Ensuring the quality of examinations

Board of Examiners, Faculty of Industrial Design Engineering (IDE)

(25 January 2023)

Introduction

The quality of the education within our faculty is highly valued. First of all by our students, but in 2019 also again by an international panel of experts in the IDE programmes' accreditation. Within the accreditation procedure, student assessment is one of the key aspects¹ the education quality is being assessed on. The IDE Board of Examiners is the faculty committee which bears the responsibility for the quality of examinations in IDE's Bachelor degree programme, and the Master degree programmes in Design for Interaction (DfI), Integrated Product Design (IPD), and Strategic Product Design (SPD).

In this document, it is explained how the Board of Examiners executes its statutory duty to ensure the quality of examinations and degree audits within the IDE courses². It has set out its responsibilities in detailed procedures for monitoring, assessing, and reporting on the quality of examinations, and in the determination of any follow-up actions that might be required.

With this document, we hope to not only give more insight into the work of the Board, but first of all, to support you in continuing to offer this high quality academic education.

¹ Next to student assessment, intended learning outcomes, teaching and learning environment, and the achieved learning outcomes are the main aspects the education is being assessed on.

² In 2010, the Boards of Examiners were explicitly assigned these (already implicit responsibilities) duties, when a number of provisions was added to the Higher Education and Research Act (WHW). These additional provisions are to be found in the law on strengthening the management of higher education (10 September 2010).

Ensuring the quality of examinations in individual courses

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1. Starting points for ensuring the quality of examinations in courses

Drawing up a course examination³ that meets the required standard is initially the responsibility of the appointed examiner. Since at IDE in principle the appointed course coordinator is also the appointed examiner for the course⁴, final responsibility is borne by the course coordinator or, in some courses of IDE's Bachelor degree programme, the core team.

The Board of Examiners has a statutory duty to ensure the quality of examinations and degree audits. In order to be able to perform this duty effectively, it instructs each course coordinator to:

- Have a complete assessment plan, including an examination matrix available for his/her course (additional information on the form to use is to be found in *Appendix A*). The course-level examination matrix allows the Board of Examiners to get insight into the validity (in terms of content and definitions) of the examinations within the course and the curriculum.
- 2. Devise all examinations (or parts of examinations) in collaboration with other teachers, however the course coordinator bears final responsibility for the examinations. By involving other teachers in the composition of each examination, there is an enhanced guarantee of valid and reliable questions/assignments. This will raise the quality of examination within the course as a whole.
- Assess examinations in collaboration with (at least one) other teacher(s) and/or involve others in setting up the assessment tool(s) such as a detailed answer model or rubric, to increase reliability of the assessment, and to minimise rater effects⁵.
- 4. Draw up the examinations at the start of each course run together with an assessment model in the shape of clear assessment criteria supported by a rubric and assessment form, and cutting score, and share these with students. This enhances the transparency of the examination process, and strengthens the quality (validity and reliability) of the assessment and the guidance processes (providing feedback).

³ At IDE, examination is defined as those methods and activities used to systematically collect information about the degree to which a student has acquired the competences/learning objectives of a study component, with the aim of being able to give the student an assessment or mark. It is about both, formative and summative tests, which can have different shapes (examination, presentation, assignment, report etc.)

⁴ From September 2018, newly appointed course coordinators are also appointed as course examiners under the condition that *examiners have obtained a University Teaching Qualification* (UTQ) or an equivalent teaching degree. In the situation a course coordinator has not obtained this qualification yet, another staff member who has will be closely involved in, and will take co-responsibility for the construction and grading of the examination.

⁵ Rater effects comprise any factor that affects the *score* of a student, as an inherent result of the activity of assessing. These, in general subconscious factors affect the validity of the assessment in a negative way.

Examinations are directly linked to the learning objectives of a course (the knowledge and skills that students should possess at the end of the course) and the way in which a course is taught (mode of instruction, teaching materials, and supervision). This is what is called constructive alignment ⁶. Within the IDE programmes it is expected that each course is constructively aligned.

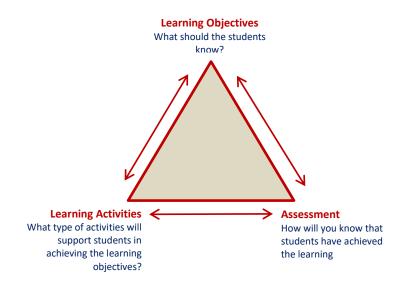


Fig. 1 – the principle of constructive alignment

The Board of Examiners looks at, and gives its opinion on, the *quality of examinations*; evaluation of the quality of teaching (e.g. content of learning objectives, final attainment levels, education policy) *is not part* of its responsibility. TU Delft's organisation is structured in such way, that the Director of Education (or Programme Manager) is responsible for the organisation, and the monitoring of the quality of the degree programmes. He or she, ensures that the degree programme and the teaching of it, meet the quality standard, manages and monitors the cohesion of the content of the curriculum, and determines the faculty's education policy. At IDE, this is done by the Board of Education, which consists of the Director of Education, the four programme directors, and a student member. This is in accordance with the Teaching and Examination Regulations⁷, as laid down by the dean of the faculty.

The Board of Examiners has taken a more active role regarding teaching, the examinations and assessment in particular. In the evaluation of examination quality, it is focused on the link between on the one hand the learning objectives and course content of a course, as laid down by the Board of Education, and on the other hand the examinations as set out by the course coordinator.

The Board of Examiners considers it as a duty to report its findings on the quality of examinations to the Board of Education. In line with its responsibility, if necessary, the Board of Education can take further action to alter or improve the quality of the degree programme, the examination policy and/or the deployment of staff (this is set out in detail in Chapter 5).

The Board of Examiners introduced its procedure for ensuring the quality of examinations at course level in 2014-2015, when a pilot was executed during which the procedure was further tuned. From 2015-2016, the (mandatory) courses of the four educational programmes of IDE regularly feature on the agenda of the Board of Examiners, where feedback on the quality of examinations is being formulated to the course coordinators and shared with the Board of Education. By applying the procedure, the Board of Examiners gains more

⁶ Biggs, J.B., and Tang, C. (2011)

⁷ The Teaching and Examination Regulations are set down for each degree programme every year.

detailed information with regard to the quality of examinations in courses and at programme's level, and will be able to identify topics that need further attention in future.

To give meaning to the starting points, the Board of Examiners asks each course coordinator to share information on the examinations in his/her course, and to provide examination material. A further elaboration on this is to be found in the next chapter, Chapter 2.

2. Provision of relevant material to the Board of Examiners

Some weeks after the start of a course run, the course coordinator of a scheduled course for assessment evaluation, will receive a request to provide the Board of Examiners with the following material after the course has finished:

- the completed "Course assessment information form Board of Examiners IDE" (see Appendix A, the form is provided by the Board of Examiners);
- only for the MSc electives: the completed "Course self-assessment form" (attached in the mail)
- a copy of each summative and formative test (exam, instruction, assignment...);
- answer models and/or rubrics for each test, listed above;
- for each summative test; two examples of student work with diverse results (high and low grade) with associated grades and assessment/feedback forms;
- an explanation of the structure of the course (e.g. the course manual).

The material is preferably handed in digitally with the Board of Examiners, by uploading it to the assigned SurfDrive.

Next to the supplied material, the Board of Examiners will take notice of the most recent course evaluation report, and of the latest course run's pass rate figures.

3. The Board of Examiners' feedback check points

General requirements for assessment⁸ are considered by the Board of Examiners, when indicating the aspects that the provided material is evaluated on.

Validity and effectiveness

1	Are the learning objectives (LOs) clear, and is each LO examined in the course (summative)? Check on consistency of Coursebase information, provided course and assessment information, and the examinations
2	Do the levels of proficiency (Bloom) on which learning objectives are examined correspond with the formulation of the learning objectives? Check on consistency of the assessment information form with Blooms taxonomy and the examinations
3	Do the examinations correspond, content wise, with the learning objectives/levels of proficiency? Consistency of the examinations/course manual with Course assessment information form including examination matrix.
4	Does the weight that is assigned to the learning objectives correspond with the associated learning activities/ways of examination? See Course assessment information form and course evaluations/success rates

⁸ van de Veen, E. (2016) "How to assess students through assignments' A guide to creating assignments and rubrics in higher education. p21 - p31

Transparency and compliance

5	Are assessment criteria and formation of the (partial) grades clear and adequate for each examination?
	Are they provided to students in advance (e.g. included in course manual or Brightspace)? Are these
	used to provide feedback to students?
	See provided answer model/ assessment form/rubric

Reliability and practicability

6	Is the examination constructed by more than one teacher? See filled out Course assessment information form
7	Have adequate measures been taken to prevent students from committing fraud within the examinations in the course? See filled out Course assessment information form
8	Are adequate activities organised to assure consistency in assessment within a teacher or between different teachers/coaches? Is assessment supported by a single tool? See filled out clarification in the Course assessment information form, and the provided examples of student work. Are assessment forms and/or rubrics used consistently?

The Board of Examiners prepares written feedback on its findings for the course coordinator. In *Appendix C* the feedback form that is used by the Board of Examiners is to be found.

In their feedback, the Board of Examiners distinguishes three different check levels in reference to the quality of examination:

- 1. Take action, to secure the quality of the examination of the course;
- 2. Consider action, to further improve and ensure the examination of the course;
- 3. To **continue** the way of working, because it is part of thorough examination.

The check levels are further elaborated on in the form. The course coordinator is asked to respond to the findings of the Board of Examiners, and to provide any additional information, before the feedback is going to be established as final (see also the next section).

For the MSc electives a different procedure is in place: the course coordinator is asked to execute a selfassessment on the quality of the examination and share these findings with the Board of Examiners. On the basis of this self-assessment the BoEx might start a dialogue with you or help you determine possible improvements or changes that might be necessary.

4. How the Board of Examiners operates

In this process, the Board of Examiners is assisted by the faculty's assessment expert who has a key role in the contact with the course coordinator, in collecting the requested material, and in coordinating the assessment procedure with the appointed members of the Board of Examiners. The appointed members of the Board of Examiners examine the material in small teams, and prepare provisional feedback on the perceived quality of the examinations as input for discussion with the full Board of Examiners.

When having discussed the provisional feedback with the full Board, the assessment will be set down as concept feedback and as such be shared with the course coordinator. It is aimed to share this feedback in a meeting, but it might be chosen (timewise) to share the document by email first, and offer the option to meet for additional clarification. The course coordinator will respond to the feedback by adding remarks in the

form, sharing considerations and a plan of action in which the noted action points are addressed.

The working methods and responsibilities are set out in more detail below, ordered according the tasks of the full Board of Examiners and IDE's , and the faculty's assessment expert.

Ensuring the quality of examination of individual courses; duties and responsibilities

A. Of the assessment expert:

- 1. Preparing annual planning, and allocation of courses to be evaluated among the members of the Board of Examiners (*). Submitting the annual planning to the Board of Education for approval.
- 2. Inviting the course coordinators by e-mail, and offering the possibility of an appointment for any additional information concerning the procedure and the information that is requested.
- 3. Responsible for collecting the requested material from the course coordinators, for collecting the Coursebase description, the most recent course evaluation results, and the pass rate figures of the most recent course run (obtained from Osiris), for the course in question. Providing the information package to the appointed members of the full Board of Examiners.⁹
- 4. If applicable, join discussion of concept feedback in the meeting with the course coordinator, set by the appointed members of the full Board of Examiners, and provide concept feedback to the course coordinator after the meeting. Ask for a written response to that feedback and the indicated considerations and actions, to be received within a few weeks.
- 5. Collecting the written response of the course coordinator, and provide this response to the members of the full Board of Examiners to have it discussed in a full Board's meeting, or, at request of the course coordinator, schedule an appointment with the course coordinator and assessors of the Board, for a further explanation of the concept feedback.
- 6. Providing the final feedback to the course coordinator.
- 7. Informing the Board of Education on the established final feedback. The purpose of this is to set down the feedback, and to enable the Board of Education to take action if necessary; prioritising the actions to be taken, and facilitating its implementation by the course coordinators.
- 8. Publishing the annual planning on the Assuring of examination quality webpage.
- 9. If applicable, returning the examination material to the course coordinator.
- 10. Archiving the completed examination matrix and the final feedback form.
- 11. Providing information for annual reports of the Board of Examiners.

B. Of the members of the full Board of Examiners:

- 1. Confidential handling of the examination material provided by the course coordinator, and of the feedback forms completed by the Board of Examiners. The material is only used for evaluation purposes by the Board of Examiners, and its advisors/support staff, and for providing feedback to the course coordinator and the Board of Education; they are not made available to third parties¹⁰.
- 2. Preparing provisional feedback on the perceived quality of the examination in courses assigned to the Board's member teams (based on the course material provided by the assistant for testing assessment, and completed on the standardised feedback form).
- 3. In clear terms, writing down information, feedback, actions to be taken, considerations, and aspects to be continued with, on the feedback form, for the purpose of making it easy to understand for the course coordinator and the Board of Education.

⁹ If necessary, obtaining information from the course coordinator that was not provided/is missing, to enable a thorough evaluation and drawing up of feedback. If the available information is insufficient to provide decent feedback, the course will be rescheduled to the following year.

¹⁰ An exemption to this rule has to be made in the situation of Accreditation and Programme Assessment. When the assessment panel needs to get insight into IDE's quality assurance procedures, the assessment of examination quality materials together with the final feedback forms will be made accessible to the panel members.

- 4. Drawing up points for discussion/of attention in preparation for setting down the assessment as concept feedback in a full Board of Examiners meeting.(**)
- 5. Preparing concept feedback based on the discussed provisional feedback, as set down in the full Board of Examiners' meeting. (see also Table 4)
- 6. When required, participate in a meeting scheduled with a course coordinator to further elaborate on the feedback drawn up.
- 7. After discussing the written response of the course coordinator;
 - a. setting down the final feedback; correcting factual inaccuracies, and adding the response to the initial concept feedback, or
 - b. invite the course coordinator for a meeting, in which the feedback of the Board and the course coordinator's response both can be further elaborated on, after which final feedback will be drawn up

Examinations are assessed by a team of Board members from which at least one member is not involved in the course, or in the learning path, to assure the examinations are always evaluated by at least one 'outsider'.

(**)	When many points of action are proposed in the feedback, the course in question will again be selected
	for assessment evaluation the following year.
	In the planning, there will be room left to anticipate on specific requests of course coordinators, the
	Board of Education or the educational advisor.

The evaluation on quality of examinations of a course, and establishing the feedback is set up in three clear steps:

- 1. **Provisional feedback**: drawn up by teams of two or more members of the Board of Examiners. The team prepares preliminary feedback for discussion in the full Board;
- 2. **Concept feedback**: as a result of discussing the provisional feedback in a full Board meeting, the feedback will be processed to concept feedback, and send to the course coordinator who is asked for a response;
- 3. *Final feedback*: a combination of the concept feedback, and the written response of the course coordinator.

5. After providing final feedback to the course coordinator; follow-up

The Board of Examiners submits its findings on the quality of examinations within a course to the Board of Education after the final feedback was sent to the course coordinator. The Board of Education receives the final feedback form together with a summary of findings of the Board. After finishing a full cycle, findings are summarised on the level of the programme, and the Board of Examiners will draw up recommendations for requested actions from the Board of Education to take in order to further strengthen the quality of examinations. The Board of Education in turn, will give its response and sets out how it will deal with the recommended actions.

The assessment of examination quality in courses is a permanent topic in the annual report of the Board of Examiners.

6. Considerations in course planning

The Board of Examiners draws up a planning for quality assessment of examinations, and submits it to the Board of Education to inform them, and to receive feedback on the proposal. The Master Final Project has its own quality cycle and does not feature in this planning. In principle, every course will be addressed once every four years, with reservation of programme changes.

When courses are new in the programme, or important changes (e.g. in course organisation) were implemented recently, the planning might change. Next to that, the Board of Examiners wants to comply with special requests from e.g. the Educational Board (**).

A course will be checked more often than in the regular cycle if:

- there have been significant changes to the examination methods;
- many points of action were formulated during previous checks;
- a reasoned request to that was made to the Board of Examiners, by a teacher, a course coordinator, the Board of Education, the educational advisor or an employee/student representative body.

Appendix A: Course assessment information form

The Board of Examiners expects course coordinators to have an examination matrix available for their course, and to be able to complete the assessment information form which has a key role in the assessment framework that the Board of Examiners applies for assessing the quality of examinations. The examination matrix format is based on Blooms revised taxonomy¹¹. Below the format is shown, with example (in blue).

Α.	Course name (in full), code, and number of ECs:								
В.	(Co-)examiner: [name course coordinator] (is UTQ qualified)								
С.	Description of all formative and summative assessment parts (please, mark formative parts with *):								
	Exam 1: Written test (individual, at the end of the course)								
	Exam 2: Assig	nment 1; group	o of 3 students (re	port)					
	Exam 3: Assig	gnment 2; grou	p of 5 students (re	eport	+ final pre	sentation)			
D.	Exam is devis	ed by:		Ε.	Exam is a	assessed by:			
	Exam 1: Teach	her A, B and C			Exam 1:	Teacher A, B an	d C		
	Exam 2: Teac	her B and C			Exam 2:	Teacher B and C			
	Exam 3: Teach	her A, B and C			Exam 2:	Teacher A, B an	dC		
F.	Brief outline of	of determining	the final mark (in	nclud	ing the we	ighing of comp	onents and the f	ail/pass regul	ations):
		-	t 1 (exam 1 and 2		-	-		-	xam 3)
		10%. When an c	assignment is han	ded ii	n too late,	the final grade	will be deducted	by one point.	
G.	Examination matrix	Remember	Understand		Apply	Analyse	Evaluate	Create	Weight
	1. Learning		Final test (exam			Assignment 1			
	objective 1		1, eg Q 1 and 3) 15%			(exam 2) 15%			30 %
	2. Learning			Fina	l test	Assignment 1			
	objective 2				m 1, eg Q	(exam 2)			
				2 an 20%		10%			30 %
	3. learning			20%			Assignment 2		30 %
	objective 3						(exam 3)		
	0.2,000.000						40%		40 %
	Total		15%	20%		25%	40%		100%
Н.			event students fr		ommitting	fraud (like free	e-riding):		-
			or assignment 1 and						
			2 are checked with			an software in Bri	ghtspace		
	-		ool is used for peer s and regulations fo			der surveillance)			
١.		-	sure consistent a				teachers/coach	es/studios	
			are assessed by te			or between	councies couch	co, staalos.	
			essed by a teacher			studio			
	- A meeting wit	h all teachers is a	organised to tune g	iven g	rades betwo	een studios			

¹¹ Blooms taxonomy is frequently used in a variety of institutes of Higher Education, and is part of the UTQ courses for teaching staff of Delft University of Technology. Blooms original taxonomy dates from 1956 and since then, various attempts have been made to revise the work, of which not all have been underpinned by empirical research. Blooms revised taxonomy is used within DUT's UTQ courses, and as a framework is required to enable assessing the way in which examination in a course is related to its learning objectives, for (partly) pragmatic reasons IDE's Board of Examiners decided to use Blooms revised taxonomy. Mutual communication on the matter between lecturers and the Board of Examiners will be enabled by this, and discussions on 'which taxonomy' to apply, and 'which is the correct version' are expected to be avoided in this way.

Brief outline of the grade distribution:

- Look at distribution of grades and pass rate for the course as a whole.

- Look at the distribution of grades and pass rate for each summative assessment.

Table 1. Assessment information form with example

Guidelines for filling out the course assessment information form

Below is a *point-by-point* explanation of the various aspects, indicated with capitals in the form.

- A. Factual information is asked for: the *name and code of the course* should be filled in.
- B. From September 2018, newly appointed course coordinators are also appointed as course examiners under the condition that *examiners have obtained a University Teaching Qualification* (UTQ) or an equivalent teaching degree. In the situation a course coordinator has not obtained this qualification yet, another staff member who has will be closely involved in, and will take corresponsibility for the construction and grading of the examination. Please fill in the name of the (*co-Jexaminer* (which thus can be the name of the course coordinator).
- **C.** Include a *list of assessment parts* that are applied in the course, which can be either formative or summative exams. Mark formative exams with *. For each summative exam you are asked to provide 2 examples (low and high grade) of student work with associated grade and assessment (e.g. filled out assessment form).
- D. and
- E. The *names of the teachers* who were involved in *devising* the examinations, and of those who were involved in *assessing* these should be filled in.
- **F.** State how the *final mark* for the course is *determined*. Include the weighing factors for the different components as well as any bonus-malus arrangements. Indicate the pass/fail rules and whether students are allowed to improve a grade, and if so, when and how.
- **G.** You are asked to submit a *list of learning objectives* (LOs) for the course (i.e., a description of what a student should be able to after successfully completing the course). You can either

Notes on filling out the examination matrix:

- On the horizontal axis, the various levels of the cognitive processes are shown to an increasing degree of complexity. In other words, the levels of cognitive complexity are ranked; a continuum from *concrete* to *abstract*. For example; a student is only able to analyse, if the required subject material is understood and the student is able to apply it. In principle, the way in which a learning objective is formulated prescribes the proficiency level on which it should be examined, bearing in mind that a *higher level of proficiency implies that the lower levels are already covered* (see Blooms taxonomy).
- Given the content of the IDE programmes, competence of the learning objectives is often demonstrated by students in a report or oral presentation. In the case that 'communication' is the focus of the learning objective, it is important to determine whether the focus is on communicating the content (applying), or the content itself. If the latter is the case, often a higher cognitive process is at stake.
- Remark about the evaluate level: This cognitive process is *not* about (self) reflection. Self-reflection is a form of meta-cognitive knowledge, and can be applicable to any level of the cognitive process. For example, after performing a calculation (applying), a student can conclude to use another method the next time. To be able to evaluate as meant in Bloom's taxonomy, is to be able to make judgements based on criteria and standards.

include full LO descriptions in the matrix, or attach a separate list to which the numbers in the matrix refer. If applicable, add the extra LOs for the honours programme.

Following this list of course LOs, for each LO should be stated in which exam it is being assessed (refer to the number from the list under B) and/or what method is being used. Indicate the level of cognitive process the LO is being assessed on, by putting the information in the corresponding column from Blooms revised taxonomy.

In case of a written exam, different questions may test LOs on different levels; in such case, indicate only the highest level to which the exam appeals to, as it is assumed the lower levels then are already covered. Please list one or two exam question numbers so that the Board of Examiners can recognise these are indeed on the indicated Blooms level. Last, also indicate the weight of the exam (part), and the LO assessment within the total course.

In the Appendix B Blooms revised taxonomy is to be found with examples.

- **H.** Please state briefly what measures are taken to prevent students from committing fraud. Fraud is e.g. cheating during an examination, free-riding on the work of others during group assignments, improper use of someone else's ideas, or committing plagiarism when writing reports.
- I. Please state what activities are organised during the course to ensure consistency in assessment within a teacher and/or between different teachers/coaches and studio's (e.g. answer key for written exam, rubric for project, coach meetings about grading, bench marking sessions, etc.).
- J. Please give a brief outline of the grade distribution.

Î		thing jether		Produce Propose Revirame Revirame Revira Revira Substitute Substitute Substitute Tabulate Tabulate Transform Visualise Visualise	nes	int rogram lons Lot		ould							
	CREATE	To change or create into something new. Compiling information together in a different way by combining elements in a mo pattern or proposing atternative solutions.	Key words	ent sise	Outcomes	Advertisement Computer program Exam questions Game Media product Plan Project Story Video	Question	What changes would you make to solve? How would you improve? Can you propose an alternative? Can you propose an alternative? Can you propose an alternative? How would you adapt to create a different? How would you adapt to create a different? What could you design?? What could be done to minimise?? What way would you design?? Suppose you could sou design?? Can you powert? Ean you predict the outcome if?? How would you estimate the results for? the would you compile? Can you predict the outcome if?? How would you estimate the results for? Can you construct a model that would change?							
	CRE	To change or create into son new. Compiling information to in a different way by combini elements in a new pattern or proposing alternative solution	Key w		Action	cting 9 ng	Ques	What changes would you make How would you improve? Can you elaborate on the reaso Can you propose an alternative Can you elaborate on the reaso Can you elaborate on the reaso Can you robage the plan How would you adapt to crea filterent? Suppose you could what wo What way would you design? Suppose you could what wo How would you test? Can you formulate a theory for for? Can you formulate a theory for the any our formulate the results for? Can you construct a model that results for? Can you construct a model that change?							
				Adapt Add to Build Change Change Combine Combine Combine Compose Construct Construct Construct Design Develop Develop Develop Discover Elaborate Estimate	Ac	Constructing Designing Devising Inventing Making Planning Producing									
	끹	d defending ements y of ideas o a set of	0	Opinion Perceive Perceive Provie Provie Rate Recommend Rate Support Useful Useful Value Value Value Value	Outcomes	Advise Conclusion Ludgement Opinion Recommendation Report Survey Verdict		nns / rove? ? ? ? 							
	EVALUATE	To justity. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.	rk based on a	Dispute Effective Effective Estimate Evaluate Evaluate Gave Acoor Gaod Gaod Gaod Mark Influence Influence Influence Influence Mark Mark Mark	ō		Question	with the actio y u proverdisprue value / the state of the state / the state of the state / the state of the state of t							
HIGHER LEVEL SKILLS				Agree Appraise Asrgue Asrgue Asres Asres Asres Asres Asres Conclude Connince Connince Connince Connince Connince Connince Connince Connince Debtate Decide Decide Destrent Des	Action	Attributing Checking Deconstructing Integrating Organizing Outlining Structuring		Do you agree with the actions / outcomes? What is your opinion of? What is your opinion of? How would you prove/disprove? Eanyou assess the value / importance of? Why did they other if? Why did they obtained a support of the exeluter if? What would you recommend? How would you recommend? How would you recommend? What would you value exel? What information would you use to support the view? What information would you use to support the view? what use used to make the?							
ніснев св	ANALYZE	AVALTZE Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations		Question Rank Reason Reason Relation- ships ships ships ships reorganise Research See See See See See See See See See Se	Outcomes	Abstract Chart Checklist Checklist Graph Mobile Report Report Survey		s of? 3? aw? ? een? etween?							
Î			Examine and break informa parts by identifying motives causes. Make inferences ar evidence to support geners Key words	Examine and break informa parts by identifying motives causes. Make inferences ar evidence to support generic Kov worrts	Examine and break informe parts by identifying motives causes. Make inferences a evidence to support gener	Examine and break inform parts by identifying motive causes. Make inferences a evidence to support gener	break informe lifying motive: i inferences a upport gener	break informe ifying motives inferences a upport genera	key words	Examine Find Focus Function Group Group Group Group Group Ciscussion Inference Inspect Investigate Inspect Investigate Solate Conter Ordenize Ordenize Point out Pointize	400		Question	What are the parts of features of? How isrelated to? Why do you think?? What is the theme?? What is the theme?? Can you list the parts?? What inference can you draw?? How would you classify?? How would you classify?? How would you classify?? How would you classify?? What evidence can you find?? What evidence can you find?? What is the evidence can you wind?? What is the evidence can you wind?? What is the evidence can you make?? What is the function of?? What is the function of??	
								Analyse Appraise Appraise Assumption Breakdown Ereakdown effect Categorise Categorise Categorise Categorise Categorise Categorise Categorise Diseruption Distriction Distriction Distriction Establish Establish	Action	Attributing Deconstructing Integrating Organising Outlining Structuring		What are the parts of featur How is related to? Why do you think? What is the therme? What molves is there? Can you list the parts? What inference can you mal the conclustions can you cat How would you categorise. How would you categorise. What evidence can you fiderer What is the relationship bet What is the relationship bet What is the function of? What ideas justify?			
	АРРLY	ie. Solve is by edge, facts,		Practise Relate Represent Select Show Simulate Solve Teamarise Teamarise Use Use	Outcomes Demonstration Diary Illustration Interview Aournal	Demonstration Diary Illustration Interview Journal Performance Presentation Sculpture Simulation		to? ug what you to show? se to? dan to? ts to? ioose to ioose to							
		Using acquired knowledge. Solve problems in new situations by applying acquired knowledge, facts, techniques and rules.	ed knowledg iew situatio uired knowle nd rules.	ed knowled new situatio uired knowl nd rules.	irred knowle nd rules. Key words	nd rules. Key words	irred knowle nd rules. Key words	Employ with with Group Group Group Illustrate Interview Linterview Marke use of Marke use Model Organise Plan		Demons Diary Illustrati Intervier Perform Present Sculptu Simulati	Question	J use? s can you finc s can you finc solve usi organize a show your a show your a show you va a should you t would you seleci lid you seleci s would you a			
			-	Act Administer Apply Build Categorize Categorize Categorize Conseruct Connect Construct Construct Correlation Demonstrate Demonstrate Dramatize	Action	Carrying out Executing Implementing Using	0	How would you use? What examples can you wind to? How would you solve using what you have learned? How would you use to? How would you use to? What approach would you use to? What approach would you use to? What would result if? Can you make use of the facts to? What drent way would you plan to?? What drent way would you choose to change? What facts would you select to anyou make use of the facts to? What drents would you select to anyou make would you sak in an interview with?							
Î	UNDERSTAND	ERSTAND	nderstanding of facts rganizing, comparing, arpreting, giving nd stating the main ev words	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating the main ideas. Key words		Predict Purpose Purpose Rephrase Report Restate Review Show Summarize Translate	Outcomes	Collection Examples Explanation List Outline Quiz Summary		pening?					
					nderstandin rganizing, cu srpreting, giv nd stating th	inderstandir. rganizing, c erpreting, gi nd stating tf	Inderstandir. rganizing, co erpreting, gi nd stating th	inderstandin rganizing, c. erpreting, giv nd stating th	Key words	Extend Generalize dive examples examples inlustrate infer Match Observe Outline	Ou	Collection Examples Explanation Label List Outline Quiz Show and t	Question	n what is hap coassify the coassify the coassify the rephrase as abmut? teas shout? the support the propert the propert the propert	
- COWER LEVEL SKILLS		Demonstrate u and ideas by o translating, inte descriptions, a ideas.	ideas. Ask Cite Compare Compare Compare Compare Expinate Expinate Express Express Express Explaining Inferring Paraphrasing Exemptifying Exemptifying Exemptifying Faraphrasing	J	Can you list three?? Can you explain what is happening?? How would you rephrase?? How would you service?? What facts or ideas show?? What facts or ideas show?? What facts or ideas show?? When did happen?? Which is the best answer?? Which is the best a										
LOWER LE	ä	l materials basic	asto Show Spell State State Trate What Where Where Who Who Who Comes	Outcomes	mes		OUISE Fracher Plann								
	REMEMBER	ory of learned acts, terms, u d answers.	Key words	Observe Omit Auote Recall Recall Recall Record Relate Remember Repeat Repeat Repeat Refect Select		Definition Fact Label List Quiz Reproduct Test Workbook Worksheet	Question	ree? t? ppen? ppen? u describe u describe u describe? appen? main? MS R							
ļ	REI	Exhibit memory of learned materials by recalling facts, terms, basic concepts, and answers.	¥	Choose Copy Define Duplicate Find How Label List List Listen Memorize Name	Action	Describing Finding Identifying Listing Locating Naming Recognizing Recognizing		Can you list three?? Can Can you lest three?? How the recall?? How How did happen? How would you describe?? How How would you describe?? What How would you describe?? What How would you show?? What How would you show?? What What is?? What When is?? What When is?? What When se?? What When se?? Why did??							

Appendix B: Blooms revised taxonomy

Course code and course	Course code, course name (in full)
name:	course coue, course name (in ran)
Course coordinator:	
Course offered in:	20xx-20xx, Q x
On behalf of the Board of	date
Examiners:	

Appendix C: Standardised assessment quality feedback form

A. Summary of feedback on assessment quality

Briefly summarised, the Board of Examiners gets the impression that this course

B. Check and feedback per topic

Three different check levels are distinguished; take action, consider action, and continue way of working.

То	pic	Check Feedback		Response from course
Va	lidity and effectiveness			coordinator
1	Are the learning objectives (LO's) clear? Are all LO's examined (summative) within the course? (Check consistency of Coursebase information, provided course and assessment information, and examinations)			
2	Do the levels of proficiency (Bloom) on which LO's are examined correspond with the formulation of the LOs? (Check consistency of assessment information form with Blooms taxonomy and examinations)			
3	Do the examinations correspond, content wise, with the learning objectives/levels of proficiency? (Consistency of provided examinations/course manual with assessment information form)			

4	Deac the weight that is		
4	Does the weight that is		
	assigned to the learning		
	objectives correspond with		
	the associated learning		
	activities/ways of		
	examination?		
	(See assessment information		
	form and course		
	evaluations/success rates)		
Tra	ansparency and compliance		
5	Are assessment criteria and		
	formation of the (partial)		
	grades clear and adequate for		
	each examination?		
	(See provided answer model/		
	assessment form/rubric)		
Re	liability and practicability		
6	Is the examination		
	constructed by more than one		
	teacher?		
	(See filled out assessment		
	information form)		
7	Have adequate measures		
	been taken to prevent		
	students from committing		
	fraud within the examinations		
	in the course?		
	(See filled out assessment		
	information form)		
8	Are adequate activities		
	organised to assure		
	consistency in assessment		
	within a teacher or between		
	different teachers/coaches?		
	(See filled out clarification in		
	the assessment information		
	form)		
L			

C. Framed actions:

The Board of Examiners deems **action necessary** on the following points – to assure the quality of examination:

1.

The Board of Examiners asks to **consider action** on the following points – to further improve the quality of examination:

1.

The Board of Examiners advises to **continue** the following points – as these demonstrate a solid examination: