

# UT ASSESSMENT POLICY FRAMEWORK

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# 1 WELCOME TO THE 'UT FRAMEWORK FOR ASSESSMENT POLICY'

Education at UT effectively prepares students for an academic career or the labour market. In 2023, UT established its [Vision on Learning and Teaching](#), placing three goals at the heart of our education: learning by doing, building inclusive communities and self-development. Through regular testing and assessment across all programmes, UT stimulates the learning and development of every student, monitors their study progress and assesses the student's knowledge, insights and skills. With regard to assessment and assessment policy at UT, several bodies and colleagues play key roles. With this website, the Executive Board presents the UT Framework for Assessment Policy, which:

- incorporates the core principles and objectives outlined in the UT Vision on Assessment;
- provides information on requirements and recommendation;
- provides structured approach for monitoring and evaluation (PDCA);
- is aligned with applicable regulations, law, and developments in higher education.

## 1.1 PURPOSE AND GOAL OF THIS FRAMEWORK

Assessment policy in general documents agreements on testing and assessment from both a procedural and content perspective. The purpose of this Framework for Assessment Policy is twofold. Firstly, to indicate what we at UT define as high-quality assessment, and secondly to support programmes in developing their programme assessment policies. The overarching aim of a programme assessment policy is to provide rationale for how assessment is designed and carried out within the programme, ensuring ongoing monitoring and enhancement of assessment quality. This, in turn, facilitates learning and development of students and guarantees the value of the diplomas awarded by the institution. This Framework, including a Vision on Assessment, serves to ensure that assessment practices align with the educational goals and values of UT and contribute to the overall quality of the learning experience for students. With comprehensive assessment policy, UT ensures compliance with the legal requirements.

## 1.2 PROGRAMMES IN THE LEAD

Programmes are in the lead in ensuring the (quality of) assessment. This Framework outlines a [vision on assessment](#) and details the [requirements](#) that should be incorporated at all levels of the UT. At programme level, there is significant freedom in deciding *how* to implement and realise these requirements, according to the specific context and ambitions of the programme, and in relation to the vision. Additionally, recommendations are provided which are strongly encouraged to be considered. The [PDCA cycle](#) demonstrates the interrelationships between all levels.

## 1.3 HOW TO USE THE WEBSITE

This website is the UT Framework for Assessment Policy. Each level of this Framework corresponds to a specific body in the UT: Executive Board, Faculty Board, Programme Director, Examiner and Examination Board. For each level, a list of [requirements](#) is indicated, representing the minimum standards that should be in place. These requirements are explained in more detail, including reference to, for example, specific articles of the WHW and relevant policies. For many of the requirements, additional tools and examples are provided to support their implementation. In addition, the Vision on Assessment provides context to the purpose of assessment and ambitions in that field. To support the information on this website, key [terms](#) have been defined.

## 1.4 ENTRY INTO FORCE | REVISION | CONTACT

This website has been created through the collaborative efforts of various stakeholders who have given their insights, feedback, and knowledge to ensure the website accurately reflects the collective vision, priorities, and considerations. The Executive Board approved the information on this website on 8 July 2024.

## 1.5 REVISION OF THIS FRAMEWORK

We consider ourselves a professional and learning organisation - continuous development and adaptation to a dynamic world is key. This also applies to this Framework itself: the requirements that are set will be updated at review moments if necessary, but the tools, examples, suggestions and good practices provided on this website will be continuously updated to provide all stakeholders with relevant supporting material and information. A review of the Framework will take place after **three years** and a revision will take place after **six years**. In addition, after **one year** of using this webbased Framework, attention points will be inventoried to improve the user experience (utility, ease of use, efficiency, etc).

## 1.6 COLLEAGUES WHO SHARED INSIGHTS AND FEEDBACK

Programme Directors, colleagues from faculties (E. Dopheide, G. Özerol, A. de Kiewit, W. de Boer, R. Scott), colleagues from CES (S. Borst, M. Lindemann, H. Punt), Representatives of the Assembly Examination Board Chairs, Platforms UTpK and Law & Regulations, Colleague from M&C (N. Schepers), Colleague from GA (S. Wichman), UC-E, student, English translator, Colleagues from S&P (M. Letteboer, M. Poldervaart, L. Woud, M. Snel, J. Smit, T. vd Wal, QA-team).

## 1.7 CONTACT

For advice on how to use the information on this website, or for more information, contact the experts of CELT. For information about the project or this dossier in general, contact the portfolio holder Strategy & Policy

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*In this Framework, a translation of requirements originating from law is often included. In the event of any discrepancies between linguistic versions or a disagreement about the content or interpretation, the Dutch law prevails.*



## 2 VISION

### 2.1 VISION ON LEARNING AND TEACHING

Recently, the university established the [UT Vision on Learning and Teaching](#). Therefore the vision on assessment needs to be adapted accordingly. The [UT Vision on Learning and Teaching](#) provides the basis for educational strategy, the implementation of educational activities and investments. At UT, we want to make a positive impact on society through technology. By educating students we empower them to contribute to a better world, through the analysis and use of technology in a societal context. With high-quality education and additional opportunities for self-development, we offer all our students more than a degree. By learning by doing, building inclusive communities and self-development we prepare our students as well as we can for their future, whatever that future may be.

### 2.2 VISION ON ASSESSMENT

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

Assessment should not only be for deciding whether the student has learned the material sufficiently (assessment **of** learning) but should also help the student in their further development (assessment **for** learning). In addition, assessment should fit our vision of education. This means that we strive to:

- support **learning by doing**, which implies the use of assessments that encourage students to actively apply their knowledge and skills and reflect on what they learn. This can mean working with others on real-life issues, problems and challenges, but also studying and developing theoretical knowledge actively.
- build **inclusive communities**, which implies looking for ways to make assessment more flexible and adaptive. For instance by giving students the possibility to choose an assessment format and/or the moment for assessment, without compromising the need to achieve the established learning objectives at the right level.
- support **self-development** and self-regulation, by training and stimulating students to follow and reflect on their learning path, and build their portfolios based on their specific talents and aims. This can also include them identifying and being allowed to take on additional challenges.

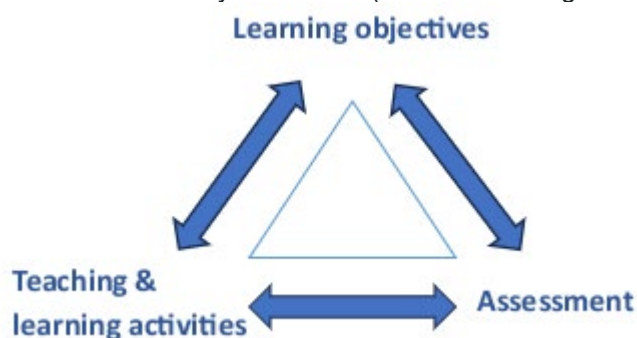
Furthermore, we strive to deploy not only summative assessment at the end of a course but also increasing formative evaluation during the learning process. This implies providing or organising (peer) feedback at different moments during a course to support and encourage students to learn from their experiences.

In addition, we continuously explore new technologies to, in a sustainable way, make use of in our education and assessment. New technological developments offer ways to, for example, accommodate personalized learning, flexibilization, provide feedback, automate (administrative) tasks, and more. More about digital assessment and AI can be found [here](#).

### 2.2.1 An organisation aiming for assessment quality

Our endeavour is aimed at ensuring and safeguarding the quality of assessment at course level at all times. This implies that on the programme and course level:

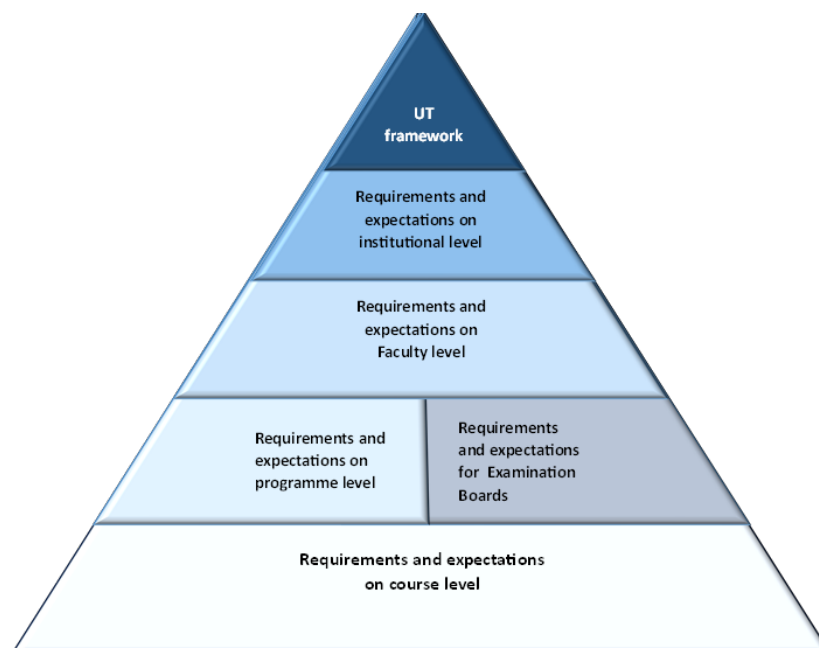
- there is a direct relation between the intended learning objectives, the teaching activities and process and the way we assess (Constructive alignment, Biggs & Tang, 2011).



- the entire [assessment cycle](#), from the design phase to the evaluation phase, is followed carefully.
- attention is given to ensuring that all assessments meet the quality criteria for good assessment: validity, reliability and transparency.
- examiners will be familiar with and comply with rules and regulations as stated in the Student Charter, in the education programme's policy, Education and Examination Regulation (EER), relevant protocols, and the R&R of the Examination Board of the programme their course belongs to.

### 2.2.2 Framework for a coherent assessment policy

Requirements and expectations are indicated for the programmes in setting up and implementing an assessment policy suitable for their specific situation, context, vision and ambition. For high-quality assessment, it is important that all parts of the pyramid as shown below function in an interconnected way and are aligned. It is also important that all actors, bodies, procedures, regulations, measures and provisions, collectively work to realise the outlined vision, ambitions and quality goals. The fulfilment of the [requirements](#) at each level should be carefully monitored and agreements, measures and provisions should be reviewed regularly and adjusted if necessary, following a well-functioning [PDCA cycle](#). In the end, it all comes down to the stakeholders who shape and implement it. Trust, facilitation, support and a culture that wants to foster quality of assessment are the key elements in this Framework.





## 3 INSTITUTIONAL LEVEL

The **Executive Board** is in general responsible for establishing central supporting frameworks, policies, guidelines and procedures, for having a well-functioning PDCA cycles at all levels, and for the practical organisation of examinations. The Executive Board acts on these required elements in order to foster good quality of assessment, by establishing a Framework, a PDCA cycle for assessment, and by offering several facilities and provisions to provide practical and structural support.

### 3.1 FRAMEWORKS & GUIDELINES

To ensure good quality assessments, the Executive Board established the Framework for Assessment Policy, including a [Vision on assessment](#), via this website. As the basis for the Framework for Assessment Policy, (inter)national principles such as the principles of the Higher Education and Scientific Research Act ([WHW](#)) and requirements and frameworks for accreditation by [NVAO](#) and [ENQA](#) are fundamental. Additionally, UT wide agreements or documents apply as a basis, referring to for example our [Vision on Learning and Teaching](#), the [strategic plan](#), the [BBR](#), the [model for Faculty Regulations](#), the [Student Charter](#), the Guideline & Model for the BSc Education and Examination Regulations, rules of order for the central organization of examinations by CES, and Codes of Conducts (such as the [Code of Ethics](#)). When it comes to terminology, the terminology established with the previously mentioned policy is leading. In addition, to support the information on this website, key [terms](#) have been defined.

### 3.2 ORGANISATION & FACILITIES

The Executive Board fosters the quality of assessments by stimulating professionalisation, by stimulating innovation of education and assessments, and by offering facilities to support programmes in their pursuit of high-quality assessments. To ensure and support high-quality assessment, various colleagues, working groups and bodies play a (in)direct role in assessment, establishment or implementation of education and assessment policy.

#### 3.2.1 Advisory bodies, platforms and assembly

When speaking of advisory bodies, platforms and assembly, a distinction can be made between bodies that are part of the formal decision-making process, and those that are not, but are directly related to assessment.

##### [University committee for Education \(UC-Ow/UC-E\)](#)

A formal body. The UC-E provides (unsolicited advice to the Executive Board)

##### [Platforms Education](#)

Formal bodies. The Platforms Education provide (unsolicited) advice to the UC-E. An overview of the Platforms is available on this website

##### [Assembly of Examination Board Chairs](#)

The Assembly provides solicited and unsolicited advice to relevant bodies and the Executive Board. The Executive Board ensures that the Assembly of Examination Board Chairs can function properly (such as available time for chairs and support staff).

##### [Quality Assurance Team \(QA-Team\)](#)

The Quality Assurance Team is a dynamic collective of employees coming from the central services S&P and CES. Their main goal is to provide integral support in quality assurance.

### **EER Working Group (link will follow)**

This working group draws the central Guidelines & Model for the Bachelor EER. Members are representatives from all faculties and from the support staff of CES. The working group is led by S&P.

### **3.2.2 Support facilities**

#### Professional development of staff in education (e.g. HR)

UT offers a range of support and facilities to encourage continuous professional development. The Faculty Board can stimulate and organize (additional) activities. The Faculty Board has a key role.

#### Examination Office (CES)

Provides support to module coordinators and teachers by organising (written) exams and processing results. They offer useful suggestions on all aspects of the organisation of exams, such as scheduling, registering and deployment of invigilators.

#### Centre of expertise in Learning & Teaching (CELT)

CELT offers training on assessment for examiners (as part of UTQ), introductory training for Examination Board members and the Senior University Examination Qualification (SUEQ). CELT offers support and advice on assessment.

#### Technology Enhance Learning and Teaching (TELT) team

TELT assists teaching staff in the effective use of new technologies in their courses. They explore the possibilities available and prepare the procurement of digital systems for UT including systems in the field of digital assessment.

#### E-learning specialists

E-Learning specialists at the faculties can support teachers who want to make use of digital systems for educational and assessment purposes.

### **3.2.3 About digital assessment & AI**

Digital assessment (including online assessment) is increasingly being incorporated into education, and developments in this area are rapid. At the UT, we **embrace these new technologies** (and closely monitor and act upon them). From an educational perspective, it has always been important to be able to **adapt to new technological developments**. In the long term, it is necessary to be sustainable in **adapting our education (and assessment)** in a way that we can deal with emerging technology. This means that we should seek to strengthen the human factor in our education.

Digital assessment can help in multiple ways:

- \* for qualitative development - such as improving feedback to students,
- \* for quantitative development - such as improving the efficiency of the assessment process,
- \* to support students with a functional impairment.

New technological developments offer ways to accommodate, for example, personalized learning, flexibilization, and collaboration with different stakeholders. Attention is paid to the choice, development, and (protocols, procedures and regulations for the) use of digital assessment systems. Up-to-date knowledge and making well-considered choices for reliable systems is essential.

### 3.2.4 Artificial intelligence

Technical developments around Artificial Intelligence (AI) tools are moving fast. In these developments, two movements can be distinguished: the further innovation and development of the AI models and systems on their own, and the integration of these AI models and systems in contemporary ecosystems.

AI provides opportunities. It can be used to personalize learning, provide feedback, automate (administrative) tasks, and more. Using AI increases the possibility of risks if AI is used irresponsibly, unethical, or not transparent. This can result in ethical, legal, and social implications for education and research at UT. From an educational perspective, it is important to be able and adapt to new technological developments. We don't believe in a 'rat race' of measures and countermeasures in education: for example, using AI detection tools is not a sustainable solution in the long run. Our vision is that it's more sustainable to adapt our education and assessment in a way that we can work with technology. In addition, we cherish our culture of academic and scientific integrity combined with the curiosity of our staff and students.

In order to be able to embrace the AI technology, it is important that we are aware of existing rules at UT about, for example, privacy, data security, and fraud. The Tools & Examples below provide more information about these rules. The [TELT team](#) is available for further information or questions regarding different technologies.

## 3.3 QUALITY ASSURANCE & PDCA

To strive for high-quality assessment, all levels of the university must function in an aligned and interconnected way. Central quality assurance plans and the Framework for Assessment Policy, including the actions resulting from these, are therefore aligned and reinforce each other. The Framework for Assessment Policy aims to enhance the quality of assessments and examinations and can be seen as part of the overarching quality assurance framework regarding education. The fulfilment of the requirements at each level should be carefully monitored and agreements, measures, and provisions should be reviewed regularly and adjusted if necessary. Attention is paid to the consistency of plans, mutual recognition and finding ways that policies and plans can positively influence each other. A well-functioning [PDCA cycle](#) plays an important role in this respect. More about this is mentioned in the [Vision on Assessment](#) and in the [requirements on Programme level](#).

### 3.3.1 More about quality assurance at UT

[Quality Assurance](#)  
[Accreditation report](#)  
[Quality Agreements](#)

## 4 FACULTY LEVEL

The head of the faculty is the **Faculty Board**, which is responsible for the general management of the faculty. It also oversees the management and organisation of the faculty in terms of education and research. The board is a collective body and therefore collectively responsible for its actions and decisions. However, it makes use of a division of duties amongst its members or a delegation of duties. Examples are the allocation of tasks based on the portfolios of Education, Research and Operations, and assigning the programme director the roles of programme management, organisation and implementation. The Vice-Dean is the portfolio holder and the first point of contact for (quality of) education in the faculty. When it comes to education within the programmes, the Faculty Board plays a limited but important role in assuring the quality of assessment. The requirements and expectations are explained below.

### 4.1 REQUIREMENTS FOR FACULTY BOARDS

#### 4.1.1 Establish the EER for their programmes and monitor the execution of the EER

Every programme has an Education and Examination Regulation (EER). The EER is established by the Faculty Board (Art. 9.15 WHW) and must contain clear and adequate information about the programme (Art. 7.13 WHW). The Executive Board can give guidelines to the Faculty Boards concerning organisation and coordination, to ensure the quality of education and the feasibility of education (Art. 9.5 WHW). With the [Guideline and Model BSc EER](#), guidelines are given to faculties, and a model is provided: both in one document, which is considered the institutional part.

When guidelines are established, the Faculty Board must adopt the guidelines one-to-one in the EER. The Executive Board can check whether the Faculty Board has transposed the guidelines correctly. However, much of the process is arranged at the programme level. In various instances, the institutional part of the EER therefore refers to the programme-specific part. This programme-specific part is proposed by the programme director. Both parts together comprise the EER of the programme, formally part of the Student Charter.

The Guideline and Model is provided for bachelor's programmes. For master's programmes, no guideline or model is provided. Nevertheless, parts of the *Guideline and Model EER* can also be used for master's programmes, and faculties could draw up a model EER at the faculty level.

In addition to establishing the EER, the Faculty Board has the responsibility to regularly assess the EER, to supervise its execution, as well as to report in this regard to the Executive Board regularly. The Faculty Council and the Programme Committee have the right to advise or give consent, depending on the topic in the EER. In addition, the Programme Committee can annually assess the manner in which the education and examination regulations are executed.

More about the role of the Programme in this regard can be found [here](#).

#### 4.1.2 Ensure professional development of people involved in education

Teachers and examiners have a very important role in education. Based on the "[Portfolio allocation model for faculty boards](#)" the Faculty Board has a responsibility for "*Integrated talent and team development of the faculty and specific chair policy and academic career policy*". The portfolio holder for education is responsible for "*Talent and team development in the field of Education*". Additionally, the [Code of Ethics](#) (sections 3.1.4 and 3.3.2) emphasizes that continuous professionalization of staff is crucial. A wide range of support and facilities are offered at institutional level to encourage continuous professional development. The Faculty Board has a key role. To ensure good quality assessment, the Faculty Board can stimulate and organize (additional) activities, based on specific needs or wishes.

A lecturer is hierarchically assigned to a department and has a line manager. The line manager is accountable to the Faculty Board. The model for faculty regulations mentions that the Programme Director supervises the teaching of the subjects and the programme components. Programme Directors benefit from lecturers who fulfil their role in the field of education and specifically assessment in a high-quality manner and can play a stimulating role in this respect. Nevertheless, the institutional structures imply that the Faculty Board has the ultimate responsibility regarding stimulating and monitoring teachers' participation in professionalisation programmes in the field of education and assessment.

As student populations, technologies and education practices change continuously, education and tools should be innovative and up to date. This means that teachers and examiners also need to continuously update their knowledge and skills. The Faculty Board should therefore:

- stimulate and facilitate all teachers and examiners in the faculty having appropriate and demonstrable educational qualifications (at least UTQ or comparable).
- stimulate all teachers and examiners to continuously work on further professionalisation in education and assessment (e.g. SUTQ, SUEQ), by making sure they have time to do this and know what options are available.

#### *4.1.2.1 OPTIONS FOR FURTHER PROFESSIONALISATION*

Various opportunities exist to stimulate and foster the assessment competency of teachers and examiners and others involved in assessment:

##### **UTQ trajectory**

All teaching staff of the University of Twente need to acquire this certificate within three years following the start of their employment. A UTQ qualification is nationally acknowledged.

##### **Basis Kwalificatie Examinering (BKE) certificate**

Partial certificate for UTQ Competence 3 Assessment which can be seen as a BKE certificate. This certificate can be seen as a stand-alone certification. The certificate can also be deployed for examiners who do not have to meet the UTQ-requirements.

##### **Faculties or programmes can offer specific workshops -- [GEEN CORRECTE LINK](#)**

In the field of assessment or promoting professional learning communities related to assessment themes. During a study day, topics can be given extra attention. Occasions can be organised in which teachers' knowledge and experience can be shared.

##### **CELT or TELT**

UT-wide workshops or meetings around assessment topics can be organised by TELT or CELT. For instance during the UT Education days in June.

##### **UT: Testing & Assessment**

Self-study options for teachers e.g. the CELT toolbox. A Canvas Assessment Know-How site with self-enrolment. An informative website for Examination Board members.

##### **Senior University Examination Trajectory**

Staff members who are involved in assuring or safeguarding assessment quality at programme level, can take part in the Senior University Examination Trajectory.

##### **Senior University Teaching Qualification trajectory**

Staff members who take part in a Senior University Teaching Qualification Trajectory or work on an education project based on for instance WSV-grants, can decide to choose a theme related to assessment.

##### **Training for teaching assistants**

CELT offers options for the training of teaching assistants. This training is offered generally - tailor-made when needed - especially within the faculties.

### **Employees from CELT, seconded at the faculty**

Teachers and other staff can be supported or coached by employees from CELT seconded at the faculty.

#### **4.1.3 Ensure the independent and expert functioning of Examination Boards**

The Faculty Board ensures that an Examination Board can function independently and expertly (Art 7.12a 2 WHW). 'Independent' means that the Examination Board is not subject to instructions regarding its role and that the Examination Board are able to make their own decisions (all within the legal frameworks of the EER and their own rules and regulations). 'Expertly' means that the Examination Board can fulfil their tasks with the correct knowledge and support. To make sure that Examination Boards can function independently and expertly, attention should be paid to at least the following:

- Appoint qualified members
- Take action when problems arise
- Ensure sufficient support for Examination Boards

##### **4.1.3.1 APPOINT QUALIFIED MEMBERS**

The members of the Examination Board are appointed by the Faculty Board on the basis of their expertise in the area of the particular programme or group of programmes (Art 7.12a 1, 3 WHW).

When appointing member, it is required that:

- at least one member is a programme lecturer, or a lecturer for a programme which is part of the programme or group of programmes,
- at least one member must not be connected to this (part of the) programme or group of programmes,
- people with a management or financial responsibility in the programme are not appointed as member of the Examination Board,

and based on UT policy:

- all members have the UTQ, BKE or similar qualification,
- preferably at least one member of the Examination Board has a Senior University Examination Qualification (Dutch: Senior Kwalificatie Examinering), ideally the chair or secretary.

The members of the relevant Examination Board must be heard before a member is appointed. The recommendation is to inform the new member in writing of their appointment, including the term for which the appointment is valid (three years) and how often they can be reappointed (once). [See model faculty regulations.](#)

##### **4.1.3.2 TAKE ACTION WHEN PROBLEMS ARISE**

When the Examination Board experiences problems e.g. concerning cooperation with the programme director or difficulties with their own members, the Faculty Board should take appropriate action.



#### 4.1.3.3 ENSURE SUFFICIENT SUPPORT FOR EXAMINATION BOARDS

To support their independent and expert functioning, the Faculty Board should enable appropriate facilities in this regard, such as:

- supplying sufficient secretarial support and/or a registrar; the kind and amount of support should be discussed and agreed upon with the Examination Board;
- supplying sufficient (financial) resources, e.g. for meeting rooms, training, (external, legal) advise;
- giving chairs and members sufficient compensation for their work. UT-policy is that chairs get at least 4 hours per week and members at least 2 hrs per week. For very large or complex programmes, the complexity and amount of work of the Examination Board will increase so it makes sense to also increase the allotted hours. The departments of the members should get compensation for these hours;
- stimulating and supplying further professionalization to members (e.g. internal CELT offers like the [SUEQ trajectory](#), [workshops for Examination Board members](#), the [UEQ course](#), the [UTQ trajectory](#), and external offers);
- discussing the functioning of the board with the chair once a year.

#### 4.1.4 Ensure archiving assessments and results

Assessments and results should be archived in a secure location according to the applicable legal rules and the regulations as stated in the EER and the [UT policy regarding archiving](#). This applies among others to (results of) tests and examinations, but also to theses.

For example, for theses the retention period is at least seven years. In addition, theses should be uploaded to the UT [repository](#) in order to be publicly accessible. Only theses for which a NDA (Non-Disclosure Agreement) was signed are exempted from inclusion in the UT repository. The Faculty Board ensures sufficient means and procedures for archiving.

Please make sure you have appropriate protocols and procedures for archiving all assessment results and theses in your faculty and inform all examiners about these protocols and procedures.

[Overview of retention periods for assessments from the Netherlands Quality Agency \(Dutch\)](#)

[Archive & Document Management | Service Portal | University of Twente](#)

[JOIN Manuals \(Join Handleidingen\) | Document Management | University of Twente | Service Portal | University of Twente](#)

## 4.2 ADDITIONAL RECOMMENDATION

### Discuss the annual report of the examination board

The Examination Board draws up an annual report of its activities. The Examination Board provides the report to the Dean. Discussion of this annual report is recommended to review whether additional measures are necessary to ensure that the Examination Board can continue to function independently and expertly. Having this regular discussion is beneficial for all involved, as in every re-accreditation the Examination Board will be interviewed about their functioning.

#### Mandates

*To maintain clarity on who is responsible for what and to whom what is entrusted, it is essential to carefully document any deviations from the standing procedures or rules, for example, when using [mandates](#).*

## 5 PROGRAMME LEVEL

When it comes to ensuring the quality of assessment, programmes play central role. This means that an important role is reserved for the programme director, as the programme director is responsible for the content, structure, organisation quality assurance and evaluation of a programme or a combination of programmes.

*Assessment can effectively support the students' learning. Assessment methods and practices may vary by programme, tailored to the specific field or discipline. They are ought to align with the university's educational goals, values and vision.*

- Tom Veldkamp -

*There should be no doubt about the value of the diploma. That is why study programmes have the task of ensuring the quality of assessment. The examination boards safeguard the assessment quality.*

- Inspectorate of Education about Assessment in Higher Education -

Based on the specific context of the programme, vision, ambitions and principles, what needs to be done to ensure the quality of assessment needs to be established in an Assessment Policy at programme level. It shows what measures and provisions are deployed to this end. The programme assessment policy presents insightful and necessary guidelines for the staff on both content and procedural aspects of assessment. The PDCA cycle is directly linked to this and policy, implementation and quality assurance form an integrated system.

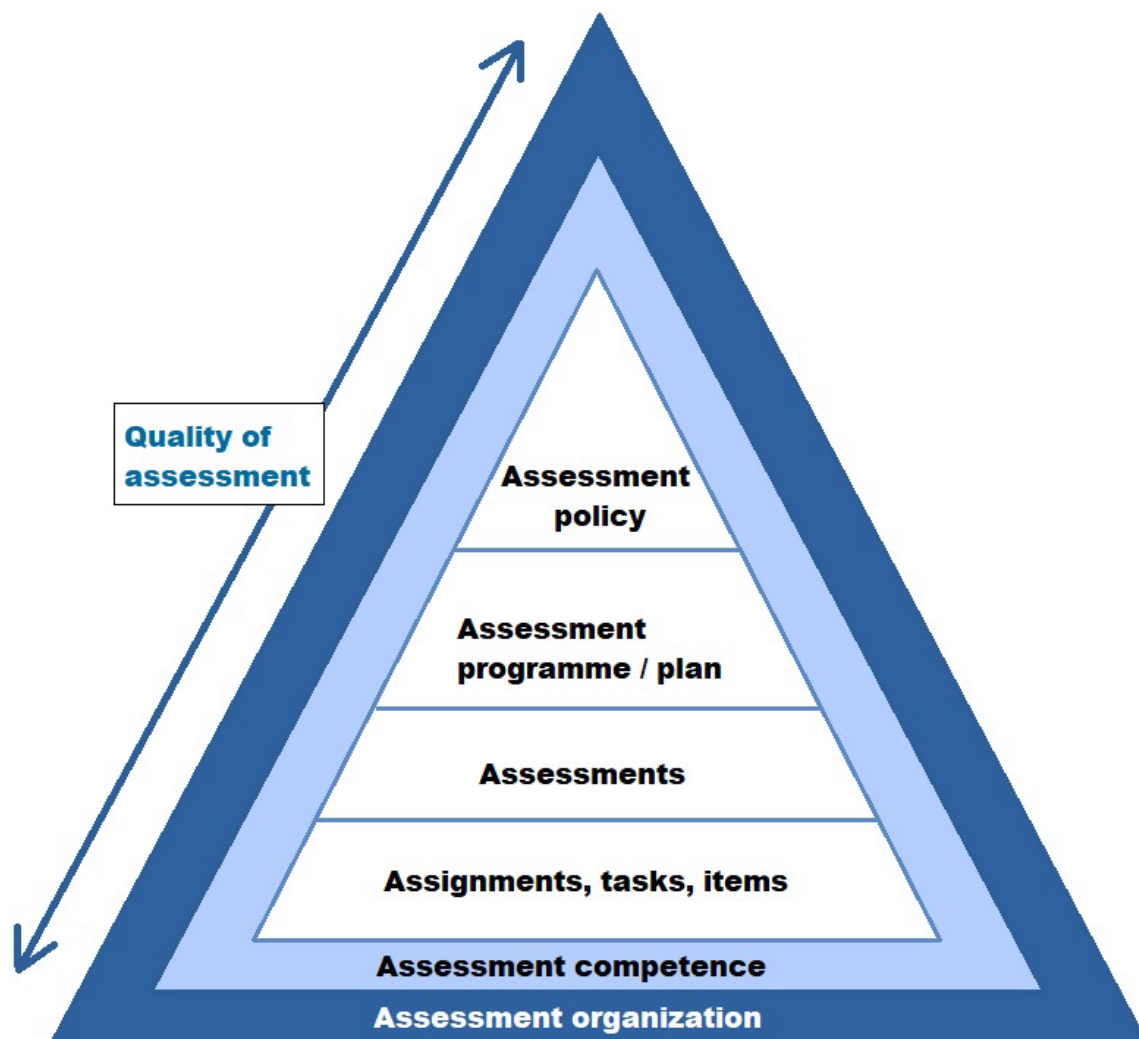
### 5.1 REQUIREMENTS FOR PROGRAMME DIRECTORS

#### 5.1.1 Establish an assessment policy for the programme and ensure implementation, monitoring and revision

Every programme is expected to have an assessment policy, tailored to the programme specific situation and vision on education and assessment. The policy must comply with the UT Framework for Assessment Policy, should take into account the national requirements of the law (WHW) and the accreditation ([NVAO](#)) standards, and is in line with the core principles and objectives outlined in the [UT Vision on Assessment](#) and the [UT Vision on Learning and Teaching](#). The assessment policy uses the PDCA cycle to monitor the quality of assessment and examinations, to evaluate the measures and actions taken, and to offer improvement plans. The policy is recorded in writing and made easily accessible for staff and students. The policy can be evaluated and updated every year or can apply for a longer period (maximum three years until evaluation and revision). In the latter case, attaching an action plan that is evaluated and updated every year is recommended, based on a PDCA cycle approach.

### Elements of an assessment policy

An assessment policy will at least address coherently all the layers of the so-called Assessment Pyramid.



Quality pyramid of assessment (Joosten-ten Brinke, 2011; Sluijsmans et al, 2012)

Points of attention in an assessment policy plan are at least (see the toolbox for more guidelines):

1. Relevant [frameworks and preconditions](#) (e.g. [Vision on Learning and Teaching](#), the [Vision on Assessment](#), UT Assessment Policy, WHW, EER, etc.).
2. An (updated) vision on education within your programme (what and how students should learn) and on assessment (what role does assessment have in the learning; assessment **of/for/as** learning). How does the programme see the role of assessment in supporting the learning of students in the specific field or discipline? Such a vision on programme level contributes to the quality of education and assessment, improves the assessment policy within the programme, and supports examiners. The vision on assessment as stated in this framework as well as the [UT Vision on Learning and Teaching](#) provide the basis for this. A vision can be described succinctly, e.g. 1/2 A4. Important is the translation into concrete principles for practice. When translating your vision into concrete plans, please take into account the specific context and target group of the programme, ambitions regarding guiding principles, methods for formative and summative assessments, scheduling and planning of assessments. Particular points of interest may apply for the programme, e.g., a special focus on digital assessment, practical assignments, internship.
3. Assessment plan and schedule (overview of how each course contributes to the final qualifications and how and when these final qualifications are assessed).

4. Assessment organisation (overview of all people and bodies involved in assessment in the programme, including their roles, tasks and responsibilities and how they collaborate. Please include the role of the [Examination Office](#) as well).
5. Applicable regulations, procedures and protocols (e.g., EER, protocols for test taking and invigilating etc.). Where applicable, include links to information on the programme website.
6. Quality assurance procedures related to assessments and examination (e.g., rules for designing, tests, procedures for test screening etc.).
7. Fostering and guaranteeing the assessment competence of those involved.
8. Measures taken and evaluation related to the previous period. What relevant developments are taking place? What are the ambitions and what is the action plan for the coming period? What are the focal points to work on in the longer and/or shorter term?

### 5.1.2 Draft the programme-specific part of the EER

## LEGAL REQUIREMENTS

The major outlines of the curriculum and examinations are laid down in the Education and Examination Regulations (EER) for each programme. By law, the EER must address certain subjects (Art 7.13.1 WHW). The EER is established by the Faculty Board, but programme directors compile the programme-specific part. In addition to establishing the EER, the Faculty Board has the responsibility to regularly assess the EER, to supervise its execution, as well as to report in this regard to the Executive Board regularly. The Faculty Council and the Programme Committee have the right to advise or give consent, depending on the topic in the EER. In addition, the Programme Committee can annually assess the manner in which the education and examination regulations are executed. More about the role of the Faculty Board in this regard can be found [here](#).

## GUIDELINE & MODEL FOR BACHELOR'S PROGRAMMES

The EER consists of a general part, applying to all bachelor programmes from a faculty, and a programme-specific part. The Executive Board establishes an institution-wide [Guideline and Model EER](#) for bachelor study programmes. Faculties and programmes use this document as a basis for their EERs. The *Guideline and Model EER* contains several articles that must be [adopted by the Faculty Board](#) in full. Other parts can be amended. It promotes transparency when a particular subject is centrally agreed upon or regulated in the same article number in each EER.

## MASTER'S PROGRAMMES

For master's programmes, no guideline or model is provided. Nevertheless, parts of the *Guideline and Model EER* can also be used for master's programmes, and faculties can draw up a model EER at faculty level.

## ASSESSMENT INFORMATION

Information on assessment per module and/or course is stated in the programme-specific part of the EER, in Osiris, and in the assessment schedule. The programme-specific part of the EER should include a module description with information about the number of tests and their weighting, language of assessment, and the manner in which examinations are sat. In Osiris, details are provided such as the design of teaching methods and assessment. The assessment schedule is drawn up by the examiner and determined by the programme director. It should include in which weeks examinations and tests are held and the period of validity of results, among other things. The *Guidelines and Model EER* provides more detail on this.

## UP-TO-DATE INFORMATION

The information in the EER and the information in Osiris should be reviewed regularly (preferably annually) and updated if necessary. For example based on changes in the guidelines, changes in the education programme, or changes in assessment methods. Examiners or module coordinators are responsible for providing the correct information on time. In the assessment policy (plan) of the programme, a schedule can be provided to show the timing for submitting the information. Programme directors are responsible for all this information being complete and up to date. For clarification: Osiris is used for the formal registration of grades for examinations and some tests and therefore prevails.

## COMMUNICATION

Staff and students should be actively informed about the EER and where to find it - preferably via the programme's website.

### 5.1.3 Apply equal treatment to all students and provisions for students with personal circumstances

By law a general principle is that the prohibition of discrimination implies that effective adjustments according to special individual needs should be made, unless these impose a disproportionate burden ([Art. 2.1 Wgbh/cz](#)). This means that students who have special needs or personal circumstances, are entitled to extra facilities to study in their programme and/or when doing an assessment. The Guideline & Model EER describes university wide rules. To be eligible for extra facilities in case of special personal circumstances, students should send a request to the study advisor in good time. The programme informs students which extra facilities can be provided.

For the taking of written exams, extra facilities for students will be supplied by the [Examination Office](#). More information on special support can be found on the [website of SACC](#)

### 5.1.4 Establish and implement procedures and protocols for administering examinations

For the administering of exams (written and digital; campus and online), programmes must have protocols in place. Programmes comply as much as possible with the guidelines offered by the [Examination Office](#). They deviate only if a written test or curriculum is subject to special conditions or regulations. These guidelines concern how to schedule and prepare exams, the deployment of sufficient and trained invigilators, the timely submission of the original exam to the [Examination Office](#), how to administer and assess exams and how to register exam results.

A protocol which is common practice at the UT, is the [Rules of order for written tests](#). This protocol was established by the Assembly of Examination Boards in 2018 to achieve greater uniformity in the regulations for the taking of tests.

## 5.2 ADDITIONAL RECOMMENDATIONS

### 5.2.1 Stimulate further professionalisation of examiners and others involved in the assessment process

A lecturer is hierarchically assigned to a department and has a line manager. Although the model for faculty regulations mentions that the Programme Director supervises the teaching of the subjects and the programme components, the Faculty Board (portfolio holder Education) is responsible for stimulating and monitoring teachers' participation in professionalisation programmes in the field of education and assessment (more about this topic [here](#)). Nevertheless, you as programme director *can* play a stimulating role in this respect, since all programme directors benefit from lecturers who fulfil their role in the field of education and specifically assessment in a high-quality manner.

There are different kinds of opportunities for you as programme director to stimulate and foster the assessment competency of teachers/examiners and others involved in assessment tasks: see examples below.

- [Training for teaching assistants](#). CELT offers options for the training of teaching assistants. These training is offered generally - tailor-made when needed - especially within the faculties.

### 5.2.2 Inform students about the expectations related to the internship and the thesis project

An internship and especially the thesis assignment are important educational components. The thesis gets special attention during a re-accreditation, as it is supposed to show the level the student has achieved at the end of the programme. Because of this special attention, all procedures regarding the thesis must be very clear to all involved.

For both an internship and the thesis students carry out a more complex assignment individually and are expected to exhibit a high degree of independence and self-regulation. This can lead to additional stress and study delay for students if problems arise. Good information in advance and the provision of (extra) opportunities for support can help the student and increase the chances that the process runs smoothly.

In terms of information provision, please include the following points

1. Learning objectives and expectations
2. Planning (phases and deadlines)
3. Assessment criteria or the assessment rubric or assessment form
4. Information on the assessment process (e.g. who is involved, feedback moments, green light moment, check for plagiarism or use of ChatGPT, colloquium process)
5. Responsibilities of all involved (graduation project coordinator, supervisor, the student, other members of the assessing team, study advisor); especially about the role of supervisor versus the role of the student
6. Relevant procedures, regulations, and guidelines and where to find them
7. Information on additional support like study advisor and Language Centre (for e.g. academic writing classes).

#### Mandates

*Within a programme, certain tasks can be mandated. To maintain clarity on who is responsible for what and to whom what is entrusted, it is essential to carefully document any deviations from the standing procedures or rules, for example, when using mandates. [Click here](#) for more information on mandates.*



## 6 COURSE LEVEL

As **examiner**, you are responsible for assuring that all assessments are of a high quality. This means that the assessment should offer the students the opportunity to show their competence and that the assessment will make a good distinction between students who do and who do not master the Intended Learning Outcomes (ILOs) of the course. A good way to ensure high-quality assessment is to use the guiding principle of constructive alignment and follow the steps of the test life cycles. Below you can find what is expected of you as an examiner when designing a test and when assessing and grading a student's work.



*Providing (peer) feedback contributes to the learning experience of students. Learning by doing and incorporating feedback in education and assessment stimulates an active learning commitment and the self-development of students.*

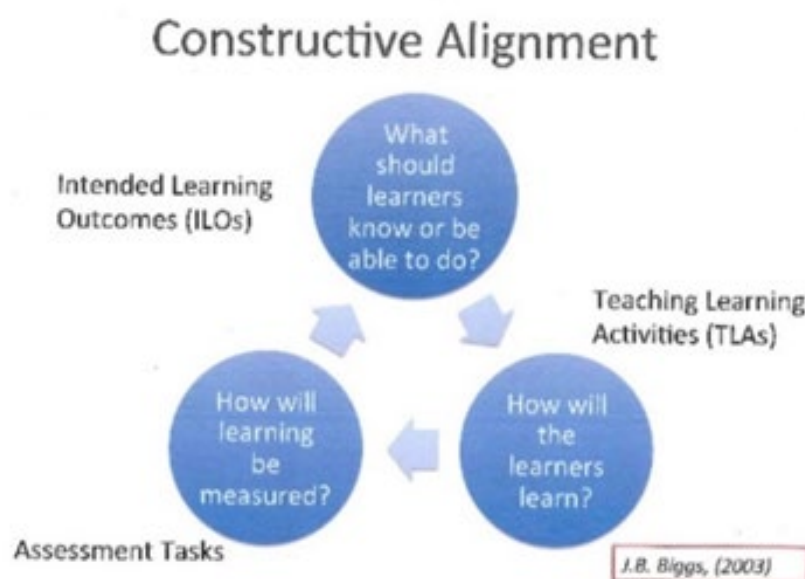
**- Tom Veldkamp -**

### 6.1 REQUIREMENTS FOR EXAMINERS

#### 6.1.1 Ensure assessment aligns with and meets quality standards

The assessment should follow the principle of constructive alignment and should meet the quality criteria of validity, transparency and reliability.

When designing your course and the assessment, you should adhere to Constructive Alignment, the principle that there is a direct relation between the Intended Learning Outcomes (ILOs) of a course (what students should learn), the Teaching and Learning Activities (what the teacher and the students do to learn this) and the Assessment (the check whether the students have achieved the ILOs of the course).



Ideally, you start with formulating the ILOs, and based on that choose the content and format of the assessment. Assessment should adhere to the quality criteria for good assessment:

- Validity: do you test what you aim to test (the ILOs for your unit or course)?
- Reliability: is the assessment fair and objective; is the outcome consistent across different conditions of the test, different editions of the test, and different assessors?
- Transparency: is it clear to the students what will be assessed and how, and how the grades will be determined?

#### 6.1.1.1 *FRAMEWORK FOR ASSESSMENT DESIGN AND EXECUTION*

Your course is part of a programme. When developing your course and the assessment, it is important to take the following into account:

- 1 The programme's Intended Learning Outcomes.
- 2 The programme assessment policy, including the programme assessment plan.
- 3 The Education & Examination Regulation (EER) of the programme.
- 4 The Rules & Regulations of the Examination Board.
- 5 Extra procedures and protocols for examiners, from the programme or Examination Board.
- 6 Procedures and rules regarding the organisation of exams. See e.g., [Examination Office](#).

#### 6.1.1.2 *RECOMMENDATIONS FOR DESIGNING THE ASSESSMENT*

- Follow the assessment cycle to ensure that all the necessary steps in the assessment process are afforded sufficient attention.
- Draw up an assessment scheme to demonstrate how the learning objectives are aligned with the assessment methods and to show how the final grade is determined based on the weights of the ILOs.
- For a written exam: draw up a test specification table. Practical tips can be found [here](#).
- Construct an answer model for the written exam (including points for partly–correct answers), or assessment instruments or criteria for assignments.

In addition, you could take the following points into account:

- Sufficient preparation time for the student and competitive study and assessment activities when scheduling the assessments for a course or module (units).
- When starting as an examiner with not much experience with assessments, seek support from a more experienced colleague.
- When constructing written exams or assignments, adhere to the four-eye principle: ask a colleague to give feedback on the constructed test (questions) or assignment description and assessment criteria.

### **6.1.2 Choose a suitable grading method and conduct a test analysis before assigning grades**

When you assess the results of the students, you calculate the score = number of points the student has earned on the test. Please do not subtract points for wrong answers; tests are only for checking whether a student has mastered some knowledge or skills and failing is a first step in learning. Tests are not for punishment.

UT has included in the EER that students with a grade of 6 will pass an assessment. As an examiner, you have to determine which score leads to grade 6 (the caesura). From thereon, you have to determine systematically how the scores on the assessment will be transformed into the other grades. The Examination Board may have instructions on how to do this transformation from scores into grades. The most important thing is that you follow existing rules and can justify why you have chosen a particular method.

Before you inform the students about their grades, you should do a test analysis at item level to check whether all questions were of the high-quality you intended. This analysis will provide information on the quality of the item or question and how well the score on the question relates to the score on the total test. For example, if hardly any student had the correct answer to a question, that question might be too difficult or the question might have been ambiguous. Or if students score well on the test but very low on an item, you might want to consider deleting this question and recalculating the scores and grades as you do not want to disadvantage students.

You can use several psychometric data analysis methods for the test analysis, for Multiple Choice examinations, open questions and assignments. If you use digital assessment, systems like Contest, Remindo or Ans automatically calculate these data. *The Examination Board might have rules for conducting a test analysis and what to do when certain problematic situations arise. Please check this with your Examination Board !*

After this test analysis, you should calculate all the grades, inform the students of their grades and organise a plenary or individual review session to discuss the test (as mentioned in the EER).

### **6.1.3 Ensure that course information in Osiris and Canvas is updated**

Informing students about your course and the way you assess it is important for transparency. The information about the courses should be available in the (programme-specific part of) the EER of a programme (as mentioned in Art. 7.13.2 WHW and in the EER). UT has indicated in the EER that the following course information should be available in the Osiris course catalogue at least four weeks before the start of the course: the scope, learning objectives and content, language of tuition and assessment, prerequisites, required and recommended study materials, design of teaching methods and assessment. The programme management of your programme will ask you to update the information in time. For clarification: Osiris is used for the formal registration of grades for examinations and some tests and therefore prevails.

You will have a Canvas site with more detailed information on the course. The course information from Osiris will be automatically transferred to Canvas. An assessment schedule should be added to the Canvas page, at the latest 2 weeks before the start of the course or module (as mentioned in the EER).

### **6.1.4 Ensure measures to prevent and detect fraud and report fraud to the examination board**

The intention of assignments and exams is to stimulate the learning of the students and check whether they have mastered the ILOs. In rare cases a student might use tools that are not allowed or hand in material that is not their own – behaviour we call fraud. In the Rules and Regulations of the Examination Board, you can find a more detailed description of what is considered fraud.

As an examiner you should inform the students what behaviour is expected (e.g., when they can and cannot cooperate) and what are allowable tools and materials in your course and the test (e.g. open or closed book exam, use of AI for an assignment). In addition, you should think about what measures you can take to check whether all students adhere to these rules so you can determine when a student has committed fraud (e.g., detect freeriding, use a plagiarism scanner). A list with suggestions on what you can do to prevent fraud can be found under 'Tools & examples'.

If you think a student has committed fraud, you should inform the student about your suspicions and then inform the Examination Board about your suspicions. The Examination Board will take the necessary actions and will inform you about their decision later.

### 6.1.5 Archive assessment and thesis results according to applicable rules

Assessments and the results should be archived in a secure location according to the applicable legal rules and the regulations. Check with the regulations at faculty level or your programme management what special facilities or regulations apply for the storage of students' tests and theses.

Regarding assessments, this applies for example to the exam, student results, exam protocol, answer model, list of attendance etc.

In addition, theses should be uploaded to the UT [repository](#) in order to be publicly accessible.

#### **Qualifications**

*The Examination Board is responsible for appointing the examiners in the programme, the teachers that administer the examinations and determine the results (Art. 7.12 c WHW). The Examination Board defines what qualifications all examiners should have – often this is content expertise, assessment expertise (having a UTQ or the partial certificate Testing & Assessment or BKE) and probably also English proficiency.*

#### **Professional development**

*To ensure good quality education and assessment, continuous professional development is highly encouraged. The UT offers a wide range of support and facilities.*

#### **Mandates**

*To maintain clarity on who is responsible for what and to whom what is entrusted, it is essential to carefully document any deviations from the standing procedures or rules, for example, when using mandates.*

## 7 EXAMINATION LEVEL

The **Examination Board** has a special role in the process of the quality of assessment. According to the WHW, the Examination Board *'objectively and professionally assesses whether a student meets the conditions laid down in the EER concerning the knowledge, insight, and skills required to obtain a certain degree'*. If so, the Examination Board issues the diploma to the student. In addition, the Examination Board has the responsibility to *'safeguard the quality of all assessments'*.

### 7.1 REQUIREMENTS FOR EXAMINATION BOARDS

#### 7.1.1 Safeguard the quality of assessment

Safeguarding the quality of assessment means that as an Examination Board you have the responsibility to check that the assessments are of high-quality (valid, reliable and transparent) and that at the programme level, all assessments together cover all the Programme Intended Learning Outcomes which will guarantee that students who graduate deserve their diploma. Other bodies are responsible for assuring the quality of assessment: the programme director at the programme level and the examiner for the assessment at the course level.

Measures can be taken in advance, such as appointing competent examiners (one of your formal tasks) and verifying that examiners and teachers are adequately informed of important rules and guidelines regarding assessment construction and exam taking. Measures can also be taken afterwards, such as stimulating examiners to execute a test analysis and evaluate the assessment process or – together with the programme director, establishing a systematic process to monitor the quality of assessment.

In addition, you need to check whether all Programme Intended Learning Outcomes of the programme are appropriately assessed by all the exams in the different courses of the programme.

To fulfil your role properly, you need to have a plan for how you will do these checks so you can safeguard the quality of assessment in your programme.

#### 7.1.2 Appoint competent examiners

As an Examination Board you appoint the examiners in the programme, the teachers that administer the examinations and determine the results (Art 7.12.c WHW). As an Examination Board you should define what qualifications all examiners should have – often this is content expertise, assessment expertise (having a UTQ or the partial certificate Testing & Assessment or BKE) and probably also English proficiency.

Some Examination Boards allow teachers who have started their UTQ trajectory but have not finished yet, to act as an examiner. In these cases, it is advisable to consider whether extra measures should be in place. For instance, an experienced, qualified examiner being available to support the assessment process. This may also be advisable for a new teacher from outside the Netherlands and with a dispensation for the UTQ (due to having a similar qualification) but who is not yet familiar with the Dutch examination system.

Another consideration is how to deal with lecturers who are exempt from a UTQ, for example, because they have a very limited appointment, but who the programme director wants as an examiner. Special requirements could be set up for this situation, for example, the requirement to obtain a University Examination Qualification (Dutch: Basiskwalificatie Examinering) but not the entire UTQ, or the requirement could be that they always operate under the responsibility of a qualified examiner.

All examiners should be formally informed that they are appointed as examiners. In the formal letter, you can indicate for which course or subject they are appointed, the period and what procedures or rules they should adhere to, and where they can find the relevant information.

### **7.1.3 Safeguard the organisation of assessment**

Safeguarding the organisation of assessment means that you check whether all procedures regarding the practical organisation of assessment are in place and well executed. The practical way of organising assessments is often laid down in so-called 'protocols', a standard way of working and a description of who has what role and what is expected of every party. An example is a protocol about how to organise and administer a written exam. As such, protocols can increase the efficiency of activities, ensure better coordination between those involved, provide clarity for new employees, prevent conflicts afterwards and help with quality control.

At UT, institutional protocols apply, provided by the [Examination Office](#). The faculty or even the programme can have additional protocols regarding the organisation of assessment.

Your role as an Examination Board is to check whether relevant protocols are available, whether these protocols will ensure a smooth organisation of assessment and most of all whether all involved parties know about and comply with the rules and prescribed procedures.

### **7.1.4 Safeguard the quality of the organisation and assessment of the thesis project**

#### **Policy to guide the process**

The thesis project has a special place in the programme, as it is the completion of the whole programme. It also receives special attention during an accreditation procedure.

To safeguard the quality of the organisation of the thesis project, there must be a procedure regarding who decides whether a thesis assignment is suitable, what criteria are to be used in this decision, and who can be a member of the thesis supervisory committee. In some programmes the Examination Board does this. In other programmes, this is executed by teachers from different departments or a thesis project coordinator. In all cases, it is important to ensure that assignments are appropriate for the student to demonstrate the required competencies and are feasible. A set of criteria can be used to guide the process.

#### **Assessment form quality and procedures to determine the grade**

To safeguard the quality of the assessment of the thesis, a suitable assessment form should be in place and a procedure for how the different members of the thesis committee come to a final grade.

#### **Safeguarding the quality of assessing theses**

To check whether everything works well, a so-called "theses carousel" can be organised. This can be done by the programme manager or director and/or the Examination Board.

A theses carousel encompasses a re-evaluation of the assessment results of a selection of theses. The new results are compared with the original results. A theses carousel can be used for different purposes, for instance, to check whether there is agreement on the grades given, to calibrate between assessors, and to investigate whether an assessment form provides sufficient guidance for assessors and does not lead to different interpretations.



### **7.1.5 Establish guidelines and instructions as the basis for assessing and grading assessments**

Assessments are often followed by a verdict: a grade or a pass/fail judgment. As an Examination Board you can offer the examiners rules or guidelines about what they should do and take into account when they assess the work of students and determine the grades. This concerns, for example, directions on how the caesura is determined and how teachers arrive at a grade based on the score (= number of points for the test). For a written examination the following can be considered:

- how to decide on the caesura; what percentage of the total score means passing the examination? A caesura of 50% of the total score or 55% is often chosen, but who decides this? Can it be higher or lower?
- when an examiner uses a Multiple Choice examination, whether the guessing factor should be taken into account when calculating the caesura and grades.
- whether a test analysis should be executed before the grades are calculated, and how to deal with questions with severe flaws (e.g. all students gave an incorrect answer due to lack of clarity in the question, the question does not distinguish between students who do and those who do not understand the material).

### **7.1.6 Design and implement rules & regulations**

The Examination Board determines Rules & Regulations in which they indicate how they implement all their tasks and powers (Art. 7.12b.3 WHW). The Rules & Regulations should include at least the following topics:

- a description of the way the board operates (composition, profiles for members, the way decisions are made, schedule for meetings etc.);
- the mandates if applicable;
- procedures, rules and measurements regarding fraud;
- rules and criteria to grant exemptions for students (on request) from taking one or more exams;
- procedures and measurements for safeguarding the quality of exams and final examination;
- guidelines and instructions (within the framework of the EER) for marking and awarding results for interim and final examinations;
- procedures and criteria for assigning examiners.

### **7.1.7 Write an annual report and present it to the dean of the faculty**

Every Examination Board should write an annual report in which its actions and decisions made in the past year is described. This annual report should be presented to, and preferably discussed with, the Dean of the faculty. In a yearly meeting with the Dean, the functioning of the Examination Board can be discussed, such as: whether the members of the Examination Board feel sufficiently qualified and supported to execute their tasks in an expert and independent manner. Also, problem areas that have been identified or concerns about the quality of assessment can be discussed, as well as improvement plans.

As the Examination Board deals with privacy-sensitive information, this annual report should be anonymized or on a more general level. For recommendations about the content of the annual report, see examples below.

#### **7.1.8 Award the diploma to the student who completed the programme**

When a student has completed the whole programme, the Examination Board awards a diploma to the student (according to Art. 7.11.2 WHW). This is done after CES, on behalf of the Executive Board, has checked whether the student has met all procedural demands.

The Examination Board adds a [diploma supplement](#) to the diploma, with additional information on the programme the student has executed (Art. 7.11.4 WHW). This supplement must meet certain requirements. For this, UT has a standard format.

#### **7.1.9 Handle requests of individual students**

Students' requests may include the following: to grant exemptions for one or more tests, additional resit for an test, following an individualized degree programme, and more. As an Examination Board, you have to decide on these requests according to your own Rules & Regulations while taking the special circumstances of the students into account.

## 8 TERMINOLOGY

### Terminology regarding assessment

The terminology established in or with other regulations apply (such as in the Guideline & Model EER, the Student Charter or the Enrollment regulations). In addition, to support the information on this website, a few definitions are emphasized:

Framework:	The information on this website, established by the Executive Board as overarching UT policy for ensuring quality of assessment and assessment policy on programme level.
Requirements:	A set of prerequisites that must be addressed. Requirements are set by the Executive Board for every level and are based on law, national regulations or UT policy.
Recommendations:	Suggestions or proposals of additional topics that can be addressed. To further enhance the quality of assessment, it is recommended to carry out what is suggested.
Tools & Examples:	Tools are utensils and means that can help the user in fulfilling the requirements set in this Framework. Examples are models and illustrations, provided for inspiration, to give an indication of how things can be implemented.
Assessment:	A systematic process of fostering, evaluating and certifying student learning. The process includes the design, development and implementation of assessment tasks, and the judgement and reporting of student learning performance and student's achievement of specified learning outcomes.
Assessment policy:	Policy established on programme level.
Assessment plan:	Document that indicates how a programme ensures that students can meet the final qualifications and intended final level described in the EER. Among others, by indicating how the final qualifications are operationalized into learning objectives of study units and how (what, how and when) these are tested.
Assessment schedule:	A schedule showing the method of assessment for a module.
Curriculum:	The aggregate of required and elective study units constituting a degree programme as laid down in the programme-specific part of the EER.
(Programme intended) learning outcomes (PILO):	The statements of the knowledge, understanding and skills, as set out in the programme-specific part of the EER, that the student should have acquired and can demonstrate upon completing the programme.
Learning objectives:	The qualities related to knowledge, understanding and skills, as described in OSIRIS, that the student should have acquired upon completing a study unit.
EER (Examination and Education Regulations):	Regulations that contains clear and adequate information about the programme. The EER set out procedures, rights and obligations with regard

to the education and examinations of the programme, including at least the provisions of Article 7.13 paragraph 2.

Guideline & Model EER: With the 'Guideline and Model BSc EER', the Executive Board established 'a uniform regulation for the establishment of the various education and examination regulations'. In that document, guidelines are given to faculties based on art. 9.5. WHW concerning organisation and coordination in order to ensure the quality of education and the feasibility of education, and a model is provided: both in one document, that is considered the institutional part.

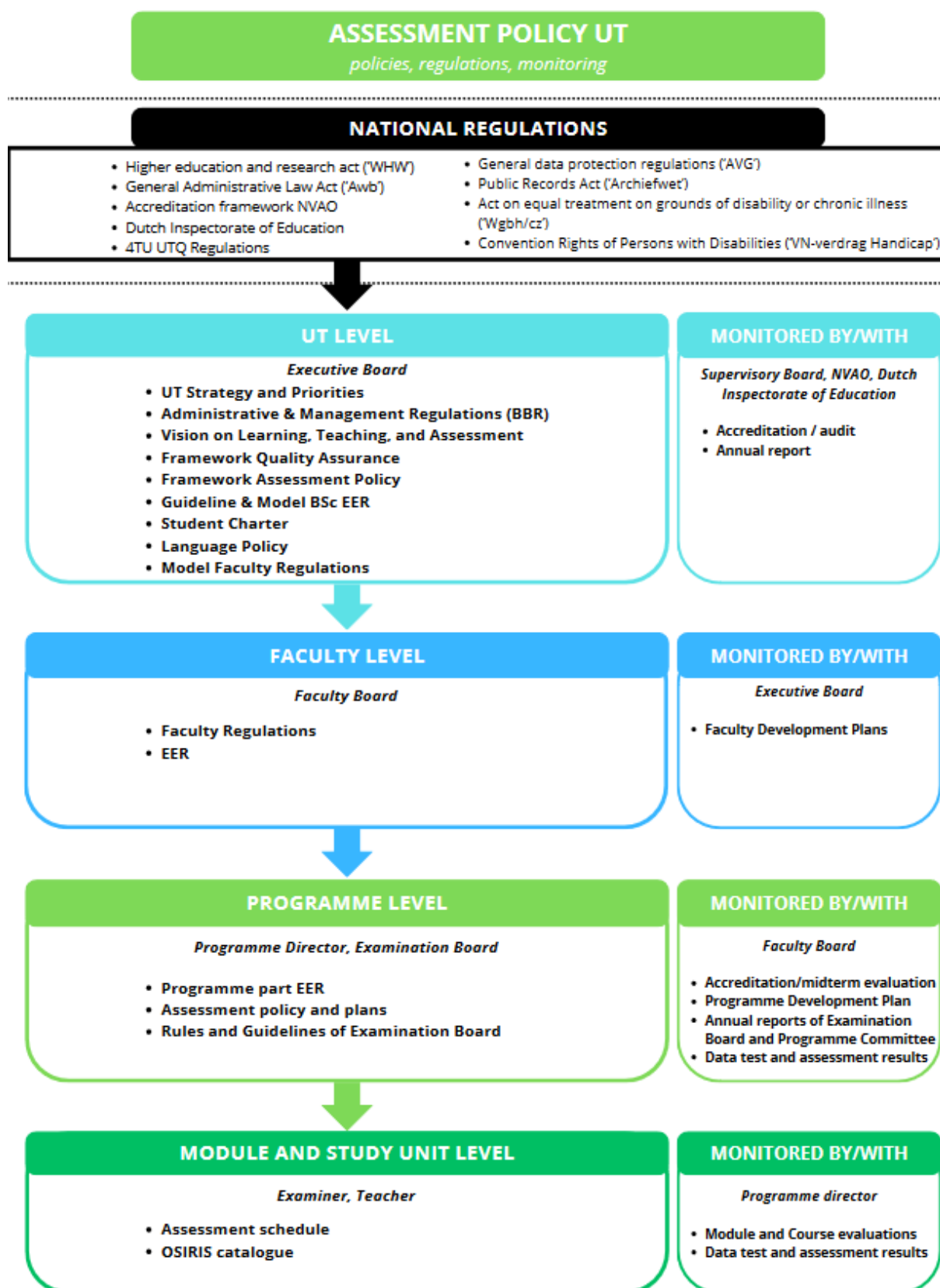
Faculty council: The faculty participating body as referred to in art. 9.37 WHW

Programme Committee (OLC): The committee referred to in Article 9.18 WHW.

WHW / HERA: The Higher Education and Research Act (in Dutch: Wet op het hoger onderwijs en wetenschappelijk onderzoek)

## 9 SUPPLEMENTS

### 9.1 OVERVIEW OF REGULATIONS

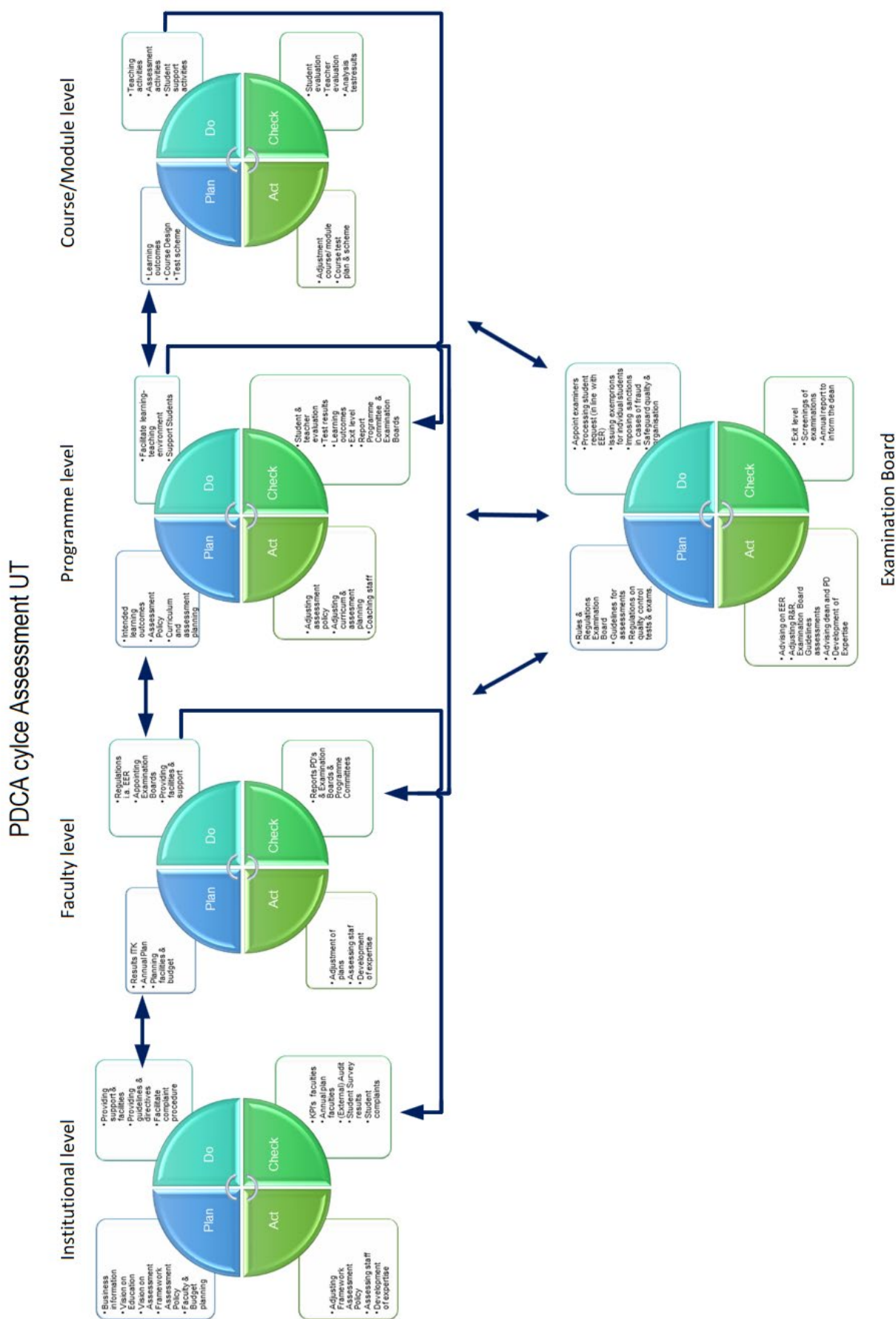


## 9.2 OVERVIEW OF REQUIREMENTS

*An overview of requirements and expectations of those involved in the assessment organisation.*

ROLE/BODY	REQUIREMENTS and RECOMMENDATIONS related to ASSESSMENT
Executive Board	<ol style="list-style-type: none"> <li>1. Establish frameworks, policies, guidelines and procedures on assessment</li> <li>2. Have a functioning PDCA cycle in place at all levels</li> <li>3. Provide structural support facilities</li> </ol>
Faculty Board	<ol style="list-style-type: none"> <li>1. Establish the EER for their programmes &amp; monitor the execution of the EER</li> <li>2. Ensure professional development of people involved in teaching or assessment</li> <li>3. Ensure independent and expert functioning of Examination Boards <ul style="list-style-type: none"> <li>▪ Appoint qualified members</li> <li>▪ Take action when problems arise</li> <li>▪ Ensure sufficient support for Examination Boards</li> </ul> </li> <li>4. Ensure archiving assessments and results</li> </ol> <p><i>Additional recommendation:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Discuss the annual report of the Examination Board</i></li> </ul>
Programme Director	<ol style="list-style-type: none"> <li>1. Establish an assessment policy for the programme and ensure implementation, monitoring and revision</li> <li>2. Draft the programme-specific part of the EER</li> <li>3. Apply equal treatment to all students and the provisions for students with personal circumstances</li> <li>4. Establish and implement procedures and protocols for administering examinations</li> </ol> <p><i>Additional recommendations:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Stimulate further professionalisation of examiners and others involved in the assessment process</i></li> <li>▪ <i>Inform students about expectations related to the internship and thesis project</i></li> </ul>
Examiners	<ol style="list-style-type: none"> <li>1. Ensure assessment aligns and meets quality standards</li> <li>2. Choose a suitable grading method and conduct a test analysis before assigning grades</li> <li>3. Ensure that course information in Osiris and Canvas is updated</li> <li>4. Ensure measures to prevent and detect fraud and report fraud to the Examination Board</li> <li>5. Archive assessment and thesis results according to applicable rules</li> </ol>
Examination Board	<ol style="list-style-type: none"> <li>1. Safeguard quality of assessment</li> <li>2. Appoint competent examiners</li> <li>3. Safeguard the organisation of assessment</li> <li>4. Safeguard the quality of the organisation and assessment of the thesis project</li> <li>5. Establish guidelines and instructions as basis for assessing and grading assessments</li> <li>6. Design and implement Rules &amp; Regulations</li> <li>7. Write an annual report and present it to the Dean of the faculty</li> <li>8. Award the diploma to the student who completed the programme</li> <li>9. Handle requests of individual students</li> </ol>

## 9.3 PDCA CYCLE





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