HZ ASSESSMENT POLICY

Department of Education, Research & Quality Assurance

UNIVERSITY OF APPLIED SCIENCES

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Department of Education,
Research & Quality Assurance

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Foreword

The HZ University of Applied Sciences offers a wide range of full-time, part-time and Work&Learn Bachelor studies, full-time, part-time Associate degree courses, a professional Master programme and courses for professionals who are already active in their work fields. Whichever route a student chooses to follow, he[1] will be stimulated to optimally develop his competencies. That is why the personal development of the student into a competent professional forms the fundament of this Assessment policy.

This policy has been written to offer handholds for all parties involved in assessment, so that they can give optimal implementation to their role or responsibility. The policy contains guidelines and principles to guide the assessment process within the HZ, which apply to all assessments.

The Assessment policy does not stand alone but is closely connected to the other HZ (policy) frameworks. As such, the Assessment policy fits within the institution plan (strategic initiatives 'challenging education' and 'research is education') and it aligns to Student and Process Oriented Education (SPO; refer to the HZ education compass for clarification). In addition, the Assessment policy is in line with the applicable external frameworks, including the WHW, NVAO accreditation frameworks, and the qualities of the assessment-competent Higher Education (HE) professional.

The Assessment policy contains a detailed vision on assessment, quality criteria, assessment process, and an overview of actors. The vision on assessment and quality criteria form the generic principles expressed throughout the entire policy. The assessment process describes *what choices* must be made by the programme teams and the vision on assessment combined with the education concept SPO offers guidelines for *how* the choices can be made. This means that various approaches, for example flexibilization or programmatic assessment, fit within the assessment process, so long as teams regard the education concept and the vision on assessment as guiding principles in the choices and agreements they make. The actors and their responsibilities and duties will be addressed in the elaboration of the assessment process and are listed as well in a separate factsheet at the end of this Assessment policy.

This PDF document is the source document for the HZ Assessment policy. Further details, including useful tools, videos, instruments, and hand outs are documented on the HZ Learn page HZ Assessment policy.

[1] For readability purposes, the Assessment policy will consistently refer to he/his. However, in every instance this can be replaced by the pronouns that are preferred.

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Vision on assessment

Education at HZ is aimed at the student and the learning process, so that every student can optimally develop his talents and grow to the level of starter in his professional field (Education compass, 2015). The interplay of educational activities and assessments is an important link is this proverbial chain. Assessment contributes to both the teacher and student gaining insight into the current level of development and the follow-up steps that can be taken.

Assessing is a verb and expresses the process of encouraging, guiding, and stimulating the development of the student towards professional competence. In addition, assessment is a way to demonstrate external accountability about the level achieved by the student (our societal responsibility). By assessing, the development of the student can be optimally stimulated. Moreover, it allows us to determine in a responsible manner when students are eligible for graduation. Both objectives go hand in hand. In short, through assessment we strive to:

- stimulate the development of the student;
- determine the development of the student.

Assessment does not stand alone, it forms an integral component of education. We want our students to learn from assessment. In addition, choices that must be made during curriculum design serve as input for the assessment process and vice versa.

The entire assessment process within a programme is aimed at giving feedback to both student and teacher. This feedback enables the teacher and the student to make rich decisions (that is, based on a broader perspective and/or different angles) about student's level of achievement. Decisions are always taken based on rich information. This means that not one single snapshot is leading but that decisions are taken based on a series of assessments.

In summary:

- The student is at the centre.
- Assessment is a process.
- Aim of assessment is to stimulate and determine the development of the student.
- Assessment results in feedback that enables us to take rich decisions.

Quality of assessment

What quality is, is determined by your objectives (Leenknecht & Kooij, 2018). In the quality assurance for assessment, therefore, the central question is to what extent you succeed to stimulate and determine the development of the student. Both objectives are further detailed in quality criteria (see Figure 1):

Stimulating development:

- *Authenticity* – assessment matches with the future professional situation, in terms of complexity and context (physical and social circumstances);
- *Meaningfulness* – assessment is meaningful and valuable and useful in the learning process of the student;
- *Transparency* – assessment is clear and comprehensible for all parties involved;
- *Cohesion* – assessment is tuned to each other and to the education and is based on the competencies that students develop as part of the programme.

Determining development:

- *Validity* – assessment covers the substance and matches the learning objectives: What is intended to be measured, is being measured;
- *Reliability* – assessment is consistent and comparable: Assessing follows in all cases the same criteria regardless of time, method, or personal characteristics of the student.

Regardless of objective:

- *Costs & efficiency* – assessment is practicable and organisable within the available time and resources.

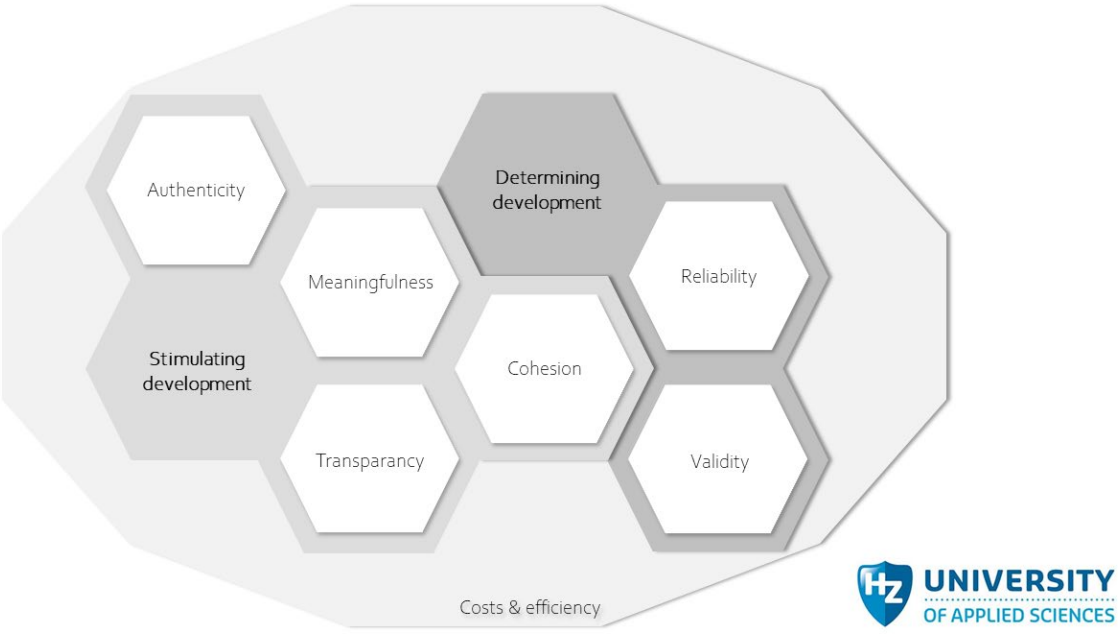


Figure 1. Quality criteria

Assessment process

The assessment process can be worked out into a number of activities both at curriculum and assessment task level (see Figure 2). These activities have been placed in a specific order, which indicate the royal route for when the process of curriculum design and assessment is started from scratch. However, in practice it is more often an iterative process, where in a redesign only a selection of activities (also called phases) are performed.

The activities are positioned in two interlocking sequential processes (see Figure 2) to emphasise that:

- curriculum design and assessment contain a series of activities;
- there is cohesion between the different activities or phases;
- changes to one of the activities or phases will affect other activities or phases;
- Changes at curriculum level will affect the activities or phases at assessment task level and vice versa.

To create a qualitatively good assessment process, the team would preferably maintain the presented order, both at curriculum and assessment task level. However, more important than the order is that all activities or phases are being performed. It is conceivable, for example within flexible part-time, that another order is followed (see the explanatory note Working with learning outcomes on HZ Learn).

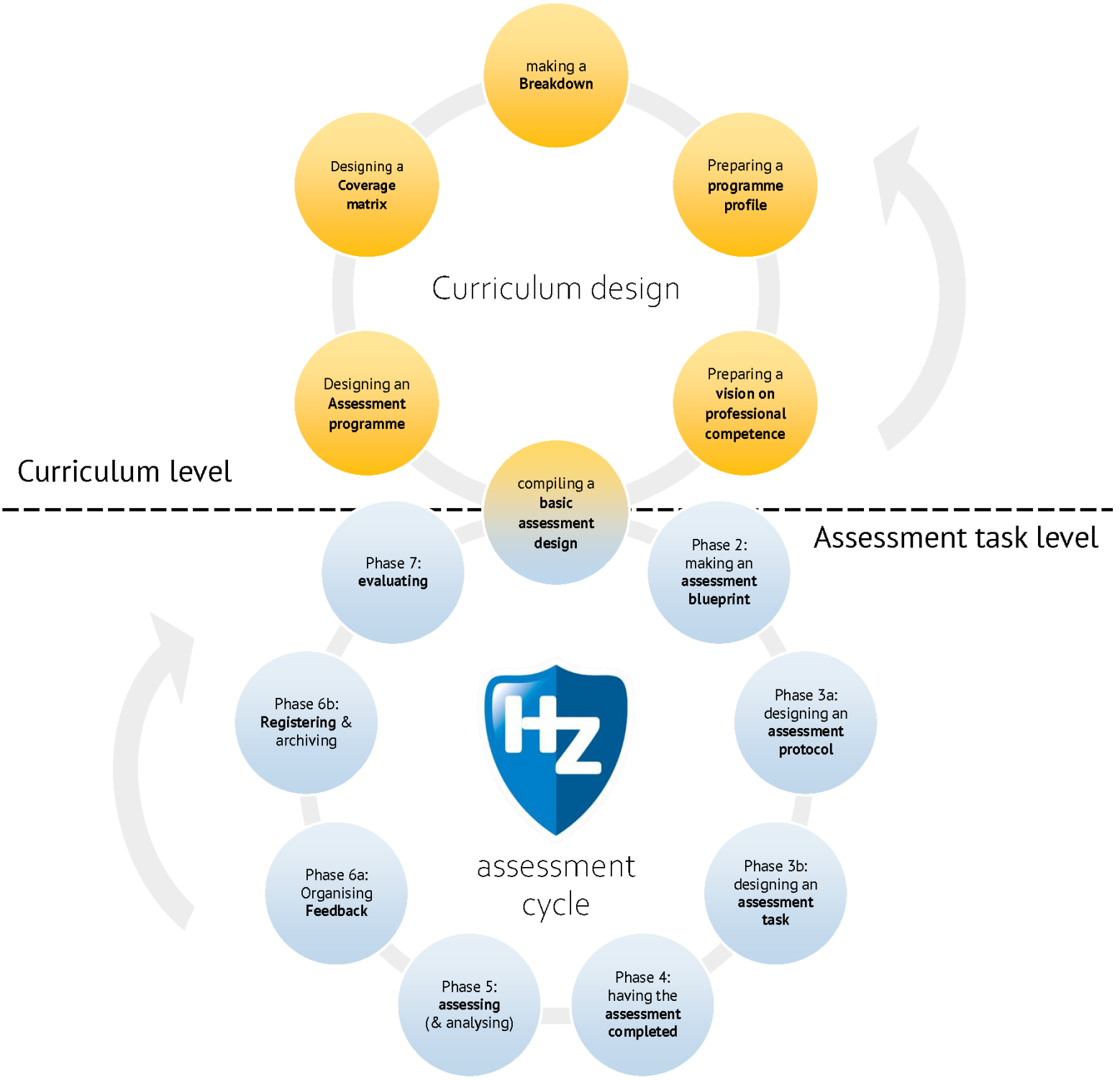


Figure 2. Assessment process at curriculum and assessment task level

Preparing a vision on professional competence

CORE ACTIVITY

The team, jointly and in consultation with stakeholders, makes explicit the common purpose of the programme, and documents which characteristics define a graduated professional.

The vision on professional competence answers the questions: What are we educating towards? What defines a graduated, competent professional?

To stimulate and determine the development of the student, a good vision for professional competence complies with:

Authenticity
The vision on professional competence is tuned to the professional field, so that it aligns with the prevalent professional attitude and recent developments in the work field

Transparency
It is known to and understandable for all stakeholders, what profession and/or professional roles are educating towards and when someone is deemed to be professionally competent

Validity – complexity
The vision on professional competence aligns with the level and the requirements set for a HE graduate (level 5 for AD, level 6 for bachelor, and level 7 for master)

Validity – representativeness
The vision on professional competence is a reflection of the profession in all its wealth *or* (deviating) choices have been made in the vision, which have been substantiated and are tuned to the work field

Assessment organisation

Sources

- Macro-efficiency study for new programmes *or* Current vision on professional competence (in case of a redesign).
- Trends and developments in the profession.
- National programme profile.

Actions

- The team initiates discussion sessions and input from the (regional) professional field about trends and developments in the profession.
- The team draws a comparison with other programmes and selects a positioning and profiling, if desired.
- The team forms a vision on professional competence, including a vision on research ability and internationalisation.

Result

- The team has a shared, integral view of the intended professional competence.

Products

- A vision on professional competence that is aligned with the professional field and that accounts for societal developments.
- An overview of professional duties and/or roles that are a reflection of the professional competence.

Quality assurance

Actions

- The team discusses the vision for professional competence (at least in preparation for the external audit), with the professional field committee, with the Programme committee, and other stakeholders (for example the employers of part-time students or student associations).
- The team incorporates (keeping up-to-date of) the vision on professional competence in their year planner and reports on the development and evaluation.

Audits

- During the external audits (accreditations) the entire curriculum design and implementation is assessed.

Preparing a programme profile

CORE ACTIVITY **In its own programme profile, the team explicitly describes its own positioning and (possible) profiling and how the national programme profile is applied.**

The consequences for education and assessment are jointly considered and agreements about this are documented. In doing so, graduation routes with emphasis on specific end qualifications and special routes are considered.

To stimulate and determine the development of the student, a good programme profile complies with:

Authenticity
In the programme profile, the team opts for authentic professional roles or duties as starting point for the educational programme

Meaningfulness
The programme profile enables the optimal development into a competent professional for every student

Transparency
Minors and majors are set out and substantiated

Cohesion
The programme profile builds on and is an interpretation of the vision on professional competence and the national programme profile

Validity – complexity
The programme profile aligns with the level and the requirements set for a HE graduate (level 5 for AD, level 6 for bachelor, and level 7 for master) and level requirements are defined
(level 1, 2, and 3)

Costs & efficiency
The programme profile fits with the available time and resources and is organisable

Assessment organisation

Sources

- Professional duties and/or roles from the vision on professional competence.
- National programme profile.
- Agreements from the national programme meeting.
- Programme-specific legal requirements (for example the numeracy exam in the primary school teacher teaching education programme).
- HZ education compass and/or blueprint flexible part-time.
- HZ Assessment policy.

Actions

- The team studies the national programme profile and draws comparisons to its own vision on professional competence.
- If there are deviations from the national programme profile, the team substantiates how and why they deviate (consider for example graduation routes, emphasis on specific end qualifications, or special routes).
- Where HZ policy is insufficient (for example in terms of the required expertise of assessors and the method of registration and archiving), the team makes supplementary agreements about assessment and education.

Result

- The team has a shared idea about how students can be optimally stimulated in their development into competent professionals and has documented this in agreements and programme specific policy about education and assessment.

Products

- The programme profile is documented in the implementation regulations.
- An assessment plan (possibly as part of the programme profile) for the programme, in which agreements concerning assessment are substantiated and documented. The assessment plan includes at least the following:
  - How all products of the assessment cycle are archived and made accessible to, for example, examination board and Assessment committee;
  - (if applicable) the duties and responsibilities of the Curriculum committee or coordinator (CuCo);
  - the method in which improvements are documented and alignment takes place between units of education (courses) and within the curriculum;
  - minimum requirements that are set for the expertise of assessors.

Quality assurance

Sources

- Input and feedback from students, Programme committee, work field, alumni and equivalent programmes elsewhere (possibly via national programme meeting).

Actions

- The team evaluates the programme profile periodically (at least in preparation for the external audit) by gathering input and feedback from students, Programme committee, work field, alumni, and equivalent programmes elsewhere (possibly via national programme meeting).

Audits

- The programme profile and the vision on professional competence are discussed with the Programme committee. The Programme committee has rights of consent over the contents of the graduation routes, including the final qualifications.
- During the external audits (accreditations) the entire curriculum development and implementation is assessed.

Making a breakdown

CORE ACTIVITY **In the breakdown, the team describes the competencies of the programme in a cohesive set of end qualifications.**

The end qualifications are listed and hierarchically structured in the breakdown. The teams use the curriculum designer to design the breakdown and are free to determine the hierarchical structure by themselves, for example from competencies into subtasks and learning objectives, or from learning outcomes into indicators and criteria.

To stimulate and determine the development of the student, a good breakdown complies with:

Authenticity
Every learning objective/indicator is a realistic reflection of a professional duty or professional role

Meaningfulness
The learning objectives/indicators are relevant for the profession and the professional competence towards which the programme educates

Transparency
The breakdown provides insight into the way in which the learning objectives/indicators derive from competencies, learning outcomes or final qualifications of the programme

Cohesion
The whole of learning objectives/indicators together demonstrate the competence, learning outcome or final qualification

Validity – complexity
The learning objectives/indicators are built up and match the level requirements with regard to independence and complexity (levels 1, 2, and 3) and lead to the intended level (5, 6, or 7)

Validity – representativeness
The learning objectives/indicators are components which, together, form a reflection of the competence, learning outcome, or final qualification

Costs & efficiency
The learning objectives/indicators are independently achievable and feasible (within the context of the programme)

Assessment organisation

Sources

- Programme profile.
- Vision on professional competence.

Actions

- The team elaborates the final qualifications for the programme in the HZ Curriculum Designer in a cohesive set of competence requirements, in accordance with a (autonomously chosen) hierarchical structure.
- The team works out the final qualifications in level 1, 2, and 3 following the ZelCom model.

Result

- The team has a shared view of the complete set of competences/learning outcomes and the formulation thereof into learning objectives/indicators.

Products

- Breakdown (in the curriculum designer). The breakdown is documented in the implementation regulations.

Quality assurance

Sources

- Evaluations vision on professional competence and programme profile.
- Evaluations of the units of education (incl. assessment evaluations).

Actions

- The team periodically evaluates the breakdown (at least in preparation for the external audit) in the form of a self-assessment based on the evaluations of the vision on professional competence and the programme profile and evaluation of the units of education (incl. assessment evaluations). The evaluations of the education units (incl. assessment evaluations) provide input about the handling of the learning objectives/indicators and the breakdown. The quality assurance coordinator for the programme/the domain provides the input for this meeting.

Audits

- During the external audits (accreditations) the entire curriculum development and implementation is assessed.

Designing a coverage matrix

CORE ACTIVITY **The competences or professional duties are logically clustered into education units or learning outcomes.**

By preparing a coverage matrix, insight is gained into where in the curriculum (in which education unit or learning outcome) which competences or professional duties at what level are educated. When clustering, the professional roles and levels are taken into consideration.

To stimulate and determine the development of the student, a good coverage matrix complies with:

Meaningfulness
The clustering of competences or professional duties in education units/learning outcomes is derived from the concretising of the professional competence (see vision on professional competence)

Transparency
The coverage matrix provides insight into where in the curriculum/under which learning outcome which competences are educated

Cohesion
The organisation of competences or professional duties in education units/learning outcomes builds on each other (vertical cohesion) and the components are in parallel alignment with each other (horizontal cohesion)
(less relevant for flexible learning routes)

Validity – complexity
The complexity builds up over the academic years

Validity – representativeness
The coverage matrix is encompassing and all components of the breakdown are included

Costs & efficiency
The clustering of competences or professional duties is organisable

Assessment organisation

Sources

- Breakdown.
- Programme profile.
- Vision on professional competence.

Actions

- The team prepares a logical clustering of final qualifications in education units/learning outcomes, based on the vision on professional competence and the level classifications.
- Based on the logical clustering, the team makes a division of ECs per year.

Result

- The team has made agreements about who will deal with and assess which learning objectives/indicators as part of which education unit/learning outcome.

Products

- Coverage matrix.
- A visual representation of the build up of the curriculum in education units/leaning outcomes is included in the implementation regulations.

Quality assurance

Sources

- Evaluations vision on professional competence and programme profile.
- Evaluations of the units of education (incl. assessment evaluations).

Actions

- The team periodically evaluates the coverage matrix (at least in preparation for the external audit) in the form of a self-assessment based on the evaluations of the vision on professional competence and the programme profile and evaluation of the units of education (incl. assessment evaluations). The evaluations of the education units (incl. assessment evaluations) potentially result in adjustments in relation to the clustering in education units/learning outcomes. These changes are discussed within the team every semester and adjustments are incorporated in the coverage matrix. The coverage matrix is thereby kept up to date. The quality assurance coordinator for the programme/the domain provides the input for this meeting.
- The team records changes in the new implementation regulations.

Audits

- The (changes to the) coverage matrix are discussed with the Programme committee. The Programme committee has rights of consent over the division of the ECs and study burden of the programme as a whole and of each of the education units of which it is comprised.
- During the external audits (accreditations) the entire curriculum development and implementation is assessed.

Designing an assessment programme

CORE ACTIVITY **The team compiles a deliberate and substantiated combination of assessments, assessment functions, and assessment types.**

The assessment programme is a deliberate and substantiated combination of assessments, assessment functions, and assessment types. This combination enables the student to develop himself into a starting professional in the professional field and offers a cohesive insight into his level of competency.

To stimulate and determine the development of the student, a good assessment programme complies with:

Meaningfulness
The build-up and the selected assessment types stimulate students' learning and result in rich feedback

Transparency
In the assessment programme it is justified what is assessed at what time, in what way, and at what level

Cohesion
The assessment programme is built up based on the coverage matrix and contains a cohesive set of assessments that match the characterising products and performances of a HE professional

Reliability - comparability
The assessment programme provides sufficient richness of information to enable the formulation of a reliable assessment about the professional competence of each student

Reliability - fairness
With the help of the assessment programme, a fair view can be formed of the professional competence of the student (e.g., through sufficient assessment and adequate variation of assessment types)

Validity – complexity
The assessment programme is at the right level (5, 6, or 7) and the build-up of the assessment programme is tuned to the phase of the programme (level 1, 2, or 3)

Validity – representativeness
The assessment programme is a reflection of the final qualifications and the chosen assessment types are suitable for the substance under evaluation

Costs & efficiency
The (personal) assessment programme is effective and efficient in its composition and any choices to be made by the student are workable and organisable for the student and the assessor

Assessment organisation

Sources

- Coverage matrix.
- Breakdown.
- Programme profile.
- Vision on professional competence.

Actions

- In consultation, the team compiles a deliberate and substantiated combination of assessments, assessment functions, and assessment types. For every programme variant, an individual assessment programme is compiled (including for 180EC programmes).

Result

- The assessment types that are used and the scheduling of the assessments are justified.

Products

- Assessment programme.

Quality assurance

Sources

- Evaluations vision on professional competence and programme profile.
- Evaluations of the units of education (incl. assessment evaluations).

Actions

- The team periodically evaluates the assessment programme (at least in preparation for the external audit) in the form of a self-assessment based on the evaluations of the vision on professional competence and the programme profile and evaluation of the units of education (incl. assessment evaluations). The evaluations of the education units (incl. assessment evaluations) potentially result in adjustments of the assessment type, planning, or function. The quality assurance coordinator for the programme/the domain provides the input for this meeting.
- The team incorporates the changes in the assessment programme. Thereby, the assessment programme is kept up to date.

Audits

- During the external audits (accreditations) the entire curriculum development and implementation is assessed.
- The Assessment committee performs an audit of the assessment programme and looks explicitly at the cohesion with the coverage matrix, breakdown, programme profile, and the vision on professional competence. The Examination board monitors the quality of the assessment programme based on the audit by the Assessment committee.

Compiling a basic assessment design - Curriculum level

CORE ACTIVITY

For each unit of education or learning outcome, the team documents in the implementation regulations the agreements (planning, learning objectives/indicators, assessment types) made during the process of curriculum design.

The basic assessment design serves as the departure point for the design of the assessment.

To stimulate and determine the development of the student, a good basic assessment design complies with:

Meaningfulness
The learning objectives/indicators as documented in the basic assessment design are derived from the competences and professional duties

Transparency
The learning objectives/indicators, professional duties, and the location of the assessment in the assessment programme are clear to all stakeholders

Cohesion
The basic assessment design is aligned with the education and the other assessments within (the education unit) and the curriculum

Validity – representativeness
The substance, as documented in the basic assessment design, is tuned to the learning objectives/indicators and is a reflection of and is tuned to the Body of Knowledge and Skills (BoKS)

Assessment organisation

Sources

- Assessment programme.

Actions

- The team elaborates the assessment programme into agreements per unit of education or learning outcome (planning, learning objectives/indicators, assessment types).
- Where applicable, the team determines the weighing of (sub)assessments and the minimum grade.
- The examiner inputs the basic assessment design into Osiris.

Result

- The team reaches agreements about assessments and communicates these agreements with students via the implementation regulations (IR).

Products

- IR tables.

Quality assurance

Sources

- Vision on professional competence.
- Programme profile.
- Breakdown.
- Coverage matrix.
- Assessment programme.
- Evaluations vision on professional competence and programme profile.
- Evaluations of the units of education (incl. assessment evaluations).

Actions

- The Curriculum committee or coordinator (CuCo) checks the units of education entered in Osiris and approves them.
- The team processes the points of improvement from the evaluations at assessment and curriculum level, the consultation of CER project team and Programme committee, and (if performed) the audit of the Assessment committee in the cycle of curriculum design. The improvements are processed in the implementation regulations and the basic assessment design.
- The team discusses adjustments that have been made based on evaluation at assessment and curriculum level and maps out the consequences for the curriculum. For example, adjustments to the assessment programme or the coverage matrix.
- In the event of significant changes to the basic assessment design, a new course is created in Osiris. An adjustment of the basic assessment design is significant in the event of changes to:
    - the number of assessments within the education unit;
    - the mutual weighing of the assessments;
    - the minimum grade of one or more of the assessments;
    - the learning objectives that are assessed in one or more assessments;
    - the method of grading from alphanumerical to numerical and vice versa (see Course and Examination Regulation (CER) for applicable rules concerning alphanumerical grading).
- When a new course is created, it is decided whether this change applies to future students only or to existing students as well.
- The scope of the adjustment is documented in a substitution scheme.
- The consequences of the improvements for the curriculum (e.g., the assessment programme or the coverage matrix) are discussed within the team.

Audits

- The implementation regulations are checked for completeness and correctness by the CER project team.
- The domain director discusses the implementation regulations with the Programme committee.
- The Programme committee has rights of consent over the method of evaluation of the education, the setup of practical exercises, and the method in which the selection of students for a special route within a programme takes place.

Phase 1: Compiling a basic assessment design - Assessment task level

CORE ACTIVITY

Agreements (planning, learning objectives/indicators, assessment types) from the process of curriculum design have been documented in the basic assessment design for each unit of education or learning outcome.

The basic assessment design serves as the foundation for the assessment design.

To stimulate and determine the development of the student, a good basic assessment design complies with:

Meaningfulness
The learning objectives/indicators as documented in the basic assessment design are derived from the competences and professional duties

Transparency
The learning objectives/indicators, professional duties, and the location of the assessment in the assessment programme are clear to all stakeholders

Cohesion
The basic assessment design is aligned with the education and the other assessments within (the education unit and) the curriculum

Validity – representativeness
The substance, as documented in the basic assessment design, is tuned to the learning objectives/indicators and is a reflection of and is tuned to the Body of Knowledge and Skills (BoKS)

Assessment organisation

Sources

- Implementation regulations.

Actions

- The examiner collects the following data about the basic assessment design from the implementation regulations (and possibly the assessment programme):
  - the weighing of the (sub-)assessment(s) and minimum grade;
  - the planning of the assessment;
  - the links between the learning objectives and the assessment;
  - the chosen assessment type.

Result

- The examiner has an overview of the frameworks for the assessment to be designed.

Phase 2: Making an assessment blueprint

CORE ACTIVITY **The learning objectives/indicators are operationalised and the mutual relation and importance is determined.**

The assessment blueprint is prepared based on the agreements in the basic assessment design and forms the plan for the assessment task. The examiner or assessment designer determines at what Miller level the learning objectives/indicators in the assessment are assessed, what weight the learning objectives/indicators carry towards the overall assessment (e.g., grade) of the student and links the learning objectives/indicators to subjects that are discussed in the education unit.

To stimulate and determine the development of the student, a good assessment blueprint complies with:

Transparency
The assessment blueprint forms the plan for the assessment task and is unambiguously drafted.

Cohesion
There is mutual alignment between the assessment blueprint and the basic assessment design.

Validity – representativeness
The assessment blueprint describes the link and weighing (%) of the learning objectives/indicators and the linked components of the BoKS (if present) to the subjects of the assessment.

Validity – complexity
The assessment blueprint is built up based on Miller and is a reflection of the selected level (1, 2, or 3).

Assessment organisation

Sources

- The agreements from the basic assessment design.

Actions

- The examiner and the assessment designer make a plan for the assessment task and document this in the assessment blueprint.
- The examiner and the assessment designer determine at what Miller level the learning objectives/indicators in the assessment are marked, in line with the level of independence and complexity (level 1, 2, or 3) and the substance and nature of the learning objectives/indicators, as documented in the basic assessment design.
- The examiner and the assessment designer link the learning objectives/indicators to subjects that are discussed in the education unit.

- The examiner and the assessment designer determine for each learning objective/indicator what weight the learning objective has in the end assessment (e.g., grade) of the student. This weight is expressed as a percentage.

Result

- A blueprint of the assessment, in which learning objectives/indicators are linked to subjects or content and Miller levels, and in which the weight of the learning objectives/indicators towards the end assessment (e.g., grade) is documented.

Products

- Assessment blueprint (one per assessment).

Quality assurance

Actions *(before the assessment blueprint is applied!)*

- After preparing the assessment blueprint, the examiner checks the cohesion between the basic assessment design and the assessment blueprint. He may request feedback on this from a BKE-certified colleague or the educational support officer.
- The examiner adjusts the assessment blueprint in order to, where necessary, improve the alignment with the basic assessment design.
- Suggestions for improvement for the basic assessment design (and thereby the coverage matrix and the assessment programme) are presented to the team or the CuCo. Over the course of the year, *only by exception* deviation from the basic assessment design as documented in the implementation regulations is allowed. This requires substantiated reasons and the consent of the Programme committee.

Phase 3a: Designing an assessment protocol

CORE ACTIVITY

Based on the assessment blueprint, the learning objectives/indicators are elaborated into criteria and standards. This, together with the assessment instruction, is documented in the assessment protocol and a preliminary cut-off point is determined.

Before students are being assessed, an assessment protocol is designed, so that, during assessing, the assessors are not confronted with ambiguities or choices that are yet to be made. The agreements that are documented in the assessment protocol contribute to unambiguous, fair assessment of students' competence.

Agreements that are made and documented in the assessment protocol:

- General rules for assessing;
- The assessment criteria with standard (scale or rubric) or answer template with score;
- The method for determining the (final) grade;
- The preliminary cut-off point;
- The method for embedding feedback into education;
- Rules for countering assessor effects (see Overview assessor effects);
- Description of who functions as assessor and the mutual division of duties (if multiple assessors are involved).

To stimulate and determine the development of the student, a good assessment protocol complies with:

Authenticity
The assessment criteria in the assessment protocol are in line with the task and context of the profession.

Transparency
The assessment protocol contains unambiguous assessment criteria and there is agreement about the interpretation among all parties involved (assessors, students, work field).

Cohesion
The assessment criteria align with the learning objectives/indicators and BoKS (if present) from the assessment blueprint and with the assessment task.

Reliability - fairness
The assessment protocol contains a standardisation and cut-off point that is the same for all students.

Costs & efficiency
The assessment protocol is executable and its application is organisable within the available time and resources.

Validity - discriminating
In the appraisals, a distinction can be made between 'fail' and 'pass' mastery of the learning objectives/indicators.

Assessment organisation

Sources

- Assessment blueprint.
- Protocols assessment completion by the Examination board (if it concerns a location dependent assessment).

Actions

- The examiner and the assessment designer elaborate the assessment blueprint in an assessment protocol.
- The examiner and the assessment designer elaborate the learning objectives/indicators into assessment criteria. See also the design stages per assessment type in the section Assessment types.
- The examiner and the assessment designer determine the preliminary cut-off point.
- The examiner and the assessment designer determine how the student receives feedback about the grade and how the feedback from the assessment is embedded in the education.
- The examiner (teacher) discusses the interpretation of the assessment criteria and the agreements about the (method of) assessment with the involved parties (co-assessors, students, representatives from the work field without an assessor role).

Result

- Clear agreements about the methods used for assessing.
- The student has insight in the assessment criteria.

Products

- An assessment protocol.

Quality assurance

Actions *(before the assessment protocol is applied!)*

- The examiner undertakes a self-evaluation based on the checklist assessment design, into the quality of the assessment protocol before the protocol is applied.
- The examiner presents the assessment protocol to a BKE-certified colleague. This colleague critically assesses the assessment protocol and the self-evaluation and provides feedback to the design in the 'collegial check'. Where possible, the collegial check for the assessment task and the assessment protocol is combined.
- The examiner improves the assessment protocol based on the self-evaluation and the outcomes of the collegial check.

Phase 3b: Designing an assessment task

CORE ACTIVITY

Based on the assessment blueprint, the learning objectives/indicators are elaborated into an assignment/instruction for students that is in line with the assessment criteria from the assessment protocol: the assessment task.

The assessment task forms the instruction for students in which it is elaborated which students' performance will be assessed. The assessment task encompasses, for example, questions that has to be answered, evidence that has to be collected, or a description of observable behaviour that has to be demonstrated. The assessment task is formulated in accordance with the briefing model: a short instruction and problem outline, the central assignment, and guidelines for the performance and submission. The assessment task is formulated such that the student has a fair chance to demonstrate his (competency) development.

To stimulate and determine the development of the student, a good assessment task complies with:

Authenticity
The assessment task is a realistic reflection of the vision on professional competence.

Transparency
The assessment task is unambiguous and contains no unnecessary information.

Cohesion
The assessment task forms a coherent and diverse whole and is built-up in accordance with the assessment blueprint.

Meaningfulness
The assessment task is in and of itself a learning experience.

Reliability - fairness
The assessment task enables the student to demonstrate his development without being affected by personal characteristics that are not part of the learning objectives/indicators.

Validity – representativeness
The assessment task matches the learning objectives/indicators of the assessment and the linked components of the BoKS (if present).

Assessment organisation

Sources

- Assessment blueprint.
- Assessment protocol.

Actions

- The examiner and the assessment designer elaborate the assessment blueprint, in line with the assessment criteria, in an assignment that offers the student a fair

chance to demonstrate his (competency) development (see also the design stages per assessment type in the section Assessment types).
- The examiner (teacher) clarifies what the student can expect from the assessment (instruction for approach and submission) and gives the student space and opportunity to ask questions about this.

Result

- A clear instruction for the student about how he can demonstrate his (competency) development, so that his progress can be assessed.
- The student knows what is expected of him in terms of approach and submission.

Products

- An assessment task with instructions for the performance or the completion of the assessment.

Quality assurance

Actions *(before the assessment is completed/performed!)*

- The examiner undertakes a self-evaluation based on the checklist assessment design, into the quality of the assessment task before the assessment task is completed/performed by the student.
- The examiner presents the assessment task to a BKE-certified colleague. This colleague critically assesses the assessment task and the self-evaluation and provides feedback to the design in the 'collegial check'. Where possible, the collegial check for the assessment task and the assessment protocol is combined.
- The examiner improves the assessment task based on the self-evaluation and the outcomes of the collegial check.

Phase 4: Having the assessment completed

CORE ACTIVITY **The assessment is completed/submitted.**

The assessment is completed or submitted according to the guidelines as documented in the assessment task and the protocols for completion by the Examination board. The examiner and invigilator check for fraud and plagiarism.

To stimulate and determine the development of the student, a good completion/submission of the assessment complies with:

Transparency
The students are instructed about the method of and guidelines for completion/submission of the assessment and dialogue on the subject is facilitated.

Reliability - fairness
Every student has opportunity to demonstrate mastery of the learning objectives/indicators under the same circumstances (physically and mentally).

Costs & efficiency
The assessment can be performed within the set time and resources.

Assessment organisation

Sources

- Assessment task.
- Protocols assessment completion by the Examination board.

Actions

- The examiner and invigilator oversee or supervise the correct completion and/or submitting of the assessment (for example, of timely submission of an assignment, or meeting the form requirements), as documented in the assessment task and in accordance with the protocols assessment taking of the Examination board.
- In the event of irregularities being flagged, a fitting solution is decided in consultation with the Examination board and in accordance with the applicable protocols of the Examination board.
- The examiner and invigilator check for fraud and plagiarism (see protocols assessment taking of the Examination board).

Result

- The assessment is completed/submitted.
- Irregularities during the completion have been documented in the assessment completion report or on the assessment protocol.
- Suspicions of fraud are reported to the Examination board.

Products

- Produced work (of the students).
- Assessment completion report or notes about the completion of the assessment on the assessment protocol.

Phase 5: Assessing (& analysing)

CORE ACTIVITY **The work produced by students is assessed.**

The work produced by the students is assessed against the assessment criteria or answer model, scored, and provided with a grade. The scores are analysed and the definitive cut-off point is documented.

To stimulate and determine the development of the student, a good assessing complies with:

Transparency
Assessing is clear (because the assessment protocol was followed).

Cohesion
The assessment protocol was followed during assessing.

Reliability - repeatability
The assessment is reliable and can be repeated with the same outcome (for example by a second assessor).

Reliability - fairness
The assessment is unbiased and checks for 'free-riding behaviour' and fraud have been performed.

Reliability - comparability
The assessing process is performed with consistency. The assessment takes place in the same way for every student (regardless of the assessor).

Assessment organisation

Sources

- Assessment task.
- Assessment protocol.
- Produced work.

Actions

- The examiner and the assessor score the produced work of the student and fill in an assessment protocol for each student or group of students, or they check the work based on the answer model.
- The examiner and the assessor analyse the scores of the students using an assessment and item analysis (quantitative and qualitative).
- Based on the analyses, the examiner decides the definitive cut-off point.
- The examiner and the assessor grade the work produced by the students, in accordance with the assessment protocol and the definitive cut-off point.

Result

- A sound and fair grade that offers an accurate view of the (competency) development of the student.

Products

- Assessment analysis.
- Grades.

Quality assurance

Actions *(before assessing is performed!)*

- Prior to assessing, the examiner and assessor(s) read the assessment protocol thoroughly. Calibration takes place, so that all assessors have a unified view of the assessment criteria and interpret them in the same way (advance calibration).
- Based on the calibration between the examiner and the assessor(s), where necessary the assessment protocol is adjusted and agreements are made about the assessment.

Actions *(after assessing is done!)*

- After assessing, the examiner and assessor(s) evaluate their own assessment together with a second assessor (calibration afterwards). This is done by way of random sampling or, in case of a assessment at final level, for all assessments.
- The two assessors achieve consensus about the assessment. In the event of differing views, a third assessor is engaged.

Phase 6a: Organising feedback

CORE ACTIVITY

The student receives feedback about the quality of his own performance in relation to the learning objectives/indicators and is given an opportunity to ask questions, to respond, and to use the received feedback in future learning.

The student receives feedback (feedback message) in a dialogue with the examiner (teacher) and/or assessor, so that the student is given opportunity to act on the feedback.

To stimulate and determine the development of the student, a good feedback process complies with:

Transparency
The feedback message is concrete and can be used by the student to develop himself further.

Cohesion
Use of the feedback by the student is facilitated, with the student being given opportunity to ask questions.

Meaningfulness
The feedback dialogue is constructive and contains indications for further competency development of the student.

Reliability - fairness
The feedback message is completely unbiased.

Reliability - comparability
The feedback dialogue takes place in the same way for every student.

Assessment organisation

Sources

- Assessment task.
- Assessment protocol.
- Assessment.

Actions

- In dialogue with the student, the examiner and the assessor give feedback about his (competency) development in relation to the learning objectives/indicators and they offer the student opportunity to ask questions about the feedback.
- The student is given space to process the feedback or is given handholds for how he can apply the feedback in his continued (competency) development.

Result

- A feedback dialogue arises between the examiner, the assessor and the student.
- The student has insight into how he can develop himself further to become a competent professional.
- The examiner uses the feedback to better align the education to the development of the students.

Products

- Feedback process.

Phase 6b: Registering and archiving

CORE ACTIVITY **The assessment results of students are registered and the assessment and all relevant documentation are archived.**

Assessment organisation

Sources

- Assessment task.
- Assessment completion report.
- Assessment: Filled out assessment protocol(s) and, if applicable, answer model.
- Produced work by students.

Actions

- The examiner definitely confirms the assessment results of the students based on the agreements in place for this:
  - If the results in phase 5 have not been input in draft into the HZ systems, the examiner inputs these now (input often occurs automatically, e.g., when assessing in HZ Learn);
  - The examiner checks the entered results and corrects where necessary;
  - The examiner definitively confirms the results in Osiris.
- The examiner archives the assessment task, the assessment completion report, the filled in assessment protocols (and answer model), and the produced work by students, in accordance with the applicable agreements (See also Selection list colleges, 2013, actualisation 2019).

Result

- The final assessment results for each student are documented in Osiris.
- The assessment has been properly archived.

Phase 7: Evaluating

CORE ACTIVITY **Bottlenecks and improvements with regard to the process of assessment are collected and processed, so that structural improvements can be realised.**

Assessment organisation

Sources

- All products, including (self-)evaluations, collected throughout the assessment cycle (phase 1–6b).

Actions

- The examiner inspects the outcomes of the evaluation of the education unit, the assessment completion report, the collegial check, and performed self-evaluations for possible improvements for the assessment blueprint, assessment protocol, assessment task, and the feedback process.
- The examiner performs a meta-evaluation for the assessment method, using the results of the calibration between the assessors and the assessment analysis. Where possible, this meta-evaluation results in refined agreements between assessors, as documented in the assessment protocol.
- The applied improvements are processed into the basic assessment design by the examiner, in consultation with the team or the CuCo.
- The examiner discusses, with the team or the CuCo, any (desirable) adjustments that were identified while progressing through the assessment cycle and which have consequences for the curriculum design.

Result

- Improvements for a subsequent edition of the education unit and assessment.
- Agreement within the team or CuCo about improvements.

Products

- An improved assessment blueprint.
- An improved assessment protocol.
- An improved assessment task.
- An improved assessment process.
- Adjusted basic assessment design.

Types of assessment

During the process of curriculum design, a team jointly thinks about the assessment types to be used. These are documented in the assessment programme and the basic assessment design.

At the HZ, we use a set of 7 ‘coat rack’ assessment types:

- Written knowledge test
- Oral assessment
- Assignment
- Presentation
- Portfolio
- Criterion-referenced assessment
- (Workplace) assessment

Among these 7 ‘coat rack’ assessment types, all possible variations may be accommodated. This also means that in the design of the assessment, there are always choices left to be made that further define the actual appearance of the assessment type. These design choices are illustrated in the ‘design stages’ for each assessment type (see the Annexes). A team can choose to keep specific variations open, to afford students more freedom of choice and options for differentiation.

Roles, tasks and responsibilities

Both at curriculum and assessment task level, there are several actors involved. All actors are named and their duties and responsibilities listed. A description of the requirements that are imposed on the actors is also provided.

Assessment task level
At assessment task level, the examiner is the most important actor. Other roles include assessment designer, invigilator, and assessor.

A teacher who has been appointed as examiner by the Examination board, is authorised to design and take assessments and to evaluate students. For each assessment there is *one* examiner (or owner). The teacher acts as examiner if he bears primary responsibility for an assessment. Other teachers fill the roles of assessment designer, invigilator, or assessor under the responsibility of their colleague in the role of examiner (or owner). See also: Roles, tasks, and responsibilities - Assessment task level in the Annexes and the clarification in the video in HZ Learn.

Curriculum level
At curriculum level, the team is the most important actor. See: Roles, tasks and responsibilities - Curriculum level in the Annexes.

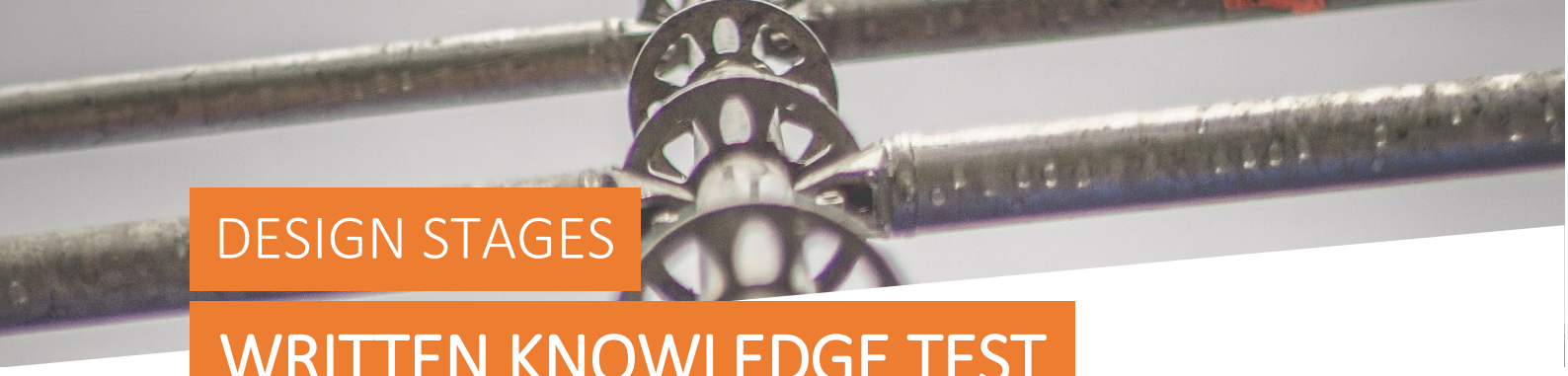
Annexes

Design stages – Written knowledge assessment
Design stages – Oral assessment
Design stages – Assignment
Design stages – Presentation
Design stages – Portfolio
Design stages – Criterion-oriented assessment
Design stages – (Workplace) assessment

Checklist Assessment design

Collegial Check Assessment design

Roles, tasks and responsibilities – Curriculum level
Roles, tasks and responsibilities – Assessment task level



DESIGN STAGES

WRITTEN KNOWLEDGE TEST

Definition: Written questions focussed on knowledge reproduction and application.

- **Follow the general steps from Phase 1 Compiling a basic assessment design and Phase 2 Making an assessment blueprint.**

- **Formulate the questions (assessment task)**
  - **Formulating questions**
    - Determine the total number of questions to adequately cover the learning objectives to be assessed.
    - Determine the type of question (correct/incorrect question, 3 or 4 option multiple choice question, open question)
    - Prepare the required number of questions for each topic.
      For closed questions, formulate in order:
      - The base. This is the question and also the context within which it is asked.
      - The key. This is the correct answer option.
      - The distractor(s). These are the incorrect answer options.

      For open questions, formulate in order:
      - The model answer.
      - The question. If possible, split the question into an information section and a question section.
      - Clearly indicate what is expected from the student and, if necessary, formulate answer restrictions (e.g., word/page count, number of examples, or aspects that must be addressed, or number of supporting/counterarguments)
      - For every (sub)question, indicate how many points can be earned.
    - Monitor the time students should require to answer the questions. For this, follow the rule of thumb (Berkel, Bax & Joosten-Ten Brinke, 2014, p. 119):

Correct/incorrect question	50 seconds
Multiple choice question with 3 answer options	60 seconds
Multiple choice question with 4 answer options	75 seconds
Answer requires 1 word or sentence	1 minute
Answer requires ¼ page A4	5 minutes
Answer requires ½ page A4	10 minutes
Answer requires 1 page A4	25 minutes
Answer requires 2 pages A4	60 minutes

    - Prepare the assessment and ensure the provision of clear **instructions for students** about the assessment. Inform the students about the duration, what aids they are or are not permitted to use, and what they should do if they have questions. If necessary, use the completion protocol in effect for the programme for formulating the instructions for students.

- For closed questions, create at least two versions of the test (same questions, different order).
- For open questions, make sure to provide sufficient space to write the answer. Leave space for filling in answers on the question form or create a separate answer form.
- Develop an answer form. If desired, use the HZ answer form multiple choice assessment for digital processing of the assessment via the HZ Assessment desk (toetsbalie@hz.nl). Requirement for using digital processing via the HZ Assessment desk:
    - Maximum of 500 participants completing the assessment;
    - The assessment contains no more than 80 questions;
        - The assessment only uses 2 or 3 or 4 option multiple choice questions (no combining different numbers of answer options);
        - The answer options in the assessment are a/b/c/d;
        - There are no more than 2 versions of the test.

➢ Work out the answer model

- For each question, formulate the model answer (correct answer).
- For open questions, state what aspects of the answer:
    - Must be included as an absolute minimum to obtain (some of) the score.
    - Incur point deductions.
- Describe how you deal with answers that do not fit within the model answer and its clarification.
- Determine in advance how you will deal with any errors resulting from earlier errors being carried over or stacked. For example, if the calculation for question 1 is wrong, but must then be used for question 2. Determine when an error does or does not carry over to subsequent questions.

➢ Determine the preliminary cut-off point

- Determine how many points must be achieved as a minimum for a passing grade.
    - In the assessment blueprint, the weighing of the learning objectives/indicators is documented. Translate this into the amount of points/weight per question.
    - Choose between an absolute, relative or compromise cut-off point.

DESIGN STAGES

ORAL ASSESSMENT

Definition: Set of questions about knowledge (application) that are answered orally.

- **Follow the general steps from Phase 1 Compiling a basic assessment design and Phase 2 Making an assessment blueprint.**

- **Formulate the conversation topics/questions**
  - Based on the leaning objectives/indicators to be assessed, prepare a conversation plan which includes the topics and/or questions to be addressed:
    - Make several variants of questions or combinations of topics, so that each student receives a unique assessment task.
  - Define, if applicable, the roles of the 1st and 2nd assessor and coordinate with each other. A possible division of roles is: 1st assessor asks the questions, 2nd assessor takes notes, ensures the procedure is followed, and keeps an eye on the time.

- **Work out the answer model**
  - For each topic/question, formulate the model answer (correct answer).
  - State what aspects of the answer:
    - Must be included as an absolute minimum to obtain (some of) the score.
    - Incur point deductions.
  - Describe how you deal with answers that do not fit within the model answer and its clarification.

- **Determine the preliminary cut-off point**
  - Determine how many points must be achieved as a minimum for a passing grade.
    - In the assessment blueprint, the weighing of the learning objectives/indicators is documented. Translate this into the amount of points/weight per question.
    - Choose between an absolute, relative or compromise cut-off point.

- **Prepare the assessment protocol**
  - Include the following agreements in the assessment protocol:
    - General rules for assessing;
    - The assessment criteria with standard (scale or rubric) or answer template with score;
    - The method for determining the (final) grade;
    - The preliminary cut-off point;
    - The method for embedding feedback into education;
    - Rules for countering assessor effects (see Overview assessor effects);
    - Description of who functions as assessor and the mutual division of duties (if multiple assessors are involved).

- Formulate the instruction for students (assessment task)
  - Make clear whether the assessment is completed individually, in duos or in groups.
  - Formulate the conversation instruction for the student, which is shared with the students via the student manual at the start of the course. Provide information about:
    - The substance of the oral assessment.
    - Location and duration of the oral assessment.
    - If applicable, the presence of the 2nd assessor and/or third parties (think of practice supervisors or listeners).
    - When the student will be informed about his definitive grade and receives feedback.

DESIGN STAGES

ASSIGNMENT

Definition: Display of a performed (professional) task

- **Follow the general steps from Phase 1 Compiling a basic assessment design and Phase 2 Making an assessment blueprint.**

- **Elaborate the assessment criteria**
  - Formulate one or more criteria for each learning objective/indicator:
    - In this regard, generally speaking, less is more;
    - Ensure that the assessment criterion is not comprised of two components (of which one might be demonstrated while the other is not);
    - Formulate the assessment criterion so as to be concrete and observable (in the product or the behaviour of the student).

- **Determine when a criterion has been adequately demonstrated**
  - Determine what elements must be present in the assignment of the student in order to assess the assessment criterion as a pass. Determine where to set the bar (the standard).
    - Formulate, as concretely as possible, what characteristics define a passing assessment.
    - Formulate clearly and unambiguously.
  - If desired, also work this out for a good or excellent assessment.
  - If necessary, also make a rubric (see also the instruction “hoe maak je een rubric” on HZ Learn).

- **Determine the preliminary cut-off point**
  - Determine how many points must be achieved as a minimum for a passing grade.
    - In the assessment blueprint, the weighing of the learning objectives/indicators is documented. Translate this into the amount of points/weight per question.
    - Choose between an absolute, relative or compromise cut-off point.

- **Prepare the assessment protocol**
  - Include the following agreements in the assessment protocol:
    - General rules for assessing;
    - The assessment criteria with standard (scale or rubric) or answer template with score;
    - The method for determining the (final) grade;
    - The preliminary cut-off point;
    - The method for embedding feedback into education;
    - Rules for countering assessor effects (see Overview assessor effects);
      Description of who functions as assessor and the mutual division of duties (if multiple assessors are involved).

- Formulate the instruction for the student (assessment task)
  - Formulate an instruction for the student. Formulate the instruction in accordance with the briefing model and describe:
    - The context or professional situation for the assignment.
    - The central assignment.
    - Instructions for the approach.
    - Instructions for the submission.
  - Tune the amount or guidance to the level that is expected of the student. Students in year 1 require more instructions for the approach and submission than students in year 4.
  - Monitor the time span: How much time does the student get to perform the assignment? Bear in mind the difference between individual and group assignments.

DESIGN STAGES

PRESENTATION

Definition: Public explanation of completed (professional) tasks.

- **Follow the general steps from Phase 1 Compiling a basic assessment design and Phase 2 Making an assessment blueprint.**

- **Work out the assessment criteria**
  - Formulate one or more criteria for each learning objective/indicator:
    - In this regard, generally speaking, less is more;
    - Ensure that the assessment criterion is not comprised of two components (of which one might be demonstrated while the other is not yet);
    - Formulate the assessment criterion so as to be concrete and observable (in the product or the behaviour of the student)
    - Ensure that form aspects (i.e., presentation skills) are only assessed if they are part of the learning objectives.

- **Determine the preliminary cut-off point**
  - Determine how many points must be achieved as a minimum for a passing grade.
    - In the assessment blueprint, the weighing of the learning objectives/indicators is documented. Translate this into the amount of points/weight per question.
    - Choose between an absolute, relative or compromise cut-off point.

- **Prepare the assessment protocol**
  - Include the following agreements in the assessment protocol:
    - General rules for assessing;
    - The assessment criteria with standard (scale or rubric) or answer template with score;
    - The method for determining the (final) grade;
    - The preliminary cut-off point;
    - The method for embedding feedback into education;
    - Rules for countering assessor effects (see Overview assessor effects);
      Description of who functions as assessor and the mutual division of duties (if multiple assessors are involved).
  - Define the roles of the 1st and 2nd assessor and coordinate with each other.

- **Formulate the instruction for the student (assessment task)**
  - Formulate an **instruction/central assignment** for the student. Formulate the instruction in accordance with the briefing model and describe:
    - The context or professional situation for the presentation.
    - The central assignment.
    - Instructions for the approach.

- Instructions for the submission (consider duration of presentation, use of multimedia, individual or in a group, etc.).

- Formulate the **guidelines** for the presentation, which is shared with the students via the student manual at the start of the course. Provide information about:
  - The planning of the presentations.
  - If applicable, the presence of the 2nd assessor and/or third parties (think of practice supervisors, fellow students, or listeners).
  - Whether the student is also expected to attend or to evaluate presentations of others.
  - When the student will be informed about his definitive grade and receives feedback.

DESIGN STAGES PORTFOLIO

Definition: Collection of evidence of competence delivered by the student.

- **Follow the general steps from Phase 1 Compiling a basic assessment design and Phase 2 Making an assessment blueprint.**

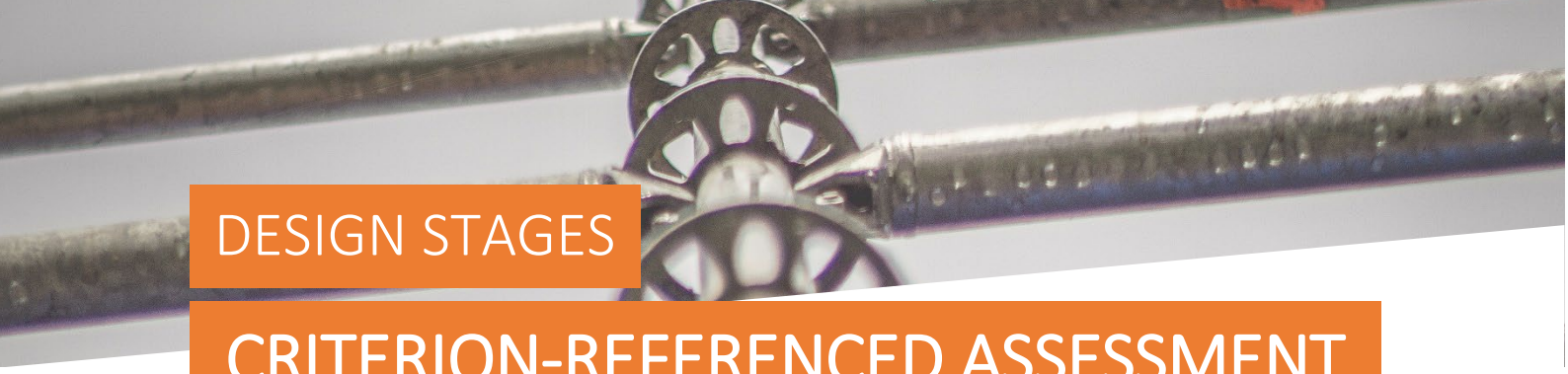
- **Work out the assessment criteria**
  - Formulate one or more criteria for each learning objective/indicator:
    - In this regard, generally speaking, less is more;
    - Ensure that the assessment criterion is not comprised of two components (of which one might be demonstrated while the other is not yet);
    - Formulate the assessment criterion so as to be concrete and observable (in the product or the behaviour of the student).

- **Determine the preliminary cut-off point**
  - Determine how many points must be achieved as a minimum for a passing grade.
    - In the assessment blueprint, the weighing of the learning objectives/indicators is documented. Translate this into the amount of points/weight per question.
    - Choose between an absolute, relative or compromise cut-off point.

- **Prepare the assessment protocol**
  - Include the following agreements in the assessment protocol:
    - General rules for assessing;
    - The assessment criteria with standard (scale or rubric) or answer template with score;
    - The method for determining the (final) grade;
    - The preliminary cut-off point;
    - The method for embedding feedback into education;
    - Rules for countering assessor effects (see Overview assessor effects);
      Description of who functions as assessor and the mutual division of duties (if multiple assessors are involved).

- **Formulate the instruction for the student (assessment task)**
  - Formulate an **instruction** for the student. Formulate the instruction in accordance with the briefing model and describe:
    - The context or professional situation for the portfolio.
    - The central assignment.
    - Instructions for the approach.
    - Instructions for the submission.

- Tune the amount or guidance to the level that is expected of the student. Students in year 1 require more instructions for the approach and submission than students in the graduation phase.
- In the instruction, address:
    - The development of competency that the student is working on when compiling the portfolio;
    - The requirements the evidence must meet (e.g., richness, scope, authenticity);
    - The minimum and maximum amount of evidence required.
- Monitor the time span: How much time does the student get to compile the portfolio? Bear in mind the difference between individual and group assignments.



DESIGN STAGES

CRITERION-REFERENCED ASSESSMENT

Definition: Interview between assessor and student based on previously supplied evidence in line with pre-defined criteria

Design stages:

- **Follow the general steps from Phase 1 Compiling a basic assessment design and Phase 2 Making an assessment blueprint.**

- **Work out the assessment criteria**
  - Formulate one or more criteria for each learning objective/indicator:
    - In this regard, generally speaking, less is more;
    - Ensure that the assessment criterion is not comprised of two components (of which one might be demonstrated while the other is not yet);
    - Formulate the assessment criterion so as to be concrete and observable (in the product or the behaviour of the student).

- **Determine the preliminary cut-off point**
  - Determine how many points must be achieved as a minimum for a passing grade.
    - In the assessment blueprint, the weighing of the learning objectives/indicators is documented. Translate this into the amount of points/weight per question.
    - Choose between an absolute, relative or compromise cut-off point.

- **Prepare the assessment protocol**
  - Include the following agreements in the assessment protocol:
    - General rules for assessing;
    - The assessment criteria with standard (scale or rubric) or answer template with score;
    - The method for determining the (final) grade;
    - The preliminary cut-off point;
    - The method for embedding feedback into education;
    - Rules for countering assessor effects (see Overview assessor effects);
    - Description of who functions as assessor and the mutual division of duties (if multiple assessors are involved).

  - **The method for determining the (final) grade**
    Determine how the assessment of the previously submitted evidence and the interview are combined into one final grade:
    - Determine what information it obtained from the evidence and what is obtained in the interview;

- Determine the balance between the evidence and the conversation (what carries more weight?);
- Differentiate where necessary per assessment criterion;
- Document agreements about this. Develop, for example, a note-taking form where the assessment of the evidence is gathered and subsequently translated into conversation topics/questions for the interview. Or provide space in the assessment protocol to document the assessment of two rounds (evidence and interview). *Note! It is explicitly not the intention that the average of two grades is used as a final grade. (The assessment of) The evidence is always a supporting factor in the final mark. Important characteristic of the criterion-referenced interview is the holistic assessment!*

➢ Formulate the conversation topics/questions

- Based on the assessment criteria, prepare a general conversation plan which includes the topics and/or questions to be addressed:
  - Prepare a set of general topics and/or questions, linked to the assessment criteria;
  - Record how the actual conversation topics/questions are determined (consider also the relation to assessment the evidence).
- Define the roles of the 1st and 2nd assessor and coordinate with each other. A possible division of roles is: 1st assessor asks the questions, 2nd assessor takes notes, ensures the procedure is followed, and keeps an eye on the time.

➢ Formulate the instruction for the student (assessment task)

- Formulate a preparation instruction for the student. This instruction describes what the student must do in preparation for the criterion-referenced interview: the evidence. Think of preparing a portfolio, writing a position paper, or writing a reflection. Formulate the instruction in accordance with the briefing model and describe:
  - The context or professional situation of the preparation and the criterion-referenced interview.
  - The central assignment.
  - Instructions for the approach.
  - Instructions for the submission.
- Make clear whether the assessment is completed individually, in duos or in groups. Differentiate between the preparation and the conversation.
- Formulate the conversation instruction for the student, which is shared with the students via the student manual at the start of the course. In order, provide information about:
  - The substance of the criterion-referenced interview.
  - Location and duration of the criterion-referenced interview.
  - If applicable, the presence of the 2nd assessor and/or third parties (think of practice supervisors or listeners).
  - When the student will be informed about his definitive grade and receives feedback.

DESIGN STAGES

(WORKPLACE) ASSESSMENT

Definition: Performance of (professional) tasks and/or skills (in an authentic context).

- **Follow the general steps from Phase 1 Compiling a basic assessment design and Phase 2 Making an assessment blueprint.**

- **Work out the assessment criteria**
  - Formulate one or more criteria for each learning objective/indicator:
    - In this regard, generally speaking, less is more;
    - Ensure that the assessment criterion is not comprised of two components (of which one might be demonstrated while the other is not yet);
    - Formulate the assessment criterion so as to be concrete and observable (in the behaviour of the student).

- **Determine the preliminary cut-off point**
  - Determine how many points must be achieved as a minimum for a passing grade.
    - In the assessment blueprint, the weighing of the learning objectives/indicators is documented. Translate this into the amount of points/weight per question.
    - Choose between an absolute, relative or compromise cut-off point.

- **Prepare the assessment protocol**
  - Include the following agreements in the assessment protocol:
    - General rules for assessing;
    - The assessment criteria with standard (scale or rubric) or answer template with score;
    - The method for determining the (final) grade;
    - The preliminary cut-off point;
    - The method for embedding feedback into education;
    - Rules for countering assessor effects (see Overview assessor effects);
      Description of who functions as assessor and the mutual division of duties (if multiple assessors are involved).

- **Formulate the instruction for the student (assessment task)**
  - Determine (dependent on the available time and the setup of the assessment) whether the student must/can demonstrate all skills or if a selection will suffice. If a selection suffices, determine the total number of skills that is suitable and/or sufficient to adequately cover the relevant learning objective(s).
  - Determine the setup and the scope of the assessment. Ensure that a workplace or setting is provided that is suitable for demonstrating and assessing the selected skills.
  - Formulate an **instruction** for the assessment, which is shared with the students via the student manual at the start of the course. Provide information about:

- The planning of the assessment.
- How much time the student will have to demonstrate the requested skill(s).
- What aids a student can or must use in the performance.
- Who will be assessing and if applicable, the presence of the 2nd assessor and/or third parties (think of practice supervisors, fellow students, or clients).
- Whether the student is also expected to attend or to evaluate assessments of others.
- When the student will be informed about his definitive mark and receives feedback.

Checklist Assessment design

Performed by:

Assessment data

Name of the education unit/learning outcome:
CU/LU code:
Academic year:

Assessment type:
Occasion: □ 1st opportunity
□ resit
Date (submission time) of assessment:

Design team data

Examiner:
Involved designers:

Assessment protocol (answer model)

quality criterion		reflection
authenticity	The assessment criteria logically align with the vision on professional competence of the programme	
	The assessment criteria match what will be expected of the student in the future profession	
cohesion	The assessment criteria are logically derived from the learning objectives/indicators	
transparency	The assessment criteria/answer model do not contain contradictions	
	The assessment criteria/answer model are concisely formulated	
reliability-fairness	It is clear to the student and assessor beforehand how many points can be obtained for each assessment criterion/question	
	The preliminary cut-off point is determined in advance and communicated to students and assessors	
	The assessment protocol describes how assessor effects are countered	
costs & efficiency	The assessment protocol is as comprehensive as necessary and as concise as possible	

Assessment task

quality criterion		reflection
authenticity	The assessment task logically aligns with the vision on professional competence of the programme	
	The assessment task reflects a situation that the student could also encounter in the future profession	
validity–representativeness	The learning objective/indicators form the starting point for the assessment	
cohesion	The assessment blueprint and the build-up of the assessment task are aligned with each other. The learning objectives/indicators are addressed as described in the assessment blueprint	
	The assessment task is a logically cohesive whole and is not divided into independent components	
transparency	The assessment task contains clear instructions for what is expected of the student and how he can demonstrate that he has achieved mastery of the learning objectives/indicators. The questions are clearly worded.	
	The assessment task does not contain contradictions	
	The assignment is concisely formulated in the assessment task	
reliability-fairness	Every student, regardless of background, has a fair chance to demonstrate his development with regard to the learning objectives/ indicators	
meaningfulness	The assessment task is in itself a learning experience for the student	

Collegial check

Assessment design

Performed by:

Assessment data

Name of the education unit/learning outcome:
CU/LU code:
Academic year:
Semester/block:
Opportunity: □ 1st opportunity
□ resit

Design team data

Examiner:
Involved designers:

Assessment task

advice		compliment
	The assessment task is a realistic reflection of the vision on professional competence	
	The assessment task is in and of itself a learning experience	
	The assessment task forms a coherent and diverse whole and is built-up in accordance with the assessment blueprint	
	The assessment task matches the learning objectives/indicators of the assessment and the linked components of the BoKS (if present)	
	The assessment task is concise and contains no unnecessary information	
	The assessment task enables the student to demonstrate his development without being affected by personal characteristics that are not part of the learning objectives/indicators	

Assessment protocol design

advice		compliment
	The assessment criteria in the assessment protocol are in line with the task and context of the profession	
	The assessment criteria align with the learning objectives/indicators and BoKS (if present) from the assessment blueprint and with the assessment task	
	The assessment criteria/answer model do not contain contradictions	
	The assessment criteria/answer model are concisely formulated	
	It is determined beforehand how many points can be obtained for each assessment criterion/question	
	It is determined in advance for each assessment criterion/question how 'good' and 'weak' students are identified and a distinction can be made between a 'fail' and 'pass' mastery of the learning objectives/indicators.	
	The preliminary cut-off point is determined in advance	
	The assessment protocol describes how assessor effects are countered	

Notes:

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	Programme			Professional field committee	Programme committee	Assessment committee	Examination board
	Team[1]	Domain director	Educational support officer				
Task	Designing a supported curriculum	Managing teams in curriculum design	Supporting teams in curriculum design	Advising about and giving feedback on the vision on professional competence and the alignment of the programme profile to the professional relevance and topicality of case studies within the programme	Advising about the improving and assuring of the quality of the programme and the evaluating of the implementation of the course and examination regulation	Performing audits into the quality of assessments at curriculum level	Assuring the quality of assessments, organisation, and procedures
Phases of curriculum develop-ment	Involved in each phase of curriculum design	Not directly involved in the curriculum design but monitors the process and adjusts where necessary	Involved in all phases of curriculum design	Involved in the preparation of and giving feedback on the vision on professional competence and the programme profile	Advising about the vision on professional competence, the programme profile, and the course and examination regulation including the implementation regulations. The Programme committee has rights of consent over the method of evaluation of the education, the graduation directions (incl. the associated final qualifications), study burden (including when deviating from 60ECfor masters), the method of practical exercise, and the admission requirements for special routes	Performing of audits of the assessment programme and looking explicitly at the cohesion with the coverage matrix, breakdown, programme profile, and the vision on professional competence	Monitoring the quality of the assessment programme (and as part of that also explicitly looking at the cohesion with the coverage matrix, breakdown, programme profile, and the vision on professional competence), based on the audits by the Assessment committee
Responsi-bility	Substantively responsible for all phases of curriculum design	Formal responsibility for all phases of curriculum design	Supports the team. Does not carry responsibility	-	-	Responsible for the performance of audits and giving feedback of the outcomes to the programme coordinator and the Examination board	Responsible for monitoring of the quality assurance of the assessments of the programme
Require-ments	At least one team member SKE certified. Team members who are examiners are BKE certified	-	No specific requirements for the role in curriculum development because the educational support officer, by definition, has educational experience	Employed in the work field towards which the programme educates	Students and teachers of the programme itself	At least BKE certified, preferably SKE certified	At least BKE certified, preferably SKE certified

[1] For preparation activities, the team can instate a Curriculum committee or equivalent. Decisions and agreements however are always taken and made by the entire team. The team is managed by the programme coordinator, or a process owner/project leader for curriculum development is appointed.

Overview roles, tasks and responsibilities - Curriculum level

	Student	Examiner	Assessment designer	Invigilator	Assessor	Educational support officer	Assessment committee	Examination board
Task	Performing of the assessments, using feedback for the personal development and thinking along about the improvement of education and assessments	Designing, implementing, evaluating, and adjusting assessments (incl. the definitive determination of the result) and supporting fellow examiners (i.e., performing collegial check)	Designing of assessment task and the assessment protocol	Supervising and guiding the completion of an assessment	Assessing and giving feedback	Supporting examiners, assessment designers, and assessors in the organisation and implementation of the quality care, wherein the results of audits (by the Assessment committee) are taken on board	Performing audits into the quality of assessments	Appointing examiners, assuring the competency of examiners, and monitoring the quality care of the programme with regard to assessments
Assessment cycle	Stakeholder in all phases of the assessment cycle and actively involved in completion, assessing, and feedback (phase 4-6a)	Involved in and responsible for all phases of the assessment cycle	Exclusively involved in the phase 'designing an assessment task' and 'designing an assessment protocol'	Exclusively involved in the phase 'having an assessment completed'	Involved in the phases 'assessing' and 'giving feedback'. N.B. The assessor can input results *in draft* in the HZ systems, however, *definitive recording* of results in Osiris is done exclusively by an examiner.	Involved throughout the entire assessment cycle	Audits affect all phases of the assessment cycle	-
Responsi-bility	Responsible for personal work and compliance with agreements and guidelines	Authorised to and responsible for implement(ing) all phases of the assessment cycle	Always works under the responsibility of the examiner	Always works under the responsibility of the examiner	Always works under the responsibility of the examiner	Supports and does not carry responsibility	Responsible for the performance of audits and giving feedback of the outcomes to the examiner, programme coordinator, and the Examination board	Responsible for appointing and supervising the competency of examiners and the quality care of the programme with regard to assessments
Require-ments	-	Employed by the HZ and at least BKE certified	At least BKE certified or in possession of an external audit or certification	Complies with the regulation for completion, exercises due care and attention in supervising completion of the assessment	Substantive expert for the learning objectives that are being assessed The programme documents the requirements in the programme profile or, if present, the assessment plan. The assessor does not have to be employed at HZ.	No specific requirements for the role in assessment because the educational support officer, by definition, has educational experience	At least BKE certified, preferably SKE certified	At least BKE certified, preferably SKE certified

Overview of roles, tasks and responsibilities – Assessment task level