Amsterdam University of Applied Sciences

AUAS Testing Policy

Framework and criteria

Process owner: **Beleidsafdeling Onderwijs en Onderzoek**

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TABLE OF CONTENT

1 Introduction 3
1.1 Definition of key terms 3
1.2 Objective 3
1.3 Connection between the policy documents 4

2 AUAS Testing Policy Framework 6
2.1 Testing Plan Framework 6
2.2 Framework for the structure of the testing programme 6
2.3 Framework for the structure of processes 7
2.4 Framework for quality assurance 8

3 Support in developing and implementing the testing plan 10
3.1 Score website as knowledge source 10
3.2 Guidelines for robust and academically feasible education 10
3.3 Staff professionalisation 10

Appendix 1: Graphical representation testing plan and related documents 11
Appendix 2: Assessment framework NVAO 12
Appendix 3: Definition testing quality 13
Appendix 4: Definition test dossier 16
Appendix 5: AUAS rules for compulsory attendance in relation to testing 17
Appendix 6: Testing forms 18
Appendix 7: Calculation of average mark at graduation 19
Appendix 8: Certificate 21

1 Introduction

The AUAS Testing Policy revolves around the testing plan of a degree programme. The latter is the key document. In it, a degree programme department can show what is being assessed, who is responsible for this and how quality is ensured. The AUAS Testing Policy outlines minimum requirements regarding the framework and criteria which must be described and detailed in the degree programme testing plan.

This introduction will address key terms, the objective and the connection with other relevant policy documents. Chapter 2 contains the testing plan framework. This has been set out in a number of criteria and guidelines for elaborating the testing plan. Chapter 3 provides information on the AUAS-wide support provided for designing and implementing the assessment. The appendices contain further information and explanation regarding a number of subjects that are subject to AUAS-wide agreements.

1.1 Definition of key terms

At degree programme level, we use the following two terms: testing plan (*toetsplan*) and testing programme (*toetsprogramma*). Since these same terms are not always used in the same way across the Netherlands, you can find their definitions at used by AUAS below.

Testing plan	Document in which the degree programme department sets out how assessment takes place in the degree programme. It contains the justification for the testing in relation to the intended academic achievements and the assessment formats being used, it describes who does what and how quality assurance regarding testing is structured.
Testing programme	Overview of all of the interim examinations and partial examinations of a degree programme (included in Chapter 9 of the Teaching and Examination Regulations (OER)).

1.2 Objective

The AUAS Testing Policy applies to all interim examinations and partial examinations of all Bachelor's degree programmes, Associate degree (AD) programmes and Master's degree programmes at the Amsterdam University of Applied Sciences (AUAS), including the minors and excellence programme.

The AUAS Testing Policy framework intends to raise and ensure the level and quality of tests and assessment, with the **objective** of:

- guaranteeing that the quality of the AUAS Bachelor's degree, Associate degree or Master's degree is undisputed;
- ensuring that the quality of tests and assessments across the AUAS is guaranteed;
- providing assessment that meets the legal regulations, accreditation requirements and national agreements.

Within the degree programme departments, a range of individuals works together to ensure the quality of tests and assessment, each with their own duty, role and responsibility. Those involved in assessment include:

- programme managers responsible for the comprehensive quality and level of the degree programmes;
- lecturers developing teaching and the related assessment and acting as examiners with regard to interim examinations and partial examinations;

- lecturer teams and curriculum committees compiling teaching and testing programmes;
- programme committees as advisers to the compilers and developers;
- support staff at faculties aiding the lecturer teams and lecturers/examiners;
- members of the examination boards and delegated members of the assessment committees in their role in ensuring the quality of assessment and the exit level.

The quality must be reflected in:

- valuation in accreditation at standard 3 and 4; assessment and realised academic achievements (see Appendix 2);
- appreciation from students and lecturers regarding assessment as reflected in the National Student Survey (NSE) and Employee Satisfaction Monitor (MTM) respectively;
- valuation at realised exit level by alumni in HBO Monitor;
- appreciation from the professional field.

This version of the AUAS Testing Policy is based on the 2014 'AUAS Testing Policy: Vision, policy and policy rules'. Compared to the 2014 version, this version contains the following adjustments:

- the focus is on the testing plan of the degree programme;
- a compact set of rules equal in weight and level is given;
- anything already regulated elsewhere in a policy document is not also included in the AUAS Testing Policy.

These adjustments are based on the Testing Policy Implementation audit which was carried out in 2016.

The next review is planned for 2021.

1.3 Connection between the policy documents

Anything already regulated elsewhere in an AUAS policy document has not also been included in the AUAS Testing Policy. This includes:

1 The Teaching and Examination Regulations (OER)

The relationship with the Teaching and Examination Regulations (OER) is as follows. The OER is a legally required document outlining a number of prescribed items. It contains the rules on testing and assessment aimed at the level of the modules and the testing programmes. In addition, it contains rules on matters including the assessment, the order, conditions for transfer mobility, graduation and study advice. These rules have not been once again included in the framework below, given that they are already sufficiently described in the OER. In this AUAS Testing Policy, this is further complemented by rules on: the connection between the assessment and the intended academic achievements, the conduct and quality of interim examinations, the division of duties, the processes and quality assurance. In this sense, the AUAS Testing Policy complements the Teaching and Examination Regulations (OER).

2 Protocols for Conducting Interim Examinations

The Protocols for Conducting Interim Examinations describe the process steps and rules that apply to conducting written, digital and oral interim examinations, detailing who conducts each step and who is responsible for what. There are guidelines for the other assessment formats.

3 Implementation Plan for Design Criteria for Robust and Academically Feasible Education[1]

The Implementation Plan for Design Criteria for Robust and Academically Feasible Education sets out that degree programme departments structure their teaching based on five design criteria. The related guideline contains an explanation of the design criteria for developing, organising and implementing teaching, including assessment.

4 Adjusting the Policy Regarding AUAS Lecturers' Teaching Qualifications

This policy includes such matters as the policy concerning the certification process for the Basic Examiner Qualification (BKE) and Senior Examiner Qualification (SKE). It sets out what the objectives are and what the certification process for the BKE and SKE is like.

5 The Examination Board Regulations

The Examination Board Regulations set out the composition, duties, powers and work practices of the examination board.

The relationship between the relevant policy documents and the documents at degree programme level is set out in Appendix 1.

[1] See: Decisions and implementation strategy for introducing design criteria for robust and academically feasible education including student counselling. Link:
hhttps://score.AUAS.nl/Bronnen/Guidlines%20Robust%20en%20Academically%20feasible%20education.pdf

2 AUAS Testing Policy Framework

2.1 Testing Plan Framework

Every AUAS degree programme has a testing plan. This testing plan describes how the degree programme assessment is designed. In this AUAS Testing Policy, the framework for the testing plan is set out. The framework and criteria are prescriptive: this is the bare minimum that must be included in the testing plan and elaborated for each specific degree programme. If the framework and criteria are adhered to, the degree programme testing plan will meet the accreditation requirements of the Accreditation Organisation of the Netherlands and Flanders (NVAO) (see Appendix 2) and national agreements of the Netherlands Association of Universities of Applied Sciences. This makes the degree programme testing plan an important source of information during accreditation processes and audits.

The framework is divided into three parts.

- Structure of testing programme
- Structure of processes
- Quality assurance

For each of these three parts, the framework has been further elaborated in criteria. After the summary of each 'framework and criteria' block, an indication is provided of what this means for the further elaboration of the testing plan. The same guideline applies to the testing plan as to the AUAS Testing Policy: anything already regulated and documented elsewhere should not be included in the testing plan.

2.2 Framework for the structure of the testing programme

The initial situation regarding testing is that the intended academic achievements[2] of the degree programme suit the level of the programme (AD, Bachelor's, Master's) and are in line with the expectations of the professional field, the academic field and international requirements.

Framework	**Criteria**
1 The degree programme has a coherent and valid testing programme	a) The intended academic achievements dictate the testing programme and determine the form[3] and content of the interim examinations, the number of interim examinations and partial examinations, the sequence, any compensation rules, the assessment criteria and the marking standards. b) The testing programme is a coherent and balanced whole of formative and summative assessment formats with which the intended academic achievements are assessed at exit level.

[2] We use the term academic achievements from the new NVAO framework. At degree programme level, academic achievements can also refer to exit qualifications and learning outcomes.
[3] See Appendix 6 for a summary of the assessment formats.

	c) Every interim examination and partial examination meets the requirements regarding validity, reliability and transparency.[4]
2 The assessment encourages students' learning process	a) Students must understand clearly and unambiguously in advance what is expected of them and which assessment criteria are being used. b) The degree programme department uses formative assessment to encourage the learning process and motivation of students c) Students receive timely and adequate feedback on the academic achievements being assessed which they can use in their further learning process.

Incorporation in the degree programme testing plan

Re 1: In the testing plan, the degree programme department makes the connection between the intended academic achievements and the assessment. The degree programme department explains how assessment is structured in the degree programme, which assessment formats have been selected – based on the educational philosophy – and how these are used to adequately assess students' academic achievements. The degree programme department substantiates why the number of interim examinations and partial examinations is what it is and, if applicable, substantiates the rules regarding compensation, marking standards and sequence. The testing plan includes an overview which shows that all academic achievements are adequately covered by the assessment.

Re 2: In the testing plan, the degree programme department explains how students are informed about the assessment: which assessment format is used, the required preparation for the interim examination, and how they can form a proper impression of what is expected of them. The degree programme department describes how timely and adequate feedback for the various assessment formats is arranged and how this relates to students' learning. The degree programme department indicates how the combination of summative and formative assessment is deployed to encourage students' learning.

2.3 Framework for the structure of processes

Framework	**Criteria**
3 The degree programme has an up-to-date and supported testing plan	a) Every year, the programme manager discusses the intended changes in the testing plan and testing programme[5] with the lecturers team, the programme committee and the examination board.
4 The degree programme department and the support staff ensure that assessment is carried out adequately	a) The scheduling of interim examinations, partial interim examinations and exam resits is such that competition with other interim examinations, partial interim examinations and/or modules is prevented and procrastination is discouraged. b) The tests are conducted based on AUAS protocols and guidelines on conducting interim examinations, in which the roles and duties of the involved parties in conducting the assessment are set out.

[4] See Appendix 3 for a description of testing quality.
[5] The testing programmes of the degree programme are included in the Teaching and Examination Regulations.

	c) The programme manager and the responsible lecturers/examiners ensure adequate evaluation of the teaching, the testing and the assessment. d) The degree programme department makes the best possible use of opportunities afforded by ICT in designing and conducting interim examinations and partial examinations, as well as the feedback and evaluation of these. Any digital interim examinations are conducted securely

Incorporation in the degree programme testing plan

Re 3: The testing plan provides information on how it was drawn up.

Re 4: The degree programme department indicates which vision, criteria and/or guidelines were used in scheduling the interim examinations and partial examinations, with an eye to the study programme feasibility. The testing plan refers to AUAS-wide protocols for conducting interim examinations. See the protocols for conducting interim examinations. The degree programme department describes how the teaching evaluation is structured, including duties, responsibilities and roles. The degree programme department describes in the testing plan which ICT tools are used in assessment. See Score for further explanation of the possibilities related to digital assessment.

2.4 Framework for quality assurance

Framework	**Criteria**
5 Duties, roles and responsibilities are clearly delegated	a. The programme managers hold ultimate responsibility for the teaching, the testing plan and the testing programme. b. The lecturers develop assessment as an integral part of teaching. c. A lecturers team ensures that the assessment formats within a certain stage of the degree programme are aligned with one another. d. Only examiners who have been appointed by the examination board involved can conduct tests and determine their results.[6] e. The examination board guarantees the quality of interim examinations and examinations. f. The examination board and the programme committee advise on the testing plan. g. The dean guarantees the independence and the expertise of the examination board.
6 The involved parties work according to the agreed quality cycle	a. The programme manager ensures that there is systematic feedback of evaluation results to the lecturers team, the examination board, the programme committee and students and also – if required – implements measures for improvement.

[6] The examination board is tasked with appointing examiners who are allowed to assess certain interim examinations or partial examinations.

	b. The examination files[7] of the interim examinations and partial examinations are archived according to the Selection List of the Netherlands Association of Universities of Applied Sciences.
7 The degree programme department involves outsiders for the quality assurance.	a. During the construction of tests, the 'two sets of eyes' principle must be applied. b. For modules of the graduation track, the national protocol for final assignments must be complied with.[8] c. Modules of the graduation track must be assessed by two examiners; the supervisor may fulfil the role of second examiner. d. The degree programme department involves external parties in validating the testing plan and testing programme or parts of these. e. The graduation track (the modules used to assess the academic achievements) has been validated by the professional field.

Incorporation in the degree programme testing plan

Re 5: The duties, roles and responsibilities, as indicated under a through g must be clearly reflected in the testing plan.

Re 6: The degree programme department must describe how it provides students, lecturers and other stakeholders with feedback on the evaluation results, and – if necessary – indicates which improvement measures have been taken.

Re 7: The degree programme department indicate how outsiders have been involved, with at the minimum a description of how points a through e have been applied. External parties is understood to mean similar degree programme departments elsewhere, external assessment experts, etc.

[7] See Appendix 4 for a description of an test dossier.
[8] See: https://score.AUAS.nl/Bronnen/Vereniging%20Hogscholen%20-%20Eindrapport%20expertgroep%20Protocol.pdf

3 Support in developing and implementing the testing plan

3.1 Score website as knowledge source

The publicly accessible Score website (www.score.AUAS.nl) provides information on testing and assessment for various target groups at AUAS. In addition to knowledge, this website also provides access to all AUAS documents on testing and assessment, as well as to relevant sources. The information from the *Testing and Assessment Guidelines* and the *Exit Level Guidelines* can also be found on the Score website and will be digitally updated.[9]

3.2 Guidelines for robust and academically feasible education

With regard to implementing the design criteria, the agreement has been made that 'all members of staff (teaching and support staff) who are responsible for and/or involved in designing and organising robust and academically feasible teaching programmes, will use the guideline to inform any design or redesign and organisation of the curriculum. This means members of staff throughout the entire chain of designing, organising, implementing, supporting and evaluating teaching and testing programmes, each with their own duties, role and responsibility'.

The expertise group on Academically feasible and robust education (O&O/AUAS Academy) can provide degree programme departments with tailored support with regard to the analysis and redesign of teaching.

3.3 Staff professionalisation

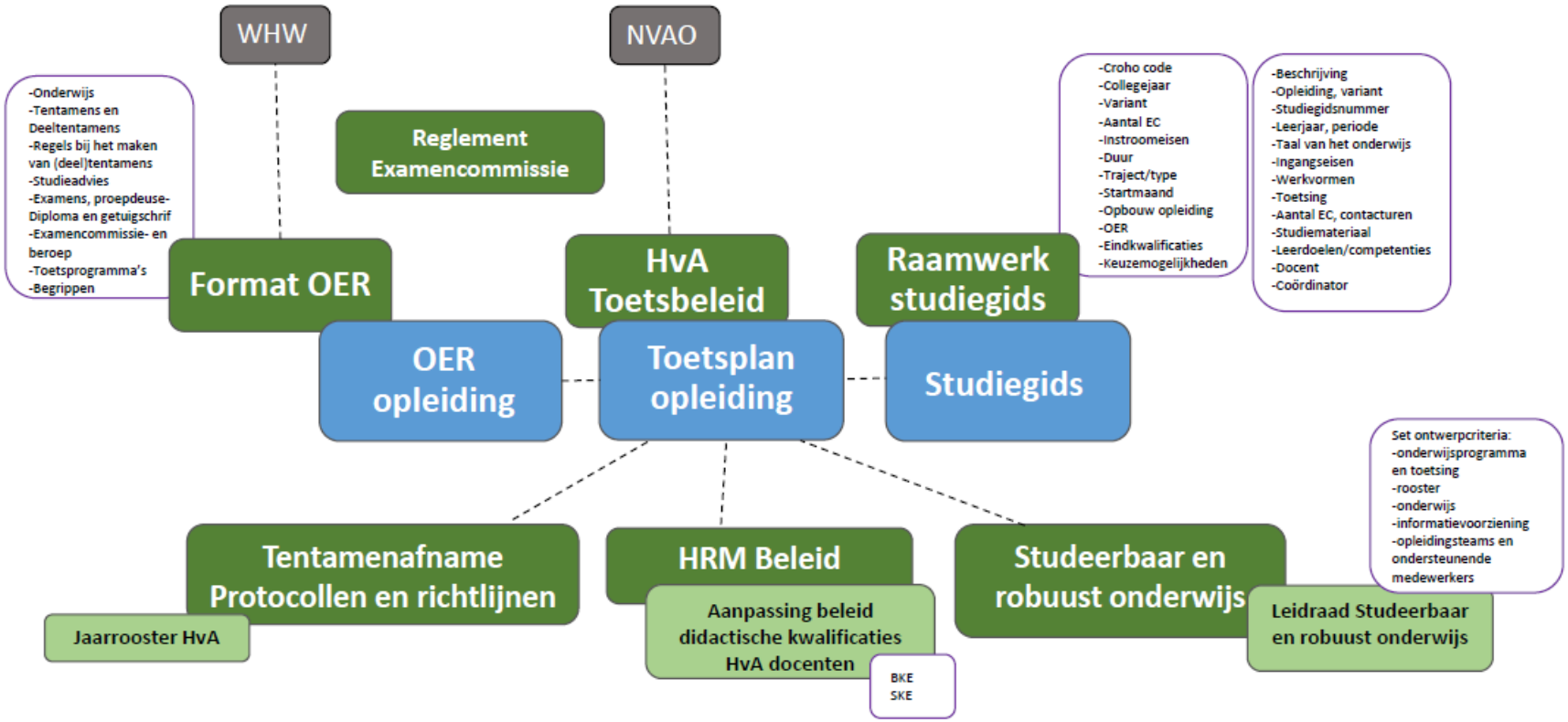
The AUAS Academy has training sessions, courses and tailored assistance for the staff professionalisation of:

- examiners
- examination boards
- assessment committees
- curriculum committees
- programme committees

For an up-to-date overview see: https://academie.AUAS.nl/nl/trainingen/Paginas/default.aspx

[9] The guidelines will no longer be updated in PDF or hard copy formats.

Appendix 1: Graphical representation testing plan and related documents



Appendix 2: Assessment framework NVAO

Bron: NVAO, Beoordelingskader hoger onderwijs Nederland, september 2017 [10]

Intended learning outcomes
Standard 1: The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

The intended learning outcomes demonstrably describe the level of the programme (Associate Degree, Bachelor‟s, or Master‟s) as defined in the Dutch qualifications framework, as well as its orientation (professional or academic). In addition, they tie in with the regional, national or international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations.

Teaching-learning environment
Standard 2: The curriculum, the teaching learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

The intended earning outcomes have been adequately translated into educational objectives of (components of) the curriculum. The diversity of the students admitted is taken into account in this respect. The teachers have sufficient expertise in terms of both subject matter and teaching methods to teach the curriculum, and provide appropriate guidance. The teaching-learning environment encourages students to play an active role in the design of their own learning process (student-centred approach). Programme-specific services and facilities are assessed, unless they involve institution-wide services and facilities already reported on during the institutional audit.

Student assessment
Standard 3: The programme has an adequate system of student assessment in place.
The student assessments are valid, reliable and sufficiently independent. The requirements are transparent to the students. The quality of interim and final examinations is sufficiently safeguarded and meets the statutory quality standards. The tests support the students‟ own learning processes.

Achieved learning outcomes
Standard 4: The programme demonstrates that the intended learning outcomes are achieved.
(Cf. paragraph on initial accreditations, Exception: ex-ante assessment in initial accreditations.)

The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in post-graduate programmes. The programme must describe how it tests the achievement of the exit level. Such tests may be based on various products or examinations that are summarised here in the concept of a final project. A non-exhaustive account of final projects is: the final thesis, a portfolio, a professional product, an interim exam or series of interim exams, a paper, an artistic achievement, or a combination thereof.

[10] https://www.nvao.net/system/files/procedures/Assessment%20Framework%20for%20the%20Higher%20Education%20Accreditation%20System%20of%20the%20Netherlands%202016.pdf

Appendix 3: Definition testing quality

Interim examinations and partial interim examinations must comply with the quality requirements for validity, reliability, transparency and the learning/feedback function.

CRITERION	DESCRIPTION
Validity	The interim examination measures the aspects that need to be measured.
Reliability	Under the same circumstances, the interim examination delivers the same results.
Transparency	There is clarity regarding the content and process.
Learning function and feedback function	The interim examination gives insight into academic progress and motivates students to move on to the next stage of the learning process.

For analytic assessment, the quality of the interim examination and the assessment instrument is decisive. Conversely, for holistic assessment, the quality of the examiners is critical. For this reason, experienced examiners or certified assessors should preferably be appointed for final theses, competency assessments and other critical interim assessments.

There can be various reasons why a student unjustly receives a failing grade. It could be due to the student, the quality of the teaching or interim examinations, or other circumstances.
- The content of the interim examination may be insufficiently compatible with the teaching that precedes it.
- The material may be too extensive.
- The student may be unclear about what is expected of them (lack of transparency).
- Questions, assignments or case studies may not be clearly and unambiguously formulated.
- The assessment may be too strict.
- The testing conditions may have had a negative influence on performance.
- The student may have exam nerves.
- The student may have spent too little time preparing.

Validity

Validity means that the interim examination supplies the information necessary to assess whether the learning outcomes have been achieved. The issue of validity includes a number of aspects, the most important of which are:

a) Validity of comprehension: is the interim examination/assignment representative of the competency or skill? In the case of knowledge tests: does the interim examination measure the desired proficiency level? (knowledge of facts, insight or applications; ability to think critically and solve problems using the knowledge gained)?
b) Validity of content: are all aspects of the competency or skill addressed and are the conclusions applicable to other professional situations and contexts? With regard to knowledge: is the content of the programme sufficiently covered?

Characteristics of a valid interim examination:
- There are adequately formulated learning objectives that are testable/demonstrable at the appropriate level.
- The examination format is compatible with the nature of the learning outcomes (knowledge, skills, competencies).
- The interim examination is geared towards the cognitive level of the learning outcomes.
- The interim examination measures the learning outcomes in the right proportions.

- The number of questions or assignments per learning objective corresponds to the significance of the learning objective.
- The weighting/number of assigned credits for each learning objective corresponds to the significance of the learning objective.
- The interim examination is in line with the learning activities and the formative test.

Reliability

Reliability relates to the degree to which the interim examination and assessment instrument deliver the same final verdict under identical conditions. Reliability relates to:

- The quality of the interim examination: exercises, assignments and instructions must be clearly and unambiguously formulated and there must be no doubt about the type of answer or performance expected. The assessment must distinguish between 'good' performance and 'poor' performance. This applies both to the test as a whole and the individual questions or subassignments. Reliability is partly influenced by the scale of the interim examination.
- The circumstances under which the interim examination is administered: standardisation and objectivity is important in this regard. These circumstances can relate to a number of issues, such as conditions during administration of the test, the use of tools, the available testing time etc.
- The way the results are assessed: during assessment of the results, standardisation and objectivity play an important role. For example, research has shown that assessors can be influenced by earlier assessments and by their relationship with the student. Possible solutions include making the assessment as standardised or as objective as possible. Examples of how this could be done include uniform working formats/correction guidelines and by engaging two assessors, to ensure that 'two sets of eyes' examine the students' performance (see also Chapter 4). Regular mutual coordination regarding collective standards is desirable to ensure as unanimous a verdict as possible (interassessor reliability).

Characteristics of a reliable interim examination**:**

- The questions and/or assignment(s) are formulated in such a way that only students who are proficient in the learning outcomes could answer them correctly.
- The questions are not interrelated.
- The questions and assignments have been formulated unambiguously and can only be interpreted in one way.
- The level of difficulty of the questions and assignments matches the student's level.
- The number of questions is large enough to eliminate the element of luck.
- The interim examination as a whole distinguishes between good performers and poor performers.

Transparency

Transparency relates to comprehensive and timely provision of information to students regarding testing and assessment, enabling them to optimally prepare. They must have insight into and be informed in a timely manner of the testing format, how the learning objectives will be tested, the assessment criteria, the standards and the pass mark. They must also be aware of the conditions for participation in the interim examination and agreements regarding the administration and procedures of the test (fraud, students with disabilities, appeals etc.) The information in the course catalogue and the diagnostic tests will play a role in this aspect. Interim feedback and feedback after formative tests give students insight into their performance relative to the standards and what they can do better. It must be clear whether weightings apply to partial interim examinations in relation to the final assessment, and if so, what these weightings are. Transparency also relates to the administration of the test: students must have experience with the testing format and all students understand the assignment or exercises set.

Characteristics of transparent interim examinations:

- Prior to the examination:
- The programme syllabi contain all relevant information about the interim examination in a consistent fashion.

- The structure of the interim examination is clearly arranged.
- The introduction is clearly separated from the questions/assignments.
- The formulation of the questions or assignments cannot be misunderstood.
- Questions include no double negatives or unnecessary information.
- No trick questions are included.
- The assessment criteria are clear.
- The distribution of marks, the standards and the pass mark are clear. After the examination:
- There is a model answer, rubric or feedback form, or the feedback is included in the assessment form.
- It is clear when, how and to whom appeals must be made against the results.

PRACTICAL TIPS:

Validity:
- Use a taxonomy – including for the higher-order skills – in order to formulate learning outcomes and assessment criteria that are appropriate to the desired cognitive level. If applicable, use taxonomies for other skills.
- Ensure that the test matrices within and between continued learning pathways are consistent with the desired structure and cohesion.
- Use detailed competency levels (see rubrics).

Reliability:
- Use checklists for the formation of both open and closed questions to ensure that all students understand the question and therefore have equal opportunity to answer it correctly.
- Use the 'two sets of eyes' principle during construction of the tests and, whenever possible, during the assessment.

Transparency:
- Make agreements regarding the description of the learning outcomes.
- Use a programme syllabus format and agree on the content.
- Use checklists to formulate clear and unambiguous test questions and assignments.

Test dossier

The above information clearly shows that an interim examination consists of more than just questions or assignments. A good interim examination consists of what is known as a test dossier, which contains the following:
- learning objectives
- a matrix
- questions/assignments
- assessment criteria
- assessment form
- standard answers (if applicable)
- information about the standards
- information about the pass mark

After the tests, the analysis results will be added to the test dossier. This test dossier will then be archived.

Appendix 4: Definition test dossier

A good interim examination consists of what is known as a test dossier, which contains the following:

- learning objectives
- a matrix
- questions/assignments
- assessment criteria
- assessment form
- standard answers (if applicable)
- information about the standards
- information about the pass mark

After the tests, the analysis results will be added to the test dossier. This test dossier will then be archived.

A good assignment test dossier contains the following:

- learning objectives
- description assignment/instructions
- assessment criteria
- assessment form
- information about the standards
- information about the pass mark
- evaluation

This test dossier will then be archived according to the 'Selectielijst van de Vereniging Hogescholen[11].

[11] Zie https://score.AUAS.nl/Bronnen/Vereniging%20Hogescholen%20-Selectielijst_2016.pdf

Appendix 5: AUAS rules for compulsory attendance in relation to testing

On the basis of the WHW, programs with course components that involve 'practical exercise' can set a requirement for attendance as a condition for taking part (or partial) examinations. Practical exercise is described in the WHW as follows: "the obligation to participate in practical exercises with a view to admission to taking the examination in question" (Article 7.13, sub 2, t)

The crux is that the desired learning effect can be achieved *exclusively* and *demonstrably* by participating in the planned meetings. This reasoning must be fulfilled in the meetings. The presence is then a condition to be allowed to take part in the (partial) examination. Presence in itself is not a learning achievement. So no credits can be awarded to this. It is, however, possible to assess and evaluate individual learning performances directly during the meetings and to include this evaluation for the actual learning performance (= assessment) during the meeting in the examination mark.

The Teaching and Examination Regulations, the course catalogue, the course manual and the communication with the students should make it very clear why these meetings are compulsory, in other words: why this desired learning effect can only be achieved in a compulsory teaching situation.

The attendance obligation is mentioned in the course catalogue: which course, which meetings or what part of the meetings and how to deal with being too late. Students must be given the opportunity to catch up with a certain degree of absence due to force majeure. The conditions and the procedure must be clearly described in the course catalogue.

Appendix 6: Assessment format

The 15 most frequently used test forms are listed on the Score website. A description from a teacher perspective (development and test taking) and student perspective (explanation and preparation) is included for each test form.

Group assignment
Project assignment
Research assignment
Finale thesis
Essay test
Case study
Portfolio assessment
Skills test
Internship and practical assignment
Behavioural assignment
Knowledge test
Progress test
Intake test
Peer assessment
Reflection assignment

See teacher version: https://score.AUAS.nl/docent/english_teacher/Pages/default.aspx
See student version: https://score.AUAS.nl/student/Paginas/default.aspx

For organizational and logistical reasons (room planning, scheduling, hiring invigilators), the following list was chosen when designing SIS

AS	Assessment
OP	Assignment
PA	Paper / report / thesis
PD	Product
PE	Presentation
PO	Portfolio
TD	Digital test
TM	Oral test
TP	Practical test
TS	Written test

Appendix 7: Calculation of average mark at graduation

Introduction
A weighted average final mark based on the assessment of modules in the main phase is included on the list of marks accompanying the degree certificate. AUAS applies the following method to calculate the average mark.

What does and does not count towards the average?
1. Only results for course modules are included.
2. Extracurricular modules are not included
3. Exemptions are not included.
4. If exemptions have been granted for more than a third of the first-year or main phase curriculum, an average mark will not be calculated.
5. In Bachelor's programmes and Associate Degree programmes, the average mark is calculated on the basis of all the modules in the main phase curriculum. This aligns with the *cum laude* designation, which is calculated separately for the first-year phase and main phase (for *cum laude* regulations, see the Teaching and Examination Regulations).
6. In some cases there may be modules that in years past were assessed with a pass/fail or 'completed 'rather than a numeric mark; these are not included in the calculation.

The average mark is calculated as follows:
1. Interim examination result x EC = Quality Points (QP)
2. Total number of Quality Points obtained, divided by total number of EC = average interim examination result.

The number of EC required depends on the programme in which the student is enrolled. For Bachelor's programmes, this is 180; for AD programmes 120; for a three-year VWO track 120; and for Master's programmes it can vary from 60 to 120. EC for exemptions are subtracted from this sum.

Sample calculation for two modules:
Module X is worth 15 EC and the student has obtained an 8 for this module. Module Y is worth 7.5 EC and the student has obtained a mark of 7.
For module X, the student will get 8 x 15 = 120 Quality Points and for module Y they will get 7 x 7.5 = 52.5 Quality Points. In total, the student therefore has 172.5 QP: when divided by 22.5 EC, this yields an average mark of 7.67. The corresponding GPA is 3.66.

Calculation:
The following information from SIS is used to calculate a student's GPA:

Name of module	Mark	Number of EC	Number of QP

This data yields the following numbers:

Total number of QP	
Average mark (total QP/total number of EC)	
Corresponding GPA	

SIS is being set up so that the average mark will be automatically generated and listed on the student's list of marks and diploma supplement at the time of graduation.

Appendix 8: Certificate

The Executive Board determines the design of the certificates and the appendices referred to below after consultation with the Dean and with due observance of Section 7.11 of the WHW. At minimum, each certificate must state:

a. the name of the study programme and the institution providing the programme, as stated in the Central Register of Higher Education Study Programmes (*Centraal register opleidingen hoger onderwijs*, CROHO);

b. the date upon which the Examination Board has determined the results of the examination;

c. Where applicable: statement of the successfully completed excellence track of at least 15 EC (honours programme[12] or excellence minor, including the English translation);

d. where appropriate, the professional competence associated with the certificate;

e. the degree issued by the Executive Board and, where applicable, the distinction *cum laude*;

f. the date on which the study programme was last accredited or the date on which the new study programme assessment (*toets nieuwe opleiding*) was successfully concluded;

The courses covered by the examination and minor obtained by the student and, where applicable, the special track aimed at achieving a higher knowledge level are specified in an appendix, which also lists the number of credits and results per course.

The Examination Board attaches a supplement to certificates issued to students who have passed the examination for the main phase, in accordance with the European standard format (Section 7.11 of the WHW). The purpose of the supplement is to provide an insight into the nature and content of the completed study programme, as well as to improve the international recognisability of study programmes.

The certificate is signed by the chair of the Examination Board or his/her deputy, and by the Dean or his/her deputy.

The formats of the certificate, the appendix and the supplement are being administered by the Education and Research Policy Department on behalf of the Executive Board.

[12] This applies to both intra and extracurricular honours programmes.