VISION ON ASSESSMENT
WHY, WHAT & HOW?

Pyramid labels: Kwaliteit · Toetsbeleid · Toetsprogramma's · Toetsen · Toetsitems · Toetsorganisatie · Toetsbekwaamheid

WHY?
- Essential for comprehensive and coherent assessment
- Influences all layers of the assessment pyramid
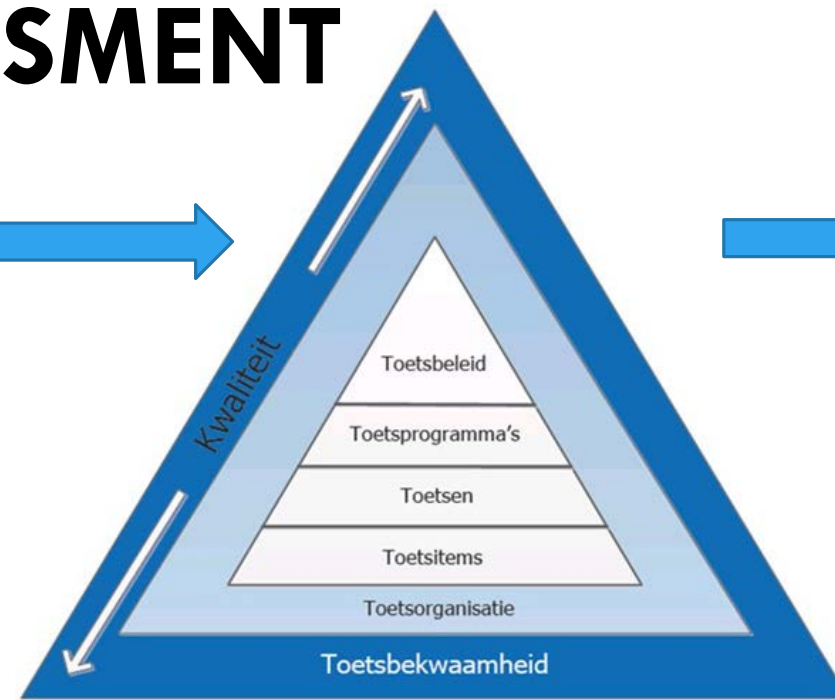
WHAT?
Vision on assessment =
- Shared vision on the importance and function of tests, in line with the vision on education
- Starting point for assessment policy
- Possible on faculty and/or on programme level

Principles to be addressed according to UT Student Assessment Framework:
- Role assessment plays in shaping student learning
- Assessment as integral component of course/programme design (related to learning outcomes)
- The variety of assessment methods
- Balance between formative and summative assessments
- Balance between differentiated assessment modes
- Quality of timely feedback
- Monitoring validity, reliability and consistency of assessment methods
- Assessment design including educating students about academic integrity
- Continuous improvement of assessment based on evaluation and internal and external developments (PDCA – Cycle)

Most principles are currently not explicitly addressed

Flow diagram (center)
Vision on education
↓
Vision on assessment
↓
Assessment policy
↓
Improved **organisation** of and **proficiency** in assessment
↓
Coherence between assessment policy, assessment programme, tests & test items
↓
Comprehensive assessment programme in which all FQs are tested

HOW?
- Decide on vision on faculty or programme level (or combination)
- Combine developing vision with developing assessment policy
- Check what parts of a vision already (implicitly) exist

General suggestions for development process:
- Use principles from UT Framework as a starting point
- Include vision on assessment in discussions on Vision 2030
- Start a working group with all stakeholders represented
- Use good practices within UT for inspiration
- Use SKE/SQE experiences in the development process
- Give attention to the implementation and evaluation

Specific suggestions for ITC:
- Use the theme year on assessment for organising sessions
- Take different educational backgrounds into account