



**HOGESCHOOL
UTRECHT**

**Manual for the BQE assessment /
portfolio
2021-2022**

**Teaching and Learning Network
Basic Teaching Competency**

Table of Contents

1. General introduction	3
2. The basic level assessment competency.....	4
3. The BQE assessment.....	6
4. Background and position of the BQE	10
4.1 Vocational and training profile of the higher professional education teacher	10
4.2 National agreements assessment competency.....	12
4.3 HU agreements on BQE versus SQE	13
5. Ensuring quality	14
Sources.....	15
Appendix 1: BQE assessment form	16
Appendix 2: Sample layout of legitimization report assessment	21
Appendix 3: sample layout written portfolio	22

1. General introduction

At HU University of Applied Sciences Utrecht, the profession of Higher Professional Education (HPE) teacher has three occupational tasks: educational practice (including teaching, supervision and professional lecturing), educational assessment and educational design, as described in the Professional and Training Profile of HPE Teachers (2017). Assessment competency is explicitly seen as part of teaching competency. The teaching competency can be demonstrated in an integrated way by means of a BDB assessment, or by demonstrating the three competencies separately.

This manual relates to demonstrating the teaching competency of testing at a basic level: the BQE (Basic Qualification in Examination). Starting point for the assessment are the 'qualities of the examination-qualified higher professional teacher' as formulated by the project group "Je Ogen Uitkijken" (Schilt-Mol, T. van ao, 2020). Assessment is about making decisions. This decision may be about awarding credits, passing or failing, and about the student's development (learning).

In this manual you will find the information you need to demonstrate the BQE. This can be done by means of an assessment, a written portfolio or a format of your choice. Firstly, we describe the four qualities and the basic level. Next, we describe the three ways in which you can demonstrate your competency, with corresponding procedures. Finally, we provide you with background information of the BQE: we describe its origin as well as the position of the BQE as part of the Basic Teaching Competency (BDB) as a whole.

Information about possible learning paths can be found on the [website van TLN](#), the Teaching and Learning Network of the HU.

Information

Qualification name: BQE - Basic Qualification in Examination

TLN Coordinator: Albert.Moes@hu.nl / Wendy.Peeters@hu.nl

Administrative office: TLN-administratie@hu.nl

Period: 2021-2022

2. The basic level assessment competency

Teachers in higher education are expected to be assessment competent. However, other education professionals, for example managers, members of an examination office or policy staff, also have responsibilities relating to assessment, for which they are or want to become competent. The qualities described can be applied to different roles in higher professional education.

Quality 1. Acting within the context of the assessment policy and the organisation

Basic level: you know your own role, tasks and responsibilities and those of others within the full spectrum of the assessment policy and the examination organisation and act accordingly. You work on the quality of assessment based on the vision on assessment and learning in relation to the education programme. You are aware of the relationship between assessment, assessment policy and the vision on assessment and learning.

Quality 2. Acting within the education and assessment programme.

Basic level: you know the place and function of tests in the education and assessment programme. You relate assessment to the vision of the programme and the intended learning outcomes of the education programme.

Quality 3. Applying testing knowledge and skills adequately.

Basic level: you are able to redesign/develop, implement and evaluate testing cyclically and systematically. You can argue the choices you make. You use information from tests to help shape your teaching and help the student develop further by giving feedback. You take careful and well-founded decisions based on information from tests and are able to communicate this clearly to students. You are aware of the impact of testing.

Quality 4. You remain assessment competent.

Basic level: as a critical professional, you constantly look at your own actions concerning assessment and adjust your actions if necessary. You are aware of your own experiences with and views on assessment and how these influence your own actions and development.

To work cyclically on test quality, in the HU context we use the following test cycle consisting of five steps:



Figure 2.1 Test cycle, modified HU version (based on Association of Universities of Applied Science, 2013)

3. The BQE assessment

In the BQE assessment, you may decide how you demonstrate your competence: through (a) an assessment based on a legitimization report, (b) only a portfolio with evidence for all four qualities or (c) a free format. This chapter will outline the assessment specifications of the three options.

In developing your qualities, you always work interprofessionally. However, the assessment of competency is individual. It is also possible to opt for an assessment with a colleague at the same time. Make sure that your individual qualities are visible.

Option a: BQE assessment on the basis of a legitimization report

In order to prove your competence, you can submit a brief legitimization report. On the basis of this report, you conduct a criterion-based interview with two assessors. During this interview, you justify your choices, explain your actions in more detail and discuss possible ambiguities in your evidence.

The procedure for a BQE assessment is as follows:

- Work out your evidence per quality according to the example in Appendix 2 (or other). Ask a peer-assessor. Think about whether you want to bring that peer-assessor along, or ask them to assess you beforehand;
- Register for a BQE assessment via the development portal;
- Pick a specific assessment moment on the [registration list](#) , with two assessors. (If you opt for an assessment as part of a duo, make sure you sign up separately at consecutive, with the same assessors. Then email the assessors to inform them that you are taking the assessment together. The first assessment moment will be the starting time of the assessment);
- Send your legitimization report to the two assessors no later than 1 week before the assessment, with a cc to tln-administatie@hu.nl;

Instructions for labelling: label the files you submit (both for your portfolio and any attachments) according to the following format:

BQE report: FIRST NAME, SURNAME, DATE. For example: BQE report Joris Jop 5 March 2022

- You will receive an invitation from the first assessor to a teams environment, where the assessment will take place online. If circumstances permit, it will eventually also be possible to take the assessment live at the HU, if desired;
- Make sure you are present 10 minutes before the start of the assessment.

Conduct of CGI in case of remote assessment

Time	CGI component
Beforehand:	Preliminary discussion portfolio and questions to be asked by assessors
0:00-0:05	Candidate is called in. Introduction to assessors and candidate & introduction of the agenda
0:05 – 0:30	Interview. Concluding with possible additional contribution from candidate. Candidate is asked to leave the Teams meeting
0:30 – 0:40	Assessors form joint opinion
0:40 - 0:45	Evaluation and feedback
0:45 - 1:00	Finalizing

Conduct of CGI in case of live assessment

Time	CGI component
0:00	Candidate reports to the 'landing place' for the assessment
0:00 - 0:15	Preliminary discussion portfolio and questions to be asked by assessors
0:15 – 0:20	Candidate is called in. Introduction to assessors and candidate & introduction of the agenda
0:20 – 0:45	Interview. Concluding with possible additional contribution from candidate. Candidate is asked to leave the room
0:45 – 0:55	Assessors form joint opinion
00:55 - 1:00	Evaluation and feedback

The interview itself lasts 30 minutes. For the entire CGI you need to schedule 1 hour.

Option b: Demonstrating BQE in a written portfolio

A written portfolio can also be used to demonstrate the four qualities. This means that you have to work out all the evidence required per quality. Write a clear supporting statement of no more than 8000 words, in which you make the connection between the evidence from the appendices and the qualities. You can use the format from Appendix 3.

Procedure BQE-written portfolio:

- Work out your evidence and portfolio. Do not forget to ask a peer-assessor to assess you.
- Register for the BQE assessment via the development portal.
- Send your portfolio to TLN-administratie@hu.nl, before one of the six deadlines (see below).
- Instructions for labelling: label the files you submit (both for your portfolio and any attachments) according to the following format:
- BQE report: FIRST NAME, SURNAME, DATE. For example: BQE report Joris Jop 5 March 2022

Deadlines in 2021-2022:

27-9-2021	09-05-2022
15-11-2021	27-06-2022
07-02-2022	22-08-2020

Within 4 weeks after the deadline, you will receive an email from the assessors with their assessment and development recommendation.

Option c: Demonstrating BQE using own format

If none of the above options suit you, then you can design your own format in consultation with one or more BQE assessors.

BQE procedure with use of own format:

- Work out your idea(s) into a concrete proposal, as explained above for the assessment (option a). Make sure that all learning outcomes can be demonstrated in the proposal. Involve one or more peer assessors in the procedure. Pay attention to feasibility and organisation requirements. The starting point is the availability of 2 hours per assessor.
- Involve your BQE trainer, a BQE assessor or a TEG member from your education programme in the development of your format.
- Discuss your proposal with the assessment coordinator Albert.Moes@hu.nl.
- Register for the BQE assessment via the development portal.
- Continue to act in accordance with agreements you have made with the assessment coordinator.

The assessment and the assessors

In the assessment form (Appendix 1) there are indicators to help you make your qualities visible and to show you how the final assessment is formed.

In all cases, you are assessed by two independent TLN assessors, who are appointed by the Certification Committee and participate in standard-setting sessions. Assessors work in constantly changing pairs and give each other feedback.

You will be told the outcome of the evaluation immediately after the assessment has taken place. In the case of a written portfolio, you will receive the assessment of your work by email, sent to you by your first assessor no later than 4 weeks after the submission deadline (see below).

The new assessment form will be put to use per 1 September 2021. If you have taken your course before September 2021, you can use the 2020-21 form (which focuses on the test cycle). Don't forget to mention this explicitly when handing in your legitimization report/portfolio.

Insufficient

Sometimes the assessors do not have enough information to award you the BQE certificate, or they have evaluated one or more qualities as 'insufficient'. This means that you have to make additions and/or continue with your development. These actions count as a resit for the BQE.

If your resit only concerns additional material, you can email it directly to your first assessor, who will coordinate your new assessment with your second assessor and give you the result within 3 weeks. For further continuation of your development, agree with your first assessor how you are going to demonstrate this. Again, choose from option a, b or c.

Your registration in the development portal includes one resit possibility. If you need more resits, reregister in the development portal. This second registration, again, offers you two possibilities.

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.

Objections

If you do not agree with your evaluation or have a complaint, please consult with the qualification board of the TLN. Contact information can be found on the TLN website:

<https://husite.nl/tln>.

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? (par. 4.2). And how does the Basic Examining Qualification (BQE) compare to the Senior Examining Qualification (SQE)? (par. 4.3).

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, teacher in higher professional education,). 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 the Teaching and Learning Network (TLN) (previously EDH). The profile was developed by TLN 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 Degree in Expert in Professional Education (MEB) 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 recognised 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 summarised the national occupational tasks in the BDB, the Basic Qualification in Teaching Competency. The BDB consists of 3 occupational tasks.

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

For more information on BDB, visit the TLN website: <https://husite.nl/tln/>

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.

Table 4.1

Overview of TLN competency levels

Level	Short explanation	Examples	Playing field of higher professional education
Basic Competency	Smallest, independent educational unit of a higher professional education programme	Questions in relation to a course / module / minor	<ul style="list-style-type: none"> – 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 education programme	Issues regarding the entire educational programme	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Colleague (inter)national educational programmes – Occupational group – (Inter)national developments and guidelines/frameworks

4.2 National agreements on assessment competency

In the BDB protocol (Association of Universities of Applied Sciences, 2013), it has been agreed that all universities of applied sciences recognise each other's BDB.

The BDB protocol also ensures the recognition of the BQE: the 'assessment' component in the protocol is linked to the BQE. However, this does not automatically guarantee the standard setting for the BQE, nor the mutual recognition and standard setting of the SQE. The Assessment Competency network h(b)o (higher (professional) education) plays an active role in both the standard setting of BQE and SQE, and the mutual recognition of the SQE. This is done, inter alia, by facilitating the following:

- **Network meetings** where there is room for:
 - o peer review on BQE and SQE pathways
 - o exchange of examples, with which teachers demonstrate their assessment competency
 - o calibration sessions for BQE and SQE
- **Exchange** of assessors between universities of applied sciences.

4.3 HU agreements on BQE versus SQE

In short: the BQE relates to assessment competency within a unit of study and the SQE relates to assessment competency within the education as a whole. This means that qualities of the SQE overlap with the qualities of the BQE, but because of the difference in roles (and therefore tasks and responsibilities), different aspects of the qualities emerge. Especially in the section 'testing knowledge and skills' (quality 3), the BQE zooms in on a specific test and its specific knowledge and skills, which are less evident in an assessment programme or assessment policy.

Many colleagues have different roles within their education programme(s). Therefore, it may be desirable to be certified at both BQE and SQE levels. Within the HU we have established that it is possible to do a combined assessment. The following applies in that case:

- for qualities 1, 2 and 4, that these are already demonstrated in the SQE assessment, since these are drawn up in a concentric way. Demonstrating these qualities at senior level, 'automatically' demonstrates the basic level
- for quality 3 (testing knowledge and skills), the assessment is extended by 15 minutes. The candidate demonstrates working in the test cycle separately. This quality is added as an addendum to the assessment form and included as an appendix in the SQE manual.

The candidate contacts the assessors if they wish to have such a combination assessment. They register twice, for successive assessment times with two assessors, so that sufficient time is available.

5. Ensuring quality

The reliability and validity of the assessment by TLN trainers is promoted in a variety of manners:

- The Certification Committee assesses the quality of the assessment procedure, including assessment forms, before the procedure is established.
- 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.
- All assessors go through training to become a basic assessor. This training focuses on the skills of conducting a CGI (Criterion-Oriented Interview). After the training, the assessors demonstrate their basic level and become certified.
- 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 assessment together.
- Assessments are conducted ad interim by pairs of assessors/teacher trainers. 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 TLN.
- 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.

Sources

Baartman, L.K.J., Prins, F.J., Kirschner, P.A., & Van der Vleuten, C.P.M. (2007).

Kwaliteitsmeting van Competentie Assessment Programma's via zelfevaluatie.

OnderwijsInnovatie, March, 17-26.

Professional and training profile higher professional education (hbo-)teacher, version: 2017

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 examinering (BKE/SKE). The Hague: Association of Universities of Applied Science.

Expert Group, Protocol Final Projects 2014

Joosten-ten Brinke, D. (2011). *Eigentijds toetsen en beoordelen (public lecture).* Tilburg: Fontys Universities of Applied Science.

.

Schuwirth, L. W. T., & Van der Vleuten, C. P. M. (2005). *A plea for new psychometric models in educational assessment.* Medical Education, 40, 296-300.

Straetmans, G. (2006). *Bekwaam beoordelen en beslissen.* Deventer: Saxion Universities of Applied Science.

.

Appendix 1: BQE assessment form

Assessment form for Basic Teaching Competency, core task Assessment			
Choose the relevant assessment options: <ul style="list-style-type: none"> ○ Assessment Evidence: compact legitimation report, educational material and assessment interview (in the form of a criterion-based interview, CGI). ○ Written portfolio. Evidence for all 4 qualities delivered in writing. ○ Own format, namely.... 			
Date:		Assessor(s) Expertise Centre for Teachers of Higher Professional Education (EdH): 1. 2.	Signature of assessors:
Candidate:		Peer assessor (for recommendation to assessor(s) 1 & 2): Role: Name:	Signature of peer assessor:
Education programme :		Assessment:	SUFFICIENT/ INSUFFICIENT

Admissibility requirements for assessment	
For assessment	<ul style="list-style-type: none"> a. Can be read within 20 minutes. Maximum word count (ex appendices and sources): 2500 (guideline: 500 per quality, 500 extra). b. The candidate arrives at the assessment in a timely manner c. Peer assessor is present at assessment OR has added evaluation (completed assessment form).
For written portfolio	<ul style="list-style-type: none"> a. Can be read within 50 minutes. Maximum word count (ex appendices and sources): 8000 (guideline: 2000 per quality). b. Evaluation of peer assessor has been added (completed assessment form). c. Authenticity has been demonstrated by means of a plagiarism check.
For own format	<ul style="list-style-type: none"> a. Total assessment process including reading, assessment, filling in forms, etc. should not exceed 2 hours. b. An overview table is provided in which evidence is linked to the qualities. c. Peer assessor is present at assessment OR has added evaluation (completed assessment form).

Admissible / Inadmissible			
Qualities of assessment competent higher professional education (HBO) teacher		Portfolio observations	Questions and observations from CGI
The assessment competent HBO teacher	Basic level	CUT-OFF SCORE: all qualities must be demonstrated, evidence must be in line with current and/or future professional context and education.	
1. Acts within the context of the assessment policy and the organisation	You know your own role, tasks and responsibilities and those of others within the assessment policy and organisation as a whole and act accordingly. You work on the quality of assessment based on the vision on assessment and learning in relation to the education programme. You are aware of the relationship between assessment, assessment policy and the vision on assessment and learning.		
Indicators	For both assessment policy and organisation, points relevant to the assessment are briefly summarised in words and/or images. You work on the quality of assessment based on the vision on assessment and learning in relation to the education programme. You name your own role, tasks and responsibilities and those of others within the assessment policy and organisation as a whole and act accordingly. Assessment and/or own role are related to assessment policy and organisation, within the total education.		
Conclusion for this quality			

2. Acts within the teaching and assessment programme.	You know the place and function of assessment in the education and assessment programme. You relate assessment to the vision of the programme and the intended learning outcomes of the education programme.		
Indicators	Describes the place of a test in the assessment programme in terms of content, format and level. The function of the test is described and evaluated. Relates place and function of the test in the assessment programme to own actions in education. Relates a test to the intended learning outcomes of the education program.		
Conclusion for this quality			

<p>3. Applies testing knowledge and skills adequately</p>	<p>You are able to redesign/develop, implement and evaluate tests cyclically and systematically. You can argue the choices you make. You use information from assessment to help shape your teaching and to help the student develop further by giving feedback. You take careful and well-founded decisions based on information from assessment and are able to communicate this clearly to students. You are aware of the impact of testing.</p>		
<p>Indicators</p>	<p>At least one specific form of assessment with a formative and/or summative function. Uses correct concepts and terms, can explain choices well, makes connections and is consistent. Applies skills in made/improved materials. In group work, the candidate's own contribution to design and/or analysis is justified (in product and process). Application of a cyclical methodology in relation to assessment quality (function(s) / conditions / reliability / validity).</p>		
<p>Conclusion for this quality</p>			

4. Remains assessment competent	As a critical professional, you always look at your own actions relating to assessment and adjust your actions if necessary. You are aware of your own experiences with and views on assessment and how these influence your own actions and development.		
Indicators	Reflects on their own actions, identity and learning process and their relation to education. Relates to own role/ tasks/ responsibilities in the field of assessment. Provides insight into how to apply or continue what was learned in the BQE in one's personal practice. Can shape their own development for the future on the basis of experience gained.		
Conclusion for this quality			

Qualities and basic level description from: Schilt-Mol van, T. Baartman, L., Meijer, K., van der Linden, J., Munneke, L. & Dobbelaer, M. (2020). [Kwaliteiten van de assessmentbekwame hbo-docent](#) Working Group "Je Ogen Uitkijken".

Evaluation:
Recommendation for further development:

Appendix 2: Sample layout of legitimisation report assessment

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

Introduction: brief introduction, role(s) in assessment competency, introduction to assessment issue(s)

Quality 1

Short (guideline: 400 words) description of one's own development in this quality and the actions taken. Refer to concrete material in appendices (e.g. analysis of a test with regard to principles from the assessment policy, discussion report with TEG members about assessment policy....)

Quality 2

Short (guideline: 400 words) description of one's own development in this quality and the actions taken. Refer to concrete material in appendices (e.g. analysis of a test in relation to the assessment programme, report of discussion with colleagues about the level of the test or the form of assessment, ...)

Quality 3

Short (guideline: 600 words) description of one's own development in this quality and the steps taken from the test cycle with regard to an assessment analysis, discussions on test quality or test design. Refer to specific materials in appendices (e.g. old and improved test materials, qualitative assessment analysis, analysis of test results, calibration session report, etc....).

Quality 4

Short (guideline: 500 words) description of one's own development in this quality and the actions taken. Refer to specific material in appendices, if necessary.

Conclusion

Source list

APPENDICES

Appendix 3: sample layout written portfolio

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

Introduction: brief introduction, role in assessment competency, introduction to assessment issue(s)

Quality 1

Complete (guideline: 1500 words) summary of one's own development in this quality and the actions taken. Refer to concrete material in appendices (e.g. analysis of a test with regard to principles from the assessment policy, discussion report with TEG members about assessment policy....)

Quality 2

Complete (guideline: 1500 words) summary of one's own development in this quality and the actions taken. Refer to concrete material in appendices (e.g. analysis of a test in relation to the assessment programme, report of discussion with colleagues about the level of the test or the form of assessment, ...)

Quality 3

Complete (guideline: 2500 words) summary of one's own development in this quality and the steps taken from the test cycle with regard to a test analysis, discussions on test quality or test design. Name the five steps of the test cycle and relate analyses to test quality (validity, reliability, functions, conditions). Refer to specific materials in appendices (e.g. old and improved testing materials, qualitative test analysis, analysis of test results, calibration session report, etc....).

Quality 4

Clear (guideline: 1500 words) description of one's own development in the field of assessment competency and professional identity. Refer to specific material in appendices, if necessary.

Conclusion

Source list

APPENDICES