

University of Twente
Faculty of Behavioural, Management and Social Sciences (EB-BMS)
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Safeguarding Assessment Quality

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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 study units, 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, and to set priorities together with the Programme Directors to focus on in the coming year(s). It is a first take on this, it will need iterations to improve; and it is motivated by the needs due to new regulations. This guide works along three sub-structures:

- It shows four levels at which the Examination Boards execute their tasks: programme, individual exams, final examinations, 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 provides 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).

In the spirit of continuous improvement of the Assessment Quality, the Examination Boards initiates 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.

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FOUR LEVELS OF SAFEGUARDING ASSESSMENT QUALITY

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

- A. Safeguarding assessment quality at the **programme level**
- B. Safeguarding assessment quality of **individual exams**
- C. Safeguarding assessment quality of **final examinations**
- D. Safeguarding qualifications of **examiners**

CRITERIA FOR SAFEGUARDING ASSESSMENT QUALITY AT EACH LEVEL

A. Safeguarding assessment quality at the programme level

1. 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)
4. the study programme shows clear policy on/for:
 - balanced division between individual and group evaluation
 - balanced division between formative and summative evaluation
 - transparent policy for prevention of fraud
 - transparent scheduling of exams, no negative effect of schedules on results
 - transparent regulations covering student absence, illness and other mitigating circumstances

B. Safeguarding assessment quality of individual exams

1. explicit learning goals per study unit
2. transparent connection between learning goals of a study unit and ILOs of a program
3. the exam 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

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 program
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 qualifications of examiners

1. Criteria in R&R

INSTRUMENTS AND INFORMATION TO CONSIDER AS INSPIRATION FOR ASSURING ASSESSMENT QUALITY

A. Safeguarding assessment quality at the programme level

Instruments and information to consider
Programme assessment plan <ol style="list-style-type: none">1. Programme Improvement Plan (PIP)2. list of testable ILOs of the programme3. translation of the programme ILOs into testable learning goals per study unit4. testable description of learning lines (knowledge, academic skills, learning to learn)5. overview of key test forms; for every test the test form is stated6. distinction between formative and summative evaluations7. sufficient manpower, time and expertise to design a test prior to the start of the study unit8. explicit reference on adequate measures to prevent fraud and free riding9. description of group and individual tests contributions10. risks for student failure rate throughout the whole programme are identified

B. Safeguarding assessment quality of individual exams

Instruments and information to consider
<ol style="list-style-type: none">1. Test matrices2. Student evaluations and results of panel discussions (regarding assessment)3. Course Improvement Plan regarding assessment4. Overview of all exams and re-exams results5. Overview of results from extra chances6. Study progress of students over the years if possible (pass rate)7. Tests screening

C. Safeguarding assessment quality of final examinations

Instruments and information to consider
<ol style="list-style-type: none">1. Reports of thesis carrousel2. Sample of assessment rubric

D. Safeguarding qualifications of examiners

Instruments and information to consider
<ol style="list-style-type: none">1. Overview of examiners qualifications in-line with R&R