Manual for the BQE assessment / portfolio
2018-2019

Centre of Expertise for Lecturers in Higher Professional Education
# Table of Contents

1. General introduction .................................................................................................................. 3
2. The basic level assessment competency ...................................................................................... 4
3. The BQE assessment .................................................................................................................... 5
4. Background and position of the BQE ........................................................................................... 7
   4.1 Vocational and training profile of the higher professional education teacher ......................... 7
   4.2 National agreements about BQE / SQE .................................................................................... 8
5. Ensuring quality .......................................................................................................................... 12
References ........................................................................................................................................ 13
Appendix 1: The BQE assessment matrix ........................................................................................ 14
Appendix 2: BQE assessment form .................................................................................................. 15
Appendix 3: Structure of the written BQE portfolio ....................................................................... 20
Appendix 4: Legitimation report and educational material for oral BQE assessment 2018/19 ............... 21
1. General introduction

At HU University of Applied Sciences Utrecht, the profession of lecturer has three occupational tasks: educational practice (including teaching, supervision and professional lecturing), educational assessment and educational design\(^1\). This manual covers the Basic Qualification in Examination Competency: BQE.

Testing is about learning and assessment. The paradoxical objective of honest assessment and stimulating in-depth learning makes testing challenging and interesting. With the BQE certificate you show that you can make well-reasoned choices in this field of tension.

In this manual you will find the information you need for the assessment. The term “assessment” refers to a form of evaluation in which various evidence components are reviewed in an effort to demonstrate competence, including a criterion-based interview. Within the BQE, in addition to the assessment, you can also choose to demonstrate your competence with only a portfolio.

First, we will describe the tasks through which you will demonstrate your competence during the assessment. We will then describe the assessment and the evaluation criteria. Finally, we will provide some background information and describe the origins as well as the position of the BQE within the larger Basic Qualification in Teaching Competency (BDB).

Additional information about possible learning paths can be found on the website of the EdH, the Centre of Expertise for Lecturers in Higher Professional Education.

<table>
<thead>
<tr>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the qualification: BQE - Basic Qualification in Examination Competency</td>
</tr>
<tr>
<td>Coordinator / Secretariat: <a href="mailto:Wendy.Peeters@hu.nl">Wendy.Peeters@hu.nl</a> / <a href="mailto:edh@hu.nl">edh@hu.nl</a></td>
</tr>
<tr>
<td>Period: 2018-2019</td>
</tr>
</tbody>
</table>

\(^1\) See Occupation and Programme Profile for the Higher Professional Education Teacher, version 2017.

Manual for the BQE assessment 2017-2018
2. The basic level assessment competency

The job description of a Lecturer in Higher Professional Education states that one is also an examiner. This means that you are expected to also be able to design, construct, administer, assess, analyse and record test results. With the BQE assessment qualification, you show that you are competent in performing the following tasks:

Teachers:
- are able to identify the consequences of the assessment policy for their own tests;
- are able to indicate the position of the test within the overall assessment programme;
- are able to apply the test cycle (Figure 1) in order to assess the learning outcomes of students in a particular subject / module / educational unit in relation to a specific test form and provide sufficient evidence of this ability in the design of the test;
- are able to justify the choices made in each step of the test cycle, based on the relevant literature on testing.

Figure 1. Test cycle, modified version HU (with respect to Association of Universities of Applied Sciences, 2013)
3. The BQE assessment

As part of the BQE assessment, you may decide how to demonstrate that you have achieved the course objectives, (a) by means of a portfolio in which you report your analyses and the measures you took to improve your skills within the test cycle, or (b) via an assessment based on a broad evaluation of the quality of your chosen test and the improved version of that test. This chapter will outline the test specifications of the BQE assessment.

The test portfolio and the assessment
In order to show that you have achieved the learning objectives, you will work on analysing a test from your own programme and will improve this test by following the steps in the test cycle. You can choose from the following two forms of assessment:

a) A complete test portfolio
   You compile a portfolio in which you report on every step from the test cycle. You describe your analysis, show the results and conclusions, and formulate points for improvement for each step. For each step in the test cycle, one point of improvement needs to actually be carried out. Appendix 3 provides an example of the Table of Contents for this portfolio.

b) An assessment based on material submitted in advance
   You demonstrate your assessment skills via an interview (criterion-based) with two assessors. During this interview, you justify your choices based on the analyses that you completed. 1 week prior to the assessment, you submit a legitimation report with the corresponding testing materials in which you present your test, along with the points of improvement that you carried out per step. Also add an overall analysis of the quality of the test. Appendix 4 contains the format that you must use for the items that you submit.

The criteria and the assessors
The assessment form (Appendix 2) shows the criteria used to assess your competency and how the final assessment (insufficient/sufficient/more than sufficient) was achieved. The criteria for both forms are identical. You need to achieve at least a ‘sufficient’ grade to be issued with the BQE certificate. The assessment of competency is personal.

In both cases, you are assessed by two independent assessors from the Expertise Centre for Higher Professional Education (EdH). You will be given the final evaluation immediately after the assessment. With the written portfolio, you will receive the final evaluation of your work by e-mail from your first assessor no later than 4 weeks after the submission deadline (see below).

Submission
Send your file for assessment to edh@hu.nl.
Send your legitimation report and teaching material supporting your assessment to your first and second assessor and also CC it to edh@hu.nl. You can only take part in the assessment if you have submitted the preparatory material in full and on time.
When submitting your portfolio or legitimation report and the associated materials, it is important that you explicitly state in your email which form of assessment you have chosen: the written portfolio or the verbal assessment.

Instructions for correct labelling: label the files you submit (both for your portfolio and any attachments) according to the following format:
BQE report: FIRST NAME, SURNAME, DATE, name of file. For example: BQE report: Joris Jop, 5 March 2019, BQE portfolio.

Registration
You must register on the development portal for both forms (assessment and written portfolio). For the assessment, you must also sign up for a specific time-slot on the registration list (via the development portal or directly via HUbl). Please do so on time, because full = full.
The overview on the EdH website contains a link outlining the deadlines for when to submit your portfolio and another table showing the deadlines for submitting your documents for the assessment. Here you can also see when the assessments will take place.

Via HUbl you can find an overview of the deadlines for submitting the written portfolios.

**Insufficient**
Sometimes the assessors do not have enough information to issue you the BQE certificate, or they have assessed one or more components as insufficient. In this case you will need to provide supplementary material or make improvements to your portfolio. These actions count as a resit for the BQE.

You can email your amended portfolio directly to your first assessor. Your first assessor will coordinate your new assessment with your second assessor and give you the result within 3 weeks.

If your retake is still insufficient, you will need to re-register for the assessment and you will have to compile a new portfolio (relating to a different test design).

**Insight**
By means of the assessment form you will receive a substantiation of your final evaluation and a development recommendation on your demonstrated competency in assessing education. Should you require further explanation, you can make an appointment with the first assessor.

**Feedback session**
In preparation for the assessment, you can participate in a feedback session. In a group of up to six participants and at least one expert teacher, you can ask questions and discuss your development. Registering for a feedback session is done via the EdH website.

**Objections**
If you do not agree with your evaluation or have a complaint, please consult with the qualification board of the EdH. Contact information can be found at the EdH website.  
[www.edh.hu.nl](http://www.edh.hu.nl)
4. Background and position of the BQE

In this chapter, we describe the background of the BQE. Why is there a special qualification for creating and administering tests? How is the qualification embedded in the Basic Qualification in Teaching Competency? (par.4.1). What has been agreed nationally about Education Assessment? And how does the Basic Examining Qualification (BQE) compare to the Senior Examining Qualification (SQE)? (par. 4.2).

4.1 Vocational and training profile of the higher professional education teacher

For this qualification, the HU Occupation and Programme Profile for the Higher Professional Education Teacher is used. This occupation and programme profile has been drawn up and is in the process of further validation. For the current document, therefore, we are using the Occupation and Programme Profile, version February 2017. The text below has been taken from this version.

The Occupation and Programme Profile is used as the guideline for the design and development of a range of products for the professionalisation of teachers at HU University of Applied Sciences (HU) within the context of the Didactic Qualification of Higher Professional Education teachers. The design and development of this range of products for professionalisation has been housed at EdH since the academic year 2013-2014. The profile was developed by EdH for the purpose of setting up professionalisation courses for HU teachers who wish to (continue to) develop their pedagogical-didactic competencies in higher professional education (HBO).

For the calibration of this profile, we made use of the occupation and programme profile of the accredited Master’s Expert Teacher of Vocational Education as well as national frameworks, such as the National Community of Practice BDB/SDB and the National Expert Group BQE/SQE.

The occupation of the higher professional education teacher is under development. More and more, it is being recognized that being a teacher in higher professional education (HBO) requires specific expertise and has its own (teacher-)specific occupational standards and results. The occupation of a HBO teacher has been described in meaningful and concrete occupational tasks. Occupational tasks are actively expressed in terms of active verbs, and further described as they are practised by a professional in the field with all the complexity of real-world situations. The independent practice of occupational tasks is only entrusted to a sufficiently competent professional.

Three occupational tasks

The HU has summarized the national occupational tasks in the BDB, the Basic Qualification in Teaching Competency. The BDB consists of 3 occupational tasks.

- Educational Practice (BUO)
- Evaluating Education (BQE: Basic Qualification in Examination Competency, BKE)
- Educational Design (BOO)

For more information on BDB, please visit the Expertise Centre website: www.edh.hu.nl.

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2 See the Occupation and Programme Profile for the Higher Professional Education Teacher, version: February 2017.
Three competency levels
For the training and qualification of HU teachers in professionalisation programmes, each of the three occupational tasks is described at three levels. The three levels of competency are:

- Basic Level: To be able to adequately perform the three occupational tasks in relation to a teaching unit of a higher professional education programme;
- Senior Level: To be able to adequately perform the three occupational tasks in relation to a whole higher professional education programme;
- Expert Level: To be able to adequately perform the professional tasks in relation to several higher professional education programmes (with the same registration number in CROHO).

Every competency level has its own playing field. Each playing field includes:

a. colleagues (of their own educational programme, other programmes, support services, etc.)

b. The professional practice in which one is being trained: developments in the relevant field;

c. the relevant research field; and

d. the guidelines/frameworks of the educational programme where the teacher works.

Overview of EdH competency levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Short explanation</th>
<th>Examples</th>
<th>Playing field of higher professional education</th>
</tr>
</thead>
</table>
| Basic Competency | Smallest, independent educational unit of a higher professional education programme | Questions in relation to a course / module / minor | Direct colleagues
|                |                                                        |                                                   | Those directly involved in the field of work
|                |                                                        |                                                   | Specific developments in the professional field
|                |                                                        |                                                   | Specific developments in the field of research
|                |                                                        |                                                   | Guidelines/frameworks of the educational programme |
| Senior Competency | An entire higher professional educational programme | Issues regarding the entire educational programme | Training Team
|                |                                                        |                                                   | (Regional) network
|                |                                                        |                                                   | Broader developments in the professional field
|                |                                                        |                                                   | Broader developments in the field of research
|                |                                                        |                                                   | Guidelines/frameworks of the institute |
| Expert Competency | Multiple higher professional educational programmes | Issues regarding the starting qualification of a programme | Colleague (inter)national educational programmes
|                |                                                        |                                                   | Occupational group
|                |                                                        |                                                   | (Inter)national developments and guidelines/frameworks |

4.2 National agreements about BQE / SQE

In recent years, the focus on good quality testing as part of education has increased considerably. The report "Forcing strange eyes" ["Vreemde ogen dwingen"] from the Brujin Commission (2012) gave a strong impetus to thinking about testing and assessment in higher professional education. In response to this report, the Association of Universities of Applied Sciences commissioned an expert group to develop a programme of requirements for further professionalisation of examiners. The expert group BQE / SQE (2013) developed two qualifications: the Basic Qualification in Examination Competency (BQE) and the Senior Qualification in Examination Competency (SQE). A detailed description of the reason, background and elaboration of the two qualifications can be found in the report of the expert group BQE / SQE (2013), available (in Dutch) via the website www.vereniginghogescholen.nl.
The BQE / SQE expert group of the Association of Universities of Applied Sciences (2013 ³) defines the examiner (target group BQE and SQE) as: “Every teacher in higher professional education who is ultimately responsible for one or more phases of the test cycle”. The duties of the examiner can be summarized as follows:

*The examiner designs a test, administers this test, and assesses, analyses and records the results. An essential aspect of ensuring the quality of the testing process is the evaluation phase: the examiner evaluates all stages of the test and identifies improvements to be made for the next cycle.*

This implies that all teaching staff have a certain degree of responsibility for quality and that they approach testing as a cyclical process. This point is closely related to the Organisational Framework for Testing and Evaluation of HU University of Applied Sciences Utrecht (February 2012), in which the PDCA cycle is central to the quality of testing and assessment for all HU programmes.

**BQE and SQE**

The BQE/SQE expert group of the Netherlands Association of Universities of Applied Sciences has specified the learning outcomes for the Basic Qualification in Examination Competency and the Senior Qualification in Examination Competency. The learning outcomes for the BQE are based on two important constructs: the quality pyramid for contemporary testing and assessment (Joosten-ten Brinke, 2011⁴, Figure 1) and the test cycle (see Figure 1 in Chapter 2 and Figure 2 later in this chapter).

![Figure 1. The quality pyramid of contemporary testing and assessment](image)

The quality pyramid (Joosten-ten Brinke, 2011) interprets quality in testing and examination in terms of six interrelated aspects:

- **Quality of examination items.** This refers to the quality of the individual tasks, assignments or questions in a test. Important quality criteria are: relevance, objectivity, efficiency and difficulty.
- **Quality of testing.** This refers to the quality of the examination as a whole, including the design of the assessment models and the instructions for both student and assessors. This includes, for example, the quality criteria that tests or exams must meet in order to ensure their validity, reliability and usefulness.
- **Quality of testing programmes.** This refers to the quality of the testing programme as a whole. It involves clear links between the various examinations included in the curriculum.
- **Quality of the assessment policy.** This refers to the quality of examination in relation to the broader vision of the degree programme. The development of tests and examinations is a design

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³ Association of Universities of Applied Sciences [Vereniging Hogescholen], Expert group BQE / SQE (October 2013). Responsible testing and decision making in higher professional education

issue, and the relationship to the learning process is essential (see also Schuwirth & Van der Vleuten, 2006).  

- Quality of examination organisation. The way in which testing is organised plays an important role in ensuring the quality of testing. This concerns criteria such as costs and feasibility (see Baartman, 2007). The way in which examination is organised relates to such matters as the definition of roles, tasks and responsibilities of those involved in examinations, including examination committees, the work processes surrounding examination, the logistical organisation of all assessments and the decisions relating to examination timetables.  

- Quality of examination competencies. The examination competencies of teachers, examination boards and other stakeholders are essential, since the quality of testing depends largely on the quality of the person or persons responsible for assessment. Every lecturer must be able to interpret examination data and to use this to determine where their students are and how they can promote the further development of their student teachers (Straetmans, 2006).

If there are quality issues with any one of the aspects outlined, this will have direct implications on the quality of the other aspects. For example, if the assessment policy is not transparent, this will affect the quality of assessment programmes and the examinations themselves as well as other associated items. The report of the expert group BQE/SQE (2013) makes a distinction between the requirements for the BQE and SQE courses on the basis of the quality pyramid.

Based on the quality pyramid for contemporary testing and assessment, a distinction is made between the learning outcomes for the BQE and the SQE. With the BQE, the focus lies on testing material and examinations. With the SQE, the focus lies on the testing programme and the testing policy.

Based on the logic of the quality pyramid and the test cycle, the following learning outcomes have been formulated for the BQE. Examiners:
1. are able to identify the consequences of the testing policy for their own tests;
2. can indicate the position of their own test within the wider testing programme;
3. are able to apply the testing cycle in order to assess the learning outcomes of students in a particular subject, module or educational unit in relation to a specific form of examination.

Competency requirements for the BQE within the HU
Within HU University of Applied Sciences Utrecht, the qualification process for the BQE focuses on the application of the testing cycle during the teacher’s own practice. It is not about acquiring abstract knowledge about examinations, but about accounting for how your test is designed, implemented, evaluated and improved.

Within the HU, the testing cycle described in the learning outcomes of the Expert Group BQE/SQE (Association of Universities of Applied Science, 2013) has been slightly modified. The testing cycle described by the Expert Group BQE/SQE can be applied to all knowledge exams, but is less suited to open forms of assessment such as professional products, simulations, practical tests, internship evaluation reports, and so on. For example, for these types of assessment the criteria matrix is not developed prior to, but during the development of the assessment. Figure 2 shows the modified testing cycle that we use at the HU.

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Figure 2. Testing cycle, modified HU version
(with respect to Association of Universities of Applied Sciences, 2013)

Based on the testing cycle, the learning outcomes and indicators have been further specified for the HU qualification programme BQE. It also shows what you need to do during the various steps of the testing cycle.
5. Ensuring quality

The reliability and validity of the assessment by EdH trainers is promoted by:

- Organising calibration sessions (Expert Group Protocols for Final Examination Products, 2014) with the teacher trainers who perform the role of assessor. During these sessions, both good and less adequate examples are discussed. This results in a common interpretation and a shared application of the assessment criteria;
- The first two to three assessments of new teacher trainers are calibrated by conducting the assessments together with a colleague. Both assessors discuss the assessment and arrive at a consensus of the criteria together;
- Assessments are conducted by pairs of assessors/teacher trainers throughout your study. These pairs always rotate to ensure as objective an assessment as possible.
- All portfolios (professional product, concise legitimisation report and presentation/video) and all associated signed assessment forms, are archived by the EdH;
- After a verbal assessment or assessment of the written portfolio, we ask participants to complete an evaluation form. We include the outcomes of this in the further development of our assessment procedure.

If you have your own evaluative comments about the assessment (procedure), please let us know by passing your comments on to the BQE coordinator: wendy.peeters@hu.nl.
References


## Appendix 1: The BQE assessment matrix

### Table of Specifications for the BQE, HU 2018

<table>
<thead>
<tr>
<th>National Learning Outcomes BQE</th>
<th>Level</th>
<th>HU Assessment criteria</th>
<th>Examination component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to identify the consequences of the testing policy for their own test or examination.</td>
<td>Application</td>
<td>The strengths and weaknesses of step 1 from the testing cycle have been identified;</td>
<td>Analysis of objectives</td>
</tr>
<tr>
<td>Able to identify the position of the test or examination within the overall testing programme</td>
<td>Application</td>
<td>The strengths and weaknesses of step 1 from the testing cycle have been identified;</td>
<td>Analysis of objectives</td>
</tr>
<tr>
<td>Able to apply the testing cycle (determining objectives, design, implementation, communication &amp; feedback, evaluation and improvement) in order to assess the learning outcomes of students in a particular subject, module or teaching unit in relation to a specific examination form. Able to justify decisions in relation to each step in the testing cycle using relevant literature on testing.</td>
<td>Assessment</td>
<td>The strengths and weaknesses of steps 1 through 4 from the testing cycle have been identified; The examination results have been presented (quantitatively) and a possible reason is given for these results; The quality of the test as a whole (including the improvements carried out) is described and explained with the help of a checklist or quality instrument;</td>
<td>Analysis of all steps in the testing cycle + evaluation of the testing cycle in Step 5: evaluation and improvement</td>
</tr>
<tr>
<td>Provides sufficient evidence in the form of a test design</td>
<td>Application</td>
<td>The recommendation for improvements in the next testing cycle is derived from the evaluation of the entire examination;</td>
<td>Step 5</td>
</tr>
<tr>
<td>Creation</td>
<td>Points of improvement were carried out for steps 1 through 4. The chosen improvements are the result of a consideration based on the analysis. The improvements have been carried out or the intention to implement these improvements have been detailed in an action plan;</td>
<td>Detailed improvements for each step</td>
<td></td>
</tr>
</tbody>
</table>
# Appendix 2: BQE assessment form

**Assessment form for Basic Qualification in Teaching Competency, core task Examination (BQE)**

## Choose the relevant examination options:

- **Assessment** Evidence: compact legitimation report, educational material and assessment interview (in the form of a criterion-based interview, CGI)
- **Written portfolio** Evidence: report with written analysis, conclusions and points for improvement per testing step from the testing cycle. Educational material as attachments.

<table>
<thead>
<tr>
<th>Date:</th>
<th>Assessor(s) Expertise Centre for Teachers of Higher Professional Education (EdH): 1. 2.</th>
<th>Signature of assessors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate:</td>
<td>Optional: Co-assessor (in support of assessor(s) 1 and 2):</td>
<td></td>
</tr>
<tr>
<td>Degree programme:</td>
<td><strong>Assessment:</strong></td>
<td><strong>Sufficient/insufficient</strong></td>
</tr>
</tbody>
</table>

## Admissibility requirements for assessment

<table>
<thead>
<tr>
<th>Report</th>
<th>Legitimation report assessment (maximum 6 A4 pages):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Concise description of the test (examination)</td>
</tr>
<tr>
<td></td>
<td>- Position of the test within the testing policy and testing programme</td>
</tr>
<tr>
<td></td>
<td>- Analysis of the test in terms of general test quality</td>
</tr>
<tr>
<td></td>
<td>- Summary of points of improvement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational material</th>
<th>The test components:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Learning objectives</td>
</tr>
<tr>
<td></td>
<td>- Grading</td>
</tr>
<tr>
<td></td>
<td>- Conditions that apply to the students to take the test (including resit)</td>
</tr>
</tbody>
</table>

If relevant:

- Assessment matrix
- Instructions for grading and standardisation with (co-)examiners

<table>
<thead>
<tr>
<th>Admissible / Inadmissible</th>
</tr>
</thead>
</table>

- test questions / assignment
- planning and instructions for students & assessors
- assessment model / check model / rubric
- description of method of assessment & assessor effects
### Assess competency requirements

<table>
<thead>
<tr>
<th>A higher professional education (HBO) teacher who is qualified in basic educational assessment:</th>
<th>BQE assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Is able to identify the consequences of the testing policy for their own tests (examinations);</td>
<td>• For steps 1 through 4 (goal identification through communication) from the testing cycle, the strengths and weaknesses have been identified and brought in relation to relevant quality criteria (reliability, validity, functions, conditions);</td>
</tr>
<tr>
<td>- Is able to indicate the position of the test within the overall testing programme;</td>
<td>• Points for improvements or design changes have been formulated for steps 1 through 4. The improvements and/or design changes have been carried out or the intention to implement these improvements and/or design changes have been detailed in an action plan;</td>
</tr>
<tr>
<td>- Is able to apply the testing cycle (Figure 1) in order to assess the learning outcomes of students in a particular subject, module or educational unit in relation to a specific test form, and can provide sufficient evidence of this ability in the design of the test;</td>
<td>• The analysis and the choice for the points for improvement and/or design changes have been substantiated with arguments and relevant sources related to testing and assessment.</td>
</tr>
<tr>
<td>- Is able to justify the choices made in each step of the testing cycle, based on the relevant literature on testing.</td>
<td>For the test as a whole (step 5):</td>
</tr>
</tbody>
</table>

National learning outcomes BQE. From: Expert group BQE / SQE (2013). Verantwoord toetsen en beslissen in het hoger beroepsonderwijs: een voorstel voor een programma van eisen voor een basis- en seniorkwalificatie examineren (BQE/SQE) [Responsible testing and decision making in higher professional education: a proposal for a program of requirements for a basic and senior qualification examination (BQE / SQE)]. The Hague: The Association for Universities of Applied Sciences.

- The overall quality of the existing, improved or designed test has been described and explained with the aid of a checklist or quality instrument;
- Conclusions regarding the quality of the test have been brought in relation to the quality criteria:
  - Reliability;
  - Validity;
  - Functions;
  - Conditions.
- The test results are presented (quantitatively) and a possible explanation has been given for these results;
- A recommendation for improvement was formulated for the next testing cycle, based on the evaluation of the entire test.
**Basic Qualification in Teaching Competency (BDB): Evaluating Education (BOB/BQE)**

**PASING GRADE:**
All criteria must be met. A strong analysis can compensate for more moderately performed improvements and vice versa. The complexity of the test is taken into account when assessing the criteria.

**Findings and questions in response to the candidate’s written assessment portfolio:**

<table>
<thead>
<tr>
<th>Step 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
</tr>
<tr>
<td>Step 3</td>
</tr>
<tr>
<td>Step 4</td>
</tr>
<tr>
<td>Step 5</td>
</tr>
<tr>
<td>If applicable: assessment regarding the CGI candidate:</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Evaluation:</td>
</tr>
<tr>
<td>Recommendation for further development:</td>
</tr>
</tbody>
</table>
EXAMPLES OF PROFESSIONAL DIDACTIC ACTIVITIES:

Higher Professional Education (HBO, in English: HPE) BASIC QUALIFICATION in EXAMINATION COMPETENCY

A didactically proficient HPE teacher

- involves in their analysis of the objectives:
  - relevant components of the testing policy;
  - the relationship between learning outcomes and learning objectives;
  - the position of the test in the testing programme (level, content and form); and
  - the formulation of the learning objectives (taxonomy, conditions for testability).

Examples of points for improvement: proposal to reposition the test within the testing programme, improvements based on the testing policy, sharpening the learning outcomes.

- includes in their analysis of the design of the test: the type of assessment, the assessment matrix, grade standardisation and grading, and (if applicable) the assessment form, questions, assignment and answer key. Examples of points of improvement: improved assessment matrix, improved questions, more accurate assessment criteria, a reconsideration of the passing grade, and a redesigned answer key.

- includes in their analysis of the execution of the test:
  - the planning of and instructions for both pupils/students & assessors;
  - the conditions for the students when taking the test (including resit);
  - the instructions for grading and standardisation with (co-)examiners; and
  - a description of the method of assessment and assessor effects.

Examples of points of improvement: adjusted assessment procedure, design of calibration session, improved instructions for the invigilators, improved conditions for the students.

- includes in their analysis of the communication regarding the test:
  - the extent in which the feedback based on the test results is informative and adequate for students;
  - the extent in which the communication regarding the test and any feedback, feed-up and feed forward during previous educational components was informative and adequate for the students.

Examples of points of improvement: peer feedback session designed, more attention for feed forward during meetings, adjustment of the time for test review.

- The conclusions drawn when evaluating the test as a whole are brought in relation to the quality criteria: reliability, validity, functions and conditions.

- Examples of instruments used: adapted KIT (for individual tests), the institute's checklist.

- Examples of quantitative analyses: success rates, differences between assessors, item analysis, comparison between classes/years.
Appendix 3: Structure of the written BQE portfolio

Below is an example of the Table of Contents for a BQE portfolio and for the written assessment. Further specification of the content that is treated under each heading can be found at the relevant step on HUbl, in the course guide and/or at BQE meetings. This example is for illustrative purposes, and is therefore not mandatory.

(Foreword)
Introduction: brief introduction to the subject, general description of the test that will be analysed (context, content, form), reading guide for the assessor.

Ch. 1: Determining the objectives
   1.1 Testing policy
   1.2 Testing programme
   1.3 Learning objectives
   1.4 Conclusions (strength-weakness analysis)
   1.5 Points for improvement

Ch. 2: Test design
   2.1 Type of test
   2.2 Assessment matrix
   2.3 Test questions/assignment (whichever is relevant)
   2.4 Assessment model (if applicable) and grading
   2.5 ‘Four-eyes’ principle
   2.6 Conclusions
   2.7 Points for improvement

Ch. 3: Implementation
   3.1 Conditions for administering the test
   3.2 Instructions for assessors / those administering the test
   3.3 Assessor effects
   3.4 Conclusions
   3.5 Points for improvement

Ch. 4: Communication
   4.1 Feedback on the test results
   4.3 Formative testing: feedback during teaching
   4.4 Recording the results
   4.5 Conclusions
   4.5 Points for improvement

Ch. 5: Evaluation and improvement
   5.1 Qualitative analysis
   5.2 Quantitative analysis
   5.3 Conclusions
   5.4 Points for improvement for the next test cycle

Epilogue: personal reflection on the testing cycle and the evaluation of one’s own learning objectives

Appendices:
- ...
- ...

Manual for the BQE assessment 2017-2018
Appendix 4: Legitimation report and educational material for oral BQE assessment 2018/19
HU Utrecht University of Applied Sciences Utrecht - Expertise Centre for Teachers of Higher Professional Education

Cover page: name of candidate, title of chosen test, intended assessment date

Short description of the chosen test and relation to testing policy (approximately 0.5-1 A4)
Give a short description of the test that you have chosen to analyse and improve. Consider the position of the test within the testing programme (level, content and type) and the learning objectives.
In addition, describe how this test relates to the relevant premises contained in the testing policy.

Evaluation of the test (step 5 in the testing cycle) (approximately 1.5 A4)
State the required quantitative evaluation data (pass rate / TES results, etc.) of the ‘old’ and/or the improved test. Are there any issues worth noting?
Give a short summary of the results of the completed KIT or other qualitative evaluation form. In other words, write a short conclusion on the criteria of validity, reliability, functions and conditions.
The form itself should be included as an attachment.

Improvements (approximately 1.5 A4)
Describe (in one paragraph) for each step the improvement that you implemented. Include all the testing materials in the attachment.

1. Determining objectives
   I have improved ...... in this step, because ... ...
2. Construction
   I have improved ...... in this step, because ... ...
3. Execution
   I have improved ...... in this step, because ... ...
4. Communication & feedback
   I have improved ...... in this step, because ... ...
5. Evaluation
   (see above)

Appendices
- Completed KIT or other form of qualitative evaluation
- Test components:
  o Learning objectives
  o Test questions / assignment
  o Grading
  o Planning and instructions for students & assessors
  o The conditions for the students when taking the test (including resit)
    If relevant:
      o Assessment matrix
      o Assessment model / assessment model / rubric
      o The instructions for grading and standardisation with (co-)examiners
      o Assessment & assessor effects
- List of testing related sources (APA)