



> FOR SOCIETY

FRAMEWORK FOR ASSESSMENT QUALITY

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Fontys Education and Research

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Introduction

The 'Talent-Oriented Education' framework formulates basic agreements that help shape education. Students can discover and develop their talents and are given the space to mature in their chosen professional field, within their chosen study programme. These agreements are linked to the five principles of learning. Designing talent-oriented education requires a different way of looking at learning outcomes, education and assessment. Framework for assessment quality helps with this.

Assessment according to the Fontys principles of learning

1. Everyone is challenged to discover and develop their talents to their full potential

In this respect, Fontys follows the national movement towards working with learning outcomes. We organise these into task areas that relate to and are recognisable for the field of work. Task areas constitute study units of 15 or 30 credits. This will help students to showcase their learning trajectory over a longer period of time.

2. Wherever possible, learning takes place in an authentic learning environment

Education, assessment and evaluation take place within large units as part of a team effort. The entirety is more than 'the sum of its parts'. It is crucial to clarify both the content and level of learning outcomes together with students, lecturers and professionals in the field of work and to regularly calibrate. And to determine what role all stakeholders will have in the various stages of the review process.

3. Learning is acquiring knowledge and skills, exploring and experiencing together

Asking for, giving and receiving feedback is an important part of learning. Assessment that aids learning is a continuous process to encourage development, evaluate and make responsible decisions (adapted from Van Schilt-Mol, 2022).

4. The student is the owner of their learning process

The student's portfolio has a central function focused on learning, decision making and evaluation. In addition, each student is given the freedom to provide their own appropriate evidence alongside any mandatory evidence.

5. Learning takes place in an environment where the ability to study is prioritised

Each study programme relates to the Fontys Framework for assessment quality, with attention paid to study load.

Position of this document

Especially with (continued) developments in education, paying extra attention to assessment quality is crucial. This Framework for assessment quality outlines the frameworks within which assessment quality is monitored at Fontys. The framework helps to think about how assessment is set up within talent-oriented education and to make substantiated choices in its design.

The assessment web¹ (Van Schilt-Mol, 2022) shows the required assessment quality at a glance. In addition, this document is intended as a tool for constructive discussion, aiding the dialogue on how assessment quality can be achieved. It contains the quality requirements according to current laws and regulations and is consistent with the framework for Talent-Oriented Education.

This is not a stand-alone document. It is part of the transition to talent-oriented education, which includes the documents 'Navigating your learning process', 'Evidence' and 'Protocol: decision procedure for assessments'.

¹ Although the terminology does not exactly match the current paradigm, we believe this is the most appropriate model. With the subtitles to the entities, we are making an onset toward the new paradigm.

> ASSESSMENT(S)

Processes of evaluation and decision making

The following functions are central to the assessment process: learning, decision making and evaluation (Van Schilt-Mol, 2022). Within this process, a distinction is made between assessment and examination:

Assessment: the process by which what has been learned is made visible in relation to learning outcomes (adapted from Joosten-ten Brinke & Draaier, 2015).

Examination: making and substantiating a decision on student performance with respect to the study unit with learning outcomes. When an assessment is passed, the student receives the corresponding credits.

The process of assessment involves much more than taking a test. The process of assessment and examination refers to the procedures and principles by which student development is appraised, whether and which assessments are made, possibly resulting in a decision (e.g. regarding the awarding of ECTS).

Students, lecturers and professionals in the field of work (learning triangle; Duvekot, 2016) clarify expectations together, giving meaning to a study unit's learning outcomes. The student collects a variety of materials and evidence appropriate to the learning outcomes in a development portfolio. These materials originate from learning activities.

Feedback plays a crucial role in the process. By asking for, giving and receiving feedback, assessment occurs throughout the learning process. Feedback is intended to support the learning process (learning feedback). At certain points in the process, students request performance feedback: feedback that gives them insight into how far along they are in demonstrating learning outcomes (see guide 'Navigating your learning process').

With examinations, examiners decide and substantiate whether the assessment of a study unit has been demonstrated with learning outcomes.

What are the frameworks for assessment?

- Validity, reliability and transparency are prerequisites for assessment quality.
- Learning outcomes are leading. It is therefore necessary to continuously clarify this together with lecturers, students and professionals in the field of work: what do we expect, when are we satisfied and when is quality achieved? For more information, see 'Navigating your learning process'.
- Students are guided by means of feed up, feedback and feed forward to make their learning visible and thus demonstrate learning outcomes.
- The VRAAKT criteria² that the assessment portfolio must meet are specified at the level of study unit.
- Performance feedback is also given in any case by examiners assigned by the examination board.

What are the frameworks for examinations?

- Validity, reliability and transparency are prerequisites for exam quality.
- It is clear to everyone in the learning triangle on which success criteria the student is being assessed. This can be done, for example, through a single-point rubric.
- The reliability of review and assessment is ensured through calibration in accordance with the Calibration sessions guide (Andriessen, 2015).
- Examinations are assessed in context, using the four-eye principle. The examiners substantiate the decision.
- Credits are awarded at the level of the study unit with learning outcomes.
- Examinations are administered by examiners appointed by the examination board.

² Variety, Relevance, Authenticity, Topicality, Quantity, Quality and Accessibility. For more information, see 'Evidence'.

> ASSESSMENT PROGRAMME

Programme describing the methods of evaluation and decision making

The assessment programme as a whole is coherent, reasoned and suitable for the study programme profile and corresponding NLQF level (adapted from Baartman & Van der Vleuten, 2015). It covers educational qualifications. Decisions about students are made on the basis of all assessments and can help encourage student development (adapted from Baartman & Prins, 2023).

The assessment programme for a bachelor's degree programme consists of two parts: the propaedeutic and post-propaedeutic phases. The associate degrees and master's degrees both have one phase.

What are the frameworks for the assessment programme?

- The assessment programme is justified, coherent, reasoned and suitable for the study programme profile, with corresponding NLQF level.
- Students can make their own choices in how learning outcomes are demonstrated.
- It is clear what evidence is required in a study unit with learning outcomes. Consider an analysis, action or prototype, the result of a written exam taken under controlled conditions or a research report.
- The assessment scales that are used are described.
- The assessment programme of the propaedeutic and first year of the associate degree are the foundation of the study programme. A study recommendation is issued indicating whether the student is compatible with the programme.

> ASSESSMENT LITERACY

Requirements for assessment literacy in evaluation and decision making

Assessment literacy is about the expertise in the learning triangle to achieve quality for all entities of the assessment web (Van Berkel, Sluijsmans & Joosten-ten Brinke, 2015). The assessment literacy of the learning triangle is inseparable from assessment quality. A distinction is made between frameworks for examiners, lecturers, committees and guidelines for professionals in the field of work and students.

What are the frameworks for assessment literacy?

- Examiners are appointed by the examination board and have assessor skills. They are tasked with making and substantiating a decision about the student's performance in relation to the study unit with learning outcomes and providing performance feedback. The examiner:
 - has the ability to act with awareness, integrity and ethics.
 - is feedback literate.
 - retains assessment literacy and has a basic examination qualification (bke).³
 - has assessor skills and is able to make an informed decision.
- Lecturers must be able to interpret and use test information for learning, decision making and evaluation (adapted from Straetmans, 2006). They have assessor skills as well as feedback skills. They guide students in navigating talent-oriented education. The lecturer:
 - has the ability to act with awareness, integrity and ethics.
 - is feedback literate and has the competency to play a role in developing feedback literacy in students.
 - retains assessment literacy and has a basic examination qualification (bke).³
 - has current knowledge of the subject matter to provide substantive feedback.
- Curriculum committee, assessment committee⁴ and examination committee.
 - each committee has at least one member with a senior examination qualification (ske).
 - in a testing committee, all members have a senior examination qualification (ske).

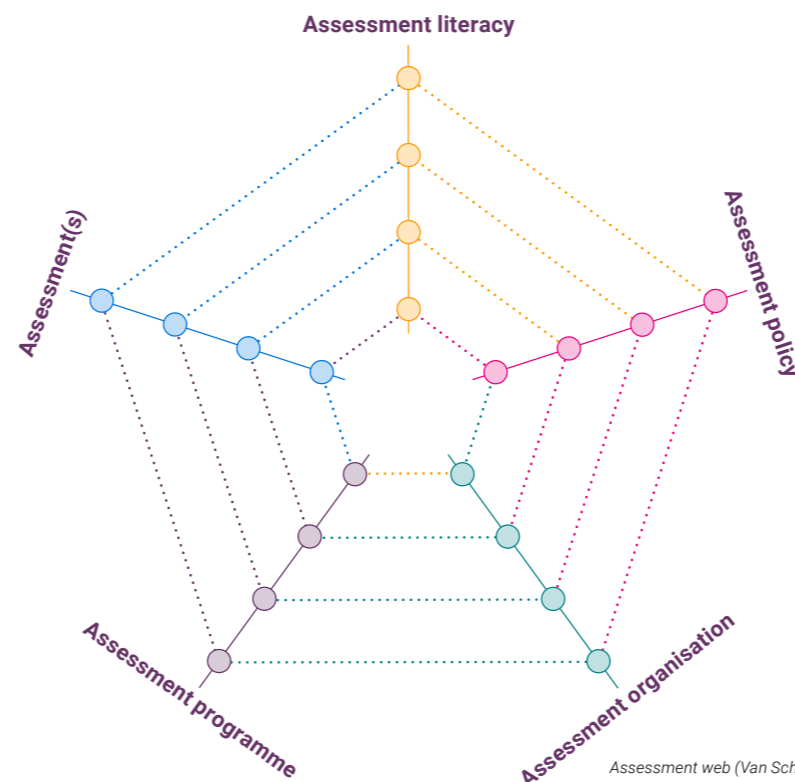
What are guidelines for assessment literacy?

In addition to the professional development of lecturers, the professional development of professionals in the field of work and students is a precondition to achieve assessment quality as partners in the learning triangle (Duvekot, 2016).

- Professional in the field of work
 - acts with integrity and ethics.
 - is feedback literate.
 - is aware of their responsibility as a partner in education.
 - may be designated as an examiner by the examination board, provided the frameworks for assessment literacy for an examiner are met.
- Student
 - develops skills in asking for, giving, receiving and processing feedback (feedback literacy).
 - acts with authenticity, integrity and ethics, including when creating their own work and providing feedback to fellow students.

³ This applies to lecturers in scale 11 and above and lecturers with an appointment size greater than 0.2 FTE.

⁴ If there is no testing committee, the person(s) responsible for this is/are described.



The quality of assessment throughout the learning process is very important. This 'Framework for assessment quality' has been drawn up within Fontys to continuously analyse, improve and guarantee the required quality. The assessment web (Van Schilt-Mol, 2022) shows the required review quality at a glance. This helps guide the dialogue within the institute on how to achieve assessment quality. It contains the quality requirements according to current laws and regulations and is consistent with the framework for Talent-Oriented Education.

> ASSESSMENT POLICY

Evaluation and decision-making policies

By assessment policy, we mean the set of established agreements to ensure assessment quality (Brujijns & Kok, 2015). The assessment policy is designed as stated within this Framework for assessment quality and can be established at both institute and study programme level (adapted from Van Schilt-Mol et al., 2020). The EER (OER) is leading.

What are the frameworks for assessment policy?

Assessment policy

- The assessment policy is consistent with the institute's and study programme's vision of education.
- The decision procedure⁵ for assessments is described at both institute and study programme levels. Part of this procedure is how to handle adjustments if a student has failed an assessment. The policy explains the choices made regarding the assessment scales used. Fontys-wide policy on written exams, for example, will follow.
- The policy is evaluated on an ongoing basis.

Assessment programme

- The requirements for the assessment programme are defined in the assessment policy.

Assessment organisation

- It is clear how procedures regarding assessment are regulated and where these procedures can be found. This includes signing up for exams and tests, communication about results, what the decision procedure⁵ looks like, etc. Calibrations take place in accordance with the Calibration sessions guide (Andriessen, 2015). The evaluation of assessment is organised.

Assessment

- The assessment policy details how validity, reliability and transparency are ensured in the exam and assessment process.

Assessment literacy

- It is described how attention is paid to the assessment literacy of all involved in the exam and assessment process. Consider examiners, lecturers, members of examination boards, members of curriculum/assessment committees, professionals in the field of work and students.

⁵ See 'Protocol: decision procedure for assessments'.

> ASSESSMENT ORGANISATION

Organisation and roles within the process of evaluation and decision making

By assessment organisation, we mean the way in which teachers, examination board, curriculum committee, assessment committee, management, educational support staff and professionals in the field of work join together purposefully to achieve the desired quality for all entities (Van Deursen & Van Zijl, 2015). This involves establishing the roles, duties and responsibilities of everyone involved in assessment, collaboration and the logistical organisation of exams and assessment. The quality of the assessment organisation is conditional to the quality of assessment.

What are the roles and responsibilities surrounding the assessment organisation?

- The director is ultimately responsible for assessment quality and policies at the institute level. The director monitors these according to the PDCA cycle. The director includes a budget in the annual financial plan to enable the process of assessment, including assessment literacy.
- Under the WHW (the Higher Education and Research Act), the examination board is responsible for ensuring the quality of exams and assessment. The examination board is also responsible for ensuring the quality of the organisation and procedures for exams and assessment (7.12b, paragraph 1).
- The education manager is responsible for the implementation of the Framework for assessment quality through the PDCA cycle.
- The study programme committee has the right of consent on the assessment programme.
- The assessment committee⁶ is responsible for the assessment programme at the study programme level. In addition, the assessment committee evaluates study units with learning outcomes.
- Examiners assess integrally whether the student has sufficiently demonstrated the achievement of the learning outcomes. All information in the assessment portfolio serves as the basis for examiners to reach an integral decision. A criterion-based interview (CBI), self-assessment, presentation, performance, etc. may be part of the decision process.
- Lecturers guide students as they navigate talent-oriented education. They have a role in the learning and evaluation function of assessment. They discuss progress with the student and provide performance feedback and/or feed forward on what is needed to reach the required level.
- Professionals in the field of work are preferably involved in the assessment.
- Students have a role in assessment. A student cannot take the role of an examiner.

What are the frameworks of the assessment organisation?

- The EER is leading.
- Fontys-wide tooling is always used for assessment.

⁶ If there is no testing committee, the person(s) responsible for this is/are described.

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