

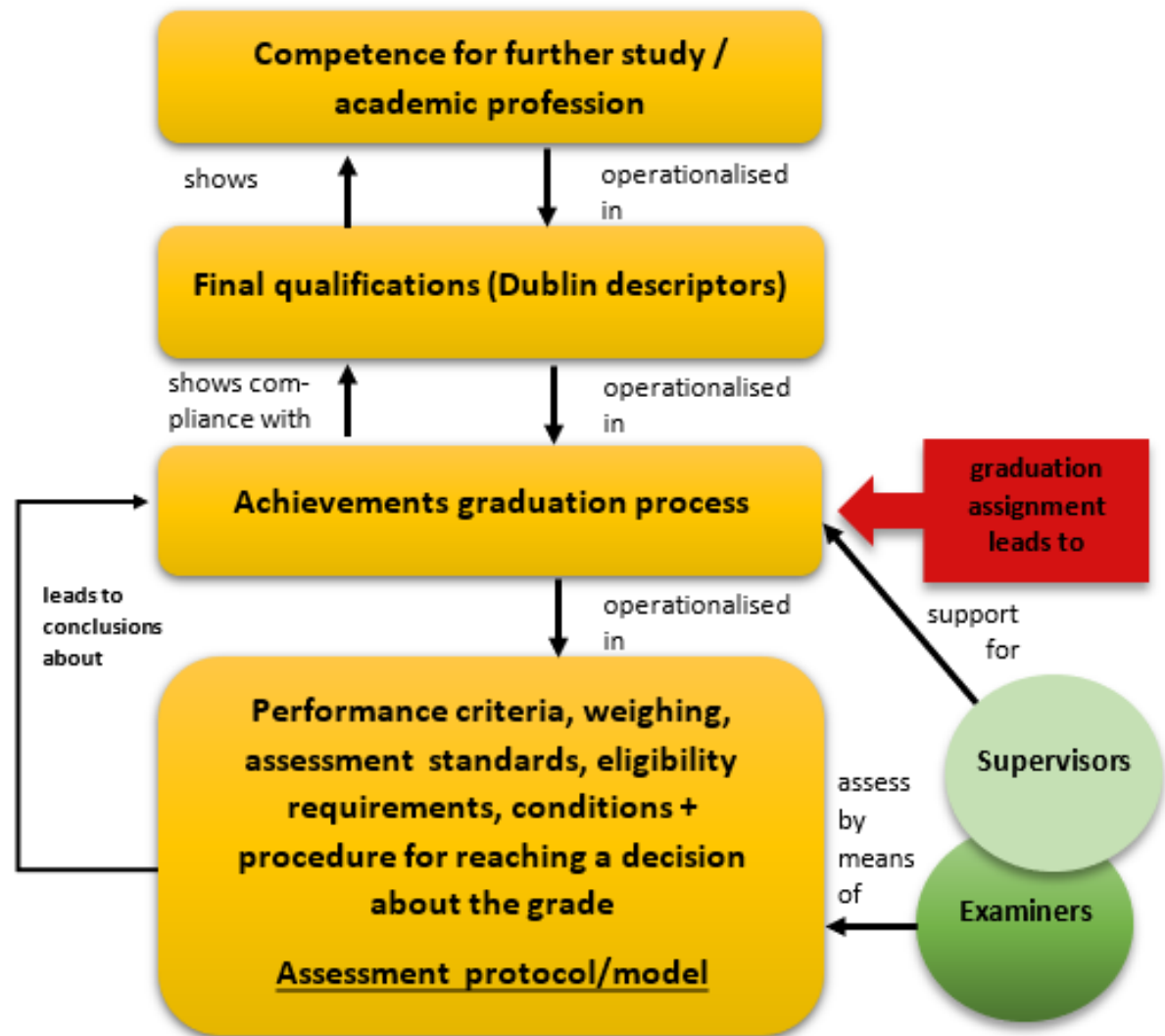
Graduation model*

Quality assurance and safeguarding concerns all components.

Not included in model:

All organizational matters and procedure surrounding graduation (e.g. checks on ECs or subjects obtained before the student is allowed to start), administrative actions, etc.

Dealing with problems (e.g. detected fraud) and complaints and objections from students.



Graduation: What about validity, reliability, transparency?

- Valid Do you assess what you intend to assess?
- Reliable? Sufficiently objective? Assessment pitfalls avoided? Is the grade meaningful? Agreement on criteria and scales among assessors?
- Transparent Students know in advance the course of events and on what and how they will be assessed (assessment model)? Graduation process is transparent?
Assessing the process is transparent?

Responsibilities and tasks

- Role programme management: Ensuring the organization and quality of the process and end result (overall, individual)
- Role Examination Board: Safeguarding the organization and quality (parts of) the process and result (overall, individual).
- Points of attention: Role of supervision, supervisors in the process?
Being able to account for the final qualifications to be obtained (social accountability)?

Points of attention checklist: Quality of your graduation programme and the results *

	Judgement Is evident from....	Questions, point of attention	Responsibility of...
Final qualifications and criteria			
(Conditional) The final qualifications are clear.			
All final qualifications are assessed at an appropriate level via the thesis project. It is clear what has already been 'covered' in the programme.			
The assessment criteria are related to the final qualifications. The operationalization is fitting.			
Project and performance			
It is clear what (type) of performance is expected. Which (type of) demonstrable results are delivered.			
The graduation project (assignment) lead (potentially) to the performances which demonstrate the final qualifications. The appropriate level, the complexity of the assignment, feasibility, possibility of independent work, etc. are checked and monitored.			

	Judgement Is evident from....	Questions, point of attention	Responsibility of...
Supervision			
The supervision adequately supports the students in their performance. The process and result remain the student's work.			
Assessment			
An assessment protocol is in place. This contributes to a valid, reliable, transparent assessment. The criteria, (interpretation of) assessment standards and conditions are clear and known to the examiners and are interpreted in a similar way. The assessment protocol is workable for those involved.			
The examiners are competent to assess the assignments. They have relevant domain knowledge at an appropriate level, are familiar with and can apply the assessment protocol. They apply the assessment method and instruments adequately.			
Transparency for students			
The whole process of graduation is clear to the students. The criteria, standards and the procedure for reaching a decision is known and clear in advance.			
The students know what they can do in case of problems, complaints and objections.			
Quality assurance / safeguarding – accountability for the final level obtained			
There is a mechanism to ensure the final attainment level. * The 'foreign eyes principle' is applied.			

	Judgement Is evident from....	Questions, point of attention	Responsibility of...
Organizational / conditional			
The organizational matters and procedure concerning graduation (e.g. verification of obtained EC's or courses before the student may start), the administrative actions, etc. are well organized. Rules and guidelines and procedures are clear to all concerned and are observed.			
Other points of attention...			
There are rules and procedures for dealing with problems (e.g. detected fraud) and dealing with complaints and objections from students			

* Figure and checklist based on a protocol for systematic quality assurance and external validation of final examinations in vocational education. Expert group Protocol 2014
Dutch: Protocol voor systematische kwaliteitsborging en externe validering van eindexamens in het beroepsonderwijs. Expertgroep Protocol 2014.