



# ASSESSMENT POLICY

Faculty of Arts and Social Sciences

2018-2019

[Contributing authors](#)

Version 2017-2018: Giselle Bosse, Marloes Menten, Robin Dirix  
Version 2018-2019: John Harbord, Marloes Menten, Sylvia Haerkens

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## Introduction

This document aims to provide a framework for all staff involved in assessment, especially course coordinators/examiners and programme directors, to help monitor and improve the quality of assessment at FASoS.

In order to ensure that assessment of student performance at the Faculty of Arts and Social Sciences (FASoS) is not only reliable, transparent and fair, but also aligned with programme learning outcomes, and with UM policy, a FASoS Assessment Policy is essential. This policy combines relevant elements from existing UM policy and the UM assessment policy framework, together with policies and regulations established by the FASoS, in a single document.

The Policy comprises six chapters. The first outlines the three pillars of FASoS's vision on achieving excellence in assessment. Subsequent chapters present policies, guidelines and procedures related to the design of assessment programmes (Chapter 2), assessment regulations at the programme level (Chapter 3), the assessment of final work (Chapter 4), quality assurance (Chapter 5) and staff development (Chapter 6).

## 1. Smart choices: Achieving excellence in assessment at FASoS

The [Strategic Plan of FASoS 2016-2020](#)<sup>1</sup> names three guiding principles which are central to the future direction and success of the faculty in a rapidly changing context: (1) professionalisation (creating an environment of continuous learning), (2) bridge-building (the crossing of boundaries and development of dialogues), and (3) an outward-looking approach (being sensitive to a rapidly changing environment without losing the faculty's identity).

These guiding principles are also at the core of our vision on achieving excellence in assessment. Professionalization motivates our commitment to further improve the quality of our study programmes through the constructive alignment trajectory. Through bridge-building, we recognise and cherish the diversity of teaching and learning practices in our interdisciplinary and international faculty whilst ensuring the close alignment of learning outcomes and assessment practices. The outward-looking approach guides the faculty's efforts to inspire and manage innovation in our assessment policy, encouraging staff to actively participate in shaping the faculty's educational environment.

Assessment in higher education has several roles in relation to teaching and learning. The best known and most traditional of these roles is to establish whether the student has mastered the intended learning outcomes of the programme (often known as assessment *of* learning). Assessment in this form is usually summative and done at the end of a course in order to provide evidence that students have (or have not) achieved the course goals.

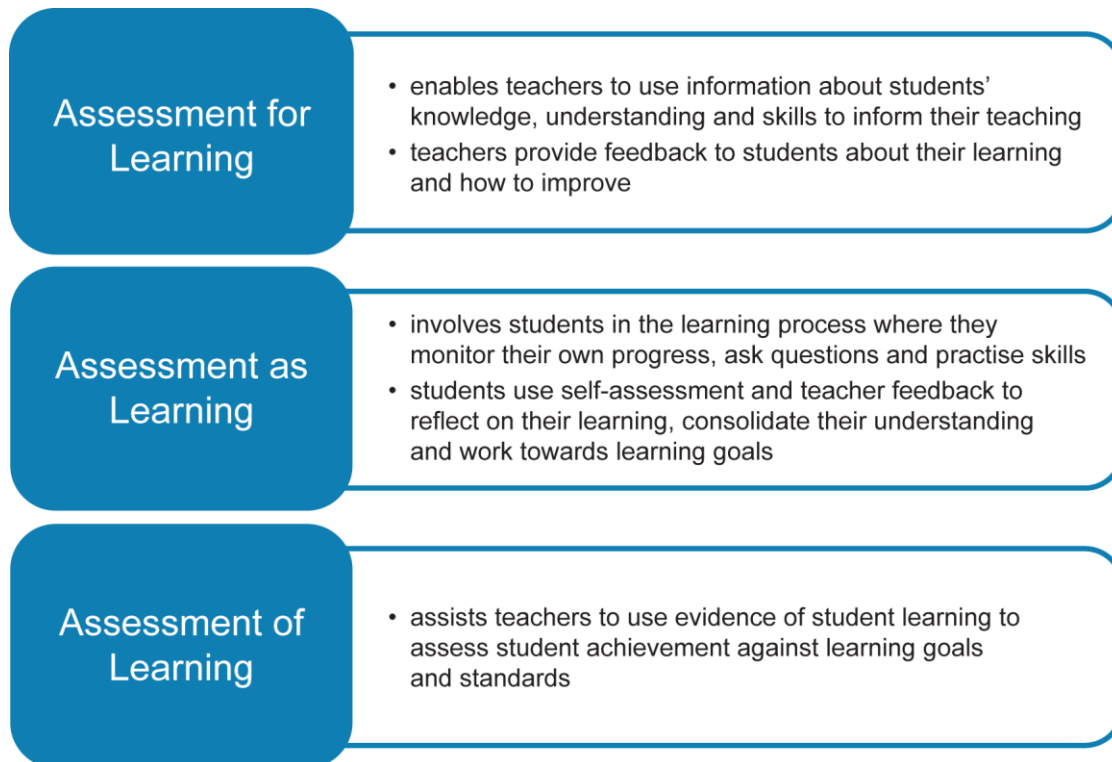
A second, equally important role of assessment is to act as a guiding light to help students understand exactly what they are to learn and what is expected of them (assessment *for* learning). Here, the emphasis shifts from summative to formative assessment, usually during the learning rather than at the end, and often more than once. Feedback and advice on how to improve their work help students to achieve the intended learning outcomes of the course and the programme, as well as enhancing their commitment to learning.

Finally, assessment enables students themselves to monitor their performance and progress, serving as a device for self-assessment, reflection and the optimisation of learning strategies (assessment *as*

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<sup>1</sup> Smart Choices: Strategic Plan of the Faculty of Arts and Social Sciences 2016-2020, Maastricht University. To be retrieved via [https://intranet.maastrichtuniversity.nl/en/system/files/final - strategic plan fasos 2016-2020.pdf](https://intranet.maastrichtuniversity.nl/en/system/files/final_-_strategic_plan_fasos_2016-2020.pdf)

learning). Through this process (often with the help of the tutor, particularly in the early stages) students are able to learn about themselves as learners and become aware of how they learn.



For assessment to operate effectively in all of its dimensions, it is important to ensure alignment between it and instructional design in terms of content, form, and cognitive complexity. At the same time good assessment practices enable the student to monitor their own performance and through effective feedback to understand what and how they need to improve in order to maximise their learning success. Though acknowledging the limitations imposed by student numbers, programme directors and course coordinators are encouraged to use a purposeful mix of formative (for learning) and summative (of learning) assessment methods.

FASoS hosts various Bachelor and Master's programmes offering interdisciplinary studies in fields such as arts, literature, philosophy, history, globalisation and Europeanisation, scientific and technological developments, political change and cultural innovation.<sup>2</sup> While each FASoS degree programme defines its own purposes and methods of assessing the final qualifications, all efforts are geared towards maximising the alignment of intended learning outcomes with the respective assessment instruments

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<sup>2</sup> Faculty of Arts and Social Sciences, webpage: <https://www.maastrichtuniversity.nl/about-um/faculties/arts-and-social-sciences>.

and criteria in a circular process of constructive alignment. All programmes keep this overview of assessment (linked to the intended learning outcomes) as part of their education plans.

First, this chapter outlines the Faculty's approach to constructive alignment (1.1), the function of the assessment programme (1.2), student engagement (1.3), student involvement (1.4), development of assessment (1.5) and the evaluation and revision of the policy in the light of internal and external developments (1.6).

### *1.1. Ensuring constructive alignment*

The essence of constructive alignment is that carefully selected intended learning outcomes are achieved through teaching and learning activities which are appropriate to enable students to achieve those outcomes (Biggs, 2011). Assessment in its turn is also aligned to the intended learning outcomes because the formats and instruments used are those best suited to assessing students' achievement of those intended outcomes via those activities.

Tailor-made trajectories for each individual programme at FASoS are designed in which learning outcomes, instructional activities and assessment are aligned to the best extent possible. These are developed with the support and approval of the educational advisor, programme director(s), the chair and external member of the Board of Examiners, the Dean of Education, the Finance Department of FASoS, and the Assessment Committee. The programme director and educational advisor discuss the various steps and timelines of the constructive alignment trajectory together with the course coordinators involved in the programme. Through regular meetings with academic staff, FASoS strives to ensure the optimal alignment of courses with each other to create a meaningful sequence of increasingly challenging learning goals. Interested staff can always contact the educational advisor to receive information regarding constructive alignment. After the initial constructive alignment projects, a programme continues to assess the connection between its intended learning outcomes, teaching and learning environment and assessment through the yearly education plans (see chapter 5).

### *1.2. Function of the Assessment Programme*

Responsibility for ensuring constructive alignment lies at the level of the programme and is regularly monitored at that level. At the programme level the overview of assessment methods should lead to an assessment programme which measures the ILOs in a reliable, valid, and transparent way (see Chapter 5). Additionally the resources and infrastructure (such as time, money, staff, equipment, facilities, and information technology support) should be taken into account when selecting an assessment method. Assessment formats and instruments should be informed by the teaching and

learning environment. The educational model of Problem-Based Learning (PBL) is defined as a central element of higher education at Maastricht University. PBL is a teaching method in small groups in which problems create the context for the acquisition of knowledge and learning. Students play an active role and direct their learning process (self-directed learning). To ensure alignment between what happens in the classroom and how learning is assessed, the particular features of PBL should be borne in mind when designing assessment. For example, if class learning is heavily reliant on studying cases, assessment also using cases would be appropriate. Each programme has the task to develop the most effective possible combination of appropriate assessment instruments to achieve three goals:

- 1) To assess the student's achievement of intended learning outcomes at any given stage of the programme;
- 2) To thus provide adequate information both to staff and the student of where that student is at in terms of what has been achieved or still remains to be achieved; and
- 3) To prepare the student for, and effectively evaluate the learning outcomes of, the final work, so that the knowledge and skills required for the final qualification are accurately assessed.

To this end, the assessment programmes closely mirror the broader educational philosophy adopted by Maastricht University, which aims at assessing both the student's knowledge and their ability to "work independently, be assertive and solve problems."<sup>3</sup>

Assessment also necessitates an appropriate understanding of what learning is. One of the most widely used and accepted tools in understanding and categorising different thinking behaviours involved in learning is Bloom's revised taxonomy (Krathwohl, 2002). The taxonomy distinguishes six levels of cognitive skills:<sup>4</sup> remembering, understanding, applying, analysing, evaluating, and creating. Each of these levels assumes and builds on the ones preceding it. While the first two levels are commonly associated with surface learning, the last four are associated with deep learning, that is, interlinking new ideas to known concepts to create an understanding that can be used to solve problems in new, unfamiliar contexts. Deep learning is not only central to higher education, it is also complex and therefore more difficult to assess through atomistic methods and tasks. The assessment programmes at FASoS should take this into account when reflecting upon and selecting assessment methods.

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<sup>3</sup> Maastricht University, webpage: <https://www.maastrichtuniversity.nl/education/why-um/problem-based-learning>.

<sup>4</sup> (1) remembering: can recognize and recall relevant knowledge from long-term memory; (2) understanding: can construct meaning from oral, written and graphic messages; (3) applying: can use information in a new way; (4) analysing: can distinguish between parts, how they relate to each other, and the overall structure and purpose; (5) evaluating: can make judgements and justify decisions; (6) creating: can put elements together from a functional whole, create a new product or point of view.



### ***1.3. Student Engagement and Involvement***

Because education at FASoS is learning centred, in keeping with PBL, it must also be learner centred. Programmes target what the learner needs to achieve and how to best help them achieve the intended learning outcomes, and assessment helps both staff and students to monitor success and improve teaching and learning strategies. Four elements foster this process:

1. providing clear and understandable intended learning outcomes
2. making clear which criteria impact on attaining these desired outcomes
3. providing students with feedback in relation to the desired outcome
4. engaging and empowering students through self-monitoring, goal setting, co-construction, and strategy-development.

Assessment practices in combination with the learning environment help students develop an increasingly self-directed learning approach. Activities such as self-assessment, formative (peer) feedback, mentoring and portfolio-based assessment help students to engage, and stimulate self-directed learning.

Students need to be effectively and regularly informed in accessible ways about why they are learning, how teaching/learning activities contribute to that learning, and how assessment evaluates their mastery of the intended learning outcomes. They also need a facilitated understanding of how goals, activities and assessment of any individual course relate to those of courses that precede or follow. To this end, course books should make clear the learning outcomes of each course and how these are related not only to the assessment rubrics but also to the outcomes of preceding and following courses.

Assessment is also a part of formative feedback. Through good assessment practices, students receive information which is clear and extensive enough to inform them fully as to what they have done well and what they need to improve. This is important not only in relation to the immediate assessment task but in relation to prospective assessment tasks. The inter-alignment of courses is thus closely monitored.

Students can be included in the construction of their assessment in various ways. One is by involving students in evaluating and grading the work of their peers. Well-designed peer assessment with a clear rubric for students to use and asking them to come up with arguments to underpin their assessment can be reliable, especially if multiple students are asked to assess a piece. Two other related ways are to either ask students to develop criteria for evaluation, then compare them to those that will be used and reflect on the differences, or to show them the criteria and invite discussion

about the appropriateness of these criteria and how they might be improved. While it is not normally possible to change assessment criteria based on the opinion of one group, or for the present cohort, student feedback can feed into quality assurance processes (see Chapter 5) benefit the assessment criteria for subsequent cohorts.

### *1.5 Development of assessment*

It is important to continuously reflect on innovating learning, teaching and assessment practices. Feedback from staff and students, the changing requirements of the Dutch educational authorities, and broader developments both in the educational and technical landscape, and in society as a whole, will have an impact on study programmes, and thus on their assessment. For these reasons, FASoS conducts a periodic review of its programmes yearly adapting learning outcomes where necessary to the world into which students will graduate. In turn, this entails periodic reconsideration and, where appropriate, revision of assessment programmes. The process of formal reassessment of constructive alignment occurs yearly through the education plans and is led by the programme director together with the coordinators of the individual courses. This ensures that the exams become moments in a continuing cycle of construction and evaluation. This allows for an evaluation of assessment at various levels (institutional – programme – course). Moreover, the UTQ programme includes a training related to assessment, including the steps of going through an assessment cycle successfully.

### *1.6 Evaluation and revision of the policy*

The Faculty Board has mandated the Assessment Committee to evaluate and update this FASoS assessment policy document annually. In the case of relevant internal and external developments that reveal a need for urgent revision, the Assessment Committee will respond appropriately. The Assessment Committee will discuss any change with the programme directors (in the OMTs) and Board of Examiners, and the revised policy will be submitted to the Faculty Board for their approval.

## 2. Designing the assessment programme

To ensure that the assessment programme at FASoS is as closely aligned as possible with the intended learning outcomes of its courses, and with the instruction activities used, this chapter provides support and guidance to help staff, particularly programme directors and coordinators, and make underpinned decisions in designing the assessment programme. We acknowledge that besides alignment, other factors such as logistics, group size, legislation, and budget may influence the choice of assessment method as well. To maximise the positive impact of assessment in the cycle of programme evaluation (assessment *for* learning), the assessment plan should be an integral part of the education plan. The programme director should oversee the coordination and administration of all aspects of an on-going programme, including assessment decisions, so as to ensure that not only the teaching and learning activities but also assessment methods contribute to achieving the intended learning outcomes.

This chapter first addresses selecting the assessment methods (2.1). Subsequent sections detail procedures for ensuring the scheduling and planning of assessment (2.2), the administration of assessment (2.3), and the determination and publication of results (2.4).

### 2.1. Selecting assessment methods

The term assessment method refers to forms and ways that are used to assess student performance (e.g. written exam, oral exam, written assignment, presentation). Selecting assessment methods is a complex process, whether you do it for a whole programme or course or for a single component of a course. Following the steps in the assessment cycle is an important tool that helps to select assessment methods. It is important to take account of the learning and teaching context, and respond to the influence of many different variables. Most importantly, an assessment method should be selected that aligns well with the intended learning outcomes of a course, which in turn should be aligned with the intended learning outcomes of the study programme, and focus the overall design for assessment on encouraging, enabling and supporting learning—that is, on assessment as learning.

Most FASoS assessment formats are written. These can include closed exams taken on a computer, take-home exams and research papers/essays, as well as other types of assessment, such as written contributions to blogs or websites. The format of all assessment tasks that contribute to the final grade of each course should be made explicit in the relevant course book. It should also be made clear how these formats successfully evaluate achievement of the intended learning outcomes of the course, and if there are multiple tasks, how these contribute to the final grade.

All assessment contains both formative and summative elements. Summative assessment focuses particularly on assessing the adequacy of performance in acquiring intended learning outcomes (traditional “testing”). Formative assessment is information provided by the assessor which enables the student either to improve this document (feedback), to achieve the next assignment better (feedforward) or to achieve the final work better (feed up). As students are usually at an early stage in life and can be expected to do more writing and thinking in the future than they have in the past, the value of feedforward that helps them to become better thinkers, writers and creators of new knowledge cannot be underestimated, and should play an important role in all assessment.

The course coordinator decides on the choice of the appropriate assessment method(s), preferably in consultation with the Assessment Committee. This decision should be approved by the Programme Director. The aim is to ensure a mixture of assessment methods that enables students to build a more holistic picture of their learning, integrating the diverse strands of their study programme. An overview of the assessment methods used in each course should be included in the education plan. At the end of March/beginning of April, after the EER’s changes are adopted by the Faculty Board, the Office of Student Affairs requests the Programme Director to check all course descriptions of the programme. On 15 April the latest the Programme Director will hand in the changes at the Office of Student Affairs. The changes will be processed in the web catalogue by 1 May (this date is fixed by the Executive Board)<sup>5</sup>.

In planning the type and length of written assessment tasks, coordinators should take careful account of the workload involved and how this relates to the [European Credit Transfer System \(ECTS\)](#) of the course, as well as the relative difficulty of assessment tasks for preceding and subsequent courses.<sup>6</sup>

Regarding overall alignment, particularly in BA courses, which are longer, learning outcomes of earlier courses, if successfully achieved, will equip the student with skills and knowledge that will enable success in achieving the more advanced learning outcomes of later courses. Thus later assessment formats and tasks will inevitably entail the (re)assessment of some learning outcomes from earlier courses, even though these may not appear as learning outcomes of the later course: they are

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<sup>5</sup> More information about the [web catalogue procedure](https://intranet.maastrichtuniversity.nl/sites/default/files/procedure_webcatalogue-versie-18-1-2018.pdf) can be found on intranet: [https://intranet.maastrichtuniversity.nl/sites/default/files/procedure\\_webcatalogue-versie-18-1-2018.pdf](https://intranet.maastrichtuniversity.nl/sites/default/files/procedure_webcatalogue-versie-18-1-2018.pdf)

<sup>6</sup> More extensive information about workload under ECTS can be found in the following document: [http://ec.europa.eu/dgs/education\\_culture/repository/education/library/publications/2015/ects-users-guide\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/library/publications/2015/ects-users-guide_en.pdf)

assumed to have been learned. In other situations, a given skill or knowledge component may have been part of a learning outcome from an earlier course at a basic level. The learning outcome of a later course may specify the acquisition of that skill or knowledge to a higher level. In this case, care should be taken that the assessment format chosen for the later course will accurately assess the learning outcome at the level required for that course.

Another factor in selecting an assessment method is the relative weight of the assessment instance in the larger programme. If that particular instance of assessment (paper, exam, thesis) carries a larger weight, carefully developed extensive criteria for evaluation of student achievement of learning outcomes are essential, as is standardisation across examiners in using the assessment instrument concerned when grading. In comparison, a low-stakes diagnostic test which affects student GPA negligibly or not at all need not have such highly developed criteria.

Guidelines on the design and assessment of literature exams, internships, oral exams and other assessment instruments are available at [the resource centre of the Board of Examiners](#)<sup>7</sup>. These guidelines provide information on the current regulations and quality assurance measures, the specification of the roles of the different parties involved in the assessment procedure, and recommendations for improvement.

## ***2.2. Scheduling and planning of assessment***

Students generally perform best when the scheduling of assessment gives them adequate time to focus on each task. Exams and deadlines for different courses should therefore not be scheduled on the same day or on consecutive days. It is the duty of the programme director in collaboration with the course coordinator/examiner to coordinate assessment dates so as not to disadvantage students and cause unnecessary stress. Where opportunities exist for students to take cross-listed courses from more than one programme, programme directors and the coordinators of the relevant courses should always take care to coordinate their scheduling of submission dates.

The student may be assessed for the completion of a given course twice a year: once during or directly after the course period (first exam sitting) and once during the course of the academic year (resit option). Assessment will be carried out during or directly after the course period (first sit). Submission dates and times are approved by the Faculty Board. If a student fails (receiving a grade lower than 6.0)

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<sup>7</sup> The resource centre of the Board of Examiners is located on intranet: Home > Faculty of Arts and Social Sciences (staff) > Education > Board of Examiners

or does not complete the assessment for a course, that student may make one attempt to resit the assessment task(s) in the same academic year on a date and at a time determined by the Faculty Board (resit). A course passed (marked 6 or higher, or assessed with at least a pass) on the first sit cannot be retaken (see Article 6.1 of the Education and Examination Regulations). A student can only retake an exam insofar as is needed to pass the examination (see Article 6.1 within the Education and Examination Regulations); a course that has been passed (marked 6 or higher, or assessed with at least a pass) cannot be retaken.

Exam dates and times are published in the [Academic Calendar](#)<sup>8</sup>. In exceptional cases, the Board of Examiners can decide that an exam may be taken at a different date and time than specified in the Academic Calendar. Exam dates can only be modified up until eight weeks prior to the initial exam date.

### ***2.3. Administration of exams***

UM-wide appointments are made about the assessment process for exams taking place at the MECC. All other assessment formats (e.g. written assignments) are organised by the course coordinator and the Exam Administration.

#### **Exam registration**

A bachelor student may only participate in the course assessment if s/he meets the criteria for this (see Article 5.1, paragraph 3 of the Education and Examination Regulations). The faculty registers each student for a course, including registration for the first sit of the course assessment. If a student is entitled to take a course exam, but failed or did not participate, s/he will be registered for the re-sit by the exam administration.

#### **Provision for student disability**

Upon request, the student with a disability may be assessed in a manner that accommodates his or her specific disability as much as possible. If necessary, the Board of Examiners will obtain expert advice before taking a decision in such matters. It will ensure that the adaptations of the exam format are in line with the generic requirements to pass the course(s) and to graduate.

### ***2.4. Determining and publishing results***

Students care deeply about their results, and it behoves the Faculty to inform them of these in a timely manner. This is especially true if a student has failed an exam and needs time and feedback to

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<sup>8</sup> The calendar is available via intranet: Home > Faculty of Arts and Social Sciences (staff) > Education > Education Service Point > Information for teaching staff > Planning overviews

improve and have a fair chance of passing the resit. [UM-wide](#) regulations<sup>9</sup> stipulate the time periods within which students must receive their results. FASoS policy is based in all cases on UM central requirements.

For all formal assessment except the thesis, the examiner must determine the result of the assessment task(s) and provide the Exam Administration with the necessary information to publish the result, including feedback, within 13 working days of the date on which the exam was taken, not counting that day. The Exam Administration must publish the results of the assessment, including feedback, on MyUM within 15 working days of the date on which it was taken, not counting that day.

For oral exams (e.g. presentations), the examiner must determine the result and inform the students and the Exam Administration within five working days of the exam. When only a single student is assessed by oral exam, the examiner must inform both the student and the Exam Administration within 24 hours. The Exam Administration will publish the result of the oral exam, including feedback, on MyUM within two working days of receipt of the result.

In the case of the final work, the first and second reader must determine the result of the final work and provide the Exam Administration with the necessary information to administer publish the result, including feedback, within 16 working days of the submission deadline, not counting that day. The Exam Administration must publish the result of the final work on MyUM within 18 working days of the submission deadline, not counting that day.

## ***2.5 The Importance of Feedback***

To become self-directed learners, students need constant guidance. Particularly in the case of assessed tasks, this means clear indication both of what they have done well, so they can use those strategies again, and what they have done less well. Where improvement is needed, students can learn from effective feedback both how to correct the weaknesses of the present work, and to write future works without those weaknesses. Research shows that – of the variables that are within universities' control – quality, individualised feedback is the most reliable predictor of student success (Hattie & Timperley, 2007, p. 84). Tutors and examiners should therefore always provide quantitatively adequate feedback that is sufficiently clear for the average student (easily legible, preferably typed, and grammatically coherent) to fully understand what was lacking and how it can be made good. Feedback should also be forward-looking, so that it helps the student to improve future

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<sup>9</sup> All Faculty regulations on assessment are subject to overarching UM-wide regulations and memos, e.g. on archiving terms of examinations (bewaartermijnen examens en tentamens), and the publication and communication of result and terms for appeal (publiceren van resultaten en communicatie beroepstermijn).

performance. FASoS requires all examiners to provide clear, explicit formative feedback on all forms of assessment.

Since students should have enough time to reflect on feedback, in line with UM central policy, adequate and clear feedback should be published as part of the result, and at the same time as the grade, particularly for students who fail a paper and need to resit.



### 3. Assessment regulations at the programme level

Regulations play an essential role in education at FASoS because they indicate the playing field on which programs operate. They must thus be subject to continuous evaluation, so as to have consistent regulations on assessment across programmes. All regulations on a programme level must comply with legal rules on a national level and the policy on a university level.

#### *3.1. Education and Examination Regulations and Rules & Regulations*

One set of the Education and Examination Regulations apply to the Bachelor's programmes and one set to the Master's programmes. The Faculty Board is accountable for these regulations; it determines and adopts them. The regulations contain eight chapters: (1) General Conditions; (2) Admission; (3) Content and Structure of the Programme; (4) Education; (5) Assessment; (6) Examination; (7) Study Advice/Guidance; and (8) Transitional and Final Provisions. The [Education and Examination Regulations](#) are available on the FASoS intranet<sup>10</sup>.

The Education Plan provides a useful tool also for different actors in the Education and Examination regulations procedure. Any changes to the regulations should be mentioned and explained in the programme's education plan. Hence, the relevant parties who need to approve of or offer advice on the envisioned changes are provided with additional information on the programme that will make it easier for them to evaluate the proposed changes. The Bestuurs-, Beleidsondersteuning en Studietoelagen (BBS) cluster sends a first draft of the education plan to the programme directors (data retrieved from critical self-evaluation reports, texts from course books, etc.). More information on the design of the assessment programmes is also included in the respective regulations. The Educational Programme Committee, Faculty Council, Board of Examiners and Office of Student Affairs issue an advice on the intended changes. Depending on the article of the regulations, the powers of the Faculty Council and Educational Programme Committee are either right of consent, right of advice or not applicable, in compliance with the Dutch law. In case of a negative advice where the Right of Advice applies, the Faculty Board can either follow the advice and withdraw the proposal or argue that they disagree with the advice, for good reasons. But if consent is needed, the process can formally be blocked and the proposal must be withdrawn by the Faculty Board.

The Board of Examiners checks the implementation of the Education and Examination Regulations and determines the Rules and Regulations. Documents for the latter are also available on the FASoS

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<sup>10</sup> The Education and Examination Regulations are available on the FASoS intranet: Home > Faculty of Arts and Social Sciences (staff) > Education > Board of Examiners > Education and Examination Regulations

Intranet resource page of the Board of Examiners, and provide guidelines and instructions for examiners in order to ensure the quality of assessment. The documents contain information about e.g. what is considered to be fraud (see also 3.3 below), grading scales, the procedures for exams, and what measures the Board of Examiners may impose.

### *3.2. Code of conduct*

The code of conduct related to assessment is included in the document “[Rules of Procedure for Examinations](#),”<sup>11</sup> and addresses topics such as: Participation in the examination; Use of the examination room; Handing in examinations; Toilet visits; Completion instructions; Suspected fraud and reporting irregularities; Liability; and Unforeseen cases. These rules apply to all written examinations administered at locations designated by or on behalf of FASoS or the Board of Examiners offering the examination. Where applicable, supplementary or different regulations may be appended for examinations administered in computer labs or faculty rooms.

### *3.3. Fraud and plagiarism*

The Board of Examiners is an important stakeholder in addressing and dealing with fraud and plagiarism. The Education and Examination Regulations and the Rules & Regulations determine what constitutes fraud or plagiarism and what measures it may impose.

Fraud, including plagiarism, means actions or omissions by a student that make it impossible in whole or in part to properly evaluate his/her knowledge, understanding and skills. Plagiarism means the presentation of ideas or words from one’s own or someone else’s sources without proper acknowledgment of the sources. This is specified further within the Rules of Procedure for Examinations, as there is also an article related to suspected fraud (Article 16) and confiscation of unauthorised materials (Article 17). Further provisions about what constitutes fraud and which disciplinary measures the Board of Examiners can impose are set out in Chapter VII of the Rules and Regulations.

All written work that is assessed and graded as part of a course at our Faculty must be submitted digitally and checked for plagiarism by the examiner. A standard plagiarism detection method should be used for all exam papers: SafeAssign. Students submit the documents themselves, after which the plagiarism check is processed automatically. A manual for plagiarism detection and SafeAssign, and the Dutch and English version of the Rules of Procedure for Examinations are available on the [intranet](#)

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<sup>11</sup> These can be found on the student intranet page: Home > Faculty of Arts and Social Sciences (students) > Bachelor > Exams > Rules of Procedure for Examinations or via: Home > Faculty of Arts and Social Sciences (students) > Master > Exams > Rules of Procedure for Examinations

[page of the Board of Examiners](#)<sup>12</sup>. If you want to report plagiarism to the Board of Examiners, please use the plagiarism reporting form for exam papers (also available via the intranet page).

If a student is suspected of fraud, the Senior (or other) Invigilator shall submit a report to the Board of Examiners using an Irregularity Report Form. The specific procedure is stated in the “Rules of Procedure for Examinations”. If an investigation establishes that the student did not commit fraud, the student will be informed of this and all correspondence about the alleged fraud will be included in the student’s dossier.

If the Board of Examiners concludes that a student has engaged in fraud with respect to an exam or exam component, they will take appropriate measures. It can declare the results of the relevant exam null and void, and impose: (a) a reprimand; (b) exclusion from participation or further participation in one or more exams in the programme for a maximum of one year. In serious cases of fraud, it can propose to UM’s Executive Board that the student(s) concerned be permanently deregistered from the programme. Before the Board of Examiners imposes a suitable measure or makes a proposal to the Executive Board, the student concerned is given the opportunity to be heard.

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<sup>12</sup> Home > Faculty of Arts and Social Sciences (staff) > Education > Board of Examiners > Fraud Prevention - Instructions for Examiners

## 4. Assessment of final work

The Board of Examiners has issued a set of binding positions ensuring the quality of assessment of final work. The [mandatory guidelines](#)<sup>13</sup> introduce a definition of final work and outline the procedural standards, which have to be followed in the assessment of final work. This chapter summarises the two binding Board of Examiners positions on the assessment of final work, followed by a short overview of additional non-binding guidelines it has issued related to the assessment of final work.

### 4.1. Definition of final work

The final work (afstudeerwerk) is defined as an extended piece of independent academic work which constitutes the definitive test for the acquired final qualifications. It should be closely aligned to the respective educational programme curriculum and the requirements of the final qualification. What constitutes a final work varies across programmes, depending on the educational vision and didactic approach. At FASoS the final work always takes the form of an academic thesis, sometimes in conjunction with other educational units (e.g. internship work, project work, fieldwork report) as in the MA programmes EPA, GDS or MC. When the final work is composed of several deliverables (next to the academic thesis) the term ‘graduation package’ is used. Where the final work is composed only of an academic thesis, it is referred to hereafter as “thesis”.

### 4.2. (Description of) procedures

The “Procedure for the grading and archiving of FASoS final works” produced by the Board of Examiners together with the general exam regulations provide full details of the procedures described here.

The thesis should administratively be organised as a course. It should have:

- a SAP number;
- a course coordinator (hereafter “thesis coordinator,” see also section 4.3);
- EleUM/Student portal pages and SafeAssign submission points; and
- a first examination date and resit date.

In case of graduation packages, each element of the final work package must be organised administratively as a separate course.

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<sup>13</sup> Board of Examiners Position “Procedure for the grading and archiving of FASoS final works” (latest version: EX16.153; updated yearly) and Board of Examiners Position “Principles and measures in the quality assurance of final work assessment at FASoS” (EX12.063, amended in November 2013 with new archive no. EX13.019). Available via intranet: Home > Faculty of Arts and Social Sciences (staff) > Education > Board of Examiners > Decisions, positions and opinions of the Board of Examiners > BoE decisions, positions and opinions

In accordance with the “Procedure for the grading and archiving of FASoS final works” and the general exam regulations, the thesis and any related components of the final work should be submitted via a SafeAssign submission point on EleUM. It is the responsibility of the thesis coordinator to create and activate such a point. The submission of hard copies of the thesis is not allowed in order to assure that the work is checked for plagiarism and that it is identical to the archived work.

All theses (and any related components) must be archived at FASoS, including (i) a digital copy of the thesis submitted by the student; (ii) the SafeAssign report and (iii) the assessment form as submitted by the responsible examiner. The archive is administered by the Office of Student Affairs. All academic staff involved in the archiving process must submit the completed assessment form to the Exam Administration.

In the grading process a designated assessment form must be used that specifies the grading criteria for the final work in that particular programme. The thesis coordinator must submit the final work assessment form(s) to the Board of Examiners for formal approval before they are distributed to graders (in January-February of each academic year, when the supervision trajectory starts). The Board of Examiners must ensure that the assessment form complies with the formal requirements (up-to-date standardised first page) and that it meets the basic quality standards (e.g. it contains no criteria assessing the student’s progress in comparison to earlier work). It also acts as a ‘keeper’ of the most recent versions of the thesis assessment form ensuring their availability to all graders.<sup>14</sup>

Annual calibration sessions take place for all thesis graders in order to ensure that they concur on the requirements for achieving a particular grade and that they hold similar conceptions of the applicable grading scale. The sessions bring together junior and more senior examiners and encourage them to assess an anonymised sample thesis and make explicit and harmonise all considerations in the grading process. For example, during these sessions necessary and sufficient conditions for the passing a thesis can be discussed. If the entire grading team agrees on such conditions, they apply them as binding in their community. There is no Faculty-wide harmonised policy on these conditions; these are tailor-made for each programme. The calibration workshops are organized by the programme directors. A representative of the Board of Examiners and Assessment Committee can be invited.

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<sup>14</sup> All assessment forms are available for download on the Board of Examiners pages on FASoS intranet. In addition, most programme directors disseminate the forms every year among their final work graders.

### *4.3. Assessors*

The programme director appoints the coordinators of thesis courses. Thesis coordinator appoints all supervisors (first grader), and the second graders (“responsible examiners” – see below) of the final work,<sup>15</sup> and requests the Board of Examiners formally approve of the list of selected graders. This, and the fact that it is the second grader who first fills in the assessment form, is also meant to assure the independence between the graders. The thesis coordinator of the final work must ensure that the graders’ competences and expertise are adequate for assessing the final work. The coordinator should ensure that the same two staff members are not paired in assessing multiple theses more often than is necessary given the availability of staff.

The responsible examiner (second grader) has the role in the process of assessing the thesis. It is his/her duty to (i) organise the intervision process with the supervisor (see 4.4 below) and (ii) to start the grading process by filling in the final work assessment form. For the assessment of final work in MA level programmes, the Board of Examiners requires that s/he must be a FASoS examiner who holds a PhD.

In order to safeguard the quality of the assessment process, the Board of Examiners applies the following quota per grader per academic year.

- Maximum number of BA theses for supervision: 10.
- Maximum number of BA theses for second grading: 10.
- Maximum number of MA theses for supervision: 5.
- Maximum number of MA theses for second grading: 5.

### *4.4. Intervision procedure between first and second grader*

The two graders should exchange views and discuss their assessment of the final work, and the envisioned grade. Both graders need to agree on the grade and on the content of the assessment form. This process is referred to as intervision.

It is the responsibility of the responsible examiner (second grader) to fill-in the assessment form before the intervision session(s) with the supervisor. After the intervision communication (whether face-to-face or electronic) the second grader incorporates the comments, feedback and additions suggested by the supervisor into the assessment form. In this way the assessment form - which is also the feedback form the student receives - is a common document that carries the signature of both

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<sup>15</sup> The 1<sup>st</sup> grader (supervisor) may under no circumstances be involved in the selection of the 2<sup>nd</sup> grader (responsible examiner).

graders. The supervisor is responsible for submitting the assessment form in PDF format to the Exam Administration with a copy to the student and second grader (within 16 working days).

In case of disagreement between the two graders, the thesis coordinator must appoint a third grader who is an experienced senior staff member (an associate professor or full professor). Having read/heard the opinion of the two graders, the third grader takes a majority decision, agreeing with or convincing at least one of the previous graders, to come to a final grade. In such cases, the third grader completes the assessment form (harmonising all comments which justify the agreed-upon grade), and sends it to the Exam Administration.

## 5. Quality assurance

An adequate system of assessment is essential to ensure effective assessment, and to ensure any weaknesses in the assessment system are appropriately addressed. To this end, section 5.1 below outlines what quality in assessment means. Section 5.2 outlines the stages of the assessment cycle through which quality can be maintained and improved, and 5.3 details the responsibilities of various staff and committees in the quality assurance process.

### 5.1 Quality Criteria

Based on the accreditation framework, quality of assessment is defined here in terms of reliability, validity, transparency and fairness.

#### Reliability

Reliability indicates how certain we can be about the information obtained regarding the exam results (objective and specific). It indicates the degree to which the exam is consistent, fair and stable. It refers to the consistency or repeatability of the assessment methods: 'If we do this again would it lead to the same result?' To what extent are the exam scores consistent when measured multiple times? Inconsistent scores may, for example, be due to external factors – such as tiredness, absent-mindedness or excessive noise – or may result from the fact that the teacher's assessment has, for instance, been influenced by the student's handwriting. It is important that the questions and statements for the assessment, in the exam or exam component are divided as balanced as possible over the exam materials. In sum, an exam with high reliability means that students who have mastered the intended learning outcomes succeed in the exam, while those who have not do not.

#### Validity

Validity means that the exam measures knowledge, skills and attitudes in an appropriate and balanced way. The type and content of the assessment in a course should thus be aligned with the stated intended learning outcomes of that course. Validity is a measure of how well your measurement corresponds to 'the real world'. If, for example, the intended learning outcome is that students should understand ethical traditions in the history of Western civilisation, then that the exam is valid if a student who scores a good mark on this exam does indeed have the requisite knowledge of these ethical traditions.

A valid exam should be based on assessment criteria that clearly match the assessment task(s) of that course to its intended learning outcomes. This can be done through the use of an assessment matrix. The criteria should also specify which tasks or parts of tasks assess the reproduction of knowledge,



comprehension of knowledge, or application of knowledge (cf. Bloom's taxonomy), and which assess the application of which skills, if those skills are intended learning outcomes.

### Transparency

Assessment is transparent when all the information regarding the assessment is made clear to the student in a form that the student can understand and a location that the student has access to. For example, the types, dates and the duration of the assessment methods and task(s), should be clearly stated as well as what needs to be achieved by the student in order to succeed. Transparency also means that any exam questions or statements are clearly understandable by a student who has attended the course, as is the level of detail expected in the answer (is the exam efficient, fair and is there enough time to complete it).

### Fairness

Fair assessment provides equal opportunity for all students to demonstrate the extent of their learning. Students should get a fair chance to demonstrate their competences and involves considerations about workload (linked to amount of credits), timing and complexity of the task. In addition, a fair assessment should take into consideration issues surrounding access, equity and diversity. Assessment practices need to be as free as possible from gender, racial, cultural or other potential bias, and provisions need to be made for students with disabilities and/or special needs. The teaching and learning activities must provide students with sufficient opportunity to acquire the necessary knowledge and skills before assessment. Fairness also includes concerns such as providing reasonable and sufficient time to complete a task, or not setting tasks that require resources that are not available to some or all students. The timing of feedback is also important. Feedback must be provided early enough for students to be able to reflect on it and improve the weaknesses of their argument before a resubmission date, taking into account that the student will likely simultaneously be preparing for other exams.

## 5.2 The Assessment Cycle

Assessment is a constant cycle of improvement. Following the steps of the assessment cycle helps to ensure the effectiveness of the assessment process. Good assessment follows an intentional and reflective process of design, implementation, evaluation, and revision. In line with the UM framework for assessment, the assessment process is based on the assessment and feedback lifecycle developed by Manchester Metropolitan University (2015). This process includes eight steps (see figure 1). Results at one stage guide activity at the following stage.



## **Supporting**

Supporting refers to measures to engage students in learning, usually consisting of planning and delivering a mixture of structured activities and independent study. For more information, see '[1.3. Student Engagement and Involvement](#)'.

## **Submitting**

Submitting means ensuring that students have clear information about submission arrangements and that submission procedures are fair and accessible. For more information, see '[2.2. Scheduling and planning of assessment](#)'.

## **Marking and provision of feedback**

This step requires that marking and feedback procedures are established before the assessment is done and that decisions made regarding marking and feedback should be straightforward to ensure consistency. Effective feedback is the result of agreeing and communicating clear criteria before students complete the task, using those criteria for assessment, and basing feedback on the criteria and timing it in such a way that students can use it constructively in their next stage of learning. Marking involves judging against the formulated criteria, which need to be fair, accurate and consistent. The criteria are used to judge the standard to which the course and learning objectives have been achieved and need to be specific in order to link the criteria to the course objectives.

## **Recording of grades**

Recording of grades refers to the process in which examiners/coordinators establish the final grades based on the marking criteria and, if applicable, the item analyses. Coordinators /examiners have to provide the exam administration with a list of final assessments and grades.

## **Returning marks and feedback**

Returning marks and feedback involves the procedure that was set in step 2, regarding the way students are informed about their grades and the way they will receive feedback, for instance during the exam inspection/review.

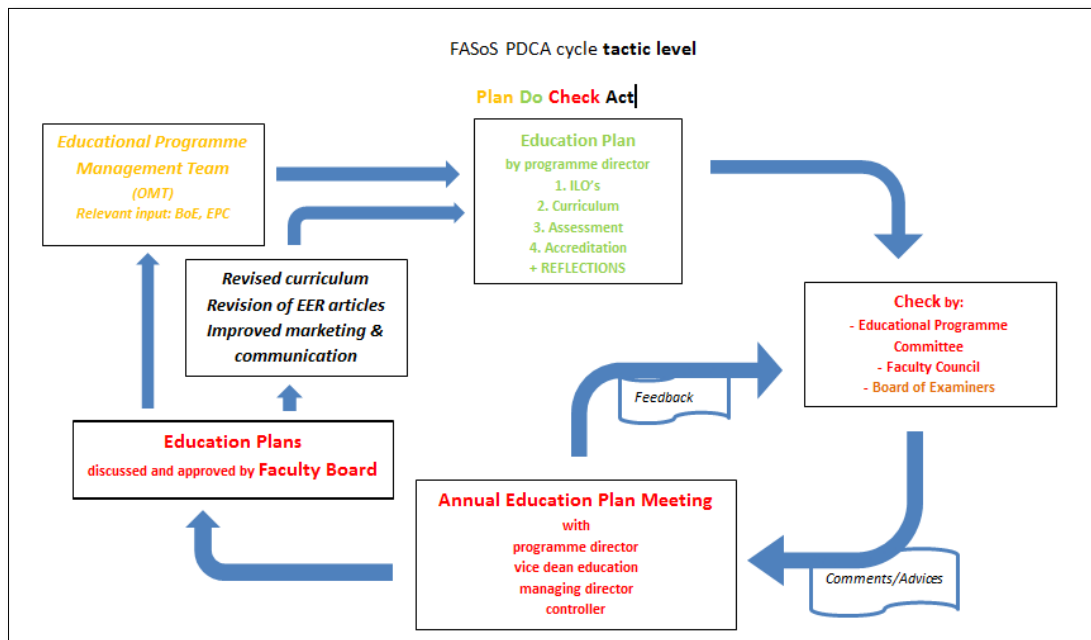
## **Reflecting**

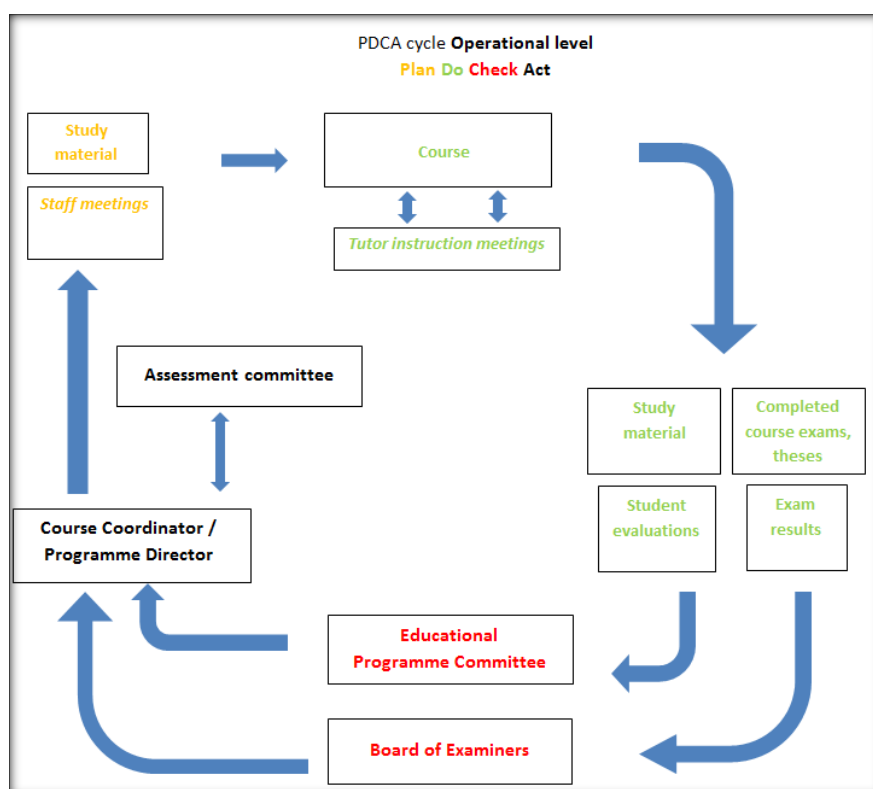
Reflecting is the final stage of the assessment and feedback lifecycle. This step has two parts. One part is to encourage students to reflect on their own performance. Student reflection on the outcomes of an assignment/exam should influence how the student approaches an assignment/exam in the future. The second part involves the reflection of the coordinator or examiner on the effectiveness of the whole assessment cycle. Reflection of the examiner or coordinator on the results of a cohort should

influence the next iteration of the course exam or assessment, and if needed, should result in modifications of the exam/assessment.

### FASoS quality care cycles

The quality care system of FASoS is based on the PDCA (plan – do – check –act) approach. We distinguish between quality care cycles on strategic level, tactic level and operational level. Mainly the tactic and operational level cycles contextualise the tasks and responsibilities of the most relevant actors engaged in assessment (see also 5.3).





### 5.3. Tasks and responsibilities

A clear division of tasks and responsibilities is necessary to ensure quality in assessment. With regard to the role of programme director, course coordinator and tutor [manuals](#)<sup>16</sup> are provided that explain the tasks and responsibilities, as well as the operational procedures involved. These manuals are yearly updated by the BBS cluster and discussed at the bachelor and master educational management teams. They are available via MyFasos intranet. Below the most relevant actors in the faculty and their responsibilities are listed.

#### Board of Examiners

The role, position and core tasks of the Board of Examiners are stated in the Higher Education and Research Act (WHW). FASoS has one Board of Examiners for all programmes. It objectively and professionally determines whether a student has met the conditions outlined in the Education and Examination Regulations in terms of the knowledge, insight and skills necessary for obtaining a degree. The Faculty Board is responsible for setting up the Board of Examiners and appointing its members based on their expertise in the field of a particular programme or group of programmes. At least one of its members is external.

<sup>16</sup> For elaborate descriptions of tasks and responsibilities of programme directors, course coordinators and tutors, see the FASoS intranet: Home > Faculty of Arts and Social Sciences (staff) > Education > Education Service Point > Information for teaching staff > Task descriptions for teaching roles.

The Board of Examiners has the following 10 core tasks<sup>17</sup>:

1. Periodic verification of whether examinations as a whole test the required exit qualifications
2. Periodic verification of the quality of final student assignments
3. Periodic verification of the quality of non-final examinations
4. Providing examiners with guidelines for the creation of examinations
5. Providing examiners with guidelines for the administration of examinations
6. Providing examiners with guidelines for the assessment of examinations and determining results
7. Monitoring compliance with guidelines
8. Appointment of examiners for a specific component of the study programme
9. Establishing a procedure to be followed by examiners in suspected cases of fraud
10. Investigation as to whether examiners act in accordance with the guidelines and regulations pertaining to fraud

### Assessment Committee

The Assessment Committee is appointed by the Dean on behalf of the Faculty Board. Its role is to enhance the quality of assessment by advising and supporting programme directors, and examiners in the process of assessment, based on information such as the course book, the assessment matrix, the assessment model as well as the individual results. It is also responsible for maintaining the FASoS assessment policy (this document). The Assessment Committee reports to the Faculty Board and functions independently from the Board of Examiners.

### Programme Director

The Programme Director oversees the coordination and administration of all aspects of an ongoing programme, including assessment, and its alignment with intended learning outcomes. S/he is thus responsible for checking that examiners have selected and justified appropriate assessment methods and instruments to measure achievement of learning outcomes.

### Examiner

At FASoS, the appointment of a course coordinator by the Faculty Board coincides with the appointment of this person as examiner by the Board of Examiners. The course coordinator in his/her capacity as examiner (hereafter “coordinator”) decides, preferably in consultation with the Assessment Committee, on a form of assessment for the course that is most suitable to establishing whether the intended learning outcomes for that course have been achieved and informs the Programme Director of this decision. This includes the choice of assessment method or methods, the

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<sup>17</sup> Further information can be found on the intranet pages of the Board of Examiners.

number of tasks, the details of these tasks (such as word count, length of a presentation, or structural content, e.g. the presence or absence of an abstract in a written assignment) and the assessment instrument or criteria to be used in grading the student work.

All details of the assessment of the course and its relation to the intended learning outcomes should be made explicit in the assessment plan. The course book should also indicate to the students how they will be assessed and how this is in line with the described course intended learning outcomes. The course book and all other relevant documents connected to assessment criteria and tasks should be uploaded to the electronic learning environment for that course.

The coordinator should fully inform the tutors/assessors of the course about the chosen assessment methods, tasks, and instruments, normally in a face-to-face meeting with all tutors, and respond to any questions. S/he should take note of and address any lack of clarity or inappropriateness raised by tutors.

The coordinator should designate assessors for the student work from among the tutors of the course. It may be the decision of the programme director or the individual coordinator whether tutors should assess the work of those students they have taught or not. Where a coordinator and/or the Board of Examiners is concerned that a tutor's lack of training or experience in assessing students' work may negatively affect the assessment process, they may ask the Assessment Committee to provide guidance or support for the tutor in question. If a tutor is unable to assess students' work for reasons such as ill health, it is the coordinator's duty to find or act as a substitute assessor. The coordinator should inform the assessors fully as to which students' work they are to assess, by which deadlines, and what information (grades, feedback) they should upload or provide to what locations.

The coordinator should organize a meeting after the assessment is complete (preferably a face-to-face meeting) where tutors/assessors can reflect on and provide constructive feedback on the effectiveness of all aspects of the assessment process, including relaying student feedback to the coordinator (see below). S/he should then make any necessary refinements to the assessment process, in consultation with the Assessment Committee where necessary.

### **Tutor**

It is the duty of the tutor to attend tutor meetings organised by the course coordinator/examiner to be informed about the course's intended learning outcomes, assessment criteria and assessment format. The tutor should familiarise students with the assessment tasks and the criteria/instruments used in assessing student work for achievement of the intended learning outcomes. The tutor should

take note of any student comments regarding unclearness or unsuitability of task instructions, criteria, or any other aspect of the assessment in relation to the intended learning outcomes and report these to the course coordinator via the appropriate channel designated by the coordinator.

### Assessor

Examiners normally delegate part of their assessment tasks to tutors. In the event that a tutor is not qualified or unable to assess student work, the examiner/coordinator should appoint a substitute assessor.

It is the duty of the assessor to evaluate the adequacy of the students' attempts to fulfil the assessment task(s) according to the criteria or instrument assigned for assessment of this course. The assessor will assess the work of only those students allocated to him or her by the examiner. Tutors should follow the instructions of the course coordinator, and should be familiar with and follow the assessment guidelines.

The assessor should enter both the number or pass/fail grade, and the relevant feedback justifying this in the relevant places designated by the examiner within the designated timeframe. The assessor should provide feedback to the student for the latter to understand why the grade awarded is a fair assessment of the extent to which s/he has achieved the intended learning outcomes of the course, and which shortcomings need to be made good for success to be achievable in future. This is especially important where a failing grade is awarded, but also when a student's work is adequate it is the assessor's duty to give sufficient feedback that the student can self-assess and learn how to improve further in future.



## 6. Staff development

Staff development is prioritised in the Strategic Plan 2016-2020. To allow teaching staff to develop their talents in an optimal way, the faculty aims to invest more systematically in professional and personal development. A diverse range of supportive materials and activities both for new incoming as well as experienced teaching staff is related to assessment. This chapter presents an overview of these. If staff appointed to make decisions about assessment are to do so as effectively as possible, they need to be knowledgeable on the subject. This chapter addresses how this expertise is assured in our faculty.

### 6.1. Training

To support transfer, the internal staff development training sessions are provided in line with the basic principles behind PBL<sup>18</sup> (teach what you preach). Staff can participate in formal training activities both inside and outside FASoS. An overview of internal staff development activities is provided on the [FASoS intranet page](#)<sup>19</sup>.

The initiatives at faculty level include, amongst others, the University Teaching Qualification (UTQ, in Dutch Basis Kwalificatie Onderwijs, BKO). All teaching staff with at least one year of teaching experience and with a teaching load of at least 10% are expected to start the UTQ trajectory. Participants choose a coach who guides them through the process.

The University Teaching Qualification requires that staff participate in a workshop about assessment. Those who have completed this qualification should be:

1. Acquainted with the assessment policy, the Education and Examination Regulations, and the Rules and Regulations of the Faculty and able to apply these.
2. Acquainted with the assessment cycle and able to justify the choices made in each step.
3. Able to choose and implement an appropriate assessment method based on the principles of constructive alignment.
4. Able to use relevant assessment methods which meet the quality criteria of validity, reliability and transparency.
5. Acquainted with the difference between summative and formative assessment and able to apply them effectively.
6. Able to define criteria for different assessment methods in order to assess students, and to assess students on the basis of such criteria.

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<sup>18</sup> CCCS refers to the basic principles behind PBL: collaborative, contextual, constructive, and self-directed.

<sup>19</sup> MyUM > Faculty Arts and Social Sciences Employees > Education > Education Service Point > Professional Training and Development

7. Able to provide constructive feedback to students on the basis of the formulated assessment criteria.

It is also possible to ask the educationalist, Marloes Menten, for training on demand. This means first identifying a need, then creating a solution, and is mainly intended to train staff for the educational roles they actually perform, to help them come to grips with concerns and needs in their day-to-day practice. Possible topics for the workshops include e.g. construction of intended learning outcomes on different levels (programme, course), or assessment methods. If at least five participants show interest the training will be scheduled via the Outlook Calendar at a time convenient for the staff involved. As of 2016-2017 (until 2019-2020) tailor-made trajectories consisting of training sessions and individual/group work about constructive alignment are designed for each individual education programme at FASoS; these are developed and approved by the educational advisor, programme director(s), the chair and external member of the Board of Examiners, the Dean of Education, and the Finance Department of FASoS.

It is possible to participate in a training programme offered by the [UM Staff Development Centre](#), and in master's programmes in a variety of subjects. In addition, the faculty encourages and supports (teaching) staff to participate in externally provided education workshops and trainings, such as the VSNU Onderwijsfestival.

## ***6.2. Qualifications and/or competences***

Without competent examiners the quality of assessment cannot be assured. All course coordinators should be fully familiar with the contents of this policy and all other guidelines regarding assessment. In addition, the coordinator should hold a UTQ certificate. If this is not the case, the programme director should be assured and explain to the Faculty Board what other qualification and competences the person chosen possesses that will enable him or her to make informed decisions about assessment practices. The appointment of a course coordinator by the Faculty Board coincides with the appointment of this person as examiners by the Board of Examiners.

Tutors should follow the instructions of the coordinator, and should be familiar with and follow the assessment guidelines. Tutors should also normally hold a UTQ certificate. External experts involved in assessment are expected to follow all instructions of the coordinator and should adhere to the assessment guidelines for the course.

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## Appendix I: Glossary of Terms for Assessment

# Glossary of Terms for Assessment

Maastricht University, January 2018

This glossary of frequently used terms in assessment is established **in the context of the organisation of assessment at Maastricht University** and is brought in line with (inter)nationally accepted definitions as possible.

Term	Dutch Translation	Definition
<b>Answer Key</b>	Antwoordsleutel / antwoordmodel	Document / website providing the correct (or best) answers to test items.
<b>Archiving terms</b>	Bewaartermijnen	UM-broad guideline on procedures and terms for archiving (as well as disposal) of exams
<b>Assessment</b>	Toetsing	Assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. The term assessment (or assessment system) often refers to the process as a whole and may thus include procedures, guidelines as well as multiple assessment-related activities such as standard setting. In education, assessment functions include assessment of learning (judgement of student achievement against standards, using criteria related to intended learning outcomes), assessment for learning (i.e. use of assessment to support student learning, by providing feedback, feed-up and/or feed forward) and assessment as learning (i.e. learning while performing assessment tasks, assessment enhancing competence development)
<b>Assessment blueprint or matrix</b>	Toets blauwdruk of matrijs	A tool which enables the examiner to ensure that the assessment outline/content reflects the content of the course/module, and measures the intended level of command of the content (assessment matrix).
<b>Assessment committee</b>	Toetscomissie, ook soms Taakgroep Toetsing genoemd.	An assessment committee consists of individuals tasked with advising and supporting examiners with their assessment tasks. The committee can also be tasked with (re-)establishing an assessment policy for a faculty (or other unit). The assessment committee reports to the Faculty Board and functions independently from the Board of Examiners. (The Faculty Board can delegate as deemed fit with the organisational set-up in the faculty).
<b>Assessment criterion</b>	Beoordelingscriterium	Assessment criteria are used to judge whether the desired level of performance has been achieved. Assessment criteria describe dimensions of student performance that capture quality of (assessment) task performance: what the student must do to adequately complete the assessment task. Criteria may be set out in a table or in bullet form, and they should clearly indicate what a student must do to achieve the specified criterion.
<b>Assessment format</b>	Toetsvorm	Assessment format indicates in what format the assessment or exam is taken. For instance written paper, verbal presentation, multiple choice, essay, oral exam, etc.
<b>Assessment framework</b>	Toetskader	An assessment framework established at institutional level is the framework (or set of elements) for the assessment policy at the faculty level.
<b>Assessment instrument</b>	Toetsinstrument	Assessment instrument is the tool used to document student performance (e.g. rating scale, scoring rubrics, field note).
<b>Assessment method</b>	Toetsmethode	Assessment method refers to techniques (including types of questions/ tools / instruments) that are used to assess student performance. Assessment methods can have a close link to the assessment formats, e.g. MCQ-tests, short essay questions, oral exams, OSCEs, 360-degree feedback

		etc.
<b>Assessment plan</b>	Toetsplan	Assessment plans describe the connection between intended learning outcomes, teaching and learning activities, and assessment tasks. Assessment plans furthermore clarify standard setting procedures and grading criteria, requirements to pass the (course) exam; criteria and procedures for resits; and general rules and regulations that apply to course tests or exams.
<b>Assessment policy</b>	Toetsbeleid	An assessment policy describes the organisation of assessment within a faculty (or other specific unit) and includes all elements of the institutional assessment framework.
<b>Assessment programme</b>	Toetsprogramma	An assessment programme specifies the methods or forms of assessment for a particular degree programme and underpins the connection to the learning objectives (i.e. describes when and how separate assessments support student learning (assessment for learning) and / or are used for pass-fail decision making (assessment of learning)).
<b>Assessment rubric</b>	Beoordelingsrubriek	A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria. This tool can facilitate and stimulate equality in assessment between different examiners. It allows an examiner to check command of all learning objectives and argue the assignment of a certain score or grade. Assessment rubrics are often used in grading of papers, reports and theses.
<b>Assessment task</b>	Toetstaak	A particular part of an assessment format; a task that a student has to perform for assessment purposes (for, of and/or as learning). An assessment task may be both formative and summative.
<b>Board of Examiners</b>	Examencommissie	The Board of Examiners as referred to in Articles 7.12, 7.12a and 7.12b of the Higher Education and Research Act (WHW).
<b>Calibration session</b>	Kalibreer sessie	A meeting with/of examiners to verify the interpretation of the criteria and grading, to optimize inter-rater agreement (reliability).
<b>Cohen-Schotanus method</b>	Cohen-Schotanus methode	Standard-setting method that corrects for fluctuations in difficulty and quality of the tests, capabilities of students, quality of teaching, connection between the test and teaching, and incalculable guess behaviour of students. The cut-off score (passing score) is usually determined as a percentage of the 95 <sup>th</sup> percentile (highest scores) of the test scores. The exact method differs depending on the number of students that participates in a test (Cohen-Schotanus, J., Van der Vleuten, C. P. M., & Bender, W. (1996). Een betere cesuur bij tentamens. In Onderzoek van. Onderwijs, 25, 54-55).
<b>Comment procedure</b>	Commentaarprocedure	A comment procedure allows students to hand in complaints about the exam <i>before</i> the results are published. Based on these comments the examiner is able to improve the exam, before official results. Therefore changes are applicable to all students who took the exam. In this way it is a final quality assurance measure. This is different from an appeal after the results are published. The conclusion of the appeal is only applicable to the student who appealed (the appellant)
<b>Complaint</b>	Klacht	A complaint is an expression of dissatisfaction for which a person cannot file an objection or an appeal.
<b>Concentration<sup>20</sup></b>	-	A group of modules / courses which allow a student to specialise in a certain area in their own field of study and that has a certain weight. Please note: Concentration is by exception used by the Liberal Arts & Sciences programmes (UCM, MSP and UCV) instead of the term specialisation. This is in line with the national set-up of the university college programmes.
<b>Constructive alignment</b>	-	Coherence between assessment, teaching/learning activities and intended learning outcomes in an educational programme see: <a href="https://constructivealignment.maastrichtuniversity.nl/">https://constructivealignment.maastrichtuniversity.nl/</a>
<b>Corrector</b>	Corrector	The corrector is responsible for marking (providing comments or feedback) or scoring (a numeric version of feedback). The corrector is not accountable for the assessment, the examiner is.
<b>Course</b>	Cursus / blok / module	Any study unit or module of the study programme.

<sup>20</sup> As decided by the Executive Board and Management Team, 14 September 2017, ADP 17.10.1688.

<b>Course coordinator</b>	Blok coordinator	A teacher who is responsible for a certain course.(*often also the examiner)
<b>Course Examination</b>	Tentamen / toets	(see exam)
<b>Cut-off score</b>	Cesuur	The term cut-off score refers to the lowest possible score on an exam, standardized test, high-stakes test, or other form of assessment that a student must earn to either “pass” or be considered “proficient.” In some cases, tests may have multiple cut-off scores representing tiered levels of proficiency.
<b>Degree programme<sup>21</sup></b>	Opleiding	A cohesive programme of courses / modules which together give ground to issue a specific degree. A degree programme is registered in CROHO. <i>See also definition of study programme.</i>
<b>Essay Evaluation</b>	Essay (Programma) Evaluatie	A short paper written on a specific topic. A wide range of evaluation instruments or tools used to evaluate the quality of an educational programme.
<b>Exam / Examination<sup>22</sup></b>	Examen / tentamen / toets	Exam is short for examination. Technically there is no distinction between the two.  In the Dutch law on Higher Education and Scientific Research (WHW) there is a distinction between (1) an “examen” which is linked to a study programme and (2) a “tentamen” which is linked to an education unit, such as a course, training, or practical. In English there is no suitable terminology that covers this distinction.  The agreement is to refer to the <b>final examination</b> if the Dutch “examen” is meant and to use <b>course examination</b> if the Dutch “tentamen” is meant. For parts of the “tentamen” the terminology of the actual method should be used; e.g. multiple choice exam, oral exam, portfolio. In Dutch, the term ‘toets’ should be used only in connection with the method, e.g. ‘meerkeuzetoets’.
<b>Examiner</b>	Examinator	The person appointed by the Board of Examiners responsible for assessing student performance. (This role has a legal status: WHW 7.12c)
<b>Feedback</b>	Feedback	Feedback is information which may be written or verbal, provided by staff or peers, generic or specific, and which explains to students why a grade has been awarded and how to improve their performance. Feedback will also inform others how assessment processes and procedures have been followed.  Feedback is an essential part of education to help learners to maximise their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.
<b>Final Examination</b>	Examen	(see exam)
<b>Formative assessment</b>	Formatieve toetsing	Assessment to gather feedback that can be used by the instructor and the student to guide improvements in the ongoing teaching and learning context.  Formative assessment is any single piece of work or attendance type (e.g. a presentation) which is compulsory and which yields feedback that will inform future assessed work.
<b>Fraud/plagiarism</b>	Fraude/plagiaat	‘Fraud’, including ‘plagiarism’, means actions or omissions by a student which make it impossible in whole or in part to properly evaluate knowledge, understanding and skills. ‘Plagiarism’ means the presentation of ideas or words from one’s own or someone else’s sources without proper acknowledgment of the sources. Fraud includes an attempt to commit fraud.
<b>Grading</b>	Beoordeling	Refers to the classification or categorisation of performance by means of a

<sup>21</sup> As decided by the Executive Board and Management Team, 14 September 2017, ADP 17.10.1688.

<sup>22</sup> As decided by Chairs of the Board of Examiners (*when will be added later*)

		numeral (1-10) or a qualification (sufficient-good-excellent) [ <b>Grading</b> is more than judging]
<b>Intended learning outcomes</b>	Eindtermen	Statements of what a student is expected to know, understand and/or be able to demonstrate after successful completion of the learning process concerned.
<b>Inter-rater reliability</b>	Inter-beoordelaars-betrouwbaarheid	Inter-rater reliability, inter-rater agreement, or concordance, is the degree of agreement among different raters. It gives a score of how much homogeneity, or consensus, there is in the ratings given by different judges.
<b>Intra-rater reliability</b>	Intra-beoordelaars-betrouwbaarheid	Consistency of manner of rating of a rater over time.
<b>Item analysis</b>	Item analyse	Item analysis is a process which examines student responses to individual test items (questions) in order to assess the quality of those items (e.g. level of difficulty; discriminatory power) and of the test as a whole.
<b>Judgement</b>	Beoordeling	Judgement (at the end) refers to drawing a decision / conclusion. (Pass or fail).
<b>Level</b>	Niveau	An indicator of relative difficulty, complexity, depth of study and learner autonomy.
<b>Major<sup>23</sup></b>	Major	A group of courses / modules which allow a student to focus on a certain area in their own field of study, but is smaller in size than a specialisation. To safeguard that a major does specialise/focuses a student in a certain area, the size of the major should be in appropriate relation to the size of the specialisation but still carry enough weight to justify establishing a focus in a certain area.
<b>Marking</b>	Annotering	Annotating or writing notes on the exam or checking correct answers.
<b>Minor<sup>24</sup></b>	Minor	A minor is a group of courses/modules which focus on a certain area in order to get acquainted with another programme and/or other field of study with the aim of expanding knowledge and or perspectives.
<b>Norm-referenced (Relative)</b>	Relatieve Normering	<p>Norm-referenced (Relative) – These are methods that are used to calculate cut-off marks where the number of passing candidates is relative to the rest of the candidates taking the exam. For example, the worst performing 25% of candidates will fail the exam. Relative methods are useful in situations when there are a limited number of places available such as entrance exams. They are not widely used for high stakes examinations as this process doesn't actually define how well a candidate performed in an exam, just how that candidate performed in relation to the other candidates.</p> <p>Criterion-referenced (Absolute) – These are standard setting methods where the cut-off mark is calculated based on the performance of candidates in relation to a defined standard as opposed to in relation to each other. This means that any number of candidates could pass or fail the exam, depending on whether or not they meet the minimum defined standard for the assessment. Examples include Angoff and Borderline regression.</p> <p>Compromise – These methods are considered to combine elements of both absolute and relative methods. Examples include Hofstee and Cohen.</p>
<b>Criterion-referenced (Absolute)</b>	Absolute normering	
<b>Compromise</b>	Compromis normering	
<b>Objection</b>	Bezwaar	A person can file an objection if they do not agree with a written decision that has been taken by a formal body of the university such as the Executive Board.
<b>Paper</b>	Paper	Assessment format in which theoretical or empirical research is written down according to a prescribed structure.
<b>Peer Assessment / Evaluation</b>	Peer Assessment / Evaluation	Peer assessment is the assessment of students' work by other students of equal status. Students can undertake peer assessment in conjunction with formal self-assessment. They reflect on their own efforts, and extend and enrich this reflection by exchanging feedback on their own and their peers' work.
<b>Peer feedback</b>	Peer Feedback	Peer feedback entails that feedback is given by one student to another,

<sup>23</sup> As decided by the Executive Board and Management Team, 14 September 2017, ADP 17.10.1688.

<sup>24</sup> As decided by the Executive Board and Management Team, 14 September 2017, ADP 17.10.1688.

		through comments made on each other's work, behaviour or performance. Students will do this based on a set of evaluation criteria. The difference with peer evaluation is that the students do not grade each other.
<b>Rating Scale</b>	Beoordelingsschaal	The range used in a grading scheme - the classification or categorisation of performance by means of a numeral (e.g. 1-10) or a qualification (e.g. sufficient-good-excellent).
<b>Reliability</b>	Betrouwbaarheid	The reliability is the degree to which results are consistent, accurate and reproducible (thus, free of error). Reliability of assessment refers to the accuracy and precision of measurement; and therefore also its reproducibility. Reliable assessment will yield consistent results regardless of whom it is marked by or when it is marked
<b>Rules and regulations</b>	Regels en richtlijnen	The instructions for examiners put forth by the Board of Examiners. The rules and regulations contain for example the tasks of the BoE, the rules with respect to assessment and the treatment of appeals. The rules and regulations are an addendum to the Education and Examination Regulations.
<b>Specialisation<sup>25</sup></b>	Specialisatie	A group of modules/courses which allow a student to specialise in a certain area in their own field of study and that carries a certain weight.
<b>Standard setting</b>	Cesuurbepaling / Normering bepalen / Zak-slaaggrens	The standard setting is the methodology used to define levels of achievement or proficiency and the cut-off scores corresponding to those levels. The cut-off score is the threshold between fail or pass, i.e. the lowest score for a sufficient grade and the highest score for an insufficient grade. There are 3 variations in this context: (1) absolute, (2) relative, (3) combination of both.
<b>Study programme<sup>26</sup></b>	Opleiding/programma/ curriculum	A cohesive programme of courses/modules which together give ground to issue a certain diploma. A study programme can be registered in CROHO. <i>See also definition of degree programme.</i>
<b>Summative assessment</b>	Summatieve toetsing	To measure the level of success or proficiency that has been obtained at the end of an instructional unit, by comparing it against a standard or benchmark (assessment of learning). Summative assessment is any assessment component contributing a mark to the module result, or specific assessments requiring a compulsory 'pass' in order to progress in the programme.
<b>Test Inspection</b>	Toetsinzage	The manner in which, and the period during which, the student who has taken an exam can inspect his / her assessed work. This is stipulated in the EER (OER) (WHW 7.13p). It is a formal requirement <b>after</b> the official results are published. It usually has to take place within 10 (work) days. Test inspection enables student to prepare a formal complaint or appeal.
<b>Track<sup>27</sup></b>	Track	A variation of a degree or study programme offered in a different language.
<b>Transparency (in the context of assessment)</b>	Transparantie (binnen assessment context)	Refers to the matter of clarity and comprehensiveness of a certain item (criterion, exam, etc.) for a certain audience (students, staff, etc.).
<b>Validity</b>	Validiteit	Valid assessment will be a measure of student learning (not something else); and the extent of that learning. <b>Validity</b> means that the exam measures knowledge, skills and attitudes in a relevant and balanced way, in line with the intended learning outcomes. In other words, overall, the type and content of the assessment in all the courses is aligned with the stated intended learning outcomes of the course in the curriculum. Content validity: are all topics covered? Face validity: do the questions look adequate? Construct validity: do the questions at hand measure the intended level of knowledge?

<sup>25</sup> As decided by the Executive Board and Management Team, 14 September 2017, ADP 17.10.1688.

<sup>26</sup> As decided by the Executive Board and Management Team, 14 September 2017, ADP 17.10.1688.

<sup>27</sup> As decided by the Executive Board and Management Team, 14 September 2017, ADP 17.10.1688.



## Appendix II: Table of documents and where to find them

Document	Where to find
Course books	J drive – Course archive
FASoS Frequently Asked Questions (FAQ)	<a href="http://fasos.maastrichtuniversity.nl/faq">http://fasos.maastrichtuniversity.nl/faq</a>
Education and Examination Regulations (EERs)	FASoS FAQ ; Intranet > Education > BoE > EER
Academic calendar	FASoS FAQ
Guidelines per examination format	Intranet > Education > BoE > Decisions, positions and opinions; FASoS Assessment policy
Rules and Regulations (R&R)	Appended to the EERs
Rules of procedure for examinations	FASoS FAQ; Exam Administration
Procedure for the archiving of exams	Exam Administration
Assessment forms for final work	Intranet > Education > BoE > Assessment forms for final work
PC, tutor, programme director manual	Intranet > Education > Education Service Point
Informal guidelines on the grading of final work	Intranet > Education > BoE > Decisions, positions and opinions > Other BoE positions & opinions
Procedure for the grading and archiving of final work (Final Work Procedure)	Handed out annually in hard copy to all graders of final work; Distributed digitally by all programme directors among their graders
Definition of fraud and plagiarism	R&R chapter VII

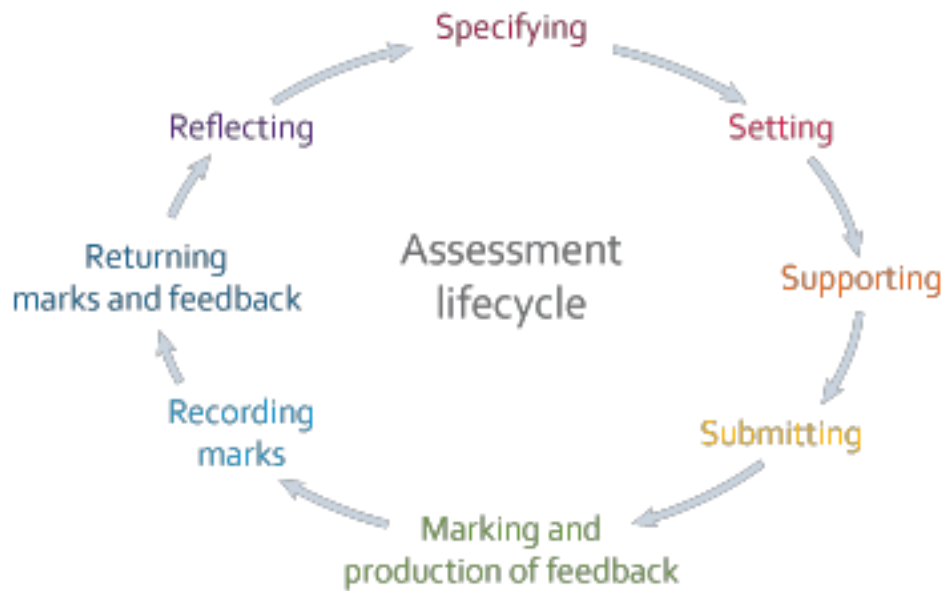
## Appendix III: UM-wide appointments / memos

A number of UM-wide appointments are made regarding the assessment that directly influence or are related to the assessment policy.

- I. bewaartermijnen examens en tentamens [archiving terms of examinations]
- II. publiceren van resultaten en communicatie beroepstermijn [publication and communication of result and terms for appeal]
- III. UM-wide timeframe on publication of results

## Appendix IV: Models for assessment process and quality assurance.

Assessment and feedback lifecycle



From <https://www.jisc.ac.uk> (original from Manchester Metropolitan University)

## Appendix V: RACI memorandum including Assessment Committee.

### **Defining the position of the FASoS Board of Examiners (BoE) and Assessment Committee (AC) in assessment**

Prepared by E. Radulova in September 2016  
Additions by R. Dirix in March 2017  
Revision and update by S. Haerkens in May 2018

*Delineation of the boundaries in the responsibilities of the BoE, the AC, the FASoS  
Management (Faculty Board & programme directors) and FASoS administrative services*

#### Background

The FASoS BoE underwent a professionalization trajectory initiated by EdLab and the UM Management Team. One of the important activities that took place within the trajectory were the so-called RACI meetings in June 2016 that aimed to delineate the various tasks and to explicate the responsibilities per FASoS actor: who carries the overall responsibility (accountable actor), who executes the actual work (responsible actor), who is consulted in the process (consulted actor), and who is informed (informed actor). The key written outcome from the RACI's was the RACI table (see Annex 1), which defined per aspect/activity the roles of the respective actor (responsible, accountable, consulted or informed). This role definition is very important as such, but it only sketches the agreement in a static way. It does not capture the dynamics behind it, namely who interacts with whom and in which order. That is why flowcharts were added, to visualise the sequence in which involved actors come to play.

In autumn 2017 FASoS established an assessment committee, who started with the revision of the assessment policy. Their aim is to support and advice in contrast to the 'guarding' board of examiners. The establishment of the Assessment Committee added a new element to the RACI of March 2017, and asked for an update.

The current memorandum of May 2018 first presents the revised RACI table followed by workflows of the most important tasks regarding assessment, including the role of the newly initiated Assessment Committee.

#### 1. Defining UM-wide assessment policy

This is the framework of policy decisions which are valid for the entire university, and which the FASoS FB should implement and the FASoS BoE should warrant. These decisions are approved by the UM Executive Board or the Management Team usually upon a proposal from Academic Affairs (e.g. the UM assessment advisor Joost Dijkstra). Typically, the proposal is pre-discussed in the Portfolio-holders overleg, the UM-wide committee of Chairs of BoEs (CoBoE) and in other relevant fora. A primary example in this context is the Reglement van Orde, which is applicable for all MECC exams; or the descriptors of the Dutch grading scale which are part of the harmonized for all UM faculties UM diploma supplement.

**Role of the FASoS BoE in this process: consultation within the UM (CoBoE)**  
**Role of the FASoS ASC in this process: consultation within the UM**

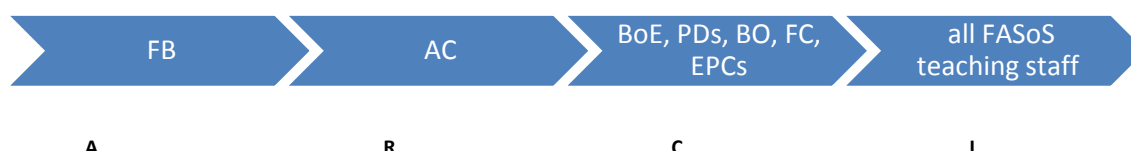
## 2. Designing Faculty-wide assessment policy

This is the framework of policy decisions which are valid for all FASoS educational programmes and which should take into account and reflect the UM policy, but also go further and specify more concrete rules applicable for FASoS. A primary example in this context is the FASoS policy on final work, which was harmonised in 2013.

The UM Executive Board started a project in Spring 2016 (project leader: Joost Dijkstra) that aims to encourage Faculties to compile their assessment policies according to a pre-given by the Berg template. Accountable for this project is the FASoS Dean, and responsible is the Associate Dean of Education. The latter mandated Giselle Bosse (BoE) in to make an inventory of the existing FASoS regulations and propose how to fill-in the existing gaps. In her work she was facilitated by Marloes Menten and Robin Dirix (cluster BBS). After approval of the FASoS Faculty Board the FASoS assessment policy became effective as of June 2017.

In autumn 2017, the FASoS dean and associate dean of education assigned the responsibility for the assessment policy to the newly established Assessment Committee (AC). The AC gathered feedback from the BoE, programme directors and office of student affairs, and will inform the coordinators, tutors, programme directors and departments in June 2018 when the revised assessment policy document will formally be approved and adopted by the Faculty Board.

**Role of the FASoS BoE in this process: consultation.**  
**Role of the FASoS AC in this process: responsible.**



## 3. Implementation of Faculty-wide assessment policy

The implementation of the agreed and approved policy lies with the associate dean of education (accountable), who typically delegates the task to the BBS cluster (responsible). Furthermore, the AC advises and supports programme directors, and examiners in the process of assessment, based on information such as the course book, the assessment matrix, the assessment model as well as the individual results. Staff training on assessment is coordinated and provided by the educational advisor (BBS).

**Role of the FASoS BoE in this process: informed.**  
**Role of the FASoS AC in this process: consultation.**



#### 4. Warranting of Faculty-wide assessment policy

The Board of Examiners is the primary organ charged with the responsibility and the execution of the warranting functions (i.e. is simultaneously the accountable and responsible actor). It is autonomous to plan, organise and execute its work. The BoE reports to the Faculty Board. The BoE aspires to maintain clear and transparent communication with all FASoS organs, while preserving its independent status at all occasions.

In order to evaluate the assessment practices at FASoS, the BoE uses multiple channels of information whereby the leading ones are: the defined UM and FASoS assessment policy, the EERs and the Rules and Regulations as starting point for the BoE quality checks and audit exercises. Typically, the BoE issues a report for the Faculty Board after each audit exercise, and once a year an annual report.

For details on how the BoE has organized its activities refer to the Statute of the BoE (EX16.038). In a nutshell, the BoE is expected to fulfil 10 core tasks, and the main instruments used for this end are monitoring of various indicators, and the conduct of audits and random spot-checks.

Core tasks
Periodic verification of whether examinations as a whole test the required exit qualifications
Periodic verification of the quality of final student assignments
Periodic verification of the quality of non-final examinations
Examiners receive guidelines for the creation of examinations
Examiners receive guidelines for the administration of examinations
Examiners receive guidelines for the assessment of examinations and determining results
Monitoring compliance with guidelines
Appointment of examiners for a specific component of the study programme
Establishing a procedure to be followed by examiners in suspected cases of fraud
Investigation in 2012/2013 as to whether examiners act in accordance with the guidelines and regulations pertaining to fraud

Source: Inspectorate of Education, 2015

**Role of the FASoS BoE in this process: full responsibility and accountability.**

**Role of the FASoS AC in this process: not applicable.**



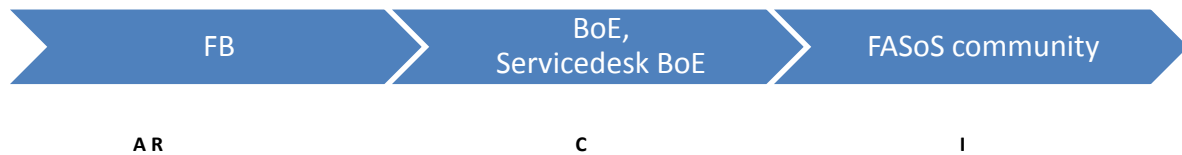
#### 5. Appointing the members of the BoE

The appointment of BoE members is sole responsibility of the FB (i.e. the FB is simultaneously the accountable and the responsible actor). The FB is obliged by the WHW to solicit the opinion of the current BoE members before appointing new members or

prolonging the mandate of acting committee members. Moreover, it is advisable that the BoE does not change its full membership at once for the sake of continuity. The FB is therefore advised to replace the BoE members based on a rotation principle.

**Role of the FASoS BoE in this process: consultation.**

**Role of the FASoS AC in this process: not applicable.**

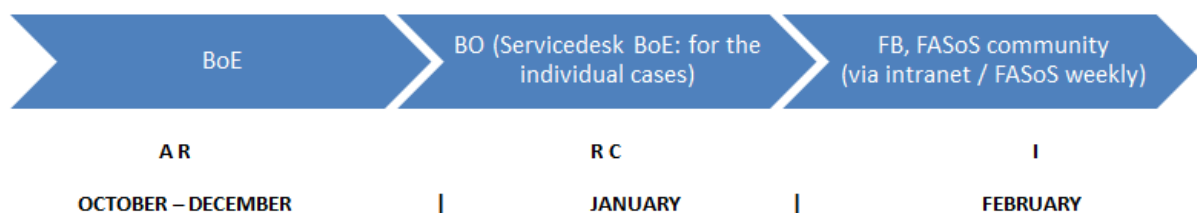


## 6. Drawing up of the BoE annual report

The Board of Examiners is the primary organ charged with reporting on its activities – this is the materialisation of its autonomy (i.e. is simultaneously the accountable and responsible actor). It is autonomous to plan, organise and execute its work. The part of the annual report which summarises information on issued diplomas and the handling of individual cases is drafted by the Servicedesk BoE. The annual report is available to the FASoS community via the intranet. In addition, the annual report is formally presented to the Faculty Board, which is expected to react on it.

**Role of the FASoS BoE in this process: full responsibility and accountability.**

**Role of the FASoS AC in this process: not applicable.**

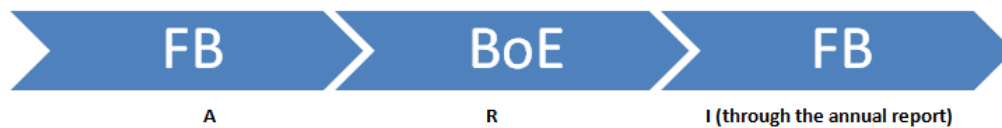


## 7. Drawing up a professionalization plan for BoE members

The Board of Examiners is explicitly defined in the WHW as a competent organ. To maintain these competences (with regard to the regulatory framework, educational legislation, jurisprudence in case of appeals, but also general policy issues, quality standards in the educational sector, etc.) the BoE members have to follow trainings and regularly professionalise. The organ charged with the accountability for this task is the FB (accountable). The BoE itself is often the responsible actor, because it follows the domain much closer and can propose to the FB different training options. The UM EdLab has an important function in this regard because it organizes training sessions, which can be considered as part of the professionalization activities of the BoE members. The Faculty Board is informed about the outcomes of the activities through the BoE annual report.

**Role of the FASoS BoE in this process: responsible actor.**

**Role of the FASoS AC in this process: not applicable.**

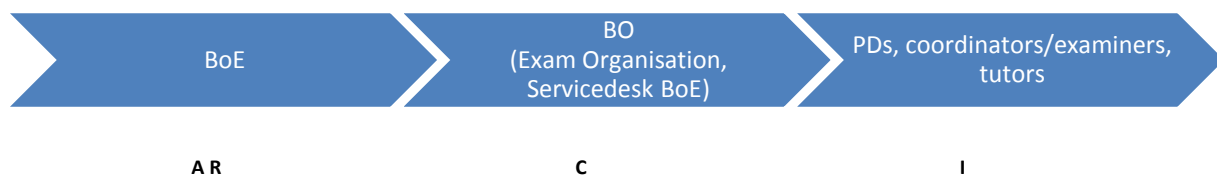


## 8. Formulating Rules and Regulations on tackling exam fraud incl. plagiarism

The accountable actor is the BoE. The BoE very much relies on the information and advice delivered by the FASoS Exam Administration (part of the BO), who gather direct observations about exam fraud at MECC exams, for example (consulted actor). The BoE informs the programme directors, the examiners and the tutors (informed). The concrete activities under this task are regular (twice per year) e-mails to the students and staff raising the awareness about exam fraud, and the ways to combat it, audit checks of examiners whether the exam works are checked for plagiarism, and the work of the BoE Vice-Chair and the Servicedesk BoE on individual cases of plagiarism (imposing of sanctions of various kind).

**Role of the FASoS BoE in this process: accountable and responsible actor.**

**Role of the FASoS AC in this process: not applicable.**



## 9. Identifying possible new ways of committing fraud

Also this is an exclusive competence of the BoE (i.e. is simultaneously the accountable and responsible actor). The BoE very much relies on the information and advice delivered by the FASoS Exam Administration (part of the BO), who gather direct observations about new ways to commit exam fraud at MECC exams, for example (consulted actor). Other actors with consultative role are the FASoS educational expert (BBS cluster), and the assessment expert of the UM who is based at Academic Affairs. These experts monitor not only the UM, but also the national and international developments, and propose strategies. Further information on new ways of committing fraud might be delivered to the BoE by students, typically via their representatives.

**Role of the FASoS BoE in this process: full responsibility and accountability.**

**Role of the FASoS AC in this process: not applicable.**



## 10. Formulating guidelines for examiners on assessment

The BoE is the accountable and responsible actor for formulating guidelines for examiners. Consulted in the process can be the FB, programme directors, the course



coordinators/examiners, the tutors, the Assessment Committee and the BO (consulted actors). All remaining FASoS educational actors, the students and the Assessment Committee have to be informed about the content of the guidelines (informed). A summary of the guidelines is published in the Rules and Regulations.

**Role of the FASoS BoE in this process: accountability and responsibility.**  
**Role of the FASoS AC in this process: consulted and informed.**

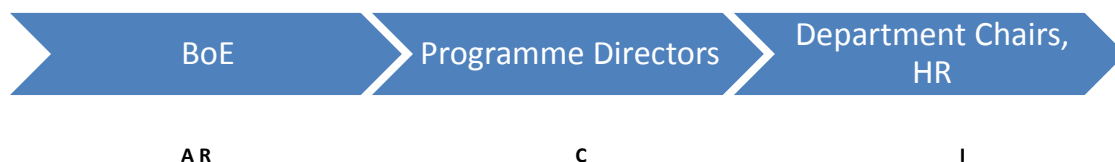


## 11. Appointing examiners

This is an exclusive competence of the BoE (i.e. is simultaneously the accountable and responsible actor). It is the autonomous responsibility and obligation of the BoE to appoint examiners. Consulted in the process are the programme directors and potentially the Department Chairs. Informed are HR and the Department Chairs, and the relevant examiners themselves.

The BoE drafted an explicit document that specifies the different categories of examiners at FASoS and their appointment procedure (see EX 16.005).

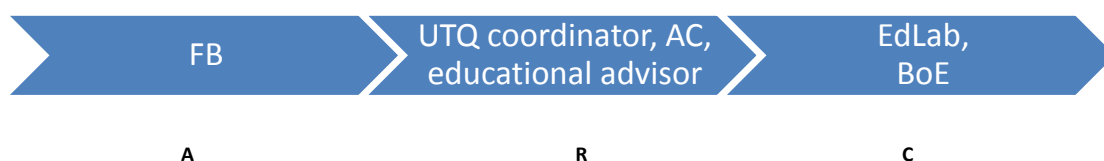
**Role of the FASoS BoE in this process: full responsibility and accountability.**  
**Role of the FASoS AC in this process: not applicable.**



## 12. Drawing up a professionalization plan for examiners

The Faculty Board is responsible because the HR and career development policy is defined by them, but key actors are the UTQ coordinator, the Assessment Committee and the educational expert. The role of the BoE should be to make sure that the examiners are instructed according to the most up-to-date guidelines for examiners (about assessment formats, etc.).

**Role of the FASoS BoE in this process: consulted.**  
**Role of the FASoS AC in this process: responsible.**



### 13. The process of student graduation : Checking if every student has obtained all final qualifications

This is an exclusive competence of the BoE (accountable actor), which at FASoS is mandated to the Exam Administration Team and the Servicedesk BoE (part of the BO). The mandate is organized via annex 7 of the BoE Statute. So, the BO is the responsible and consulted actor. Each year the Servicedesk BoE prepares a report on the issued graduation decisions, which becomes part of the BoE annual report (the Annex about the individual cases).

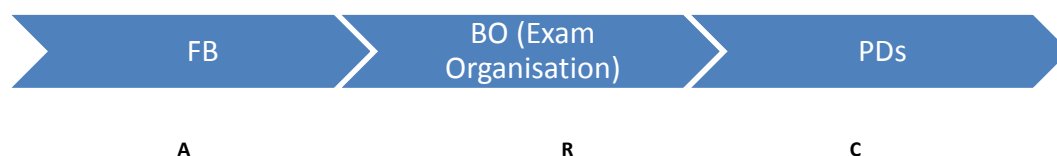
**Role of the FASoS BoE in this process: accountable.**

**Role of the FASoS AC in this process: not applicable.**



### 14. Producing the exam schedules

This is a competence of the FB (accountable actor), which is executed by the Exam Administration (part of BO), who are the responsible actor. They consult with the PDs, and should take into account the general framework of assessment guidelines that exists at FASoS (i.e. might consult with the BoE and the BBS on occasion).



Once in place, the exam schedule is guarded by the BoE i.e. all requests for exceptions and change are authorised by the BoE (as specified by the UM Model EER).

*Changing an already fixed exam schedule*



**Role of the FASoS BoE in this process: responsibility to approve exceptions.**

**Role of the FASoS AC in this process: not applicable.**

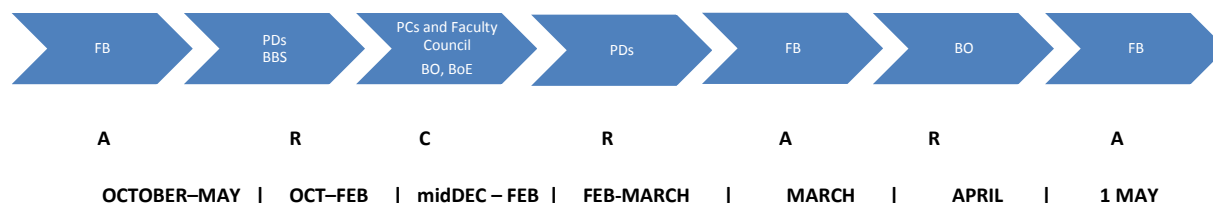
### 15. Drawing up the EER

According to the WHW (art 7.13.1) this is a competence of the FB (accountable actor). The responsibility for the EER cycle has been transferred to the programme directors (content-wise) and BBS (process management). The PDs propose any EER changes via their

Education Plan which is presented to the Programme Committees, the BoE, BO and the Faculty Council (consulted actors); all of these organs advise on the plans. Eventually, in March, the FB (accountable actor) approves the plans. In April, BO 'translates' the approved changes of the respective programs to EER articles.

**Role of the FASoS BoE in this process: consultation.**

**Role of the FASoS AC in this process: not applicable.**



## 16. Drawing up of the R&R

The Rules and Regulations (R&R) are one of the key instruments in the portfolio of the BoE to influence the assessment practices at FASoS. The document contains in a summarised version the guidelines to examiners, the fraud regulations, the rules for appointment of examiners, the graduation regulations, etc. which are applicable to all educational programmes simultaneously i.e. are part of the FASoS assessment policy. In this way, the BoE can add substance to the procedures for warranting the quality of the educational programmes.

The BoE Secretary updates annually the Rules & Regulations document, and the version valid on 20 August of every year becomes an inextricable part of the EERs for the respective cohort starting in the new academic year (usually as of late August or beginning of September).

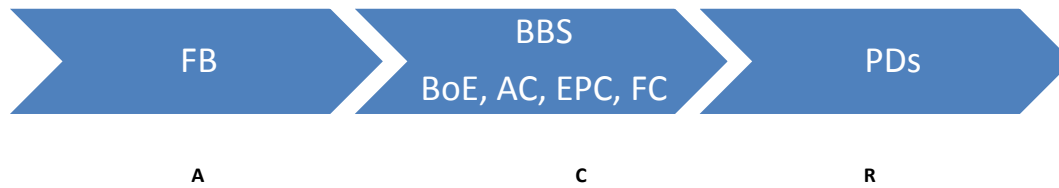


**Role of the FASoS BoE in this process: accountable.**

**Role of the FASoS AC in this process: informed.**

## 17. Implementing the EER

This is a competence of the FB (accountable actor). The practical implementation is for the programme directors (responsible actor). In the process of implementation the programme directors might consult with the policy advisors from BBS, the BoE, the Assessment Committee, the educational programme committee and the Faculty Council (consulted actors).



**Role of the FASoS BoE in this process: consulted.**

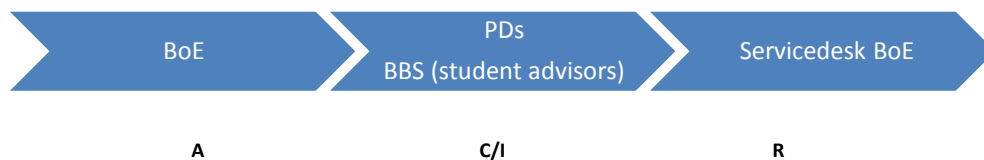
**Role of the FASoS AC in this process: consulted.**

## 18. Applying the EER to individual student cases

There is another aspect of the EER, namely taking decisions on individual student requests (e.g. for hardship, exemptions, transition rules, attendance rules, etc.) which are directed to the BoE (accountable actor) and are in practice executed by the BoE. Only if need be they consult with the PDs and/or student advisors.

**Role of the FASoS BoE in this process: accountable**

**Role of the FASoS AC in this process: not applicable.**



**Annex 1. RACI matrix defining the position of the FASoS BoE in the assessment-related policies and practices at FASoS (as proposed by the BoE, discussed with FB, and approved by Teelen – re-negotiated in the werkgroep Onderwijskwaliteit for a couple of activities)**

	WHW/FI	FB (incl. Vice Dean Education)	Assessment Committee	Programme Directors	BBS cluster	Educational Program Committees	Board of Examiners	Course coordinator / Responsible examiner	Tutor	Faculty Council	Office of Student Affairs (Bureau Onderwijs)
Designing (faculty-wide) assessment policy		A	R	C		C	C	I	I		C
Implementation of (faculty-wide) assessment policy		A	C	I	R		I	I			
Warranting (faculty-wide assessment policy)	WHW 7.12b(1a)	I					R A				
Appointing the members of the BoE	WHW 7.12a(1)	R A	I	I	I	I	C	I	I	I	I
Drawing up of BoE annual report	WHW 7.12b(5)	I	I	I	I	I	R A	I	I	I	C
Drawing up a professionalization plan for BoE members		A I					R				
Formulating the R&R on tackling exam fraud	WHW7.12 b(2)			I			R A	I	I		C
Identifying possible new ways of committing fraud					C		A R				C

	WHW / FI	FB (incl. Vice Dean Education)	Assessment Committee	Programme Directors	BBS cluster	Educational Program Committees	Board of Examiners	Course coordinator / Responsible examiner	Tutor	Faculty Council	Office of Student Affairs
Formulating guidelines for examiners on assessment	WHW 7.12b(3)		C I	C			R A	C I			
Appointing examiners	WHW 7.12 c (1)			C			R A				
Drawing up a professionalization plan for examiners	WHW 7.12b (1e)	A	R		R		C				
The process of student graduation: checking if every student has obtained all final qualifications	WHW 7.12(2)						A				R C
Producing the exam schedules	WHW 7.10.3	A		C							R
<i>Changing an already fixed schedule</i>				C			R A				C
Drawing up of the EER	WHW 7.13.1	A		R	R	C	C	I	I	C	R C
Implementing EER		A		R	R	C	C			C	R
Drawing up of R&R			I	I			R A	I	I		
Applying EER to individual student cases				C I	C I		A R				

**Legend:**

**R**

**responsible: executes/implements decisions and reports to the person who is accountable.**

**A**

**accountable: is held accountable by top management, is authorized to give a definitive go/no go, approves the final result of an activity. N.B.: only one person is accountable.**

**C**

**consulted: gives advice, pushes decision-makers in the right direction, is asked about his/her opinion before decisions or actions are taken.**

**I**

**informed: receives information about decisions, progress, and/or achieved results.**

## Artikel 7.12b. Taken en bevoegdheden examencommissie

### 1.

Naast de taken en bevoegdheden, bedoeld in de artikelen 7.11 en 7.12, tweede lid, heeft een examencommissie de volgende taken en bevoegdheden:

- a.** het borgen van de kwaliteit van de tentamens en examens onverminderd artikel 7.12c,
- b.** het vaststellen van richtlijnen en aanwijzingen binnen het kader van de onderwijs- en examenregeling, bedoeld in artikel 7.13, om de uitslag van tentamens en examens te beoordelen en vast te stellen,
- c.** het door de meest daarvoor in aanmerking komende examencommissie verlenen van toestemming aan een student om een door die student samengesteld programma als bedoeld in artikel 7.3d te volgen, waarvan het examen leidt tot het verkrijgen van een graad, waarbij de examencommissie tevens aangeeft tot welke opleiding van de instelling dat programma wordt geacht te behoren voor de toepassing van deze wet,
- d.** het verlenen van vrijstelling voor het afleggen van één of meer tentamens, en
- e.** het borgen van de kwaliteit van de organisatie en de procedures rondom tentamens en examens.

### 2.

Indien een student of extraneus fraudeert, kan de examencommissie de betrokkene het recht ontnemen één of meer door de examencommissie aan te wijzen tentamens of examens af te leggen, gedurende een door de examencommissie te bepalen termijn van ten hoogste een jaar. Bij ernstige fraude kan het instellingsbestuur op voorstel van de examencommissie de inschrijving voor de opleiding van de betrokkene definitief beëindigen.

### 3.

De examencommissie stelt regels vast over de uitvoering van de taken en bevoegdheden, bedoeld in het eerste lid, onderdelen a, b en d, en het tweede lid, en over de maatregelen die zij in dat verband kan nemen. De examencommissie kan onder door haar te stellen voorwaarden bepalen dat niet ieder tentamen met goed gevolg afgelegd hoeft te zijn om vast te stellen dat het examen met goed gevolg is afgelegd.

### 4.

Indien een student bij de examencommissie een verzoek of een klacht indient waarbij een examiner betrokken is die lid is van de examencommissie, neemt de betrokken examiner geen deel aan de behandeling van het verzoek of de klacht.

### 5.

De examencommissie stelt jaarlijks een verslag op van haar werkzaamheden. De examencommissie verstrekt het verslag aan het instellingsbestuur of de decaan.



## Artikel 7.13. Onderwijs- en examenregeling

1.

Het instellingsbestuur stelt voor elke door de instelling aangeboden opleiding of groep van opleidingen een onderwijs- en examenregeling vast. De onderwijs- en examenregeling bevat adequate en heldere informatie over de opleiding of groep van opleidingen.

2.

In de onderwijs- en examenregeling worden, onverminderd het overigens in deze wet terzake bepaalde, per opleiding of groep van opleidingen de geldende procedures en rechten en plichten vastgelegd met betrekking tot het onderwijs en de examens. Daaronder worden ten minste begrepen:

- a.** de inhoud van de opleiding en van de daaraan verbonden examens,
- b.** de inhoud van de afstudeerrichtingen binnen een opleiding,
- c.** de kwaliteiten op het gebied van kennis, inzicht en vaardigheden die een student zich bij beëindiging van de opleiding moet hebben verworven,
- d.** waar nodig, de inrichting van praktische oefeningen,
- e.** de studielast van de opleiding en van elk van de daarvan deel uitmakende onderwijseenheden,
- f.** de nadere regels, bedoeld in de artikelen 7.8b, zesde lid, en 7.9, vijfde lid,
- g.** ten aanzien van welke masteropleidingen toepassing is gegeven aan artikel 7.4a, achtste lid,
- h.** het aantal en de volgtijdelijkheid van de tentamens alsmede de momenten waarop deze afgelegd kunnen worden,
- i.** de voltijdse, deeltijdse of duale inrichting van de opleiding,
- j.** waar nodig, de volgorde waarin, de tijdvakken waarbinnen en het aantal malen per studiejaar dat de gelegenheid wordt geboden tot het afleggen van de tentamens en examens,
- k.** waar nodig, de geldigheidsduur van met goed gevolg afgelegde tentamens, behoudens de bevoegdheid van de examencommissie die geldigheidsduur te verlengen,
- l.** of de tentamens mondeling, schriftelijk of op een andere wijze worden afgelegd, behoudens de bevoegdheid van de examencommissie in bijzondere gevallen anders te bepalen,
- m.** de wijze waarop studenten met een handicap of chronische ziekte redelijkerwijs in de gelegenheid worden gesteld de tentamens af te leggen,
- n.** de openbaarheid van mondeling af te nemen tentamens, behoudens de bevoegdheid van de examencommissie in bijzondere gevallen anders te bepalen,
- o.** de termijn waarbinnen de uitslag van een tentamen bekend wordt gemaakt alsmede of en op welke wijze van deze termijn kan worden afgeweken,

- p.** de wijze waarop en de termijn gedurende welke degene die een schriftelijk tentamen heeft afgelegd, inzage verkrijgt in zijn beoordeelde werk,
- q.** de wijze waarop en de termijn gedurende welke kennis genomen kan worden van vragen en opdrachten, gesteld of gegeven in het kader van een schriftelijk afgenomen tentamen en van de normen aan de hand waarvan de beoordeling heeft plaatsgevonden,
- r.** de gronden waarop de examencommissie voor eerder met goed gevolg afgelegde tentamens of examens in het hoger onderwijs, dan wel voor buiten het hoger onderwijs opgedane kennis of vaardigheden, vrijstelling kan verlenen van het afleggen van een of meer tentamens,
- s.** waar nodig, dat het met goed gevolg afgelegd hebben van tentamens voorwaarde is voor de toelating tot het afleggen van andere tentamens,
- t.** waar nodig, de verplichting tot het deelnemen aan praktische oefeningen met het oog op de toelating tot het afleggen van het desbetreffende tentamen, behoudens de bevoegdheid van de examencommissie vrijstelling van die verplichting te verlenen, al dan niet onder oplegging van vervangende eisen,
- u.** de bewaking van studievoortgang en de individuele studiebegeleiding
- v.** indien van toepassing: de wijze waarop de selectie van studenten voor een speciaal traject binnen een opleiding, bedoeld in artikel 7.9b, plaatsvindt, en
- x.** de feitelijke vormgeving van het onderwijs.

### 3.

In de onderwijs- en examenregeling wordt aangegeven hoe een persoon het recht zijn bacheloropleiding in het hoger beroepsonderwijs te vervolgen, bedoeld in artikel 7.8a, vijfde lid, kan effectueren en aan welke eisen hij daarvoor moet voldoen.