ASSESSMENT POLICY

Vrije Universiteit, Faculty of Humanities | August 2018

Introduction

This document contains an overview of the Assessment Policy of the Faculty of Humanities. This policy provides a specification of the VU Assessment Framework (which is part of the Quality of Education Handbook, 'Handboek Onderwijskwaliteit', adopted in the spring of 2018). The vision and quality requirements for assessments are explained in further detail, as well as the way in which they are implemented in the faculty.

The departments of the faculty endorse the VU vision on the importance of a stimulating and high-quality study climate and, more specifically, the vision on the coherence of education and assessments. The faculty's assessment policy is based on the principle that quality assurance begins with and is based on the quality of the teaching staff; that quality assurance requires peer review (four-eyes principle) and peer feedback from study programme management and the Examination Board; that quality assurance requires clear procedures and structures in the organisation of the study programme; and that quality assurance concerns the assessment of the study programme and its components.

This document is a reviewed version of the assessment policy adopted by the Faculty Board in June 2015 and is the result of the efforts of a working group consisting of representatives of the study programme management, the Examination Board and the Education Office of the faculty, namely Prof. Reinier Munk (Dean of Education), Prof. Lieven Decock (Examination Board Chair), Dr. Jacqueline Bel (Assessment Chamber Chair) and Dr. Wouter Schrover (Education and Quality Assurance policy officer). To obtain information on the organisation and logistics of testing, the working group held discussions with staff members of the Education Office, namely René Hogervorst (Education Coordinator) and Sandra Vollaard (Education Secretariat). This document was submitted to the Examination Board (to the Test Chamber, the Executive Committee and the full Examination Board, in that order) and to the Programme Directors and was subsequently adopted by the Faculty Board on 27 August 2018.

The Faculty Board is responsible for compliance with the policy set out in this document and the Programme Directors and the Examination Board have an important role to play in this matter. Programme Directors inform the teaching staff about the assessment policy and any adjustments made to it and are responsible for the quality and quality assurance of assessments and exams within the programmes. Teaching staff implement the policy and actively contribute to assessment quality and quality assurance, not only individually but also as participants in staff meetings. The Examination Board is responsible for the quality of the programme units and the programme as a whole, for guaranteeing assessment quality and for the final assessment of whether a graduate student meets the exit qualifications of the programme.

The faculty evaluates the faculty assessment policy and the associated procedures at least twice every six years, in conjunction with (the preparation for) the Institutional audit and its mid-term review.

This document deals with the following subjects in turn:
- Assessment quality;
- the assessment practice;
- the quality of examiners;
- the assessment file;

- the assessment plan of the study programmes;
- quality assurance.

This document is intended to contribute to a good assessment practice. In order to ensure that the memorandum is workable for all those involved in the education of the faculty (teaching staff; programme management; Examination Board; Programme Committees; support staff), the document has been kept as concise as possible. Where possible, reference is made to other documents.

Assessment quality

The Faculty of Humanities considers it important that tests meet certain criteria. Exams must be **representative, valid, reliable, transparent, usable and comparable**. As the examiner, the teaching staff memberis responsible for the composition of the test. He/she ensures that the test reliably and representatively assesses the subject matter of the module, and that the test adequately matches the learning objectives of the course. In order to check whether the test can be considered valid and reliable, the examiner must submit the test to a fellow examiner within the programme. In the case of a written exam, the cover page must not only state the name of the examiner, but also who carried out the peer review.

Transparency is sought by specifying the assessment method in the course manual and in the study guide. In the case of a written exam, a pilot exam (a number of sample questions with answers) will be discussed in class or provided on time via Canvas. The cover page for the test must also show how the final grade will be determined, or indicate how many points can be earned on each question. After all examinations, students are informed about the assessment of the examination in a post-exam session - information about the time and place of this session is provided in the course manual or in Canvas.

A test is considered usable if it fits the contents of the course, the size of the student group and the teaching method. Finally, the examiner must ensure that any resit is comparable to the first test in terms of content and level of difficulty.

On the VUnet page [Assessment Documents - Faculty of Humanities](#), various documents can be found that can help teaching staff with (creating) tests: checklist for tests (exams, papers); cover page templates (Dutch/English); tips for creating exams; example of an assessment matrix.

The assessment practice

Tests must be assessed in an objective and reliable fashion, which is why all tests are assessed on the basis of an **answer key** (for written exams) or on the basis of clear criteria (for other assessment methods). Papers, written assignments and theses are submitted via Canvas, which performs an automatic **plagiarism check**. A second assessor must be present at any oral examination, or a tape recording must be made. Student can choose to be accompanied by a second listener.

Separate assessment forms are available for internal (VU) and external **internship** supervisors for the assessment of internships. The internal internship supervisor is the person who ultimately assesses the internship ('fail, pass or good'). All requirements regarding the content, scope and procedural aspects of the internship can be found in the Internship Conditions. All relevant documents concerning (the assessment of) internships can be found on [VUnet](#).

The **thesis** is the aptitude test that the student takes to complete the study programme. Theses must follow faculty thesis regulations and the relevant thesis manual. The **thesis regulations** provide general information about formal rules and agreements regarding the thesis process; the **thesis manual** describes the thesis process specific to the study programme. Each study programme designs its own thesis assessment form. If necessary, they can turn to the Assessment Chamber for advice. The thesis assessment criteria are discussed within the study programmes, in order to attain unambiguous assessments. All relevant documents concerning (the assessment of) theses can be found on [VUnet](#).

Further provisions and instructions with regard to the assessment methods used within the faculty are – with the exception of the above-mentioned documents - laid down in the Teaching and Examination Regulations (Onderwijs- en Examenregeling, OERs) of the study programmes and the Rules & Regulations (R&R) of the Examination Board drawn up within the framework of the OERs. If contradictory information is found in these documents, the OER shall take precedence over the R&R. The R&R, in turn, have priority over this document. However, the Faculty Board ensures that the assessment policy is consistent with the Teaching and Examination Regulations.

The **Teaching and Examination Regulations** of the various programmes contain information about the following assessment-related matters:
- examination methods and student registration;
- the organisation of oral exams;
- determining and announcing exam results;
- the option of resitting test components;
- grading;
- exemptions;
- the validity period of exam results;
- the right of inspection and the post-examination session;
- optional adjustments to practical exercises and exams for students with a functional disability;
- teaching and assessment methods used within the programme;
- requirements regarding the sequence of examinations within the study programme;
- the exit qualifications of the programme;
- the programme courses and their level.

The **Rules & Regulations of the Examination Board** contain (further) information about the following assessment-related matters:
- registration, content and duration of exams;
- order during written exams;
- the organisation of oral exams;
- the option of resitting test components;
- cum laude regulations;
- exemptions and alternative assignments;
- dealing with requests for deviating from the regular programmes;
- fraud and plagiarism and the procedure and potential penalties in the event of fraud and plagiarism;
- retention periods of theses, exams, and results.

The OERs and the R&R therefore contain a great deal of information about the practical state of affairs with regard to assessments. In addition to teaching staff, the Education Office and Student and Educational Affairs department also play an important role in the organisation of assessments.

If course content is assessed by means of a written exam, this must be indicated by teaching staff in the study guide description. He/she must also indicate how many students are expected to take part in the examination. The scheduler will take this into account when booking a room for the examination. The provisional examination schedule is submitted to the teaching staff, who can then pass on any corrections.

In principle, members of the teaching staff at the Faculty of Humanities are responsible for organising examinations themselves. Exceptions to this rule are examinations with a large number of participants (more than 120): in these cases, the Examination Organisation requests the faculty Education Coordinator to provide the examination material. The Education Coordinator in turn requests this material from the appropriate member of the teaching staff. The Student and Educational Affairs department is in charge of arranging a suitable room and exam invigilators.

Every student has to sign up to follow a course of study or to take an exam/resit. Students with a disability can request **extra arrangements** for taking tests, such as extra time, a large-print exam or a computer. The study advisors have been mandated by the Examination Board to authorise any arrangement deemed necessary. The Education Secretariat is charged with the coordinating these arrangements. In the event of extra time or computer use, the scheduler is requested to arrange an examination room for a longer period of time or to reserve a computer room. If a student is allowed to take a large-print exam, the examiner is requested to submit this examination as well. The Education Secretariat informs the student about the practical aspects associated with extra arrangements made to help them take an exam.

The examiner must determine the result of a written exam within ten working days. For theses and final assignments, the grading period shall not exceed twenty working days. The examiner records and publishes the grades on VUnet. He/she will also organise a post-examination session (see above).

Students can submit requests and questions with regard to assessment & examinations to the Examination Board via VUnet (e.g. a request for a supplementary exam, a request for an extension of the validity period of exam results, and questions regarding the application of the OER and R&R). Complaints about the assessment or exam components can be submitted in various ways by various persons/bodies involved in the assessment process:

- an individual student can submit a complaint about enrolling in a course or examination via VUnet. The Education Office will deal with the complaint on behalf of the Faculty Board;
- in the event of a complaint about the organisation, grading or content of an exam, an individual student must first contact the course coordinator. If the content of the complaint is about the way in which an exam has been assessed, an appeal can be lodged with the Examination Appeals Board (College van Beroep voor de Examens, COBEX);
- a group of students can submit a collective complaint in writing to the Faculty Board. If such a complaint concerns (the quality of) an examination, the Faculty Board may seek advice from the Examination Board (in particular the Assessment Chamber);
- as a result of complaints about the assessment of a course or the quality thereof, a Programme Committee or Programme Director may request the Examination Board (in particular the Assessment Chamber) to analyse the assessment file for the course concerned. See the working method of the Assessment Chamber under 'Quality assurance'.

Quality of examiners
The faculty pursues an active training policy for its teaching staff. Members of the teaching staff are expected to hold a **University Teaching Qualification** (Basiskwalificatie Onderwijs, BKO) or to take steps to obtain this qualification. Members of teaching staff can take courses for educational professionals provided by *Learn! Academy* (VU, Faculty of Behavioural and Movement Sciences). Agreements about increasing the assessment skills of examiners can be made and evaluated in their annual performance reviews.

The law (Dutch Higher Education and Research Act, art. 7.12b section 1) tasks the Examination Board with guaranteeing the quality of tests and exams. It therefore has the power to appoint (or not to appoint) examiners. As a general condition for appointing a member of the teaching staff as an examiner, the Examination Board states that he/she must be in possession of a PhD degree. This applies to regular courses as well as theses and internship modules. However, there are some exceptions to this rule. The Examination Board may also appoint a member of the teaching staff as an examiner in following case:

- the person in question has ample teaching experience;
- it is expected that the person in question will obtain a PhD degree in the very near future;

The above exceptions do not apply to the appointment of examiners of Bachelor's and Master's theses. In some cases, it is within the discretionary power of the Examination Board to appoint or remove certain examiners for Bachelor's and/or Master's theses.

The members of the Examination Board must be experts in the field of the study programme(s), examination development or quality assurance. Examination Board members must be in permanent employment and at least have a University Teaching Qualification. The chairperson of the Examination Board's Executive Committee must be a professor of the faculty; the chairpersons of the individual chambers must be at least university lecturers.

The assessment file
The examiner compiles a so-called assessment file for each course. This file provides insight into the examination and assessment of the course. The following components form the core of the assessment file and must be submitted by the examiner:
    (1) the study manual;
    (2) the documentation of all assessment components of a given course;

As regards point (1): at least the following information should be included in the **study manual**:
- details of the course (title, code, level, number of ECTS credits, examiner)
- a description of the course content;
- the teaching methods used in the course;
- the learning objectives of the course;
- the method(s) of assessment of the course including the weighting of the different grades of the assessment components and ways to compensate for grades within the course;
- the schedule for the study period, including the date of the exam(s) and/or deadlines for papers, papers or other assignments (including resits).

As regards point (2), **the documentation of all assessment components of a given course**, a distinction can be made between written exams and other assessment methods.

In the case of a written exam, the assessment file must include the following:
- the pilot exam;
- the exam (and the resit exam, if applicable), which must contain a cover page that states the name of co-examiner (who is not involved in the course) who carried out the peer review;
- the answer key of the exam (and any resit exam).

For **other assessment methods** (papers, oral presentations, etc.), the teacher will give:
- instructions with regard to content;
- the assessment criteria (by means of e.g. an assessment model or form).

The criteria must be submitted to a fellow examiner (who is not involved in the course) to be checked; the study manual must state who carried out this peer review. When assessing papers, a paper-based form of assessment is preferred. At least an assessment form must be used for the assessment of oral examinations. The instructions with regard to content, the assessment criteria used and/or the assessment model or form must be included in the study manual of the course in question.

An assessment matrix must not necessarily be included in the assessment file. The faculty acknowledges that the assessment matrix is a good way to show how the learning outcome of a programme component is tested (content validity), but is of the opinion that examiners can sufficiently demonstrate the content validity of their assessment by means of the study guide and the exam(s) themselves. A detailed explanation can be found in Annex 1. *If the relationship between the learning objectives and the assessment of a course is unclear, both the Programme Director and the Examination Board (Assessment Chamber) can oblige the teacher to draw up an assessment matrix for the course concerned.*

The so-called Digital Education File (DEF) is available for the collection of assessment files within the study programme. Members of the teaching staff are encouraged to upload their assessment file documents to the DEF, for which specific instructions have been drawn up.[1] With an eye on

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[1] At the time of writing, a number of technical modifications to the DOD is still necessary before this system can be fully implemented.

quality assurance and as part of the quality assurance cycle, the importance of collecting test files at a central location will be repeatedly brought to the attention in the period 2018-2020. By doing so, the faculty wants to further increase the support for the DEF.

The assessment file also includes a **list of course results**. For privacy reasons, this list cannot be included in the DEF. Grades are, of course, always recorded in the VU's administration system. Programme Directors receive an annual overview of the examination results per course. When consulting an assessment file, the (Secretary of the) Assessment Chamber may request an overview of the results of the course concerned.

In addition, a retention period of 2 years applies to **written papers and exams scripts**. Paper documents can be handed over to the Education Secretariat, which will ensure that they are archived carefully.

Course evaluations are not a standard part of a course's assessment file. If a course has been evaluated, the evaluation report will be made available to the Programme Director (and Programme Committee) and the Assessment Chamber.

The study programme assessment plan

The faculty's various study programmes use several assessments methods, including written exams with open questions or a combination of multiple choice and open questions; papers; oral presentations or exams; writing assignments; assignments that make use of IT applications (e.g. Wiki); a thesis; and internship reports.

In the programme's **assessment plan**, programme management maps out how and when (year and period) the learning objectives of the courses are assessed and how the learning objectives are aligned with the programme's exit qualifications. The assessment plan provides insight into the balanced distribution of assessment methods. In addition, it describes how the programme ensures that it maintains a stable quality of education and assessment. An extensive explanation of the purpose and function of the assessment plans can be found in the VU Assessment Framework.

In consultation with the staff, the Programme Director determines the content of the learning pathways, which are elaborated in the assessment plan. Within the humanities, learning pathways generally have a hermeneutic, spiral-shaped structure. A lot of attention is paid to academic skills such as (written and oral) communication, text analysis and inquiry-based learning.

The programme management uses the assessment plan to discuss the study programme and its assessment with staff members. The assessment plan shows where the curriculum still needs to be improved or adapted. A drawn up or revised assessment plan is submitted to the Programme Committee and the Assessment chamber of the Examination Board for advice.

Quality Assurance

On behalf of and under the ultimate responsibility of the Examination Board's Executive Committee, the Assessment Chamber, which is part of the Examination Board in this faculty, guarantees the quality of assessments and assessment plans, as indicated below. A full description of how the Assessments Chamber operates can be found on VUnet, on the page Assessment Documents - Faculty of Humanities.

On behalf of the Examination board, the Assessment Chamber annually selects exams and theses for each programme in order to ensure that exams and theses meet the quality requirements, that the assessments are adequate and that the peer review is carried out. The Assessment Chamber sees to it that examiners complete the assessment forms when grading a thesis.

The annual plan of the Assessment Chamber states which course assessment files will be evaluated in the next academic year. Suggestions as to which courses should be evaluated can be made by other components of the Examination Board, Programme Directors, the Dean of Education and Programme Committees. In consultation with the Secretary, the chairperson of the Assessment

Chamber makes the final selection of courses, taking into account the visitation cycle and a good spread of courses over the different periods. This selection will be communicated to the examiners/course coordinators of the courses concerned, so that they know that their course will be assessed. Course coordinators must then ensure that the assessment file is made available to the Assessment Chamber.

Each assessment file is evaluated by two members of the Assessment Chamber on the basis of a clear evaluation form. In consultation with the Secretary, the chairperson determines which members of the chamber will evaluate an assessment file, taking their expertise into account.. Once a year, one particular assessment file is reviewed and discussed by all members of the Assessment Chamber. During the meeting of the Assessment Chamber, the findings of the members in question are discussed, after which the two assessment forms are merged into a single form, and the action to be taken are discussed. There are several possibilities:

- the Assessment Chamber finds that the test file is in order; the chairperson commends the examiner - feedback is not deemed necessary;
- the chairperson of the Assessment Chamber asks the examiner to respondto the findings (feedback);
- the Assessment Chamber has fundamental objections to the assessment file; the chairperson informs the examiner about this, asks him/her to draw up an improvement plan and checks whether the improvement plan is actually being implemented. The Programme Director is informed about the fact that an improvement plan has been requested and is told whether the plan has actually been implemented. If it is established that no improvements have been made, the Examination Board's Executive Committee will be informed. The Executive Committee will consult the superior of the examiner in question, as well as the Programme Director, who will decide on appropriate measures. In extremis, the Examination Board can decide that the teaching staff member may no longer act as an examiner – for the course in question, or in general.

If an assessment file has been evaluated on the recommendation of another component of the Examination Board, Dean of Education, Programme Director or Programme Committee, the examiner remains the first point of contact. In addition, the Programme Director and the officer/committee concerned will also be informed about the findings of the Assessment Chamber. An overview of all evaluations of the Assessment Chamber, including feedback from teaching staff, is included as a confidential annex in the annual report of the Assessment Chamber.

The annual plan of the Assessment Chamber also states which **thesis** assessments will be evaluated in the following academic year. Suggestions as to which theses should be evaluated can be made by other components of the Examination Board, Programme Directors, the Dean of Education and Programme Committees. In consultation with the Secretary, the chairperson of the Assessment Chamber makes the final selection of theses to be evaluated, taking into account the visitation cycle. The evaluation will be carried out using a specially developed form. Each thesis assessment is analysed by one member of the Assessment Chamber, assigning those theses to the members of the Chambers that best match their own expertise, if possible. The findings of each member of the Assessment Chamber with regard to a thesis assessment are discussed during an Assessment Chamber meeting, after which it is determined whether further action is required. There are several possibilities:

- the Assessment Chamber does not find any irregularities in the thesis assessment; the findings are archived by the Secretary, but no feedback is requested from the original examiners;
- the Assessment Chamber does find irregularities in the thesis assessment and therefore asks the original examiners for feedback; if the feedback is satisfactory, it will be archived by the Secretary, together with the findings of the Assessment Chamber. In principle, the member of the Assessment Chamber will ask the examiners for their comments;
- the Assessment Chamber has fundamental doubts about the assessment and decides to read the thesis in its entirety. If doubts remain about the assessment after reading, the

chairperson informs the original examiners and their Programme Director(s) the Assessment Chamber's findings. They are asked for a response and this response, together with the findings of the Assessment Chamber, is archived by the Secretary. The Assessment Chamber checks whether any proposed improvement measures are actually implemented. If it is established that no improvements have been made, the Examination Board's Executive Committee will be informed. The Executive Board shall consult with the superior of the examiner concerned as well as the Programme Director, who will decide on appropriate measures together. In extremis, the Examination Board can decide that the teaching staff member mayno longer act as an examiner (for thesis assessments, or in general).

If a thesis has been evaluated on the recommendation of another section of the Examination Board, Dean of Education, Programme Director or Programme Committee, at least the Programme Director and the officer/committee concerned will also be informed of the findings of the Assessment Chamber. An overview of all Assessment Chamber evaluations, including feedback given by the original examiner, is included as a confidential annex in the Assessment Chamber's annual report.

The Assessment Chamber advises on the assessment policy at faculty level and its translation/implementation at departmental level, as well as on the programme assessment plans. The Assessment Chamber also advises on the thesis regulations, thesis and internship manuals and the assessment forms for oral exams, papers and theses. The Assessment Chamber informs the Examination Board's Executive Committee of its findings.

The Assessment Chamber evaluates the assessment policy and its implementation on the basis of assessment files provided by the teachers, graded theses and other relevant information. The findings and any recommendations for improvement are included in the annual report of the Examination board. The Dean of Education and Programme Directors receive this annual report. Programme management and the Examination Board ensure that there is regular contact between the two bodies with regard to assessment and assessment policy; twice a year (and more often if necessary), the chairperson of the Assessment Chamber will attend the meetings of the Dean of Education with the Programme Directors to discuss the assessment policy and its implementation.

Annex 1
The assessment matrix in the Faculty of Humanities

Within the current VU Assessment Framework, the course level assessment matrix is considered to be one of the four pillars of a good assessment system ("for a well-considered assessment suitable for the teaching method and the learning objectives of the programme component" - Assessment Framework p. 8). The Faculty of Humanities considers it important that members of teaching staff not only take responsibility for testing (i.e. designing good exams), but also that they are accountable for this. An assessment matrix combines these two elements. At the same time, it should be noted that members of teaching staff are often of the opinion that drawing up the assessment matrix is not necessary for proper assessment; they believe that this task is solely a matter of accountability and it is therefore perceived as a 'bureaucratic burden'.

The faculty acknowledges the expertise and professionalism of its teaching staff and wishes to base its relationship with its staff members on trust rather than distrust. This annex therefore suggests an alternative approach to assessment matrices. The starting point for this new approach is to follow the spirit of the matrix, rather than the letter.

The criteria for an assessment matrix (according to the VU Assessment Framework) are described below, as are the instructions for teaching staff on how they can meet the same criteria without drawing up an assessment matrix. This lets teaching staff members retain their autonomy (which is, of course, relative), while at the same time assuring assessment quality. Of course, teaching staff members who do see value in using the assessment matrix are encouraged to continue using them.

NB: If the relationship between the learning objectives, proficiency levels and the questions of an exam is unclear, both the Programme Director and the Examination Board (Assessment Chamber) may oblige the lecturer to draw up an assessment matrix for the course in question.

In principle, this proposal only applies to assessment matrices as used in (written) exams. For other assessment methods, such as oral presentations, assignments and papers, 'assessment forms, rubrics and score sheets can fulfil the role of an assessment matrix' (p. 29). However, it remains important that the learning objectives of the course are linked to the assessment criteria and that the weight of the different assessment criteria is mentioned. By reading "the weight of the questions", as specified in building block 5 (see below), as "the weight of the criteria", this proposal can easily be applied to other assessment methods as well.

The assessment matrix and the alternative
Referring to Bijkerk (2015), the Assessment Framework provides the following definition of the assessment matrix: "An 'assessment matrix' is a table that indicates how the learning objectives are distributed among the questions or items in the test(s) of the course concerned. This shows at which level the learning objective is tested in the exam" (p. 127). The Assessment Framework distinguishes between different building blocks with regard to the content of the assessment matrix. Below is a list of these building blocks, as well as an explanation of how teaching staff members can interpret them without having to draw up an assessment matrix.

1. *Details of the course (title, code, level, number of credits, examiner)*
This information should be included in the study manual.

2. *Learning objectives/learning outcomes/course objectives*
Learning objectives of the course should be mentioned in the study manual.

3. *Relationship between the learning objectives of the course and the exit qualifications of the programme*

The relationship between the learning objectives of the course and the exit qualifications of the programme is specified in the assessment plan. The assessment plan can also indicate whether or not a certain exit qualification is tested at the exit qualification level.

4. *The proficiency level of the learning objectives*

There are various ways to adequately describe the proficiency level of the learning objectives within a course. The examiner formulates learning objectives in terms of a didactic taxonomy (e.g. Bloom, Romiszowski, Miller), the Dublin descriptors (knowledge and insight, applying knowledge and insight, making judgments, communication, lifelong learning skills) or a similar system.

5. *Weight of the questions per learning objective in the test*

This building block relates to the number of questions within a test in relation to the various proficiency levels and the learning objectives. Below is a simple example of how this can be expressed in a regular assessment matrix.

	Proficiency levels (according to Bloom)						Percentage questions per objective
Learning objective	Know-ledge	Compre-hension/ Insight	Application	Analysis	Synthesis/Creation	Evaluation	
Objective 1	Q1 (5%) + Q2 (10%)						15%
Objective 2		Q3 (10%)	Q4 (5%) + Q5 (10%)	Q6 (15%)			40%
Objective 3					Q7 (10%) + Q8 (10%)	Q9 (10%) + Q10 (15%)	45%
Percentage questions per level	15%	10%	15%	15%	20%	25%	100%

The relationship between learning objectives and proficiency levels has already been addressed in this proposal by means of building block 4. The relationship between exam questions on the one hand and the learning objectives and associated proficiency levels on the other hand must be expressed in the exam questions themselves. The teacher can do this, for example, by explicitly marking the distinction between different types of questions or by making a clear distinction between different parts of the exam in a different way (which is also transparent to the student). For each question and subquestion, the number of points that can be obtained must be stated. On the cover page of the exam, the teacher must also indicate how many questions the exam consists of, as well as the number of points required to obtain a passing grade.

6. *Weight of the test grade in the final grade*

The weight of the exam grade in the final grade must be stated by the examiner (before the start of the course) in the study manual.

7. *Compensation scheme in relation to other tests in the study component*

In the study manual, the examiner must mention (before the start of the course) any compensation arrangements.