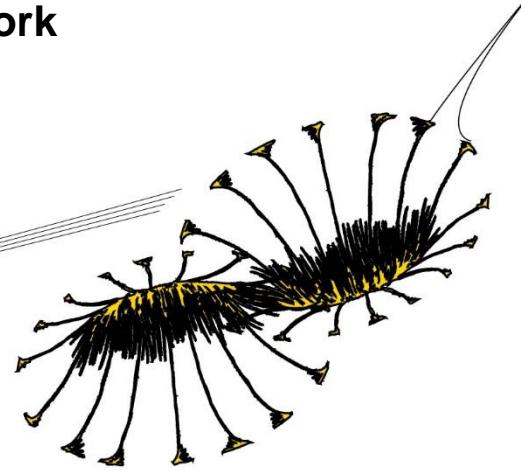


Quality Assurance Framework for Student Assessment UT

Strategy & Policy

December 2016



ADOPTED

Date of decision Executive Board:
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Strategy & Policy

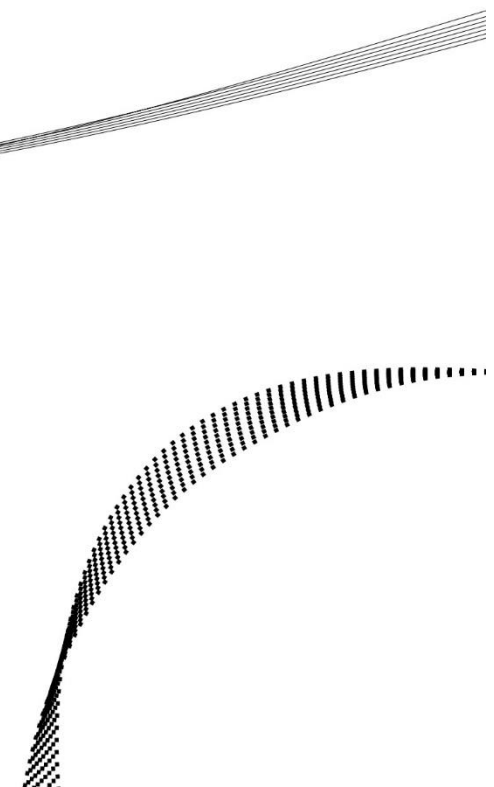
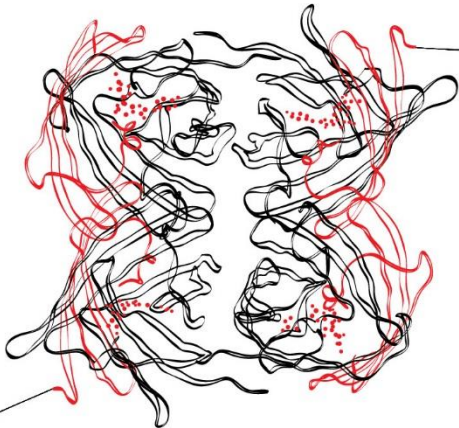


Table of Contents

1	Scope of the Quality Assurance Framework Student Assessment UT	4
1.1	Goals of the Quality Assurance Framework Student Assessment UT.....	4
1.2	Evaluation of the Quality Assurance Framework Student Assessment UT	4
2	UT Developments in Education and accordingly in Assessment.....	5
3	Governance of Assessment as part of Total Quality Assurance at UT	5
3.1	PDCA cycles for Quality Assurance Student Assessment	5
3.2	Responsibilities of Stakeholders.....	7
3.3	Horizontal Coordination of Quality Assurance Student Assessment at UT level	8
3.4	Organisational Developments	8
4	Regulations on Higher Education – UT Compliance Expected	8
4.1	The Higher Education and Scientific Research Act.....	8
4.2	Frameworks for Accreditation NVAO	9
4.3	European Association for Quality Assurance in Higher Education (ENQA).....	9
4.4	The Netherlands Code of Conduct for Academic Practice in the VSNU.....	9
4.5	Code of Conduct International Student in Dutch Higher Education.....	9
4.6	Guidelines for Assessment Procedures UT Derived from Regulations	9
4.7	Current Developments Concerning Regulations.....	10
5	Ensure Equal Rights to all UT Students.....	10
5.1	Code of Ethics UT	10
5.2	Students' Charter UT.....	10
5.3	UT Directive Education & Examination Regulations (EER).....	11
5.4	Rules & Regulations from the Examination Board (R&R)	11
5.5	Rules of Order for Written Tests at Institutional Level as part of R&R.....	11
5.6	Policy Proposals.....	11
6	Continuous Professional Development of Staff Involved in Education	11
6.1	Support by Centre of Expertise in Learning and Teaching (CELTE)	12
6.2	Support by Human Resources (HR)	12
6.3	Support by Technology Enhanced Learning and Teaching (TELT).....	12
6.4	UT Participation in 4TU Centre for Engineering Education (4TU.CEE).....	12
6.5	Developments in Professionalization of Staff.....	12
7	Guide for Assessment Policy at Faculty and Programme level.....	13
7.1	Vision on Achieving Excellence in Assessment.....	13
7.2	Clear division of tasks and responsibilities in running the PDCA-cycle	13
7.3	Support and Guidance for Design of Assessment Programme.....	13

7.4	Education & Examination Regulations at Programme Level	14
7.5	Staff Development.....	14
7.6	Developments in Student Assessment Policy.....	14
8	Guide for Examination Boards.....	14
8.1	Division of roles between Programme Board and Examination Board	14
8.2	Guideline for an annual report from the Examination Board	15
9	Overview work-in progress and action points	15
9.1	Aligning Student Assessment to Educational Developments	15
9.2	Organisation and Governance.....	16
9.3	Explicating the Education Improvement Cycle.....	16
9.4	Digital Assessment Policy	16
9.5	Action points related to Regulations	17
9.6	Examination Boards Discussions	17
9.7	Action points related to Professionalization of Staff	17
	Appendix: UT procedure administration written tests	18
	Epilogue	19

1 Scope of the Quality Assurance Framework Student Assessment UT

Student assessment is an essential component of an academic education. It strongly affects the overall quality of every academic programme and every corresponding academic degree. Consequently, student assessment is subject to continuous improvement and accountability processes.

The Quality Assurance Framework for Student Assessment at the University of Twente aims to guide UT actions and decisions related to the assessment of its students. This framework is intended to provide guidelines that support the process of learning, taking into account all the varied backgrounds of UT students in their educational programmes, such that all students are equal.

This framework reflects an evolutionary improvement of student assessment at the UT. It was first articulated in *Instellingskwaliteitszorg-systeem (IKS) UT, September 2010*, as one of the key pillars of education quality assurance. Afterwards student assessment policy was formulated in *UT-kader voor toetsbeleid*, July 2011 and revised in *UT-toetskader, kader voor integraal toetsbeleid UT, September 2013*.

With the goal of learning from past assessment protocols and expanding to recognize new educational initiatives, the present framework is the third edition and replaces the 'UT-toetskader 2013.'

Overall, this Quality Assurance Framework for Student Assessment:

- reflects UT vision and strategy;
- is aligned with the EU, Dutch and UT developments in higher education;
- states what proposed outcomes are, and the reasons why they are necessary;
- provides a basis for achieving the outcomes and for the development of rules and procedures UT-wide; and
- provides a structure for its monitoring and evaluation.

1.1 Goals of the Quality Assurance Framework Student Assessment UT

The goals of the Quality Assurance Framework for Student Assessment are four-fold:

1. Establishing a three-year action cycle for innovating and improving student assessment at the UT (Section 2 and 3);
2. Offering an overview to all UT stakeholders (executive board, faculty deans, programme directors, examination board, examiners, students, support staff) regarding relevant regulations and UT support concerning student assessment; (Section 4,5,6)
3. Offering guidelines for implementing student assessment policies across all faculties according to the educational vision of the UT; (Section 7,8)
4. Addressing action points to monitor and improve student assessment (policy) on different levels of the UT. (Section 9)

1.2 Evaluation of the Quality Assurance Framework Student Assessment UT

The Quality Assurance Framework for Student Assessment will be evaluated and updated every three years to recognize and accommodate current developments and actions. The general framework of regulations, governance and the guidelines also needs to be adjusted every three years. The Executive Board is responsible for the three-year revisiting of this framework.

2 UT Developments in Education and accordingly in Assessment

In recent years, several **innovations in the UT educational system** have taken place that motivate changes in assessment policy:

- The Twente Education Model (TEM) has been implemented in all bachelor programmes, with a focus on project-led education.
- New multidisciplinary programmes have been developed (e.g. ATLAS).
- The UT has welcomed an increasing number of international students in a wide range of bachelor and master programmes.
- ICT is playing a more significant role in education through the “Digitization of education” programme.
- The UT encourages new ways of learning through integration of education, research, valorisation and entrepreneurship by means of electives, e.g. High Tech Human Touch modules, and initiatives such as the DesignLab and Smart Living Campus.

Guidelines for education and student assessment at the UT should be in line with the ambitions of the UT Educational System as stated in Vision 2020:

<https://www.utwente.nl/en/organization/about/vision/>.

During the next three years, the UT needs to evaluate the above-mentioned developments and initiatives and address the following challenges for student assessment:

- Strategies for individual-in-group project assessment;
- Incorporation of student self-assessment methods;
- Approaches for student-student peer assessment;
- Effective methods to assess students in both mono- and multi-disciplinary programmes;
- Credible means of interdisciplinary assessment; and
- Assessment as a tool for learning and personal development.

To meet these challenges several ways of development are involved at different levels of the UT. Individual teachers, module teams, programme directors can take initiatives supported by educational advisors. Section 9 describes concrete action points for coming three years on this.

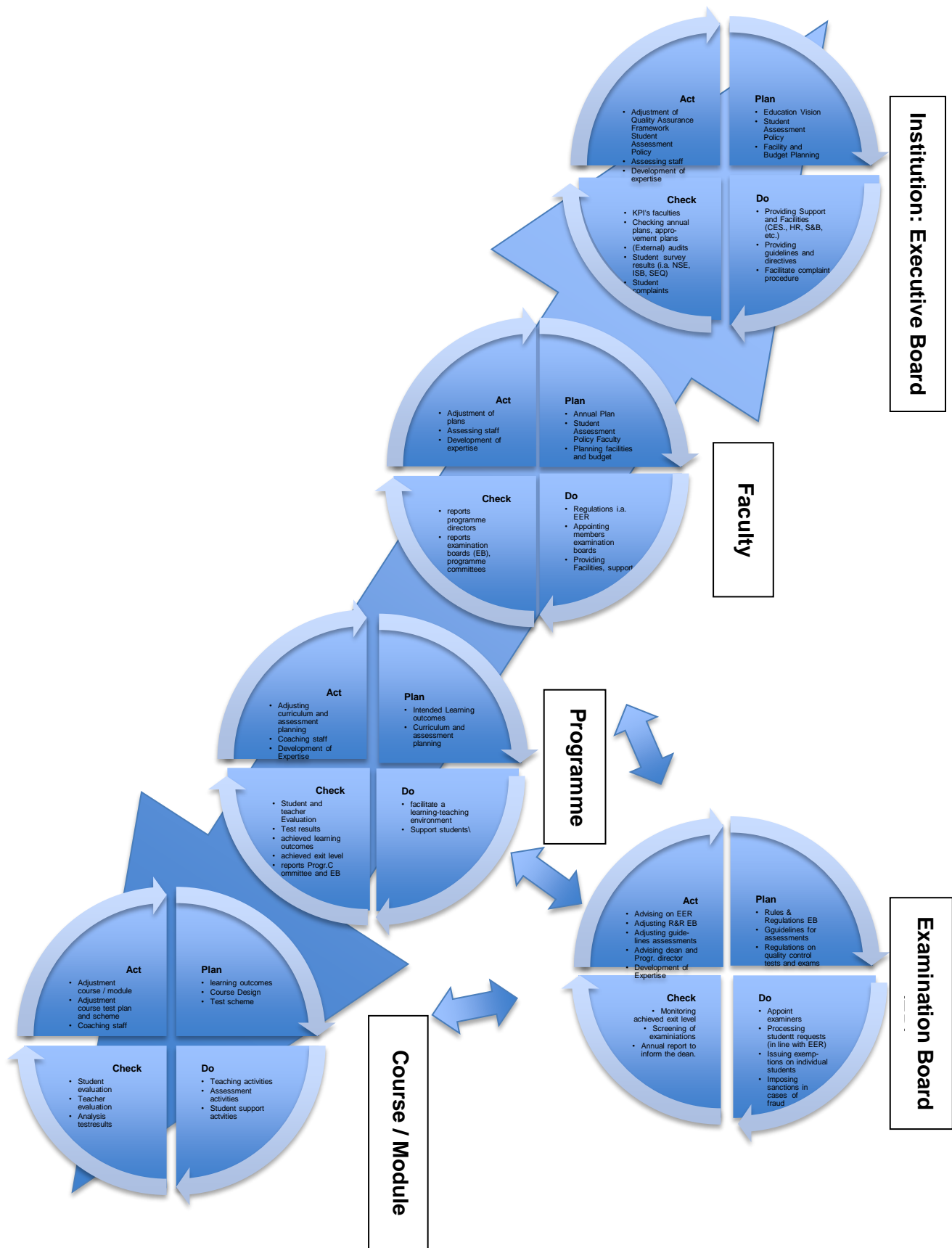
The next section conveys an overview of PDCA-cycles at different levels and a table with the vertical structure of roles and responsibilities according to student assessment and the way horizontal alignment is carried out.

3 Governance of Assessment as part of Total Quality Assurance at UT

3.1 PDCA cycles for Quality Assurance Student Assessment

As articulated in *Instellingskwaliteitszorg-systeem (IKS) UT, September 2010*, Assessment Policy is one of the key pillars in education quality assurance at the UT.

An important aspect of assessment quality assurance is the implementation of PDCA-cycles at the different relevant levels within the UT. Following figure gives an overview of the PDCA cycles concerning assessment.



3.2 Responsibilities of Stakeholders

The following table summarizes the range of responsibilities for various stakeholders, related to assessment policy and quality assurance.

Organisational level	Stakeholder	Responsible for	UT Documents Quality assurance	UT Documents assessment	Monitored by
UT level	Executive Board	<ul style="list-style-type: none"> -Continuous improvement in education (PDCA cycle) -Governance UT -Boundary conditions UT -Facilities UT -Complaint procedure UT <p>accreditation programmes NVAO</p> <p>institutional audit NVAO</p>	<ul style="list-style-type: none"> -Administration and Management Regulation UT (BBR in Dutch) -Code of Ethics UT - Quality assurance in education UT (UT-kader onderwijskwaliteitszorg) -Annual report UT -directive for Education and Examination Regulations EER 	<ul style="list-style-type: none"> -Quality Assurance Framework for Student Assessment UT -Students' Charter -Directive for Education and Examination Regulations EER bachelor (for master not available yet) - UT Guide for Rules and Regulations from Examination Boards (not available yet) 	<p>Supervisory Board</p> <p>NVAO: -institutional audit -accreditation programmes</p> <p>Dutch Inspectorate of Education</p>
Faculty level	Dean	<ul style="list-style-type: none"> -Content and quality programmes -Governance -Independence and expertise members examining board(s) 	<ul style="list-style-type: none"> -Annual faculty development plan -Faculty regulations -EER per programme -Annual reports Examination Boards 	Per programme an assessment plan (can be) part of the programme improvement plan	<p>Executive Board: -annual faculty development plans -bi-annual formal performance management meetings</p>
Programme level	Programme Director (Programme board)	(Authorised by Dean): <ul style="list-style-type: none"> -Content (education and assessments), quality and organisation of the programme 	<ul style="list-style-type: none"> -Programme learning outcomes (in EER), curriculum planning and assessment planning - EER of the programme -Quality assurance within programme 	Per programme an assessment policy plan (can be) part of programme (improvement) plan	Dean: <ul style="list-style-type: none"> -performance meetings with programme directors -approving programme (assessment) plans
	Programme Committee (OLC in Dutch)				
	Examination Board	<ul style="list-style-type: none"> -Monitoring assessment quality -Advising role assessment planning -Ensuring the quality of degrees -Appointing examiners -Apply rules of academic integrity 	<ul style="list-style-type: none"> -Annual report Examination Board - 	<ul style="list-style-type: none"> Rules & Regulations Examination Board (R&R) including -Regulations on quality control tests and exams 	Dean: <ul style="list-style-type: none"> -meetings with Examination Boards on monitoring -annual reports Examination Boards
Course/ module level	Teacher, Examiner, module-coordinator	<ul style="list-style-type: none"> -Learning out-comes, teaching methods, test plan -Apply rules of academic integrity 	Osiris catalogue, Blackboard course site	Course test plan and scheme	Programme director

Organisational level	Stakeholder	Responsible for	UT Documents Quality assurance	UT Documents assessment	Monitored by
	Student	-Study, participate and carry out assignments, be well informed about an assessment regime, -Apply rules of academic integrity	Osiris catalogue, Blackboard course site	Course test plan and scheme	study advisor
Exam level	Teacher/examiner	Create tests, assignments, exams, rules and norms included -Applies rules of academic integrity	-Assessment analysis -Assessment evaluation	-Tests results - Evaluation findings published	-Programme Director -Examination Board
	Student	do tests, carry out assignments, be aware of rules and norms -Applies rules of academic integrity		-filled in evaluation forms	Programme Director

3.3 Horizontal Coordination of Quality Assurance Student Assessment at UT level

All faculty and students of UT educational programmes are represented in an official advisory committee on Education. The so-called University Education Committee (UEC, UCO in Dutch) advises the Executive Board on all topics concerning (improvement of) education, including student assessment policy.

Furthermore, there are two platforms in which all faculties and relevant service departments are represented and which advise the UEC. There is a Platform of Educational Quality Assurance and a Platform of Educational Innovations.

3.4 Organisational Developments

As of 2016-2017 the UT has started to explicitly implement the education Improvement cycle on institutional level. This was one of the recommendations during the previous institutional audit. Section 9 elaborates on this subject.

4 Regulations on Higher Education – UT Compliance Expected

4.1 The Higher Education and Scientific Research Act

The Higher Education and Scientific Research Act (hereafter, Act) applies to all Dutch public universities and contains all provisions related to higher education and research. The Act describes the duties and powers of the Supervisory Board, Executive Board, Deans, Examination Board and Examiners related to interim exams, the examination, and quality assurance. The Act also provides directives for the students' charter, on institutional and program levels: Education and Examination Regulations (EER), and Rules and Regulations of the Examination Board (R&R)

The Act addresses the role of the Accreditation Organisation of the Netherlands and Flanders (NVAO) in programme (initial) accreditations and institutional audits.

<http://wetten.overheid.nl/BWBR0005682/2016-10-01>

4.2 Frameworks for Accreditation NVAO

The UT must (programme accreditation) or chooses to (institutional audit) comply with assessment frameworks for the accreditation of degree programmes and institutional audits, which have been set by the NVAO. Quality of Assessments and quality assurance related to assessments play an important role in reviews carried out by or directed by NVAO:

<https://www.nvao.com/quality-assurance-systems/netherlands>

https://www.nvao.com/system/files/procedures/Assessment%20Framework%20for%20the%20Higher%20Education%20Accreditation%20System%20of%20the%20Netherlands%202016_0.pdf

4.3 European Association for Quality Assurance in Higher Education (ENQA)

The NVAO frameworks reflect the European standards and guidelines for quality assurance in the European Higher Education Area. The standard for assessment is one out of seven standards for internal quality assurance within higher education institutions according to ENQA: *'Considering the importance of assessment for the students progression and their future careers, quality assurance processes for assessment take into account the following:*

-Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field;

-The criteria for and method of assessment as well as criteria for marking are published in advance;

-The assessment allows student to demonstrate the extent to which the intended learning outcomes have been achieved. Student are given feedback, which, if necessary, is linked to advice on the learning process;

-Where possible, assessment is carried out by more than one examiner;

-The regulations for assessment take into account mitigating circumstances;

-Assessment is consistent, fairly applied to all students and carried out in accordance with te stated procedures;

-A formal procedure for student appeals is in place.

http://www.engq.eu/wp-content/uploads/2015/11/ESG_2015.pdf

4.4 The Netherlands Code of Conduct for Academic Practice in the VSNU

The Netherlands Code of Conduct for Academic Practice is drawn up as a request of the Association of Dutch Universities (Vereniging Samenwerkende Nederlandse Universiteiten VSNU). The code applies to all academic practice, including teaching at all Dutch universities. The code sets out six principles of proper academic practice: honesty and scrupulousness, reliability, verifiability, impartiality, independence, responsibility:

[http://www.vsnunl.nl/files/documenten/Domeinen/Onderzoek/The_Netherlands_Code%20of_Conduct_for_Academic_Practice_2004_\(version2014\).pdf](http://www.vsnunl.nl/files/documenten/Domeinen/Onderzoek/The_Netherlands_Code%20of_Conduct_for_Academic_Practice_2004_(version2014).pdf)

4.5 Code of Conduct International Student in Dutch Higher Education

The UT has signed the Code of Conduct International Student Higher Education, set by the Dutch government. The Code of Conduct International Student in Dutch Higher Education intends to contribute to the ambitions of the Dutch government and the educational institutes regarding internationalization, in order to turn the Netherlands into an attractive global destination for knowledge and development. The code provides guidelines for informing, supporting and treating International Students:

<http://www.internationalstudy.nl/sites/default/files/Gedragcode%202014%20Engels.pdf>

4.6 Guidelines for Assessment Procedures UT Derived from Regulations

To comply with the various regulations on higher education, the student assessment procedures should be:

- conducted professionally at all times;

- designed to measure achievements of the intended learning outcomes and overall programme objectives;
- appropriate for their purpose, whether diagnostic, formative or summative;
- clear, with published criteria for marking;
- undertaken by qualified examiners appointed by an Examination Board;
- where possible, not relying on the judgement of single examiners;
- clearly covering cases of student absence, illness and other mitigating circumstances;
- subject to administrative verification checks to ensure the accuracy of the procedures; and
- sensitive to cross-cultural differences.

4.7 Current Developments Concerning Regulations

In June 2016 an amendment of the Act has been approved, called 'wet versterking bestuurskracht' in Dutch, meaning empowering administrative efficiency or increasing government ability. Implications for the UT assessment policy are not yet clear and must be considered further. This issue is addressed as an action point in section 9.

5 Ensure Equal Rights to all UT Students

Equality of rights and legal protection for all students deserves extra attention and a dedicated set of guidelines. The equality is ensured in the Act and its foundation can be found in the frameworks of NVAO and ENQA. Both, NVAO and ENQA emphasize the importance of equal rights of all students on an institutional level. Furthermore, reliability and impartiality constitute good academic practice, as stated in the VSNU code of conduct, to which the UT subscribes.

5.1 Code of Ethics UT

The 'Code of Ethics UT' must be adopted by everyone who is part of the UT community: <https://www.utwente.nl/hr/en/terms-of-employment/cao-regulations-codes-conduct/codes-conduct/code-of-ethics.pdf>

Related to students assessment the UT code states:

'Teachers treat students with respect. They indicate clearly what is expected of students (...). Teachers ensure that all assignments and exams fit the goals of the course and that all students are assessed meticulously. Teachers attempt to limit students profiting from the performance of their peers as much as possible.' Code of Ethics UT, 2015, Section 3.3.2, p. 5.

The code of Ethics UT addresses academic integrity for staff and students in general, but not specifically related to the behaviour or performance of students during assessment. Regulations on academic integrity of students, more specifically regarding fraud and plagiarism, are set in the Rules and Regulations of Examination Boards. There exists no definition or regulation at the University level yet.

5.2 Students' Charter UT

The Students' Charter of the UT offers an overview of students' rights and responsibilities stemming from statutory provisions (Act). It also informs students about what they may expect from the University, and what the University expects from them. The entire Charter comprises of two parts: the institutional part is the same for all UT students, and the educational programme part is for students enrolled in that specific programme. The institutional part gives information about matters that are regulated at University level, while the programme part is regulated by the Education and Examination Regulations (EER) of

every programme. As of 2016-2017 The Students' Charter includes a UT-wide definition of fraud.

Related to assessment, students can file a complaint about the behaviour of a UT employee in a specific situation. These complaints are handled by the 'UT Central Complaints Desk'. Furthermore, students can appeal on a decision made by their Examination Board to the Board of Appeals for Examinations. Students can be supported confidentially by an independent student counsellor of the UT.

5.3 UT Directive Education & Examination Regulations (EER)

The UT has been working with a directive EER for bachelor programmes since 2008 to ensure that EER of all programmes are congruent.

5.4 Rules & Regulations from the Examination Board (R&R)

Establishing the rules and principle guidelines for all types of exams is one of the many tasks of the Examination Board of an education programme. The Examination Board publishes the Rules & Regulations (R&R) before the start of an academic year.

5.5 Rules of Order for Written Tests at Institutional Level as part of R&R

Almost all written tests are centrally organized by CES. To ensure that all UT written exams are administered in a similar way, general agreements have been made by CES, approved by UCO as of September 2014 (Appendix).

5.6 Policy Proposals

To ensure the right of equality to all students at UT, Rules & Regulations should be fine-tuned by all Examination Boards of UT

The UT has been working with a directive for Education & Examination Regulations for bachelor education since 2008. The UT does not yet have a directive EER for master education; this should be formulated within the next three years.

Action points concerning these proposals are itemized in section 9.

6 Continuous Professional Development of Staff Involved in Education

Good education is provided and monitored by qualified staff. Consequently, continuous professionalization of examiners and members of Examination Boards is crucial. For this reason this subject is addressed in this policy document.

'The UT offers its students high-quality education that is rooted in trendsetting academic research. We train our students in critical thinking, the development of initiatives, independent actions and cooperation in multi-disciplinary project teams. (...) Teachers challenge their students, motivate them and stimulate their curiosity.'
Code of Ethics UT, 2015, section 3.1.4, p.4.

'Academic staff members in their role of teacher, strive for creating good course content and developing didactical skills.(...) Teachers thus continuously work on improving themselves.'
Code of Ethics UT, 2015, section 3.3.2, p.5.

The UT offers a wide range of support and facilities to encourage continuous professional development. It is included to help those who are involved in improving and innovating student assessment and/or will be implementing guidelines on assessment in the next three years.

6.1 Support by Centre of Expertise in Learning and Teaching (CELT)

The Centre of Expertise in Learning and Teaching (CELT) is part of the Centre for Educational Support (CES): <https://www.utwente.nl/ces/celt/>. The Centre:

- Offers courses for teachers, as well as members of Examination Boards and Programme Committees;
- Facilitates sharing best practices and encourages community-building at University level
- Sends a newsletter on a regular basis aimed at Examination Boards
- Organises an annual meeting for Examination Boards
- Offers tailor-made trajectories to obtain a UTQ University Teaching Qualification (BKO in Dutch)
- Offers a trajectory to obtain a SUTQ Senior Teaching Qualification (SKO in Dutch); the first group has started in October 2016.

6.2 Support by Human Resources (HR)

The office of Human Resources (HR) offers many possibilities for training and development: <https://www.utwente.nl/hr/en/career-professional-development/>
<https://www.utwente.nl/ctd/en/>.

6.3 Support by Technology Enhanced Learning and Teaching (TELT)

The use of technology for education and learning is quite common at the UT. To further stimulate the effective use of technology, the UT recently established the TELT team. The acronym TELT stands for Technology Enhanced Learning and Teaching.

The TELT team is a multi-disciplinary team consisting of experts from the fields of educational design, library services and information technology. The team supports, for example, pilot projects regarding online assessment, the design and production of free online courses and innovative video productions for use in online learning. For more information, visit following website: <https://www.utwente.nl/telt/>

6.4 UT Participation in 4TU Centre for Engineering Education (4TU.CEE)

The goal of 4TU.CEE is to jointly inspire, stimulate, support and provide high quality engineering education through research and the application of evidence-based innovation. It is the place (network organisation) for teachers and scientists with questions and ambitions in the domain of Engineering Education. Assessment is one of the research themes of CEE; for example a recent (PhD-)research project focuses on multidisciplinary course assessment with multiple partners. For more information, visit following website: <https://www.4tu.nl/cee/en/>

6.5 Developments in Professionalization of Staff

The office of HR is working on a policy encouraging career perspectives in education.

'UT will develop its career paths in education. The aim is to create clear and promotional criteria for an academic career within the UT. We will facilitate growth of educational leadership and knowledge. This will improve our education. (...) The educational performance of our academic staff will be assessed, valued and rewarded more transparently' University of Twente, Spring Memorandum 2017 – 2020, p.7.

To achieve this the UT is e.g. participating in a research project 'Measuring excellence in engineering teaching' led by Ruth Graham. Furthermore the faculties ITC and EEMCS are carrying out pilots on this subject.

HR takes the lead in evaluating and further developing the programme on Leadership for Educational Change (Leergang Onderwijskundig Leiderschap (LOL) in Dutch) in cooperation

with the University of Groningen and the University of Utrecht. The first pilot group followed the programme in academic year 2015 – 2016. Action points stipulating further development of staff are mentioned in section 9.

7 Guide for Assessment Policy at Faculty and Programme level

Student assessment policy has become increasingly important over the years, due to stricter regulation (the Act and framework NVAO). At UT level the first guide for formulating student assessment policy at faculty and/or programme level was provided in 2011 (UT-Toetskader).

The following guide is intended to support faculties in the development of their assessment policy (as part of faculty plans on education or programme plans). This guide (sections 7.1 - 7.5) describes what topics should be addressed.

7.1 Vision on Achieving Excellence in Assessment

It is recommended to explicitly address the role and function of assessment in the educational philosophy of each programme. The following principles should be addressed:

- The role assessment plays in shaping student learning
- Assessment as an integral component of course and programme design (related to learning outcomes)
- The variety of assessment methods (to support equal rights for all groups of students)
- The balance between formative and summative assessments
- The balance between differentiated assessment modes
- The quality of timely feedback: aiming at further development of students
- 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)

7.2 Clear division of tasks and responsibilities in running the PDCA-cycle

A clear definition of tasks and responsibilities is a prerequisite to assure quality of assessments. Stakeholders include: Examiners, Examination Board, Programme Director, Faculty Dean.

Given the importance of the Examination Board in assuring quality of assessment, the policy (on faculty level) should describe how Examination Boards ensure their independency, develop their expertise and are supported by secretarial staff.

Related to the topics stated before, the policy should display how the evaluation of the complete assessment process takes place. At least the following 4 elements should be addressed: review of exams, student evaluations, analysis of results, improvements based on evaluations.

7.3 Support and Guidance for Design of Assessment Programme

- Which assessment instruments are used, when and how:
 - Connection to intended learning outcomes
 - Balance of formative and summative assessments
 - Balance of differentiated assessment modes
 - Available guidelines for construction of every type of assessment
- Choices in regard to scheduling and planning of assessments
 - Spreading the learning / study efforts of students
 - Avoiding competition between assessments

- Administration of assessments and (interim) exams
The administration of written tests is carried out in collaboration with the Centre of Educational Support (CES). Practical information about different options and conditions depending on: number of students, type of tests, moment in time, requested infrastructure, requested staff, etc. should be synchronized with CES.
- Determining and publication of results: deadlines, feedback, available answer models.

7.4 Education & Examination Regulations at Programme Level

- Education & Examination Regulations EER (compliance to UT EER directive)
- Rules & Regulations from the Examination Board (R&R)
- Assessment of final works:
 - Description of procedures, number of examiners, forms for assessment / judgement (rubrics), guidance, safety net procedures, etc.
 - Quality of Assessors: expertise development, calibration sessions, division in guiding and assessing
 - Description of how is dealt with academic integrity: i.a. transparency of empirical data and publication of thesis's.

7.5 Staff Development

Competence of staff is crucial. The policy plan should address how this competence is assured and developed. The policy plan should also indicate what level of competence is required for various roles concerning assessments of students.

7.6 Developments in Student Assessment Policy

The UT has started to explicitly implement an education improvement cycle as of academic year 2016-2017. Programme Directors have been requested to make/revise an Education Improvement Plan every year. In this annual plan improvements in student Assessment Policy can also be addressed. Section 9 describes the relevant action points.

8 Guide for Examination Boards

Every programme or cluster of programmes has an independent Examination Board. The Examination Board is a body that determines in an objective and expert manner, whether a student satisfies the conditions set out in the education and examination regulations with respect to the knowledge, skills and insight required to earn a degree.

Examination Boards are in charge of ensuring the quality of (interim) examinations and setting down rules and regulations for the assessment and determination of results of (interim) examinations. Consult the Act article 12a and b for an integral description.

8.1 Division of roles between Programme Board and Examination Board

As stated earlier, it is important to clearly define roles and responsibilities between the Dean, the Programme Board (Programme Director) and Examination Board. Although they seem to overlap, the responsibilities of Programme Board and Examination Board in quality assurance of students assessment, are different.

The responsibilities of the Dean:

- Appointing a Programme Board or a Programme Director;
- Appointing an Examination Board;

- Executing decisions of an Examination Board (mandated to Programme Board);
- Appointing a Programme Committee;
- Setting out Education and Examination Regulations (EER) including intended programme learning outcomes and the set-up of the curriculum (mandated to Programme Board / Programme Director).

The responsibilities of the Examination Board:

- Issuing exemptions on individual students based on criteria set out in the EER;
- Processing student requests and complaints in accordance to the EER;
- Setting out Rules and Regulations (R&R) for examinations within the boundaries of the EER;
- Appointing examiners (requirements for appointing examiners set out in the R&R);
- Prescribing programme-specific guidelines for creation of tests and examinations (set out in the R&R);
- Screening the examinations to assess if the intended programme learning outcomes are met;
- Monitoring compliance with guidelines and regulations pertaining to fraud (set out in the R&R);
- Imposing sanctions in confirming cases of fraud (according to the R&R).

8.2 Guideline for an annual report from the Examination Board

An annual report from an Examination Board should address the following topics:

1. General working procedures (composition, tasks, authorisations, appointed committees)
2. Working methods for safeguarding the quality of assessments, an overview of findings
3. Overview of appointment of examiners and termination of such appointments
4. An overview of decisions on individual students in line with the EER for the academic year
5. An overview of advisory / policy tasks and recommendations
6. Evaluation of the performance of the Examination Board itself (based on own KPI's).

9 Overview work-in progress and action points

9.1 Aligning Student Assessment to Educational Developments

As mentioned in section 2, several major developments have taken place recently regarding the vision and implementation of education of the UT. This is actually an ongoing process.

The Platform of Educational Innovations (platform onderwijsvernieuwingen) recently reflected on the progress of implementing TEM and stated conclusions and recommendations in following report: *Bewaking TOM-uitgangspunten, (Monitoring TEM starting points) June 2016*. One of the recommendations is to further experiment with new creative ways of assessing students. The University Committee Education (UCO) has approved the report and confirmed the recommendations. Consequently follow up is required.

The Platform of Educational Innovations supported by CELT will take the lead in promoting following aspects of student assessment:

- Strategies for individual-in-group project assessment;
- Incorporation of student self-assessment methods;
- Approaches for student-student peer assessment;
- Effective methods to assess students in both mono- and multi-disciplinary programmes;

- Credible means of interdisciplinary assessment; and
- Assessment as a tool for learning and personal development

Initiatives on innovating student assessment taken by lecturers involved in SUTQ (Senior University Teaching Qualification) will also be supported and monitored.

9.2 Organisation and Governance

The UT office of Strategy & Policy recently interviewed members of Examination Boards university-wide about their independent role, way of working, procedures, facilities, and cooperation with the dean and programme directors. As a result, they drew up a report with findings and recommendations. This report also contains the core duties and responsibilities of Examination Boards as stated in the Act and the key recommendations of the Dutch Inspectorate of Education, based on an inquiry carried out in 2015:

<http://english.onderwijsinspectie.nl/documents/annual-reports/2015/08/04/examination-boards-in-higher-education>

The UT report with findings and recommendations has been sent to all interviewees (July 2016), chairs of all Examination Boards, faculty deans and UCO programme directors. The aim is to encourage discussion and actions for improvement within each faculty and at the institutional level.

9.3 Explicating the Education Improvement Cycle

In June 2016, the Executive Board, in liaison with faculty deans, decided to explicitly implement an education improvement cycle to align developments and improvements at programme level to faculty and institutional level. Special attention will be given to programme improvement plans, including assessment (policy) plans and annual reports of examination boards. Main developments and outcomes will be discussed in regular and formal meetings at the institutional level to encourage horizontal alignment within the university.

At programme level division of tasks and responsibilities between Programme Board and Examination Board according to quality assurance of assessments is an issue that needs clarification. The Law leaves room for interpretation. At the one hand, the Programme Board is responsible for setting up and running a PDCA-cycle for assessments as part of quality assurance of the programme, whereas on the other hand - the Examination Board is responsible for safeguarding the PDCA-cycle for assessment. Should there be a more clear guideline for division of tasks between Programme Board and Examination Boards at institutional level? This subject will be discussed with Programme Directors and chairs of Examination Boards.

9.4 Digital Assessment Policy

As mentioned in previous sections, within the UT several initiatives of digital assessment have been carried out over the years. In 2015 the UT installed an expertise group, called TELT-team: Technology Enhanced Learning and Teaching (TELT). For more information visit: <https://www.utwente.nl/telt>

The TELT-team supports and develops new innovative ways of digital assessment and has recently raised the issue that organising digital assessment requires a policy at UT level. The digital testing process is in particular complex, it requires a joint effort from departments and various levels of staff within the organisation of the UT.

SURF (the collaborative ICT organisation for Dutch higher education and research) offers a guideline for drawing up a policy plan on digital assessments.

<https://www.surf.nl/en/innovationprojects/customised-education/digital-assessment.html>

As of August 2016 a working group started shaping a digital assessment policy which will be attached to this document.

9.5 Action points related to Regulations

To provide right of equality to all students at UT, Rules and Regulations should be more tuned by all Examination Boards of UT. The Rules and Order for written examinations including regulations for supervisors need special attention. The administration of written exams, is carried out by CES according to procedures approved by the University Committee Education (UCO) in 2014 (see Appendix). These rules of order for written examinations have not yet been inserted into the Rules and Regulations from the Examination Board, and consequently have no formal status.

Also roles and responsibilities of supervisors need to be more aligned University-wide. CES is working on a proposal on this matter. Erasmus University offers a good example for rules of order for written examinations, including the role of supervisors on institutional level.

An interesting Example of the EUR can be accessed at:

http://www.eur.nl/english/essc/student_administration/written/Rules

In June 2016 an amendment of the Act has been approved, called: 'wet versterking bestuurskracht' in Dutch, meaning empowering administrative efficiency or increasing government ability).

Implications for this UT assessment policy plan are not clear at the moment but must be given attention in coming months.

Last but not least the UT should discuss the topics a directive Education and Examination Regulations (EER) for all master programmes should include.

9.6 Examination Boards Discussions

Related to the previous point: at other universities (EUR, MU, TU/e) chairs of Examination Boards, have regular meetings led by one of the chairs and supported by a policy advisor. Aim is to share knowledge, best practices and discuss issues and certain student cases. In the context of the UT, there is space for mutual agreements among chairs of Examination Boards (e.g., confidentiality and publicity of graduation theses, lead Examination Board for modules, shared by different programmes, etc.). Preferably one of the chairs would take the initiative to start such meetings, encouraged by the rector and the dean.

9.7 Action points related to Professionalization of Staff

The Examination Boards of the Faculty EEMCS (EWI) and the bachelor and master degree programmes Health Sciences have asked for receiving a SQE Senior Qualification for Examination. The Centre of Expertise of Learning and Teaching (CELT) will take the initiative to develop a SQE and shape a trajectory to acquire a SQE (in Dutch: Senior Kwalificatie Examinering).

Based on the recommendations as a result of an evaluation of TEM starting points, carried out by the Platform of Educational Innovations, support given to teachers about Project Led Engineering Education (PLEE) should be broadened and deepened. *Bewaking TOM-uitgangspunten, (Monitoring TEM starting points) June 2016.*

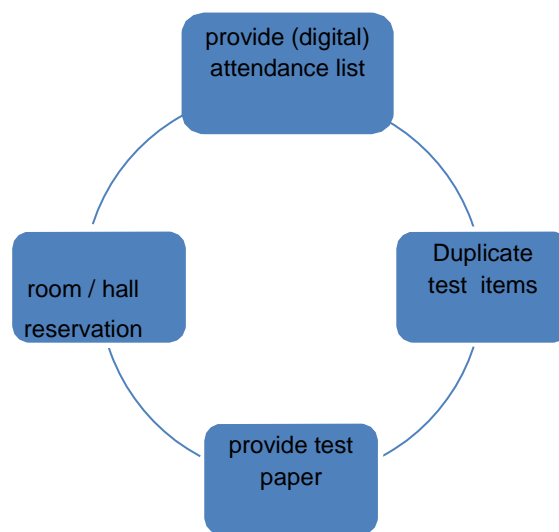
Within CELT an expertise team of 3 educational consultants is developing the requested support.

Appendix: UT procedure administration written tests

(source: Memo, Jacky Nijhof /H. Punt (CES) approved by UCO September 2014)

Since the start of TEM (Twente Education Model in Dutch: TOM) administration of all written interim exams (bachelor and master) has been carried out by CES (BOZ). Locations are examination hall 'The Term' near campus and a sports hall of the Sportcentre on campus. The Term is also the location where students with a functional limitation can take their exam.

CES follows an integrated approach: in line with TEM and exam periods in year cycle:



- The maximum duration of a test is 3 hours.
- Students with dyslexia get 25% extra time (maximum of 45 minutes) but join other students in the same room/hall, students who need special provisions take their exam in other room.
- Register for resits or additional tests (TEM) is carried out via the management of the programme (can differ per programme)
- In case of resits or additional tests (TEM) the management of the programme provides information about number of students and whether a room has to be scheduled.

Epilogue

This policy document has been written in close collaboration with Tanya Bondarouk who functioned as a sparring partner while broadening my view, asking critical questions and offering valuable suggestions.

Furthermore several members of the platform of Educational Quality Assurance UT gave feedback on draft versions, in particular: Monique Duyvestijn, Jan van Diepen, Riet Martens, and Lisanne Verheij. Also the following UT colleagues have contributed in the process of establishing this policy document: Tom Mulder, Helma Vlas, Renate van Luyk, Emile Dopheide, Marie-José Verkroost. Last but not least, the contribution of Jennifer Herek was crucial, she gave valuable suggestions on the content as well as on how to improve the language.

Susanne Wichman

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