

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:

1. 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.
3. 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 alignment⁶. Within the IDE programmes it is expected that each course is constructively aligned.

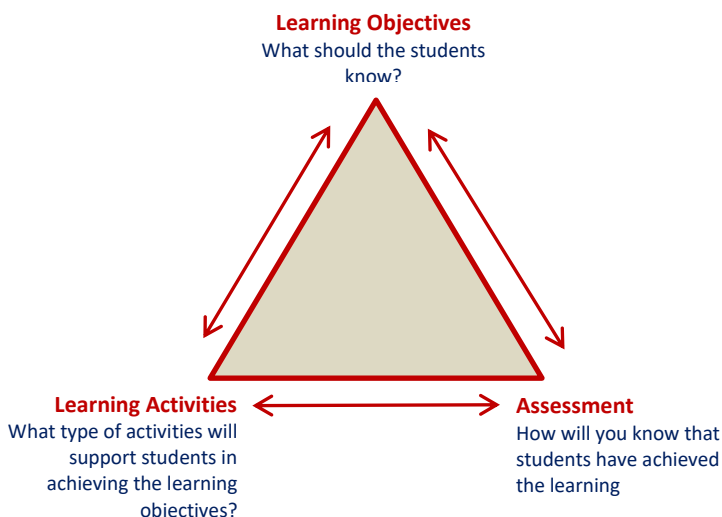


Fig. 1 – the principle of constructive alignment

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

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? <i>See provided answer model/ assessment form/rubric</i>
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Reliability and practicability

6	Is the examination constructed by more than one teacher? <i>See filled out Course assessment information form</i>
7	Have adequate measures been taken to prevent students from committing fraud within the examinations in the course? <i>See filled out Course assessment information form</i>
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? <i>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?</i>

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 self-assessment 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

(*) Conditions for allocating courses to be evaluated to the members of the Board:

- Members of the Board of Examiners do not assess the examinations in their own course(s)
- 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).

A.	Course name (in full), code, and number of ECs:							
B.	(Co-)examiner: <i>[name course coordinator] (is UTQ qualified)</i>							
C.	Description of all formative and summative assessment parts (please, mark formative parts with *): Exam 1: <i>Written test (individual, at the end of the course)</i> Exam 2: <i>Assignment 1; group of 3 students (report)</i> Exam 3: <i>Assignment 2; group of 5 students (report + final presentation)</i>							
D.	Exam is devised by: Exam 1: <i>Teacher A, B and C</i> Exam 2: <i>Teacher B and C</i> Exam 3: <i>Teacher A, B and C</i>				E.	Exam is assessed by: Exam 1: <i>Teacher A, B and C</i> Exam 2: <i>Teacher B and C</i> Exam 3: <i>Teacher A, B and C</i>		
F.	Brief outline of determining the final mark (including the weighing of components and the fail/pass regulations): <i>The final test and assignment 1 (exam 1 and 2) each account for 30% in the final mark, and assignment 2 (exam 3) accounts for 40%. When an assignment is handed in too late, the final grade will be deducted by one point.</i>							
G.	Examination matrix	Remember	Understand	Apply	Analyse	Evaluate	Create	Weight
	<i>1. Learning objective 1</i>		<i>Final test (exam 1, eg Q 1 and 3) 15%</i>		<i>Assignment 1 (exam 2) 15%</i>			<i>30 %</i>
	<i>2. Learning objective 2</i>			<i>Final test (exam 1, eg Q 2 and 4) 20%</i>	<i>Assignment 1 (exam 2) 10%</i>			<i>30 %</i>
	<i>3. Learning objective 3</i>					<i>Assignment 2 (exam 3) 40%</i>		<i>40 %</i>
	<i>Total</i>		<i>15%</i>	<i>20%</i>	<i>25%</i>	<i>40%</i>		<i>100%</i>
H.	Brief outline of actions to prevent students from committing fraud (like free-riding): <i>- Different group composition for assignment 1 and 2</i> <i>- Reports of Assignments 1 and 2 are checked with the plagiarism scan software in Brightspace</i> <i>- For Assignment 2 the Scorion tool is used for peer evaluation</i> <i>- Final test according to IDE rules and regulations for written test (under surveillance)</i>							
I.	Brief outline of actions to ensure consistent assessment within or between teachers/coaches/studios: <i>- Reports of assignment 1 and 2 are assessed by teacher duos</i> <i>- The final presentations are assessed by a teacher duo from another studio</i> <i>- A meeting with all teachers is organised to tune given grades between studios</i>							

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.

J.	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.
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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 co-responsibility for the construction and grading of the examination. Please fill in the name of the **(co-)examiner** (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.

HIGHER LEVEL SKILLS

APPLY

Using acquired knowledge. Solve problems in new situations by applying acquired knowledge, facts, techniques and rules.

EVALUATE

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations

UATE

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

CREATE

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Blooms Revised Taxonomy

Appendix C: Standardised assessment quality feedback form

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

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.

Topic		Check	Feedback	Response from course coordinator
Validity and effectiveness				
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	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)			
Transparency 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)			
Reliability 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)			

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: