field of study at regional, national and international level, in terms of the content of the degree programme. Where applicable, the intended final attainment levels comply with relevant legislation and regulations. The Accreditation Organisation of the Netherlands and Flanders (NVAO) currently uses the term 'learning outcomes'.
Eindwerk	Final project	The result of a programme component in which the student's learning is assessed at the final level of proficiency.
Examen	Final degree assessment	If the examinations for the components of a degree programme have been completed successfully, this means that the student has passed the final degree assessment.
Examencommissie	Examination Board	The position of the Examination Board in relation to the assessment organization is an important one. The Examination Board fulfils an essential role with regard to the quality system for examinations, assignments and final degree assessments, in terms of guidance and assurance. It draws up guidelines for quality assurance and monitors compliance with the guidelines. The responsibility of the Director of Studies is to implement these guidelines and to ensure that they are acted on. It is essential that the Examination Board carries out its duties as a watchdog (internal supervisor) from a position of impartiality and, as such, does not take on any of the duties or responsibilities associated with line management. The Examination Board functions as an internal supervisor and seeks to safeguard the level of quality attained, taking a proactive approach wherever possible. One way in which it does this is by appointing examiners on the basis of skills and expertise in teaching and assessment. It monitors examiners' performance, with a particular focus on how they contribute to the quality of assessments. The Examination Board maintains efficient lines of communication with the Director of Studies about the quality of assessment in the degree programme and also presents findings and points for improvement in its own annual report. The Examination Board fulfils the role of internal supervisor. The Board is well-informed about all official documents and working methods within the degree programme, the faculty and the institution, and has various ways of checking whether all parties involved in the assessment process continue to comply with these agreements, so that the quality of examinations, assignments and final degree assessments remains at a desirable level, and the degree retains its value. It is in regular contact with the Director of Studies and offers advice, both on request and unsolicited. A record must be kept of all recommendations made by the Examination Board and reports on action subsequently taken must be issued. These are then detailed in the Examination Board's annual report.
Examinator	Examiner	The examiner is responsible for the quality of assessment in his or her own programme component, but

		coordinates with the Director of Studies on assessment (form of assessment, learning objectives and alignment with the final attainment levels). Examiners carry primary responsibility for assessing students on programme components. VU Amsterdam relies on the professionalism of its lecturers to ensure that tests and/or assessments are valid, reliable and clearly linked to learning objectives and educational activities (of the programme component), while reflecting the final attainment levels of the degree programme. An assessment must also be capable of determining whether the students have an adequate command of the learning objectives of the programme component. The consistency between learning objectives, educational activities and assessment is also referred to as constructive alignment. The examiner is responsible for the quality of assessment (see Section 3: Assessment at the level of programme component) and by doing so fulfils his or her own role in the quality control cycle. The examiner reports on this matter to the Director of Studies (e.g. by means of the assessment dossier).
Externe begeleider	External supervisor	The supervisor of a programme component who is not affiliated with VU Amsterdam and is not authorized to fulfil the role of examiner (e.g. an external placement supervisor or external project manager). This supervisor sees the student in a specific work context and supervises him or her in that context according to the instructions of the degree programme with the aim of delivering a product that gives insight into the student's performance in relation to the programme's pre-specified learning objectives. This supervisor can provide the examiner with information about the student's performance with regard to the placement/project and the attitude that the student has shown in a specific context. The examiner can use the assessment form to relate this information to the relevant assessment criteria and can take it into account when making his or her overall assessment. At all times, the examiner remains responsible for the student's final assessment on the relevant programme component.
Externe validering	External validation; moderation	In the case of external validation, testing or assessment provided by people outside the degree programme is of a recognized quality. A host of measures are taken to operationalize external validation. These include adding an external member to the Examination Board, involving external examiners in calibration sessions, getting experts outside the degree programme to validate protocols for final projects, training examiners according to national criteria, having impartial observers look into different phases of testing or examination, and testing staff and students using assessments beyond the university itself (e.g. national tests for teaching staff, progress testing).
Facultair toetsbeleid	Faculty assessment policy	The Faculty Board is responsible for ensuring that the faculty's approach to implementing assessment policy is set out in writing. Faculty assessment policy specifies how the faculty will give effect to the parameters set by the university regarding assessment quality. It designates all responsibilities within the entire assessment process, from the Directors of Studies to the Education Office. Topics include: - the vision for assessment; - format guidelines for the assessment plan for a degree programme run by the Faculty Board; - positioning assessment plans for degree programmes within the framework of general quality control;

		- setting a minimum threshold for assessment expertise among teaching staff and making clear professionalization choices in the field of assessment quality; - the approach to monitoring the standard of final projects; - minimum requirements for all examinations, assignments and final degree assessments; - the way in which Directors of Studies facilitate the Examination Board in carrying out its statutory tasks.
Faculteitsbestuur	Faculty Board	Every faculty is managed by a Faculty Board. Each Faculty Board has no fewer than three and no more than four members. The members are appointed by the Executive Board. The dean of the faculty chairs the Faculty Board and has overall responsibility for the faculty's performance. For the purpose of specifying the VU Assessment Framework, the Faculty Board draws up the faculty assessment policy. This document sets out the faculty's vision for assessment and details the requirements that apply to assessment quality. The faculty assessment policy also specifies how quality assurance is to be implemented. Clear choices are made with regard to the deployment of lecturers and Examination Boards/assessment committees in order to implement the assessment policy. With the authorization of the university's institutional board, the faculty appoints the Examination Board and specifies its Academic and Examination Regulations (including appendices and study guide).
Feedback	Feedback	Assessment serves not only to quantify students' performance and their attainment of learning objectives, but also as a source of feedback. For students, assessment can provide information on the effectiveness of their approach to studying and their progress towards academic goals, while for lecturers it provides a means of tracking student progress and an indication of whether their approach to teaching should be modified. Consequently, students are given regular formative assessments throughout each programme component. Students receive feedback on the basis of assessment. This can be provided on an individual basis or take the form of group feedback from the lecturer or one or more peers. It is essential that students receive feedback promptly, so that they can use it to modify their approach to their studies or to help them focus during the next step in their academic development. Feedback on formative assessment is also important in order to activate students. Ideally, students are not given a mark for a formative assessment but receive information about the extent to which their work meets the relevant standards and what they need to do as a result. Particularly when it comes to developing academic skills and critical thinking, receiving and giving (or learning to give) good feedback is one of the best ways to promote the understanding and internalization of assessment criteria. If students learn to understand which criteria their academic attainment must meet (now and in the future), they will gradually learn to reflect better on their own work and become less dependent on feedback from the lecturer. Regular formative assessments combat procrastination and can also serve an important purpose in acquiring basic knowledge. Assessments of this kind can take various forms and can often be completed digitally. It is essential that the lecturer integrates these assessments and opportunities for feedback effectively in the programme as a whole. The lecturer/examiner should give these assessments a clear place in the overall

		teaching programme, emphasize their importance and discuss them during meetings, both before and after they have been administered.
Formatieve toets	Formative assessment	Instruments designed to assess or manage the teaching and learning process generally have a formative character, as well as fulfilling the important purpose of activating student learning through feedback. This feedback should be given in such a way that the student can make any necessary adjustments to his or her approach to studying. By using formative/diagnostic assessment and feedback, the programme can monitor whether students are making satisfactory progress towards the final attainment levels, and can give them additional guidance and support in adapting their approach to studying. By carrying out formative assessments regularly and analysing the results, the lecturer can gain a deeper understanding of the progress being made by students and any areas that present particular difficulties. The lecturer may then decide to review certain course material or to present it in a different way.
Fraude	Academic misconduct	Academic misconduct and plagiarism are defined as any act or omission by a student that partially or entirely precludes making an accurate assessment of their knowledge, understanding and skills, or those of another student. In any event, academic misconduct includes: - being in possession of aids or resources during an examination (e.g. pre-programmed calculator, mobile phone, books, syllabi, notes) which you are not expressly permitted to consult; - copying from or exchanging information with another student during an examination; - assuming someone else's identity during the exam; - allowing someone else to assume your identity during the examination; - obtaining details of exam questions before the date or time at which the exam is scheduled to take place; - changing, extending or amending a section of the exam once it has been submitted for final assessment.
Gewicht	Weighting	If the overall assessment of a programme component consists of several constituent assessments (including papers or presentations), the weighting of each one is determined in advance. The final mark for the programme component is based on the results for each assessment and their relative weighting.
Groepsproduct	Group product	For group products, it is important that students work as a team and are able to integrate their knowledge and understanding to arrive at a joint end product. This is a feature of specific teaching methods, such as project-based education, but can also be part of individual courses, practicals, and the like. Two or more students make a group product that can consist of a written paper, a project or practical report, a design or a detailed set of answers to relatively complex questions. The appropriateness of a group product depends on the objectives. Group products tend to reflect more complex skills and are less suited to acquiring basic general knowledge and basic skills.
Herkansing	Resit	For summative assessments, the number of resit opportunities must be limited. Educational research has shown that increasing the number of resits not only encourages students to procrastinate, but also creates the misguided impression that preparing for and completing an assessment is more or less a matter of trial and

		error. What is more, the composition and/or correction of an assessment is a time-consuming task due to the high standards that need to be met. The resit is therefore primarily intended for students affected by unfortunate circumstances, and is emphatically not intended as an opportunity for students to improve an existing mark. For this reason, VU Amsterdam only counts the last mark obtained. The way in which the degree programme or faculty handles resits must be in line with the programme's educational vision. It is therefore important to ensure that, just as with regular assessments, no planning conflicts arise between classes and a resit.
Individuele beoordeling	Individual mark	For a group assignment that contributes to a student's individual final mark for a programme component it is not sufficient to give a group mark, as this mark must demonstrate that the student has sufficiently mastered the learning objectives of the programme component concerned. Within or alongside the group assessment, an individual assessment must take place to clarify the individual contributions made by the members of the group to the success (or failure) of the collective product/process. An exception may be made if the group process and/or group product is in line with a learning objective of achieving a specific group goal and this can be gauged from the end product. There are different ways to arrive at an individual assessment in addition to a group assessment. See for example: https://tauu.uu.nl/kennisplatform/beoordelen-van-groepswerk-en-groepsproducten/ or https://tauu.uu.nl/wp-content/uploads/2015/01/Zeven-manieren-om-tot-een-individueel-cijfer-te-komen-bij-groepswerk.pdf
Informant	Informant	The supervisor of a programme component who is not affiliated with VU Amsterdam and is not authorized to fulfil the role of examiner (e.g. an external placement supervisor or external project manager). This supervisor can provide the examiner with information about the student's performance with regard to the placement/project and the attitude that the student has shown in a specific context. The examiner can use the assessment form to relate this information to the relevant assessment criteria and can take it into account when making his or her overall assessment. At all times, the examiner remains responsible for the student's final assessment on the relevant programme component.
Intrabeoordelaars-betrouwbaarheid	Intra-assessor reliability	Intra-assessor reliability is the agreement between the results of the same measurements carried out by the same assessor.
Interbeoordelaars-betrouwbaarheid	Inter-assessor reliability	Inter-assessor reliability is the degree of similarity between the results of a measurement performed by several assessors. If an assessment or assessment result is scrutinized by several assessors, it is important to ensure that these separate individuals can obtain the same results as much as possible. The results should therefore be as independent of the assessor as possible. The reliability of a measurement is determined by the extent to which the measurement is insensitive to disruptive factors (see also: Betrouwbaarheid (Reliability)). When assessing papers, practical assignments and open questions, for example, answer options can only be standardized to a limited extent. If one or more assessors are then involved in the assessment of the performances, unintended variance is also introduced into

		the measurement. This unintended variance can result from factors such as inconsistency within a single assessor, lack of agreement between assessors due to systematic differences between them (mildness or severity), and non-systematic lack of agreement between assessors. The extent to which these sources of variance do not interfere with the measurement is represented by: intra-assessor agreement; (inter-)assessor reliability in the strict sense; assessor agreement.
Inzage	Feedback session; inspection session	When the results of a written examination have been announced, the student can, on request, inspect his or her assessed work, the questions and assignments set, and the marking standards applied. This right of inspection is restricted to a period and specified in the Academic and Examination Regulations.
KR-20	KR-20	KR-20 is a measure of internal consistency and is used as an indication of reliability in dichotomously scored tests. The letters KR come from the names Kuder and Richardson, who came up with the formula for this measure. It was their twentieth formula, hence the number. KR-20 is related to Cronbach's Alpha and in cases where the items in a test are dichotomous, Cronbach's Alfa takes the form of KR-20.
KR20-75	KR20-75	The KR20-75 concerns the relationship between reliability and the length of the test. Using the Spearman-Brown formula, the reliability of a particular test can be calculated (or recalculated) as long as it contains 75 (or any other number) of questions.
Kwaliteitsborging	Quality assurance	Assurance means making sure that the existing level of quality is maintained. Examination Boards play a pivotal role in monitoring the quality of examinations, assignments and final degree assessments. By identifying the risks that jeopardize the quality of the assessment, analysing these risks and making suggestions for improvement on this basis, the Examination Board can guarantee the quality of examinations.
Kwaliteitscriteria	Quality standards	Criteria laid down in the assessment policy or the assessment plan and which the faculty or the programme have to meet. These must be measurable values determined for various forms of assessment. These criteria are transparent for everyone involved in a degree programme. An examiner checks whether the assessment meets these requirements and records his or her conclusions in a manner specified in the assessment plan, commenting on any deviations from the standard. The Director of Studies monitors compliance with the quality criteria and takes action if deviations are found. The Examination Board uses these quality criteria as a reference for its assurance task. The quality criteria are evaluated on an annual basis.
Kwaliteitscyclus	Quality control cycle	There is not a single quality control cycle (Plan-Do-Check-Act) relating to a single process, but a process of many interlocking cycles at strategic, tactical and operational level. Coordinating these different processes is crucial. Responsibility for delivering assessment quality lies with the management. How the faculty implements these processes may also be determined by the existing culture (and culture of quality control) within the faculty or by the expertise, resources and funds available within the faculty.
Kwaliteitszorg	Quality control	All systematic and planned activities aimed at continuous control, monitoring and improvement of the quality of education.
Kwaliteitszorg op	Quality control at	The quality control cycle within a programme component, under the responsibility of the examiner. The

cursusniveau	course level	examiner conducts the assessment of the programme component using the assessment cycle and sets this out clearly in the assessment dossier. The Director of Studies has access to the assessment dossier, which he or she uses as input for ensuring compliance with the assessment plan. If points for attention are identified, the Director of Studies contacts the examiner in order to draw up an action plan.
Kwaliteitszorg op opleidingsniveau	Quality control at programme level	Given that the examiners are responsible for the quality of education and assessment and, on the basis of their academic professionalism, for shaping the content of their programme components, these components tend to undergo a process of natural evolution over the years. To ensure that the joint vision and final attainment levels are not gradually undermined by this process, it is important for the Director of Studies to take responsibility for monitoring education and assessment at the degree programme level. This responsibility means that a quality control cycle is established at programme level, in which course evaluations, reflection reports by examiners and peer exchange all have an important role to play. The Director of Studies is also responsible for monitoring the need for professionalization among examiners, and for ensuring that the team is always aware of the latest quality requirements regarding assessments and examinations. Communication and interaction regarding assessment and assessment quality must also be initiated and facilitated by – or on behalf of – the Director of Studies. This may relate to many aspects of quality control, from promoting good practice and planning the implementation or evaluation of policy choices to information sessions on new developments in assessment or the drafting of new guides.
Leerdoelen	Learning objectives	A learning objective is a goal at the level of a programme component which clearly and specifically states what students are expected to achieve in terms of knowledge, understanding and skills, how they should do so and how this should be demonstrated to others.
Leerlijn	Learning pathway	A learning pathway is a reasoned construction of interim goals and content, leading to the final objective of the programme. Depending on their exact function, user context and target group, learning pathways vary in the extent to which they detail the implications for various elements of the curriculum. A learning pathway can arrange topics thematically to integrate aspects of programme components and encourage horizontal coherence between them. A learning pathway can support vertical coherence between different years of study and between sectors. It can also provide a link to international reference frameworks. Several learning pathways can be developed, which also vary in terms of their interim goals. Various learning pathways relevant to a programme's final objective may also run in parallel.
Leerresultaten	Learning outcomes	See Eindtermen (Final attainment levels).
Masterstage	Master's placement	See Stage (Placement).
Masterthesis	Master's thesis	See Thesis.
Mondelinge toets	Oral examination	An oral examination is a type of assessment in which one or more examiners ask the student questions in an interview situation. The examiner(s) assess the student's answers in order to ascertain whether he or she is sufficiently competent to merit a pass. Since the oral examination does not require written input from the

		student, it is eminently suitable for assessing specific groups, such as non-native speakers or students with a motor disability or dyslexia. See also: Tips for conducting oral examinations.
Officiële inleverdatum	Official submission date	The date specified in the programme syllabus as the final date on which an assignment can be completed or a product can be submitted. This date also determines the examiner's deadline for assessing the assignment or product in question.
Onafhankelijke beoordelaar	Independent assessor	An examiner who has not been involved in the execution of a project or a piece of research, and whose sole focus is to assess the resulting product without knowledge of the student's process or attitude to work. The assessment criteria are therefore limited to what can be objectively observed from the product under assessment.
Onderwijsactiviteiten	Educational activities	Educational activities form part of programme components and include lectures, tutorials, practicals, labs, didactic activities, placements and work required of the student on an individual basis.
Onderwijsbureau	Education Office	The Education Office provides support for teaching and education within the faculty. In terms of assessment, the Office is responsible for the (logistical) organization of examinations, assignments and final degree assessments within the faculty.
Onderwijseenheid	Educational unit	A coherent part of the degree programme which a participant concludes with an assessment. See also: Studieonderdeel (Programme component).
Opleiding	Degree programme	A degree programme is a coherent set of components geared towards final attainment levels clearly defined in terms of the knowledge, understanding and skills students must acquire to complete the programme successfully. Each degree programme is registered in the Central Register of Courses in Higher Education (CROHO).
Opleidingsdirecteur	Director of Studies	The Director of Studies is responsible for the quality control of a degree programme. He or she ensures that constructive alignment is widely propagated, and that the examiners demonstrate the required level of professionalism. The Director of Studies also monitors quality of assessment within the programme and oversees improvements in assessment quality (see Section 2: Assessment at programme level). He or she ensures that the various stages of the assessment cycle can be implemented effectively and reports on this matter to the Faculty Board.
Opleidingscommissie	Programme Committee	The Programme Committee is set up to closely monitor educational standards at the degree programme level and is therefore a crucial link in terms of quality control. It also actively looks out for the interests of the students, for instance making sure that the demands put on them by the programme remain feasible.
Opleidingscoördinator	Programme coordinator	Manages the degree programme together with the Director of Studies, and functions as the right hand of the Director of Studies in many respects.
Opleidingsmanagement	Programme management	The Director of Studies and the programme coordinator together form the programme management.
Opleidingstoetsplan	Programme assessment plan	See Toetsplan (Assessment plan).

p-waarde	p value	The p value of a multiple-choice question is the proportion of candidates who pick the right answer. This number indicates an item's level of difficulty.
p'-waarde	p' value	The p' value is a number between 0 and 1 that represents a question's level of difficulty. The p' value is calculated by dividing the average score on a question by the maximum score that can be achieved on that question. A question with a p' value of .10 is very difficult, while a question with a p' value of .90 is very easy.
Palet van eindwerken	Palette of final projects	Combination of a number of final projects, in which all final attainment levels are assessed at the final level of proficiency. This is relevant in cases where the final project (e.g. graduation project, thesis) does not assess all final attainment levels at the final level of proficiency.
Plagiaat	Plagiarism	Academic misconduct and plagiarism are defined as any act or omission by a student that partially or entirely precludes making an accurate assessment of their knowledge, understanding and skills, or those of another student. Plagiarism includes the following: a. using or copying other people's texts, data or ideas without a complete and correct acknowledgment of sources; b. not indicating clearly in the text, for example through the use of quotation marks or a particular layout, that text is being cited directly from another author, even where correct source references have been included; c. paraphrasing the contents of other people's texts without sufficient referencing of sources; d. submitting texts that have previously been submitted for earlier assignments, or comparable texts, for separate degree components; e. copying work from other students and presenting this work as one's own; f. submitting assignments that have been obtained from a commercial agency or that have been written by someone else (whether or not in exchange for payment).
Professionele onderwijsorganisatie	Organization of professional education	Educational organization in which all those involved are aware of their role and those of their colleagues and, based on their own professionalism, aim to achieve high standards in carrying out their duties in the interest of the organization as a whole. The organization facilitates this professionalism by ensuring access to a range of opportunities for training and continuing education. A professional organization is complex, with extensive rules and procedures to facilitate coordination between independently operating professionals.
Programma	Programme	See Curriculum.
Raadkanscorrectie	Guess score correction	The guess score is the probability that a candidate will answer a multiple-choice question correctly when he or she does not know the answer. It is possible to apply an arithmetical correction for this probability.
Raamwerk Onderwijsprestaties	Teaching Quality Framework	The Teaching Performance Framework is a tool for recognizing, monitoring and clarifying progress and achievements in education, enabling academics and their managers to make clear agreements on personal development tracks. At programme and departmental level, the framework is a resource for mapping the

		educational expertise present within the staff cohort. See: https://www.vu.nl/nl/Images/2015_Raamwerk_Onderwijsprestaties_VU_tcm289-756787.pdf
Reflectieverslag	Reflection report	The examiner completes the entire assessment cycle and concludes with an evaluation in the form of a reflection report of the various stages of the assessment cycle and practical action points in order to optimize assessment in the subsequent cycle. This reflection report is included in the assessment dossier and should always be available for inspection by the Director of Studies and the Examination Board.
Regels en Richtlijnen	Rules and guidelines	The Examination Board establishes rules governing how its duties should be performed (Section 7.12 b of the WHW), which therefore include how it assures the quality of examinations, assignments and final degree assessments. In doing so, its approach is entirely transparent. The Examination Board sets guidelines and gives instructions for assessing and determining the results of examinations, assignments and final degree assessments (Section 7.12 b, paragraph b of the WHW).
Representativiteit	Representativeness	A representative assessment is an assessment that measures what it has been designed to measure, both with regard to the material to be learned (content validity) and the skills expected from the students (understanding, application, etc.) (concept validity).
Rubric	Rubric	A rubric always consists of two elements: the criteria on which a performance is assessed; the various levels at which these criteria are described. A rubric can vary in specificity. It can be formulated for one specific assignment or programme component, but it can also be formulated at a more general level for use across a range of programme components or, for example, an entire degree programme. In addition, a rubric can be used holistically or analytically. In a holistic approach, the assessor gives an overall assessment based on the rubric. In an analytical approach, each criterion is scored to provide a basis for the final assessment. Source (and more information on rubrics): https://toetsing.sites.uu.nl/modules/rubrics/rubrics-theorie/
Scholing	Professional training	All activities aimed at improving and further developing the knowledge and skills of the profession. VU Amsterdam provides a range of opportunities for professional training, the faculty makes financial resources available to access this training, and Directors of Studies and examiners identify the need for training.
Score-cijfertransformatie	Score-to-mark transformation	Transformation is the process of converting values on one scale into values on another scale according to a set of rules. The most relevant example of a transformation is converting the raw scores of a test to a mark on a standard scale (1-10).
Scoringslijst	List of scores	List of clearly defined criteria that can be used to quickly score a product or an action for the purpose of assessment. The scores on the criteria lead to an assessment according to a predetermined formula or can serve as feedback to the person under assessment. Repeated use of the same score list at intervals provides insight into development on the relevant criteria.

Scriptie	Thesis	Since the introduction of the Bachelor's-Master's structure in the Netherlands, we also distinguish between a Bachelor's and a Master's thesis instead of simply a thesis. See 'Thesis' for a description.
Specificatietabel	Specification table	A table in which the subjects or learning objectives to be assessed have been plotted against the level at which assessment should take place. The cells indicate how many questions should be asked or how many marks/what percentage of the marks can be obtained. See also: Toetsmatrijs (Assessment blueprint).
Stage	Placement	The main purpose of the placement is for students to gain experience in a professional context where they may wish to pursue a future career. Students demonstrate that they can apply the knowledge acquired during their studies, and demonstrate their ability to communicate and perform while working with others. They also demonstrate their ability to acquire knowledge and expertise through professional working practice. The exact objectives of a placement can differ per programme and level. However, they must always be unambiguous and communicated clearly to students, lecturers and supervisors before the placement begins.
Stagebegeleiding	Placement supervision	External placement supervisor During the external placement, the external supervisor at the placement organization is the first point of contact for the student. He or she is responsible for the substantive supervision and regularly conducts progress interviews with the student for this purpose. He or she also ensures that the student has everything he or she needs to complete the placement assignment successfully. This includes an introduction to the organization and a workplace with the necessary facilities. He or she also arranges for the student to have access to the necessary data. Internal placement supervisor A lecturer from the degree programme or faculty carries out VU Amsterdam's supervisory role. During the placement, this lecturer regularly consults the student, the second reader and the external supervisor. These consultations can take place at the placement organization or at the university. The internal placement supervisor is responsible for ensuring the quality of the placement in relation to the assignment given.
Stagehandleiding	Placement guide	The placement guide for each programme contains all the information on the placement, stated as clearly and comprehensively as possible. This information is also made available to external stakeholders, such as external placement supervisors. The guide deals with the learning objectives of the placement in relation to the final attainment levels of the degree programme. It gives an explicit indication of how supervision and assessment are implemented, and of the means available for resolving complaints or issues.
Stageverslag	Placement report	A product reporting on the practical work carried out during a placement, in which the student also reflects on his or her own contribution to this process. The placement report is a way of assessing multiple learning objectives and/or final attainment levels that cannot be assessed by means of the final project (e.g. thesis, research report, graduation project). A degree programme provides the student with timely guidelines for the placement report and indicates the extent to which the report counts towards the final assessment of the placement.
Studiegids	Study guide	The programme-specific section of the Academic and Examination Regulations (part B). Each year, all students

		are given access to a study guide, which is published online (http://www.vu.nl/nl/studiegids/index.asp) and on VUnet. At a minimum, the study guide contains a description of the teaching programme, the programme components for each academic year and the course descriptions for each component. Optionally, this can be supplemented with a description of the faculty and of aspects such as IT facilities, academic advisors and internationalization. The course descriptions in the guide will always state the official name and course code, the aim of the programme component, the content, the number of credits, the teaching method and the nature of the assessment. Entry requirements may also be added, along with details of the lecturers, programme coordinators, the target group, etc. The study guide format is prescribed by Communication Services. The faculty is responsible for the content.
Studiehandleiding	Programme syllabus	The programme syllabus contains the most up-to-date information about the programme component and includes the following information as standard: subject name and subject code; number of credits; description of the purpose of the programme component; learning objectives (both content and relevant command of skills); content and description of course material; teaching method; timetable for the period; examination method; assessment criteria, weighting of any constituent assessments and compensation arrangements; how the required standard (passing score) is determined and – where possible – the standard itself; the time and place where students can inspect their marked work; the material or literature that forms the basis for the assessment; the intended dates for the assessment or resit and/or the submission date for assignments; the consequences in terms of the final mark for the late submission of assignments; The contact details of the examiner are also given, and, if applicable, those of the coordinator and/or lecturers. The programme syllabus can be made available in printed or digital form, and is also available in the electronic learning environment.
Studieonderdeel	Programme component	A curriculum consists of various programme components (courses, placement, thesis, learning pathways). All these components come together to form the programme. The WHW refers to a programme component as a unit of study and describes it as follows: “A unit of study may relate to the practical preparation for professional practice and for professional practice in connection with education in a combined work-study programme, insofar as these activities occur under the supervision of the institutional board.”
Summatieve toets	Summative assessment	The aim of a summative assessment is to express an opinion about the knowledge and skills of a student. The results of summative assessments have consequences, usually in the form of a mark. It tests the extent to which students have achieved the objectives set by the programme component and makes a judgement on the basis

		of these findings. Because summative assessments form the basis for decisions regarding the knowledge and skills of a student, it is important that they are reliable. It is vital for the degree programme to prevent situations in which students fail when they should have passed, and vice versa. For this reason, agreements need to be made within the degree programme regarding the requirements for assessment quality, particularly in relation to reliability. These agreements include a monitoring system in order to evaluate the various steps in the assessment cycle. These might include collective alignment of the forms of assessment with the learning objectives/final attainment levels; checks by colleagues (peer-review principle) during the design phase of the assessment (or assignment) and the answer key; relating the assessment lists to the learning pathways in order to facilitate continuous development; calibration sessions for joint assessments; appointing second assessors for more complex assignments.
Taxonomie	Taxonomy	A taxonomy is a method of classification. It is an artificial classification of terms according to a certain structure. A taxonomy enables you to observe, describe and discuss. Many different taxonomies are possible and insights change based on ideologies and new discoveries. When developing test questions and administering assessments, a taxonomy can be highly illuminating and provide structure. There are various types of taxonomy. Which one you use will depend on the educational concept, how you aim to deploy it and your own preferences. A number of frequently used taxonomies are listed below: Bloom's taxonomy is one of the most common ways to classify different levels of knowledge. The model is based on the complexity of the cognitive processes involved and the complexity of the knowledge itself. Bloom conceived this taxonomy as a general model for the objectives of the learning process. It can be divided into six levels, increasing in difficulty: • knowledge reproduction; • understanding; • application; • analysis; • creation/synthesis; • evaluation. Romiszowski distinguishes between knowledge (storing information) and skills (performing actions to achieve a goal). He also imposes a clear hierarchy: factual knowledge is the lowest rung on the ladder, while productive interactive skills are the highest. His taxonomy covers the cognitive domain, but also the affective and psychomotor domain, and the domain of interactive social skills. Miller's taxonomy consists of the following four levels, with the underlying levels serving as a foundation for

		the higher levels. Knows: The fundamental level is formed by the (factual) knowledge that a student needs to carry out his or her future profession. A broad and structured knowledge base is the foundation for a professionally competent student. Knows how: The next level is about whether the student knows how to use that knowledge when performing problem-solving tasks. The task to be performed is still cognitive in nature. Shows how: At this third level, the student shows his or her ability to act in a simulated environment, utilizing the knowledge from the previous two levels, among other things: combining knowing with action. A student must have the right skills to perform adequately in simulated environments. Does: The top level of Miller's pyramid concerns independent action in terms of complex everyday practice. Such action calls upon an integrated whole of knowledge, skills, attitudes and personal traits.
Tentamen	Examination; exam	An examination is an investigation of the knowledge, understanding and skills of the examination candidate, as well as the assessment of the results of that investigation.
Tentamenvoorblad	Exam cover page	The cover page of examination papers must include the following information (NB: a faculty format for examination cover pages is recommended): • the total time available to complete the exam; • the number of pages and questions; • instructions for completion (how to answer the questions); • for open questions/case studies: marks available for each question (weighting of questions/components); • indication of the minimum number of marks required for a pass and/or how the passing score is determined; • conditions for resit (e.g. minimum score); • the time and place where students can inspect their marked work;
Thesis	Thesis	A thesis can be seen as an aptitude test in which the student demonstrates that he or she can apply the knowledge and skills that he or she has acquired. The main aim of the thesis is to develop and demonstrate competence in academic research. This involves working on a research question and a research design, carrying out research, analysing data, integrating the results and reporting independently on the research. The thesis also enables the student to demonstrate his or her ability to collaborate with others (including fellow researchers) and to show how he or she learns and makes use of feedback and guidance. In a Bachelor's programme, a thesis takes a different form than the thesis in a Master's programme. After all, the nature of the assignment depends on the final attainment levels appropriate to the level of education. When indicating the difference in level between Bachelor's and Master's, the Dublin Descriptors from the accreditation framework of the Accreditation Organisation of the Netherlands and Flanders (NVAO) serve as the guideline. The difference usually lies in the degree of independence expected of the students and the

		complexity of the issues they are being asked to address. In summary, this means that students are expected to show a greater degree of independence at Master's level with respect to the design and execution of the thesis. Master's students are also expected to be able to cope with more complex problems and with information that is less complete and leaves more room for uncertainty.
Thesishandleiding	Thesis guide	For each degree programme, the information on the thesis is stated as clearly and comprehensively as possible in a thesis guide. The guide deals with the learning objectives of the thesis in relation to the final attainment levels of the programme. It gives an explicit indication of how supervision and assessment are implemented, and of the means available for resolving complaints or issues.
Toets	Assessment; test	Assessment can take various forms, depending on the purpose and content of the assessment. When we speak about assessment in this context, we mean not only written tests, but all forms of testing which require the student to generate output. Some assessments have a summative purpose and enable decisions to be made about a student's future: pass or fail, admit or reject, accept or decline. Others serve a formative purpose, for example identifying areas in which a student needs to increase his or her knowledge. The functions that are assigned to assessments influence the requirements that they are expected to meet. • Didactic function Provides stakeholders with information about the educational process. Helps shape the students' educational process and the lecturers' approach to teaching. • Operationalization function Assessments can be used to indicate what is seen as important. They are a guiding force behind the educational endeavour. • Qualifying function Gives insight into the standards or objectives being met. What knowledge and skills does a student possess after passing a programme component or as a graduate of a particular degree programme? • Selection function Depending on the results of the assessment, a decision is made on whether or not to admit a student to a follow-up programme. • Prognostic function The assessment says something about the student's chances of success in the programme that follows. If a student passes an assessment, he or she is regarded as possessing the knowledge and skills needed to successfully complete a particular programme component or degree programme.
Toetsafname	Testing	This concerns the moment when students actually carry out the assessment. There are different methods of testing; in an exam room, individually, publicly (e.g. presentation to an audience), but also digitally (online proctoring, bringing your own device and the electronic test environment). The testing method must be taken into consideration in the phase of test design, because different methods of testing can influence the reliability

		of the information generated by the test. In the case of digital testing, the desired level of security also plays a part when considering which method suits the intended purpose. See for example: https://www.surf.nl/kennisbank/2016/keuzemodel-veilige-toetsafname.html
Toets- & itemanalyse	Test and item analysis	A test and item analysis is a calculation of indices which can be used to assess the psychometric quality of the test and the items on the basis of the results of a group of persons in a given user situation. Calculating the mean score, standard deviation, reliability and standard measurement error provides information on the quality of the test. Calculating the p or p' value, the A value and the RIR value provides information on the quality of each item.
Toetsbaar	Assessable	Formulating the goals to be realized using verbs that imply student behaviour, to show that the objective has been realized.
Toetsbekwaamheid	Assessment proficiency	Assessment proficiency refers to the expertise that must be present within degree programmes in order to ensure quality of assessment. The assessment proficiency of lecturers, Examination Boards and other stakeholders is essential, as the quality of the assessment is largely determined by the quality of the assessor. Every lecturer must be able to interpret and use assessment information to determine how students are doing and how he or she can further contribute to their learning.
Toetsbeleid	Assessment policy	Assessment policy is the coherent quality control system of measures and provisions taken to monitor and promote the quality of assessment and examination. See also: Framework for faculty assessment policy
Toetscommissie	Assessment committee	An assessment committee can occupy two positions within the organization: under the auspices of the Examination Board or as part of the management structure. In practice, both types of committees are referred to as 'assessment committees'. The Examination Board can outsource aspects of quality assurance to the assessment committee, which fulfils a monitoring, advisory and supporting role and reports to the Examination Board, which retains formal responsibility. The Examination Board reports the assessment committee's findings to the Director of Studies and must ensure that the assessment committee performs its duties in accordance with the quality requirements set by the Examination Board. Moreover, the Board must be able to steer the assessment committee in the right direction if it believes that the committee's working methods do not meet the quality requirements. The Director of Studies is responsible for the organization, implementation and improvement of the education offered by the programme, including assessment. The Director of Studies can set up a committee with the mandate of carrying out specific tasks with regard to assessment. In terms of management, the assessment committee advises the Director of Studies and the examiners. The assessment committee often sees tests before they are administered, analyses them or explains the results of the test and item analysis to the lecturers, advising them on any measures to be taken. An assessment committee that performs duties associated with both the Director of Studies (helping examiners improve the quality of their assessments) and the Examination Board (advising the Director of Studies on

		assessment quality) can no longer be called independent. To stop such an inadvisable situation arising, the assessment committee should only perform duties associated with a single party.
Toetscyclus	Assessment cycle	The cycle the examiner must complete for every assessment within a programme component, with the aim of optimizing assessment quality on an ongoing basis: design, construct, administer, evaluate, analyse, report, review. A qualitatively sound process of assessment begins by clearly formulating the learning objectives to which the assessment relates. For each component, an appropriate form of assessment (or a combination of appropriate forms of assessment) must be selected; when constructing the assessment, there should also be a firm focus on reliability and validity. In the next phase, the assessment must be adequately administered, a requirement that also applies to marking, reporting the results and giving feedback. Once the assessment has been evaluated and analysed, it can be reported on. This can take the form of feedback or a mark. The purpose of the assessment (summative or formative) and the passing score, if applicable, will play a role here. Finally, the examiner reviews the assessment process and uses this review as a basis for improving the plans for the next assessment opportunity.
Toetsdocumentatie	Assessment documentation	All documents that provide insight into the various phases of the assessment process. These are usually stored in an assessment dossier.
Toetsdossier	Assessment dossier	The assessment dossier is a collection of documents that provides insight into the nature and quality of the assessment and evaluation of a particular programme component, as regards process, content and results. It is mandatory to create an assessment dossier for each programme component. These documents are usually compiled by the examiner as he or she goes through the assessment cycle. The specific content required and the identity of those responsible for compiling the dossier are stipulated in the faculty assessment policy (or the programme assessment plan). The Director of Studies has access to the assessment dossier by virtue of his or her responsibility for the quality of assessment within the degree programme, and he or she can use this access to obtain information for the programme's quality control cycle. On this basis, checks or additional checks can be carried out and, where necessary, quality control processes can be adapted. The Examination Board can consult the assessment dossier in its role as internal supervisor, based on indicators and random checks. Doing so enables the Examination Board to fulfil its role as the guarantor of assessment quality.
Toetsinformatie	Assessment information	See Toetsdocumentatie (Assessment documentation).
Toetskader	Assessment framework	The chapter on assessment policy from the Manual for Quality Assurance of Teaching and Learning, which sets out the requirements that faculties need to meet when formulating their assessment policy.
Toetskwaliteit	Assessment quality	There are several ways to guarantee the quality of assessment (reliability, validity, usefulness, and transparency). This goal can be achieved, for example, by working with independent reviewers or an assessment

		committee, but it may also be carried out through a system of assessment meetings, appraisal meetings or knowledge-sharing meetings. VU Amsterdam aims to give its programmes the freedom to establish a culture of quality for themselves, within certain parameters. In essence, this framework stipulates that examiners must be transparent with regard to the nature, timing, weighting and compensation opportunities of their assessments. It also prescribes a check prior to the assessment being administered to make sure that the form of assessment is useful and in line with the learning objectives, that the questions/assignments are effectively constructed, and that a proper assessment model is available. An effective system for the prevention of academic misconduct ensures the fairness of the assessment. In examinations, independent invigilators are brought in to make sure that the exam is administered fairly. The assessment has to take place in accordance with the assessment model and the scoring regulations should be agreed among several assessors. After the assessment has been administered and marked, the results are analysed and the assessment is evaluated. If the analysis gives reason to do so, the passing score or the assessment model will be modified. The quality control cycle is brought full circle by using the results from the analyses and evaluations to improve the quality of future assessments.
Toetsmatrijs	Assessment blueprint	An assessment blueprint is a table that shows how the assignments associated with certain objectives are divided between at least two dimensions: content categories (subject matter) and categories of behaviour (e.g. knowledge, application, insight). The aim is to make it clear that an assessment or set of assessments tests the learning objectives to a sufficient extent and at the right level, and that the sum total of assessments in a programme component test all the learning objectives to a sufficient extent and at the right level.
Toetspiramide	Assessment pyramid	The pyramid of modern-day testing and assessment, developed by Sluijsmans, Schilt-Mol, ...
Toetsplan	Assessment plan	At the level of the degree programme, the assessment plan is set up by the Director of Studies, who seeks advice from the Examination Board and the Programme Committee. The assessment plan clarifies the assessment policy of the degree programme, providing a link between assessment and evaluation, the teaching programme and the intended final attainment levels of the degree programme. The drafting and updating of an assessment plan for each degree programme is mandatory.
Toetsproces	Assessment process	See Toetscyclus (Assessment cycle).
Toetsprogramma	Assessment programme	A blueprint or diagrammatic overview of the programme components and assessments. The assessment programme forms part of the assessment plan.
Toetsreflectie	Reflection	The examiner completes the entire assessment cycle and concludes with an evaluation in the form of a reflection report of the various stages of the assessment cycle and practical action points in order to optimize assessment in the subsequent cycle. This reflection report is included in the assessment dossier and should always be available for inspection by the Director of Studies and the Examination Board.
Toetsvormen	Forms of assessment	Deciding how assessment will be carried out primarily involves choosing a particular form of assessment. This responsibility is shared by the lecturer (or team of lecturers) and the Director of Studies. It is very important that the form of assessment should be aligned with the learning objectives, the level of the programme component and the educational activities it includes (constructive alignment). This should therefore be the

		underlying principle when choosing the form of assessment. Of course, several forms of assessment may be used within a given programme component in order to assess a particular aspect of the component, for example an examination, a report or a presentation. The weighting and/or the conditionality of the (summative) constituent assessments and the sub-components are predetermined for each programme component. The final assessment is determined on this basis.
Transparantie	Transparency	Transparency means that the assessment procedures are made clear to the students and are not needlessly complicated. This serves two main interests: (1) the student can prepare for the assessment as effectively as possible and (2) the student can subsequently check how the result of his or her assessment was reached. Students must know what is expected of them before the assessment takes place. At the start of the programme component, the lecturer informs the students about: • learning objectives (both content and relevant command of skills); • the material to which the assessment relates; • the nature of the assessment(s); • the weighting assigned to the various constituent parts of an assessment (e.g. in cases where the mark is determined by both a test and a study assignment); • how the required standard (passing score) is determined and – where possible – the standard itself; • the scheduled dates for the assessment and resit and/or the submission date for assignments; • the consequences in terms of the final mark for the late submission of assignments; • the time and place where students can inspect their marked work; The cover page of examination papers must include the following information (NB: a faculty format for examination cover pages is recommended): • the total time available; • the number of pages and questions; • instructions for completion (how to answer the questions); • for open questions/case studies: marks available for each question (weighting of questions/components); • indication of the minimum number of points required to pass; • the time and place where students can inspect their marked work; With regard to inspection, any student who has completed an examination can obtain information on the questions and assignments included in that examination, as well as the standards used to assess the answers. In the case of open questions, an answer key clarifying the marks that can be given is made available for inspection. Assessment criteria are made available for papers or theses (completed assessment form).
Tweede beoordelaar	Second assessor	When it comes to high-stake decisions in the degree programme (e.g. the assessment of final projects), the reliability of the assessment must be guaranteed meticulously. The deployment of an independent, second

		assessor is one way to achieve this. The second assessor uses the assessment criteria drawn up for the assignment and is trained to use these criteria in a calibration session.
Vaardigheden	Skills	Actions that the student needs to master in order to achieve the final attainment levels of the degree programme. Often these involve applying knowledge and understanding, judgement, communication and lifelong learning skills in relation to the Dublin Descriptors.
Vaardighedentoets	Skills test	Form of testing used to assess actions in an isolated educational situation. One example is the *stationstoets*, a practical assessment in which medical students demonstrate a series of skills under the watchful eye of qualified professionals.
Vak	Course	All programme components are worth 6 credits and are divided into three levels in the Bachelor's phase: introductory (100), in-depth (200) and advanced (300). In the Master's phase, the level of the component can also be expressed as 400, 500 or 600. See VU model level courses (VUnet).
Validiteit	Validity	A valid assessment is one that measures what it has been designed to measure, both with regard to the material to be learned (content validity) and with regard to the skills expected from the students (understanding, application, etc.) (concept validity). The assessment blueprint is an important tool for ensuring that an assessment accurately reflects the material studied and measures the intended standards of proficiency (see Appendix XXX: Framework for the assessment blueprint). The blueprint directly compares the content of the material being assessed with the level of proficiency, and can be used both when designing the assessment and when checking the balance of the finished assessment.
Vergelijkbaarheid	Comparability	The comparability of assessments is important when working with parallel versions. But the first assessment opportunity and the resit should also be comparable in terms of competence level, difficulty and course material covered. When comparability applies, a student with the same command of the course material should be able to do equally well on all assessments. Comparability is related to the quality requirements of validity and reliability.
Vier-ogenprincipe	Peer-review principle	At various points in the assessment cycle, the examiner liaises with a colleague who takes a critical look at the validity, reliability, transparency and usefulness of tests and test items, both individually and as a whole. The peer-review principle can also be applied at the evaluation phase: a colleague (from the programme or external) can examine aspects such as the method of assessment, the way in which assessment forms are completed, results of test and item analyses with the aim of increasing inter-assessor reliability and/or validating considerations as to whether or not to delete questions or modify the assessment key.
Visie op toetsen	Vision for assessment	Detailed account of the underlying principles and strategies that form the basis of a programme's assessment policy. Decisive in determining the role assigned to tests in the students' learning process and in the structure of the curriculum.
Voorblad	Cover page	See Tentamenvoorblad (Exam cover page).
Voorlopige resultaten	Preliminary results	Test results based on assessment using an answer key. In response to test and item analysis, or complaints about questions or the right of inspection process, the answer key may be modified, resulting in slight (upward)

		adjustments to marks. Marks are only entered into the administration system after they have been officially recorded by the examiner.
Voortgangstoets	Progress test	Form of assessment that is not specific to a particular course and which periodically measures the knowledge acquired and absorbed by the student with relevance to future professional practice. A progress test contains questions that draw on the content of the entire programme, providing a representative sample from all the material dealt with. Accordingly, a progress test contains a great many questions. As the student progresses through the programme, a higher percentage of the questions must be answered correctly. Progress tests provide a responsible estimate of the progress of the cohort, but also of individual students. In addition, they serve to evaluate the teaching programme. This makes it both a summative and a formative instrument. A progress test can also be administered across degree programmes in relation to a domain-specific frame of reference.
WHW	Higher Education and Research Act (WHW)	Legislation with provisions governing higher education and academic research. http://wetten.overheid.nl/BWBR0005682/2017-06-01#Hoofdstuk7

11 ASSESSMENT BLUEPRINT: EXAMPLES AND EXPLANATORY NOTES

This appendix contains examples of different types of assessment blueprints and can be seen as an explanation of the assessment blueprint framework.

The text below is an adaptation of the following working paper: Voogd, S., Hsiao, Y.P., & Van de Watering, G. (2016). *Een toetsmatrijs maken is iets anders dan een toetsmatrijs gebruiken*. [Making and using an assessment blueprint are two different things.]

11.1 INTRODUCTION

An assessment blueprint, also known as a 'table of specification' or 'test matrix', is designed to facilitate a systematic approach to producing tests. This involves:

- An assessment blueprint helps to increase (i) the validity and (ii) the reliability of a test: (i) the test should actually measure what it is intended to measure (i.e. have the learning objectives been achieved or not) and (ii) the test should always lead to the same result when repeatedly administered, always under the same conditions.
- An assessment blueprint ensures that the different versions of a test (e.g. first attempt and resit) are equivalent in terms of content and level of difficulty.
- The assessment model ensures that uniform assessment criteria derived from the learning objectives are used.
- An assessment blueprint can be used as a means of communication for lecturers who collaborate in drawing up a test.
- An assessment blueprint can be used as a control instrument: does the test in fact measure the learning objectives of the programme component in question?

Assessment blueprints can take many different forms. Nowadays it is easy to find online instructions on how to make an assessment blueprint in a few simple steps (e.g. https://video.vu.nl/media/Toetsmatrijs+BKE/0_s4i7gtc0 and https://video.vu.nl/media/Table+of+specification+for+courses/1_rs74y3g5).

Constructing an assessment blueprint helps with the teaching design process (see Figure 1). It enables effective coordination between a degree programme's learning objectives, educational activities and the form and content of the assessment, with a view to achieving the desirable goal of 'constructive alignment' (Biggs & Tang, 2011).

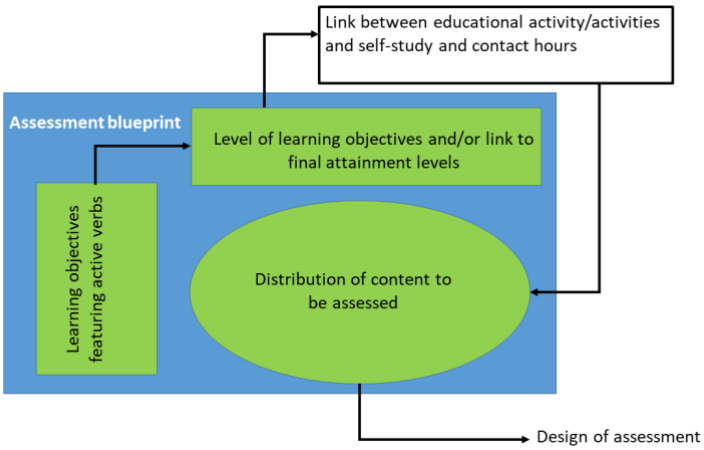


Figure 1: Teaching design process using an assessment blueprint

In order to accurately reflect the opportunities provided by an assessment blueprint, a broader definition of the concept was developed, leading to a slight modification of Bijkerk's definition (2015):

An 'assessment blueprint' is a table that shows how learning objectives are distributed across the questions or items in the test or tests of the relevant educational programme. It also clearly states the level at which the test assesses the learning objective.

Making and using an assessment blueprint is often regarded as the responsibility of the examiner. However, the assessment blueprint can fulfil a range of purposes and be utilized in relation to various roles in the organization.

11.2 WHEN SHOULD YOU START MAKING AN ASSESSMENT BLUEPRINT?

If an assessment blueprint is not available to you as an examiner, you do not have to wait until information about the assessment blueprint becomes an accepted part of assessment policy. No matter which phase of the assessment cycle you are engaged in, making an assessment blueprint can provide a wealth of information for achieving the best possible alignment between learning objectives, educational activities and test content. An assessment blueprint makes many things possible. Whether the assessment blueprint remains in place as a permanent aid or functions as a one-off exercise for the examiner depends on how a programme shapes the assessment blueprint and on the agreements a programme makes about who should use a blueprint at any given moment.

11.3 DETERMINE THE FINAL DESIGN OF THE ASSESSMENT BLUEPRINT

To create a table suitable for the programme from the wide variety of assessment blueprints available, those involved can start by jointly specifying the functions or objectives they want to facilitate. Then they can reach a shared decision on how to do so insightfully. A joint decision might even be taken to use different standards for assessment blueprints depending, for example, on the form of assessment or the level of the learning objectives covered by the blueprint. To ensure continued use and ongoing

improvement of assessment, it helps if an organization records these joint decisions in its assessment policy or its assessment plan.

The text below discusses the building blocks that can be used in an assessment blueprint.

11.4 BUILDING BLOCKS

This section considers the building blocks that can be incorporated into an assessment blueprint. It also establishes a link with general quality requirements for adequate educational design, for which it is useful to include the building block in the assessment blueprint.

11.4.1 Building Block 1: The title of the assessment blueprint

Different degree programmes may use different terms to refer to the assessment blueprint, such as 'test matrix' or 'table of specifications'. Context is often given, for example the name of the course that sets the test or the name of the test or the form of assessment. Joint agreements on Building Block 1 help to prevent misunderstandings in discussions about testing and therefore benefit transparency.
NB: It is possible to make an assessment blueprint for each constituent assessment (see the common model and the condensed model), but there are also assessment blueprints that provide an overview of each constituent assessment for which credits can be obtained (see the extensive model).

11.4.2 Building Block 2: Learning objectives and/or subjects

The learning objectives of a course are often stated in the left-hand column of the assessment blueprint. This column may contain subjects instead of learning objectives. It is also possible to state the learning objectives in the left-hand column and to further specify them in terms of subjects in the next column.

If learning objectives are stated, then active verbs should be used to indicate how the subjects can be measured and to set the tone for the form and content of the assessment. Experience has taught us that the number of objectives or subjects included has an impact on practical usability. Including an excessive number of objectives can make the blueprint more of a burden than an aid, resulting in lack of clarity on the one hand and the risk of an objective not being tested on the other hand (i.e. if subsequent test analysis results in the removal of a question). If there are too few objectives, it may be unclear how diverse the questions should be and what proportion of the test should be devoted to which objective. Building Block 2 helps give you insight into what you want to measure (validity) and is needed to assess whether the requirements of constructive alignment have been met.

11.4.3 Building Block 3: Final attainment levels

Every programme is geared towards educating students to achieve final attainment levels and each component of the programme contributes to achieving these final attainment levels. By showing a link between Building Block 2 and Building Block 3, an assessment blueprint provides a visual representation of which test relates to which final attainment levels. If the degree programme spans a number of levels, this can also be indicated in the cell or in a direct split between final attainment levels/competences (just as the Dublin Descriptors are divided across final attainment levels in the condensed model). If the degree

programme does not span different levels, it may still be advisable to indicate whether a detail or part of the final attainment level is tested or whether the test assesses the competence as a whole. Linking to final attainment levels makes it easier for the Director of Studies and the Examination Board in particular to determine whether each final attainment level is covered sufficiently during the programme.

11.4.4 Building Block 4: Competence level (taxonomy)

To make it easier for the examiner to determine the level at which questions should be pitched, it can be helpful to link Building Block 2 to a specific competence level (see common model and extensive model). For example, a link is often made with Bloom's taxonomy, Romiszovski, Miller's pyramid, Dee Fink or Marzano. In principle, the active verbs used in the learning objectives indicate the desired level, but explicit classification in terms of levels can make it easier to verify whether a desired level is being tested. In blueprints that only include subjects, an indication of the level to be tested is especially useful.

11.4.5 Building Block 5: Educational activities (optional)

Forms of assessment, educational activities and learning objectives should be compatible (Biggs & Tang, 2011). Adding educational activities in a final column enables you to show how they link up with learning objectives. This also allows you to see whether the form of assessment has been appropriately chosen for the educational activities and the learning objectives.

11.4.6 Building Block 6: Weighting/number of questions/marks

When linking Building Block 2 with Building Blocks 3, 4, 5 and/or 6, a link can be expressed by placing a cross in each relevant cell. More information can be made available by entering a percentage or absolute number in the cell (study load expressed in hours, points obtainable or number of questions advised). Once the desired balance has been achieved, each test can be made with the same ratio of attention to specific learning objectives/subjects, so that both lecturers and students are less likely to be confronted with unwelcome surprises. It is useful to agree on what the number in the cells stands for, so that everyone will interpret the information in the same way. Determining the relationships between the numbers in the cells can also be done in various ways. The amount of coverage devoted to various subjects/learning objectives in the self-study and the contact hours can be considered, or an expert opinion can be used to determine the weighting to be given to the various components/learning objectives to ensure that everything functions effectively in practice at a later stage.

11.4.7 Building Block 7: Learning material (optional)

In relation to Building Block 2, a column can be added that makes reference to the course material students have to study in order to master the learning objective/subject. This helps the test developers to formulate questions derived from that course material. When updating the course material, such a column helps to clarify whether there is a gap or overlap in the material to be studied.

11.4.8 Building Block 8: Linking item number/item bank to learning objectives (optional)

For each learning objective or subject, a link can be made to the item number (see example 1: Q1, Q2 etc. in the separate cells), so that questions pertaining to a specific learning objective or subject can be stored in an item bank at a certain classification level. Collecting questions with such a reference has the following advantages:

- in the construction phase, it helps achieve a balanced distribution of the course material in each test;
- it enables the examiner or peer to check whether the questions have been asked at the desired level;
- when interpreting the analysis results, it enables you to see how the student cohort scored on each learning objective;
- it facilitates the archiving of test questions in a larger item bank.

11.4.9 Building Block 9: Passing score (optional)

Joint agreements on passing scores can be facilitated by creating space for this issue in the standard assessment blueprint format.

11.5 EXAMPLES

This section presents three different kinds of assessment blueprint.

11.5.1 Assessment blueprint 1: the common model

This example of an assessment blueprint (see Table 1) originated at Tilburg University and is used on many courses in the Netherlands with minor variations here and there. The table consists of three dimensions:

1. the learning objectives to be addressed in the test are included on the vertical axis;
2. the academic level of the learning objectives and test questions (knowledge, understanding, application, analysis, evaluation, synthesis/creation) is determined on the horizontal axis;
3. and the test questions are referred to in the cells.

The intended final attainment levels are described in the learning objectives, and the aim of the assessment is to measure whether the students have mastered the learning objectives. To justify content validity, the first two dimensions – the learning objectives and test questions – are displayed in the assessment blueprint. Mastering a learning objective involves more than just content; the way in which the student handles the content is also important. Is it sufficient for the student to reproduce the content, or should the student be able to apply this knowledge to solving a problem in a new context? Reproduction and application are different levels of academic activity. What is being tested should also be linked to the academic activities. The assessment must therefore be a balanced and proportionate

reflection of the material to be studied and the learning activities, both in terms of learning content and in terms of academic activities. That is why academic activities represent the third dimension of the assessment blueprint, alongside learning objectives and test questions.

But which framework can be used to determine the intended academic activities in relation to each learning objective and test question? In this model we have chosen Bloom's taxonomy, as it focuses on academic activities at various levels; however, users are free to choose another taxonomy if it better suits their needs. During their education, university students should be specifically trained in the higher levels of academic endeavour to prepare them for a future in which they are able to independently carry out a whole range of academic activities in new problem contexts (e.g. analysis, evaluation and synthesis/creation).

Table 1: the common model

Course name: Workshop on how to make a table of specifications for your assessment task **Course code: XX** **Assessment type/Question type: Assignment/Open questions**							
Learning objectives ***The participant can …***	**Bloom's cognitive skills**						**Number of questions** **Percentage points *per objective***
	Knowledge	**Comprehension**	**Application**	**Analysis**	**Evaluation**	**Synthesis/ Creation**	
1. Describe the three components of a table of specifications and interpret how these three components relate to the content validity of the assessment task.	**Q1 (10%)**	**Q2 (15%)**					**10%**
2. Find coherence among learning objectives, instruction and assessment when making a table of specifications to develop an assessment task.			**Q3 (30%)**	**Q4 (20%)**			**40%**
3. Elaborate on your opinions regarding the usefulness of making a table of specifications for developing an assessment task.					**Q5 (25%)**		**30%**
Number of questions/ **Percentage points *per objective***	**10%**	**15%**	**30%**	**20%**	**25%**		**100%**

11.5.2 Assessment blueprint 2: the condensed model

This example of an assessment blueprint (see Table 2) comes from VU Amsterdam and is used at the Faculty of Behavioural and Movement Sciences and on various degree programmes at the University of Amsterdam's Institute for Interdisciplinary Studies. There are minor variations in the formats used in the various programmes. The table is designed in such a way that there is an assessment blueprint for each constituent assessment, so that all tables presented one below the other provide a readily accessible overview of the entire assessment programme.

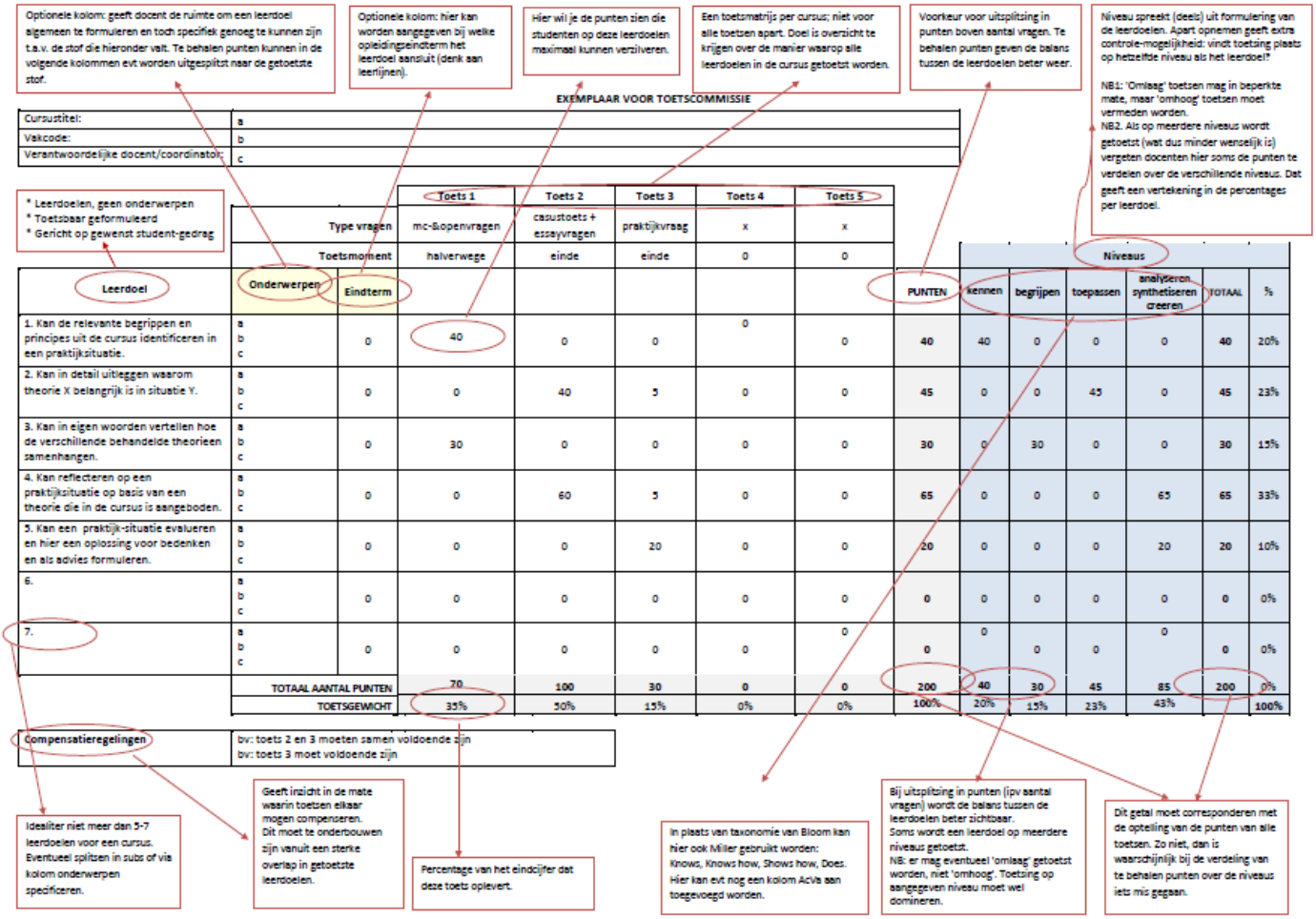
Table 2: the condensed model

Intended learning outcomes	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**#**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	
Dublin descriptors	**K & U**		**A K & U**					**M J**				**C**				**L S**			**Total:**
To have a basic knowledge of the (electro-)physiology behind the electromyographical signal		**40**																	40%
To be able to choose the appropriate method for collecting EMG data in a kinesiological study			**10**	**10**															20%
To be able to choose the appropriate method for analyzing EMG data in a kinesiological study			**10**	**10**															20%
To be able to interpret EMG data in relation to motor control, force and fatigue					**10**				**10**										20%

11.5.3 Assessment blueprint 3: the extensive model

This example of an assessment blueprint (see Table 3) also comes from VU Amsterdam, where is used at the Faculty of Science, among others. The table is designed to clearly display the various constituent assessments in one table, while including large amounts of information.

Table 3: the extensive model



Optionele kolom: geeft docent de ruimte om een leerdoel algemeen te formuleren en toch specifiek genoeg te kunnen zijn t.a.v. de stof die hieronder valt. Te behalen punten kunnen in de volgende kolommen evt worden uitgesplitst naar de getoetste stof.

Optionele kolom: hier kan worden aangegeven bij welke opleidingseindterm het leerdoel aansluit (denk aan leerlijnen).

Hier wil je de punten zien die studenten op deze leerdoelen maximaal kunnen verzilveren.

Een toetsmatrijs per cursus; niet voor alle toetsen apart. Doel is overzicht te krijgen over de manier waarop alle leerdoelen in de cursus getoetst worden.

Voorkeur voor uitsplitsing in punten boven aantal vragen. Te behalen punten geven de balans tussen de leerdoelen beter weer.

Niveau spreekt (deels) uit formulering van de leerdoelen. Apart opnemen geeft extra controle-mogelijkheid: vindt toetsing plaats op hetzelfde niveau als het leerdoel?

NB1: 'Omlaag' toetsen mag in beperkte mate, maar 'omhoog' toetsen moet vermeden worden.
NB2. Als op meerdere niveaus wordt getoetst (wat dus minder wenselijk is) vergeten docenten hier soms de punten te verdelen over de verschillende niveaus. Dat geeft een vertekening in de percentages per leerdoel.

EXEMPLAAR VOOR TOETSCOMMISSIE

Cursustitel:	a
Vakcode:	b
Verantwoordelijke docent/coordinator:	c

* Leerdoelen, geen onderwerpen
* Toetsbaar geformuleerd
* Gericht op gewenst student-gedrag

			Toets 1	Toets 2	Toets 3	Toets 4	Toets 5		Niveaus					
	Type vragen		mc-&openvragen	casustoets + essayvragen	praktijkvraag	x	x							
	Toetsmoment		halverwege	einde	einde	0	0							
Leerdoel	Onderwerpen	Eindterm						PUNTEN	kennen	begrijpen	toepassen	analyseren synthetiseren creeren	TOTAAL	%
1. Kan de relevante begrippen en principes uit de cursus identificeren in een praktijksituatie.	a b c	0	40	0	0	0	0	40	40	0	0	0	40	20%
2. Kan in detail uitleggen waarom theorie X belangrijk is in situatie Y.	a b c	0	0	40	5	0	0	45	0	0	45	0	45	23%
3. Kan in eigen woorden vertellen hoe de verschillende behandelde theorieen samenhangen.	a b c	0	30	0	0	0	0	30	0	30	0	0	30	15%
4. Kan reflecteren op een praktijksituatie op basis van een theorie die in de cursus is aangeboden.	a b c	0	0	60	5	0	0	65	0	0	0	65	65	33%
5. Kan een praktijk-situatie evalueren en hier een oplossing voor bedenken en als advies formuleren.	a b c	0	0	0	20	0	0	20	0	0	0	20	20	10%
6.	a b c	0	0	0	0	0	0	0	0	0	0	0	0	0%
7.	a b c	0	0	0	0	0	0	0	0	0	0	0	0	0%
	TOTAAL AANTAL PUNTEN		70	100	30	0	0	200	40	30	45	85	200	0%
	TOETSGEWICHT		35%	50%	15%	0%	0%	100%	20%	15%	23%	43%		100%

Compensatieregelingen	bv: toets 2 en 3 moeten samen voldoende zijn bv: toets 3 moet voldoende zijn

Idealiter niet meer dan 5-7 leerdoelen voor een cursus. Eventueel splitsen in subs of via kolom onderwerpen specificeren.

Geeft inzicht in de mate waarin toetsen elkaar mogen compenseren. Dit moet te onderbouwen zijn vanuit een sterke overlap in getoetste leerdoelen.

Percentage van het eindcijfer dat deze toets oplevert.

In plaats van taxonomie van Bloom kan hier ook Miller gebruikt worden: Knows, Knows how, Shows how, Does. Hier kan evt nog een kolom ACVs aan toegevoegd worden.

Bij uitsplitsing in punten (ipv aantal vragen) wordt de balans tussen de leerdoelen beter zichtbaar.
Soms wordt een leerdoel op meerdere niveaus getoetst.
NB: er mag eventueel 'omlaag' getoetst worden, niet 'omhoog'. Toetsing op aangegeven niveau moet wel domineren.

Dit getal moet corresponderen met de optelling van de punten van alle toetsen. Zo niet, dan is waarschijnlijk bij de verdeling van te behalen punten over de niveaus iets mis gegaan.

11.6 EMPTY FORMATS

Format for Assessment blueprint 1 – Written test

General information

Programme and variant		Description of assessment	
Year of programme		Number of multiple-choice questions	
Title of module		Number of alternative answers	
Code		Number of open questions	
Relevant academic year		Weighting for final mark	
Assessment blueprint drawn up by		Form of assessment	
Date			

Blueprint

Learning objectives The graduate is able to:	Type of questions				
	Knowledge	Understanding	Application	Analysis	Weighting
					%
					%
					%
					%
					%
					%
					%
Total	%	%	%	%	100%

Additional requirements (if applicable)

Format Assessment blueprint 2 – Other assessments (with scoring rubric)

General information

Programme and variant		Assessment no.		Assessment blueprint drawn up by	
Year of programme		Description of assessment		Date	
Title of module		Study guide no.			
Code		Number of multiple-choice questions			
Relevant academic year		Number of alternative answers			
		Number of open questions			
		Weighting for final mark			
		Form of assessment			

Blueprint

Learning objectives The graduate is able to:	Final attainment level from programme profile	Level	Professional product to be tested/professional actions; (oral) skills

Additional requirements (if applicable)

12 FORMAT FOR THE ASSESSMENT PLAN OF A DEGREE PROGRAMME

Introduction

This guide provides an example of how a degree programme can draw up the assessment plan. There are several ways to make data accessible. Each programme is therefore free to determine its own approach.

Explanation:

- Within the degree programme, the assessment plan serves as a strategic document (vision) which forms the basis for the work carried out by all those involved in education and assessment.
- The assessment plan clarifies how the assessment within the degree programme forms a coherent and consistent whole that reflects the educational vision and the curriculum according to the principles of constructive alignment.
- The assessment plan clarifies how students are guided towards the final attainment levels of the degree programme through educational activities, assessment and feedback.
- The assessment plan clarifies how all those involved are responsible for the continuous optimization of teaching quality and assessment quality, and how this is monitored and assured within the degree programme.

Due to the nature of the document, the assessment plan may also be used to provide external parties with insight into the degree programme during internal audits and independent quality inspections.

In this format, we discuss the following points in succession:

- Why? The vision behind the degree programme.
- How? Our vision for education.
- How? Our vision for assessment.
- What? Full details of the assessment policy [programme]
- Focal points with regard to assessment
- Assessment overview for compulsory courses

Part 1. Why? The vision behind the degree programme [...]

<u>To what purpose are we educating students?</u>
(What kind of graduates do we want to deliver? What do we want to give students and why? What do we see as the demands of the profession? What developments are expected within the profession?)

<u>What does the profession demand?</u>

<u>Positioning of the programme</u>
(e.g. domain-specific frame of reference, comparable programmes, VU profile, VU education vision, relationship between teaching and research)

Our final attainment levels and Dublin Descriptors

Vision for educational quality
(Objective and final attainment levels are evaluated as follows)

Part 2a. How? Our vision for education

Policy and didactic concept

Learning pathways for knowledge and skills
(How do we build up to the final attainment levels?)

Coordinating teaching methods and objectives
(Which teaching methods support development?)

Structure of the programme
[Regulation of new admissions if necessary]

Quality control of the educational concept

Part 2b. How? Our vision for assessment

Objective of assessment
(e.g. testing for learning (formative assessment), testing of learning (summative assessment), development-oriented testing (progress tests), process evaluation)

Role of the graduation assignment in the programme

Vision for resits

Vision for assessment
(e.g. assessment by examiner, assessment by peers, self-assessment by student, assessment by external experts)

Conditions for assessment
(e.g. spreading and coordination as regards timing and forms of assessment, testing facilities, professionalization of lecturers)

Quality control of assessment and evaluation
(e.g. assessment procedures, determining assessment criteria, setting passing score, assessment analysis, peer assessment, prevention of academic misconduct, right of inspection and feedback)

Quality assurance of assessment policy
(faculty assessment committee, faculty assessment expert, evaluation of assessment policy, evaluating student experience of assessment, safeguarding final attainment levels)

Part 3. What: Full details of the assessment policy [programme]

Applying knowledge and understanding in practice (Dublin Descriptors 1 and 2)

Assessment of subject-specific skills (Dublin Descriptor 2)
(e.g. practicals, fieldwork)

Assessment of making judgements (Dublin Descriptor 3)

Assessment of communication skills (Dublin Descriptor 4)
(e.g. writing assignments, presentations, debates, language skills)

Assessment of learning skills (Dublin Descriptor 5)

Quality control
(Ensuring the coherence of the programme)

Part 4: Focal points with regard to assessment

Recent changes

New insights

Future plans

Part 5. Assessment overview for compulsory courses

Year	**Period**	**Course title**	**Course code**	**Final attainment levels**										
				Knowledge and understanding		*Application of knowledge and understanding*		*Making judgements*		*Communication*		*Learning skills*		
				A1	*A2*	*B1*	*B2*	*C1*	*C2*	*D1*	*D2*	*E1*	*E2*	*Weighting*
1	1			TT	TT	S		S		S	P			TT50 S30 P20
	2													
	3													
	4													
	5													
	6													
2	1				PP			PP		PP				
	2													
	3													
	4													
	5													
	6													
3	1													
	2													
	3													
	4													
	5													
	6	Graduation project		BT/P	BT/P	BT	BT	BT/P	BT	BT	P	BT	BT	

Legend
TT = Exam
S = Written assignment
P = Presentation
BT = Bachelor's thesis
PC = Practical assignment
D = Debate

PP = Poster presentation
VT = Progress test
PF = Portfolio
RV = Review
... = ...
(f) = formative testing

Examples of an assessment plan

VUnet contains two examples of assessment plans, accessible using the links below. A third example, from the Master's programme in Philosophy, is included in this appendix.

- Assessment plan for Biomedical Sciences 2014 - 2015
- Assessment plan for BSc in Economics and Business Economics
- ASSESSMENT PLAN FOR THE MASTER'S PROGRAMME IN PHILOSOPHY

Last updated: 2017-07-03

FRAMEWORK

Institutional frameworks – VU Amsterdam:
The Master's programme in Philosophy at VU Amsterdam takes its own distinctive approach within the framework set by the university. VU Amsterdam stands for academic freedom and independence. In its 2015-2020 Strategic Plan, VU Amsterdam states its aim to encourage free and open communication of ideas in the firm belief that the quality of teaching and research benefits from a diversity of views, convictions, backgrounds and philosophies of life. In the words of the Strategic Plan, diversity leads to sharper analysis and vision, and to a deeper and renewed approach to understanding, scientific innovation and enrichment of society.

As expressed in its Strategic Plan, the profile of VU Amsterdam as an academic community is characterized by the core values expressed in the words personal, open and responsible. The personal aspect is expressed, among other things, in the fact that the individual lecturer and the individual student form the basis for the success of the university's teaching programmes, and that the personal element in education calls for small-scale teaching methods. The university's openness to diversity provides a stimulus to academic debate, which is indispensable for innovation and interdisciplinary cooperation. Both separately and jointly, lecturer and student both bear responsibility for the success and quality of education, the connection between teaching and research, and the societal value they generate.

The connection between teaching and research implies that both academic education and academic research are both national and international in character, both in terms of content and delivery. To strengthen and improve this aspect of the connection, VU Amsterdam is deeply committed to providing education that has strong international relevance. Internationalization of academic education comes naturally to an institution that encourages close links between teaching and research, not least by giving students the opportunity of completing part of the studies abroad.

Faculty frameworks – Humanities
VU Amsterdam's Master's programme in Philosophy is organized and taught by the Philosophy department of the Faculty of Humanities. The management of the department is assigned to the department head, while the management of the teaching programme lies with the Director of Studies. The administrative responsibility for the faculty's educational activities lies with the portfolio holder for teaching. The Faculty of Humanities has a Faculty Board consisting of the dean, the portfolio holder for teaching and the portfolio holder for research, the Director of Operations and a member of the student body.

The Faculty of Humanities has one Examination Board, with a section for the Bachelor's programmes, a section for the Master's programmes, and a section for assessment. The Philosophy department is represented by one member in the Bachelor's section, the Master's section and the assessment section of the Examination Board.

The Philosophy department has a Programme Committee, which has a balanced representation of lecturers and students from the department's Bachelor's and Master's degree programmes. The Programme Committee advises the Director of Studies and the portfolio holder for teaching on matters concerning the department's educational activities, both on request and unsolicited.

The Education Office at the Faculty of Humanities provides support for the department's educational activities, the Marketing & Communications department takes care of communication and recruitment of new students for the department, among other things, while the International Office is responsible for the recruitment and selection of philosophy students from abroad.

Since 26 June 2015, the Faculty of Humanities has had its own assessment policy, based on the Assessment Policy chapter in VU Amsterdam's Manual for Quality Assurance of Teaching and Learning. For more information about the assessment policy, see pages 5 and 6 below.

National and international frameworks: Domain-specific Reference Framework
All philosophy programmes in the Netherlands have committed themselves to the Domain-specific Reference Framework. This Reference Framework (version 2016) describes the field and the objective of the philosophy programmes as follows.

'Philosophy questions the very basis of reality, the foundations and limits of knowledge and science, and the principles of moral and political action. In addition, philosophy offers critical reflection on explanations of human behaviour, on developments in history and in current events and developments in specialist fields of science. A number of issues already have a long intellectual tradition within philosophy, such as questions regarding the possibility of knowledge and free will, while other issues have only recently spawned societal and philosophical inquiry, such as the effect of sustainability on how we view the human race, or the impact of quantum mechanics on our concept of nature. In their study of philosophy, students come into contact with philosophical and societal issues in very different ways. Students learn how to formulate and analyse the thoughts of other philosophers as clearly and precisely as possible in order to lay bare presuppositions and explore the contrast with other perspectives, ultimately arriving at their own ways of thinking, which they present and substantiate as accurately as possible. By doing so, they develop proficiency in interpreting texts and debates, and in searching for potential solutions to philosophical questions and problems. These programmes are

characterized by their focus on philosophical themes or by placing philosophical questions in a wider context, such as the context of certain social, institutional or political issues.'

Part 1: To what purpose are we educating students?

The Master's programme in Philosophy at VU Amsterdam focuses on ambitious students who take an investigative approach to learning, who ask critical questions and critically examine the answers they find, who study historical-systematic themes, and who want to use philosophical research to advance a specialist field of science. The Master's programme aims to teach students to think critically and to independently analyse and present arguments in an explanatory fashion. From the outset, students are encouraged to acquire knowledge and understanding, to take up their own positions and to express their positions in correct and cogent argumentation. In its teaching, the department seeks to impart knowledge of the philosophical tradition and of philosophical ideas on a range of themes (e.g. science, knowledge, ethics, history, humanity, culture and society), and to enable students to develop the skills to reflect on this knowledge independently. Students will train not only their analytical and critical skills, but also their creative skills during the programme.

The Philosophy department encourages its students to combine the Master's programme in Philosophy with a Master's programme in another field of study, leading to a double Master's degree. A majority of students on the Master's programme in Philosophy take two Master's programmes and in this sense the programme at VU Amsterdam distinguishes itself notably from other Master's programmes in Philosophy (see also the 2017 National Student Survey). The (double) Master's programme enables graduates to reflect on philosophical themes and questions, to reflect from a philosophical perspective on a variety of scientific and societal questions and themes, and to bring lines of inquiry from other sciences into the philosophical domain.

Philosophy educates students in a discipline with a method and a history that span centuries. The programme trains the students to think critically about theoretical and practical questions, past, present and future. To an extent, this training is a goal in itself, but it also equips students with the knowledge and skills to be able to carry out independent research, to pursue doctoral research on completing their Master's or to fulfil certain positons in society and on the job market. For example, philosophy graduates contribute knowledge of relevant specializations and employ philosophical skills such as critical analysis, testing normative assessment, providing arguments to substantiate claims, asking in-depth questions, testing analogies, highlighting historical-philosophical backgrounds, and distinguishing facts from normative assumptions.

Based on these objectives, graduates of this degree programme must achieve the following in line with the final attainment levels in the Domain-specific Reference Framework, as stated below:

Knowledge and understanding

- knowledge of at least one of the specializations within philosophy;
- understanding of the role and function of philosophical issues in other specialist fields of science or in relation to societal issues;
- the competence of independently formulating philosophical questions, analytical responses and solutions;
- insight into prospects on the job market and the role played by philosophers in a wide range of societal contexts (5).

Skills

- the ability to independently identify philosophical issues in a wider context, to analyse these issues and contribute to solutions, and to consider the relationship between philosophical issues and the wider context;
- the ability to produce a written report of a philosophical analysis;
- the ability to present a clear and structured oral presentation of a given topic, while critically highlighting various points of view;
- the ability to conduct independent research in the context of professional or specialist scientific practice and to report on this research;
- the ability to transfer knowledge in the field of specialization to an academically trained audience in an academically responsible manner;
- the ability to independently formulate and substantiate a position and to engage fellow students, academics or a wider audience in a critical discussion of a philosophical problem;
- the ability to collaborate with researchers in other academic disciplines and/or professionals in other fields.

The final attainment levels for the programme are specified in the Academic and Examination Regulations. The relationship between the final attainment levels of the degree programme and the learning objectives of the courses that make up the programme are specified in the table appended to this document.

To what purpose? Quality control

In 2017, the first version of the assessment plan for the Master's programme in Philosophy was drawn up. In that process, the team of lecturers extensively discussed the position of the various courses in the curriculum, the learning objectives formulated for the courses and the connection between these learning objectives and the final attainment levels. This resulted in a number of key points and development aims, details of which are given at the end of this document. In the first two years, this assessment plan and the key points will be evaluated and updated on an annual basis. Thereafter, we expect to be able to incorporate the assessment plan in the three-year plan-do-check-act cycle related to Midterm Review and Inspection, which also includes an evaluation of the final attainment levels in relation to the domain-specific framework.

The learning objectives and the final attainment levels of the programmes are evaluated in relation to the following five indicators:

1. Student curriculum evaluations administered by the Philosophy Programme Committee once every three years;
2. Consultations between lecturers, discussing insights into how the objectives and final attainment levels of the degree programmes can be achieved;
3. Recommendations by alumni on the department's Advisory Board, which serves as a sounding board in discussing the current degree programme, planned changes to the curriculum and societal developments that may alter the roles and functions fulfilled by philosophy graduates;
4. Results achieved on the programme, with recommendations and comments made by the faculty's assessment section in relation to the various types of assessment and the theses

leading to possible amendments or refinements to the learning objectives and/or final attainment levels;

5. Other philosophy programmes in the Netherlands, based on the Domain-specific Reference Framework, evaluated once every six years by representatives of all philosophy programmes in the Netherlands and adjusted in relation to the international framework.

Part 2: How do we educate our students?

Small-scale intensive transfer of knowledge and skills, study of primary sources, analysis of systematic questions, and philosophical methods are all important characteristics of the programme. These characteristics are prerequisites for realizing the students' learning process and development, and for ensuring that they can complete the programme successfully.

The programme can be taken on a full-time or a part-time basis. The part-time programme only differs from the full-time programme in the time it takes to complete. Part-time students take half the number of courses taken by full-time students in a year. In practical terms, there is no separate programme for part-time students: they attend classes alongside the full-time students.

The Master's programme in Philosophy offers a clear knowledge structure and contains multiple learning pathways. In the arts and humanities, learning pathways tend to have a more hermeneutical, spiral structure, distinct from learning pathways in science and technology. In addition to the structured acquisition of knowledge, learning pathways in this programme relate primarily to the further development of academic skills such as communication skills, text analysis and inquiry-based learning. The main goal of the assessment policy is to ensure that there is a clear progression in how skills are tested.

To support the learning process all the way to the final attainment levels, the degree programme makes use not only of traditional lectures but also of small-scale teaching methods such as tutorials, individual oral and/or written feedback on examinations and papers, and individual thesis supervision (the Philosophy: Bioethics and Health track also includes an individual placement). Active teaching methods and intensive knowledge transfer in a small-scale educational setting are prerequisites for education that is intellectually challenging and characterized by inquiry-based learning. Inquiry-based learning is an initial specification of the connection between teaching and research which characterizes academic education. Examples of inquiry-based learning include exercises in critical analysis of primary sources, the formulation of research questions as the starting point for papers and the final thesis, and the honours programme with its ties to lecturers' own research.

The most common forms of assessment in the programme are papers, oral presentations and the thesis. The thesis is the test of academic aptitude that the student takes in order to complete the programme. The thesis guide states the requirements a thesis has to meet, the information to be stated on the cover page, the minimum and maximum scope of the thesis, the required convention for indicating references, the methods used to check for academic misconduct, and the criteria according to which the thesis is assessed. The final level of proficiency as expressed by the final attainment levels is tested in a palette of courses within the programme.

(See 'Assessment plan' below)

HOW? QUALITY CONTROL

The quality of examinations, assignments and final degree assessments is assured by the quality of the lecturers, peer evaluation, and feedback from the programme management and the Examination Board. The quality of examinations, assignments and final degree assessments requires clear procedures and structures in the organization of the programme. The various aspects of quality control are specified below, and described in greater detail in Standard 3 of the self-evaluation report for the Master's in Philosophy 120.

In mid 2015, the Faculty of Humanities established a faculty assessment policy that describes the quality assurance required for assessment in the faculty (see: https://vunet.login.vu.nl/services/pages/practicalinformation.aspx?cid=tcm%3a164-786029-16).

The faculty's assessment policy assumes that quality control begins with and relies upon the quality of the lecturers. The lecturers meet the quality requirements that apply to them (University Teaching Qualification, Senior Teaching Qualification, Educational Leadership Course, C1 qualification for English-language education). Peer evaluation and feedback by programme management, the Programme Committee (teaching evaluations, curriculum evaluation) and the Examination Board (test evaluation) are standard quality control requirements and are offered wherever necessary or desirable. The procedures and structures in the degree programme's organization are in accordance with the faculty assessment policy; assessments on the programme are checked by the faculty's assessment section, which ensures that lecturers receive advice from their peers if this is called for.

In the role of examiner, the lecturer is responsible for the composition of the assessment. In doing so, explicit attention is paid to the requirement that assessments have to be representative, valid, reliable, transparent, useful and comparable. The lecturer ensures that the assessment represents a valid way of testing student learning in relation to the material set in the module, and that it is in line with the module's learning objectives. The use of the assessment blueprint – an aid to putting together an assessment and a way of checking that the assessment is in balance once it has been composed – is strongly recommended and features in the training lecturers receive in order to obtain the University Teaching Qualification.

To determine whether an assessment can be regarded as valid and reliable, the lecturer (examiner) should present the assessment to a colleague within the programme. In the case of an examination, the cover page (see Appendix 3: Template for exam cover page) should states the name of the colleague who carried out the check in addition to the name of the examiner.

Transparency is pursued by specifying the method of testing in the syllabus of the relevant module and in the study guide. In examinations, a cover page also indicates how the final mark is calculated or the distribution of marks is shown next to each question. Students also gain insight into the type of assessment by means of a mock exam (sample questions with answers), which is discussed during a lecture or supplied well in advance on Blackboard. Afterwards, students have the right to see the answer key for the assessment they have taken. An assessment is considered useful if it reflects the nature and level of the course material, the size of the group and teaching method, and the available assessment capacity. Lastly, the lecturer ensures that any resit is comparable with the first assessment in terms of content and level of difficulty.

Responsibility for compiling and archiving assessments in the assessment dossier lies with the degree programme. The lecturer keeps an assessment dossier for each course, which includes the following documents:

- Programme syllabus
- Mock examination/preparation for the assignment
- Examination/requirements for the assignment
- Answer key/assessment form (for assignments)
- Assessment blueprint (if used)
- Name of colleague for peer check
- List of examination results
- The assessment dossier offers the lecturer insight (or improved insight) into the relationship between learning objectives, final attainment levels and the method of assessment, in other words the quality of the assessment for the course.

To make the best use of assessment dossiers and to simplify their administration, the university developed the Digital Teaching Dossier in spring 2017. In July 2017, Philosophy became the first Humanities department to start working with this new resource. The Digital Teaching Dossier encourages the use of dossiers and facilitates a simple and systematic approach to the collection of assessment dossiers. It also ensures that lecturers receive clear deadlines for submitting assessment dossiers, providing a clear incentive to actually combine the various documents relating to the assessment of a course to create a single coherent file.

Within the Philosophy programme, the lecturers devote a great deal of energy to operating as a team and learning from each other's experiences. At a staff meeting held twice a year, the lecturers in the Philosophy department discuss various aspects of education, such as the form of assessment and the development of the assessment plan. In addition, more comprehensive subjects, such as the recently introduced educational innovation in relation to the Bachelor's and Master's programmes, are prepared in committees set up for that specific purpose and discussed in separate lecturer meetings.

Assuring the quality of examinations, assignments and final degree assessments is an important statutory task of the Examination Board. It has the authority to appoint or reject examiners and to award or refuse to award degree certificates. On behalf of and under the auspices of the executive committee of the Examination Board, the assessment section monitors assessments and assessment plans. In this faculty, the assessment section forms part of the Examination Board.

Part 3: What?

The Master's programme in Philosophy is a specialized two-year Master's in which we educate students in philosophy, and more specifically philosophy in relation to a specific field of science. The curriculum generally comprises 30 credits in general philosophy, 30 credits of courses in the relevant scientific field and 60 credits of philosophy in relation to the specialized scientific field. The programme has two levels. The first is introductory and requires no prior academic knowledge of philosophy; the

second level is more in-depth and specialized, building on the subjects from the previous level with the aim of providing knowledge and understanding of the field of specialization, and culminating in the thesis that completes the programme. In addition to knowledge and understanding of the field of specialization, we also equip students with the methods and skills to carry out a critical analysis of an argumentation and to give a written and/or oral account of this process. The accompanying diagram shows the subjects in which the various final attainment levels of the programme are assessed.

What? Quality control

The cohesion of the programme is primarily guaranteed by ensuring mutual involvement between the content of courses at the various levels of the programme. The specialist scientific field related to the programme in question is also relevant to course cohesion. Annual discussion of the assessment plan, the educational vision it describes and the courses in the programme offers the opportunity to further improve the programme and cohesion between courses. At another annual meeting, the lecturers from the specialization programme discuss the year's events in relation to the programme. These discussions fulfil the desire expressed by the lecturers to discuss the content and cohesion of the courses for the year in question. The programme evaluations and curriculum evaluation are important tools for gauging the extent to which the programme succeeds in coming across as a cohesive whole.

The assessment plan

The diagram from the programme's assessment plan (see appendix) clarifies the relationship between the learning objectives for each subject, the forms of assessment, and the programme's final attainment levels. The diagram shows the palette of subjects and final projects in which the final attainment levels are assessed at the final level of proficiency.

Key points arising from the assessment plan

Based on the programme's educational vision and the assessment plan, we have formulated a number of key points for the short and medium term:

short term (2017-2018):

- agreements about quality control in the programme;
- peer-review principle for test design *and* evaluation; standard form to be drawn up for peer review check;
- building assessment dossiers, pilot for Digital Teaching Dossier;
- defining clearer learning objectives per course where necessary.

medium term (2018-2020)

- spreading forms of assessment; frequency/spreading assessment of final attainment levels;
- variation in forms of assessment;
- formative assessment;
- pivotal points for monitoring test quality;
- evaluation of assessment plan.

Appendix: *Overzicht M Filosofie met leerdoelen* [Overview of Master's of Philosophy with learning objectives]

13 FORMAT FOR FACULTY ASSESSMENT POLICY

This format provides an example of how a faculty can draw up its assessment policy. There are several ways to make data accessible. Each faculty is therefore free to determine its own approach.

13.1 INTRODUCTION

Within the faculty, the faculty assessment policy gives the Directors of Studies the scope to implement the assessment plan for their own degree programme. It also specifies the individuals and units responsible for tasks relating to assessment within the faculty's teaching organization. The function of the faculty assessment policy is therefore primarily internal: to provide clarity and specific rules for implementation practice.

13.2 VISION FOR ASSESSMENT

Characteristics of education (and assessment) in the faculty and the extent to which programmes are free to deviate from them.

- Policy and didactic concept
- Objective of assessment

(e.g. testing for learning (formative assessment), testing of learning (summative assessment), development-oriented testing (progress tests), process evaluation)

13.3 QUALITY CONTROL

This includes guidelines for the development and evaluation of assessments and final projects.

13.3.1 Procedures

The faculty coordinates the drafting of procedures including specific provisions that may be included for one or more aspects of assessment for all or for some specific programme components at the faculty, such as:

- arrangements for the peer-review principle
- setting the passing score
- assessment analysis
- right of inspection policy
- examination resit policy
- procedure in the event of academic misconduct and plagiarism
- guidelines for formative assessment

13.3.2 Faculty formats

If a faculty has decided to use the same formats for its degree programmes, these can be included and explained here. Examples include formats for the assessment plan, assessment dossier and assessment blueprint.

13.4 QUALITY ASSURANCE

This section contains a description of the structure and the working method of the Examination Board. It is important for the Examination Board to approve this section, since these are matters that it has to decide on.

In addition, the requirements made of the following aspects can also be mentioned here:

- Examiners (and any training provided)
- Assessors of a graduation project
- Assessment proficiency of proposed candidates for the Examination Board

13.5 DESIGNATION OF RESPONSIBILITIES

In line with the faculty formats for assessment dossiers and assessment plans, specific responsibilities and tasks are designated or made explicit here, taking into account Section 3 of the VU Assessment Framework.

Examples include:

- The prescribed method for archiving all relevant assessment material (or the assessment dossier)
- Facilities for students with a disability
- Examination logistics (tasks assigned to the Education Office, and those organized by the programmes or lecturers themselves)
- Planning/timetabling examinations, booking suitable locations and organizing invigilators
- Specific (faculty) support for digital examinations

13.6 OBJECTIVES AND POINTS FOR ATTENTION

- Recent changes
- New insights
- Future plans

Reference may also be made to the faculty's annual teaching report and plan, if the aspect of assessment is adequately highlighted in those documents.

13.7 EXAMPLES

- Assessment policy memorandum for the Faculty of Humanities: https://digitaalonderwijsdossier.login.vu.nl/_layouts/educationfile/applicationpages/download.aspx?inline=1&ids=116
- Assessment policy memorandum for the Faculty of Law: https://digitaalonderwijsdossier.login.vu.nl/_layouts/educationfile/applicationpages/download.aspx?inline=1&ids=949
- Assessment policy for the Faculty of Social Sciences: https://digitaalonderwijsdossier.login.vu.nl/_layouts/educationfile/applicationpages/download.aspx?inline=1&ids=453
- Assessment policy for the Faculty of Economics and Business Administration/School of Business Economics: https://digitaalonderwijsdossier.login.vu.nl/_layouts/educationfile/applicationpages/download.aspx?inline=1&ids=238

14 SETTING THE PASSING SCORE

The computer scans the answer key and the students' answer forms. This results in a raw test score for each student. In order to convert these scores to marks, the lecturer must determine which raw score is worth a pass. This pass/fail threshold is known as the passing score. Once this is established, the students' scores can be converted to marks (see Appendix 3).

There are a number of methods available for establishing a (provisional) norm for a passing score. The most important thing to bear in mind is whether the method is comparative or absolute.

When an absolute method is used, the norm is derived from the material and is set in advance. With comparative methods, the norm is influenced by the performance of the group: the passing score is therefore established after the fact.

A comparative method is bad news for a student who scores relatively low in an otherwise high-scoring group; the same student would earn a higher mark with the same score in a lower-scoring group (which could easily mean the difference between a pass and a fail).

We urge you not to use comparative methods, because individual results are correlated to the performance of the entire group.

Establishing a passing score according to an absolute criterion can be done in a number of ways. The lecturer may decide for himself or herself which method to use.

The methods include:

- the 60-percent method;
- the Ebel method;
- the Nedelsky method;
- De Groot's core item method.

The most commonly used method, the 60-percent method, is rather inflexible. It is based on an assumption that both the examination and the teaching that preceded the examination are of good quality. In practice, this assumption can result in inequitable situations. If the quality of the teaching or of the examination leaves something to be desired, then it is the student and the student alone who will bear the brunt of these shortcomings.

The Ebel and Nedelsky methods and the core item method take a more subtle approach. The Ebel method, for example, allows for the difficulty and relevance of the questions to be factored into the pass/fail threshold. The Nedelsky method and the core item method also rely on the lecturer's assessment of the questions, although these presumptions are less stringent in the core item method.

Research has shown, however, that lecturers are generally incapable of accurately judging the difficulty of their own questions. This raises questions about the effectiveness of these more subtle methods. This applies especially to the Ebel and Nedelsky methods (see Dousma & Horsten, 1989, for a more detailed discussion of these methods).

This is why we recommend using either the 60-percent method or the core item method. Both methods are discussed below.

14.1 THE 60-PERCENT METHOD

The name of this method is somewhat misleading because it suggests that a student would need to answer 60% of the questions correctly in order to pass the exam. While this is fairly common practice, it is by no means an ironclad rule.

At the end of the day, it is up to the lecturer to decide on the passing score (in other words: how much of the material the students need to master in order to pass the exam). There are often departmental or faculty norms in place. If this is the case, then a lecturer will need to have a compelling reason to deviate from such norms.

Once the appropriate percentage of correct answers has been established, the passing score must still be corrected for the element of chance (i.e. the probability that a student will simply guess the correct answer).

Example of passing score calculation according to the 60-percent method

Establishing a passing score (pass/fail threshold) for a multiple-choice exam.

Let's assume that a multiple-choice exam is made up of 60 questions with four possible answers each. To correct for the element of chance (i.e. guessing the correct answer), we must first deduct this from the total: when there are four possible answers to each question, that works out as 25% of the total, which is a score of 15. These first 15 points do not count toward the mark.

In our example, the lecturer has decided that students need to answer 60% of the questions correctly to pass the exam. This 60% applies to the score after deducting the points for the element of chance: 60% of 45 = 27.

The pass/fail threshold is then 27 plus the score for the element of chance (15), resulting in a passing score of 42. In other words, students must answer 42 of the 60 questions correctly for a pass (a mark of 6 out of 10). The formula is as follows:

Passing score = $0.25 \times 60 + 0.6 \times (60 - 0.25 \times 60) = 42$.

14.2 DE GROOT'S CORE ITEM METHOD

The exam marking program used by the Centre for Educational Training, Assessment and Research (CETAR) allows for identifying core items.

A core item is a 'critical' exam question that must meet a number of criteria. The question focuses on the core of the course material (i.e. the essence of the course) and is designed to separate students who grasp these core concepts from those who do not.

Core items are 'aimed' as it were at identifying those who have mastered a key component of the course material and those who fall short, corresponding to a pass or a fail (De Groot, 1964).

The core item method is based on the following principle. In and of itself, each core item that meets the criteria is a suitable assessment of whether or not the student deserves to pass the exam. One single core item would theoretically be sufficient for determining the percentage of students who will pass the exam, i.e. the percentage of correct answers for that core item. A single critical question, however, is insufficiently reliable as a criterion for pass or fail. One should identify a number of questions as core items (20%-25% of the question total is recommended) and repeat the procedure. The core items are not necessarily intended as a basis for giving students a plus or minus (although plusses and minuses do count toward the final score) but to **estimate the percentage of students who 'deserve' to pass**. In practice, the average percentage of correct answers on core items (the averaged p item for the core items) is equal to the percentage of students who pass the entire exam.

Students' answers on core items are therefore used to estimate the percentage of students who deserve to pass the exam. Pass/fail is of course just one aspect. Further differentiation is often required, meaning items other than core items need to be included in the assessment. In these cases, the entire exam (core items plus other questions) is used to determine the students' final marks.

Example:
An exam contains 30 multiple-choice questions with four possible answers each. The lecturer has identified seven questions as core items. After processing the students' answer forms, the p items of these questions are: 0.50, 0.63, 0.64, 0.74, 0.72, 0.44 and 0.58. The average proportion of correct answers for these core items is 0.61. This means that 61% of the students deserve a pass. The associated pass/fail score can then be determined using the cumulative percentage summary of the exam scores. The marking program does this automatically. All the lecturer needs to do is indicate the core items (question numbers) on the processing form.

Note:
The marking program makes use of the 'usual' p item. In other words, it operates on the assumption that students do not guess at answers. Lecturers who wish to correct for guessing when using the core item method may do so by correcting the average p item of core items for guessing using the cumulative percentage summary of the exam scores in order to determine the final pass/fail score. This score can then be fed back into the marking program.

14.3 SETTING THE PASSING SCORE: A SUMMARY

We recommend choosing one of the four absolute methods mentioned here for setting a passing score: the 60-percent method, the core item method, the Ebel method or the Nedelsky method. The last two methods are seldom used, which is why we have not discussed them in greater detail here (for more information, please see Dousma & Horsten, 1989, and others). Please remember that the 60-percent method requires you to correct for the element of chance (guessing).

If you decide to use the core item method, you must first identify the core items. If you choose one of the other absolute methods, then you only need to provide the pass/fail threshold on the processing form.

The methods discussed above are nothing more than aids to finding a more objective way to establish the pass/fail threshold. The method you use in an actual situation will depend on the weight you wish to ascribe to the various factors involved in each method. Generally speaking, it is important that both lecturer and student have a clear understanding of the passing score and how it is determined. Bandying about all sorts of complex formulas is not recommended.

15 TIPS FOR CONDUCTING ORAL ASSESSMENTS

(From Berkel and Bax, Toetsen in het Hoger Onderwijs [Assessment in Higher Education], 2017; Chapter 14: Toetsen met een mondelinge toets [Oral assessments])

1. Inform students in writing about general matters in advance (e.g. in an assessment folder), with information about the length of the assessment, type of answer required, procedure, marking method, and the like.
2. Standardize the test situation by taking measures to reduce as much as possible any factors that may unintentionally affect the score.
3. Have two lecturers administer the test, both of whom should determine the mark.
4. Write down the questions or topics prior to the test and ensure that they cover the full breadth of the course material, or have students pick questions from a card box.
5. Devote more time to important topics.
6. At the start of the test, put students at ease by beginning with simpler questions; you can also let students suggest topics themselves.
7. If a student clearly does not know the answer, do not press them on the same topic but switch to a different one.
8. But do ask follow-up questions if the student gives an answer that is unclear or lacking in depth or detail.
9. At the end of the assessment, before determining the result, give a summary of the interview and ask the student if they agree; or
10. make short notes of the answers given and have the student initial them before they are given a mark.
11. Start each oral assessment with an open mind; be unbiased.
12. Decide when an answer is given satisfactorily and note down the rating before answering the next question.
13. Base your judgement solely on the statements the student makes during the test and that fall within the objectives of the programme component.
14. Ask each question clearly and explain it if necessary.
15. Make sure that students answer your question and do not simply ‘talk around’ it.

16 ASSIGNMENT AND COMPOSITION OF WORKING GROUP FOR REVIEWING ASSESSMENT POLICY

TO
Consultative Body for Portfolio Holders for Teaching

FROM
Joke van Saane
Eveline Kok

CC

SUBJECT
Initial document: Assignment and composition of working group for reviewing assessment policy

DATE
20 November 2016

REFERENCE

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Introduction

The last thorough review of VU Amsterdam's assessment policy took place in 2012 and was approved by the consultative body in early 2013. The resulting text forms Chapter 11 of the Manual for Quality Assurance of Teaching and Learning, which was last subject to editorial amendments in 2015 and is once again in need of modification.

In the past five or six years, there has been a strong national focus on the subject of 'assessment and evaluation' and 'guaranteeing the final level of proficiency', and the role that Examination Boards fulfil in this regard. Legislative changes have been introduced[58], the inspectorate has continued its investigations in this area, and additional conferences[59] have been organized. This sustained focus has had a direct influence on accreditation practice. If a recovery period was granted, the cause always related to what was then Standard 3: 'Assessment and learning outcomes achieved'. Subsequently, the assessment framework for degree programmes has been modified to reflect the extra weight assigned to the check at the final level of proficiency. The single standard for the results of a programme was replaced by two standards: Standard 3 for 'assessment' and Standard 4 for 'learning outcomes achieved'.

VU Amsterdam has also seen extensive developments in this area in recent years. The Examination Boards have come to occupy a new, more emphatic role or are shifting towards this role. They have also brought assessment experts into their ranks and tightened up procedures. New consultative structures have been established, such as the consultations between the chairs of the Examination Board led by the Rector Magnificus. A network of assessment experts has been set up across VU Amsterdam to combine the knowledge available. An 'assessment hotline' has also been initiated. Most importantly, teams of lecturers have undergone and will continue to undergo further

[58] These include: Strengthening management, strengthening quality assurances and strengthening administrative power.
[59] These include: Education Inspectorate Round Tables (May 2015 at VU Amsterdam) and the VSNU Conference (March 2016)

professionalization in the construction and evaluation of assessments in light of learning objectives and final attainment levels. As an aside, it is worth noting that concepts and terms in this field, many of them newly coined, often cause unnecessary confusion in discussions in this area, even at national level.

Conclusion
Although the assessment policy at VU Amsterdam and the rationale behind it is still fit for purpose and probably need not be adapted, the wording of the chapter does require a thorough update. Since it is important that all faculties and degree programmes are involved in this review, and because it is necessary to ascertain whether actual policy amendments need to be made or whether a thorough editorial adjustment will suffice, it has been decided to put together a university-wide working group to review this chapter of the Manual.

Global assignment
The global assignment for the working group is to revise the text of Chapter 11 (Assessment Policy) of the Manual for Quality Assurance of Teaching and Learning in light of developments both at national level and within VU Amsterdam. The Teaching Quality Steering Committee has also called for the Manual's layout to be improved, especially Chapter 7 (Placement and thesis).

Membership and approach
The following members have already been appointed to the working group:

- Joke van Saane (chair), portfolio holder for teaching, Faculty of Theology
- Eveline Kok (secretary), policy officer, Student and Educational Affairs
- Barbara Allart (VU Academic Centre for Behaviour and Movement) and Daniël Drittij (Student and Educational Affairs), assessment experts

The other proposed members are currently being approached. People from the following roles are being sought with as wide a representation as possible across the ten faculties: chair of an Examination Board, official secretary of an Examination Board, chair of an assessment committee, chair of a Programme Committee, a Director of Studies, the head of an Education Office, a lecturer, a student and member of the Sounding Board Group for Internal Quality Control.

Along the way, the working group will keep in touch with relevant experts and bodies such as legal affairs, process management and staff consultative bodies. The working group hopes that its broad composition will enable it to incorporate these contacts organically.

Specific goals
The core members mentioned above have gone on to specify the assignment and method in terms of five 'products':

- Product 1: Draft text for update of Chapter 11. Clarifying the extent to which new policy is needed and has been proposed. If this is the case, the initial focus will be on the route leading to new policy (secretary). If no new policy is required and the review takes the form of an editorial update, the working group will deliver the product before the summer. Target date: 1 May 2017
- Product 2: Advice on alignment with the chapter on placement and thesis. The exact nature of the relationship with Product 1 cannot yet be determined. It may prove useful to include parts of this chapter in Chapter 11.

- Product 3: Glossary of preferred VU terms in Dutch and English. Terms that are often (rightly or wrongly) used as synonyms will also be included. The list will be appended to the chapter.
- Product 4: The existing guide for Examination Boards will be adapted in line with the new version of Chapter 11 and the preferred terminology.
- Product 5: Advice for faculties on steps to be taken so that Chapter 11 'comes alive' and is acted on by the programmes and, if necessary, so that policy and practical implementation can be modified.

Working group: list of members

WORKING GROUP FOR REVIEWING ASSESSMENT POLICY			
Surname, title, initials	**First name**	**Unit**	**Relevant position**
Allart, Dr B.	Barbara	Faculty of Behavioural and Movement Sciences/VU Academic Centre for Behaviour and Movement	in working group below
Bhulai, Prof. S.	Sanjai	Faculty of Sciences	chair of Programme Committee
Blaauboer, Dr M.E.	Marjolein	Faculty of Behavioural and Movement Sciences	member of Sounding Board Group for Internal Quality Control
Bel, Dr J.H.C.	Jacqueline	Faculty of Humanities	chair of assessment committee
Dijk, A.C. van	Koen	Faculty of Social Sciences/University Student Council	student, Programme Committee member
Diks, M.	Monique	VU University Medical Center Amsterdam	
Drittij, D.H.T., MSc	Daniël	Student and Educational Affairs/Department of Educational Policy, Quality Assurance and Process Management	in working group below
Groot, Prof. H.L.F. de	Henri	Faculty of Economics and Business Administration	Director of Studies
Koenen, P.J.	Pim	Faculty of Law	head of Education Office
Kok, E.J.	Eveline	Student and Educational Affairs/Department of Educational Policy, Quality Assurance and Process Management	secretary of working group
Montfort, Dr A.J.G.M. van	André	Faculty of Social Sciences	chair of Examination Board
Neervoort, H.A.	Harald	Faculty of Theology	student, Programme Committee member
Özok, Dr A.R.	Rifat	Academic Centre for Dentistry Amsterdam	chair of assessment committee
Saane, Dr J.W. van	Joke	Faculty of Theology	chair of working group, Consultative Body for Portfolio Holders for Teaching member
Sugeng, E.J., MSc	Eva	Faculty of Earth and Life Sciences	lecturer
Welling, J.J.M.	Hans	Faculty of Economics and Business Administration	administrative secretary of Examination Board

17 FURTHER READING

General background on assessment in higher education

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