

**University of Twente**  
**Faculty of Behavioural, Management and Social Sciences (EB-BMS)**  
*Examination Boards BMS*

*June 2019*

# Safeguarding Assessment Quality

---

Tanya Bondarouk, Marcel Pieterse, Mieke Boon, Ringo Ossewaarde

## PREAMBULE

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

As overall criteria for Assessment Quality we see that the Assessment is conducted professionally at all times, measures students achievements, ensures equal rights to all students enrolled in the programmes and/or separate units of study, addresses academic integrity, and is aligned with Education and Examination Regulation (EER) and Rules and Regulations (R&R) of the University of Twente and Faculty of Behavioural, Management, and Social Sciences.

This document serves to *guide* the process of Safeguarding Assessment Quality within BMS, and to set priorities together with the Programme Directors to focus on in the coming year(s). It is the second edition of this document, the first one was written in February 2017. It will need again iterations to improve; and it is motivated by the needs due to new regulations. This guide works along three sub-structures:

- It shows five levels at which the BMS Examination Boards execute their tasks: programme, individual units, final examinations, test organisation and qualifications of examiners.
- Each level corresponds with sets of criteria for safeguarding the assessment quality. The criteria are generally given in the form of statements without setting quantitative norms since these can vary per programme. Interpretation of these criteria for different programmes lies with the Programme Directors and their teams, and – in close collaboration with the Examination Boards to safeguard the Assessment Quality.
- Each set of criteria corresponds with suggested instruments that the Examination Boards provide as inspiration and guidance for Programme Directors to consider to collect evidence to meet the criteria.

The document further suggests a yearly planning that also shows the schedule for meetings between the (chairs of) Examination Boards and Programme Directors. Every meeting aims to take steps to improve the Assessment Quality (PDCA cycle). Every Examination Board sets its own yearly planning for meetings with Programme Directors.

In the spirit of continuous improvement of the Assessment Quality, the BMS Examination Boards initiate regular meetings with Programme Directors (and their teams), and expect from them:

- For every meeting (otherwise – upon an agreement with the Examination Board) - prepare a concise overview of the Assessment Quality that is the subject of the particular meeting.
- The self-assessment:
  - should reflect strong and weak points in the Assessment, and improvement plans.
  - should be evidence-based (with the help of (some of the) suggested instruments that show how the quality criteria are met.
  - may take any form (table, plain text, any visuals), and should be as concrete as possible.

It should be noticed that Programme Directors:

- are not expected to collect evidence for every single stated criterion but only those that are relevant for their particular programme and the discussion,
- need to show that they are in control over the assessment quality within their programmes.

## FIVE LEVELS OF SAFEGUARDING ASSESSMENT QUALITY

The Examination Boards see five levels at which they should execute their obligations:

- A. Safeguarding assessment quality at the **programme level**
- B. Safeguarding assessment quality of **individual units of study**
- C. Safeguarding assessment quality of **final examinations**
- D. Safeguarding quality of **test organisation**
- E. Safeguarding qualifications of **examiners**

## CRITERIA FOR SAFEGUARDING ASSESSMENT QUALITY AT EACH LEVEL

### A. Safeguarding assessment quality at the programme level

1. The Examination Boards check if the assessment policy meets the criteria and discuss the results with the Programme Directors: all ILOs are tested and tested appropriately (how and when)
2. All students meet the ILOs
3. Quality assessment shows continuous self-learning and improvement of the programme (PDCA-cycle). For example: four-eyes-principle, screening individual test (CELT),.
4. The study programme shows clear policy on/for:
  - o balanced division between individual and group evaluation. this balance is concrete (percentage) and motivated.
  - o balanced division between formative and summative evaluation, this balance is concrete (percentage) and substantiated.
  - o involvement of peer-assessment (when, in which units of study, to what extent),the choices are substantiated.
  - o student self-assessment (reflection - when, in which units of study, to what extent), the choices are substantiated.
  - o transparent policy for prevention of fraud
  - o transparent scheduling of tests, no negative effect of schedules on results
  - o transparent regulations covering student absence, illness and other mitigating circumstances
5. Progress in assessment methods throughout the programme (for ex., progression of open questions tests and multiple choice tests). The choices are substantiated.
6. Variety of assessment methods. The choices are substantiated.
7. Monitoring validity, reliability, consistency, transparency in student assessment

### B. Safeguarding assessment quality of individual units of study

1. Explicit learning goals per study unit
2. Transparent connection between learning goals of a study unit and ILOs of a programme
3. The test is aligned with the specification / format of the study programme
4. Transparent measures for prevention of fraud are applied
5. Published criteria for marking
6. The calculation of the result is transparent and correct
7. Feedback to students on findings and results of sub-tests and final tests
8. Repairs for tests are known to students (conditions, when, how)

### **C. Safeguarding assessment quality of final examinations**

1. Explicit learning goals of final examinations
2. Connection between learning goals of the final exams and ILOs of a programme
3. Validity in relation to learning goals of the final exam
4. Balanced division between process and content based assessment in the final assessment of the thesis
5. Deviations between initial assessments and re-assessments (screening) afterwards are minimum

### **D. Safeguarding quality of test organisation**

1. Time scheduled for students to prepare for tests
2. Conditions for students with special circumstances
3. Information about tests – where, when, who – is transparent and available to students
4. Invigilators and examiners are informed about test organisation and fraud prevention
5. Organisation of digital tests

### **E. Safeguarding qualifications of examiners**

1. Criteria in R&G