

At HU University of Applied Sciences Utrecht we work with a HU-wide assessment policy for delivering and ensuring assessment quality. We do this using the components of the assessment web (Van Schilt-Mol, 2022) and assessment cycle.

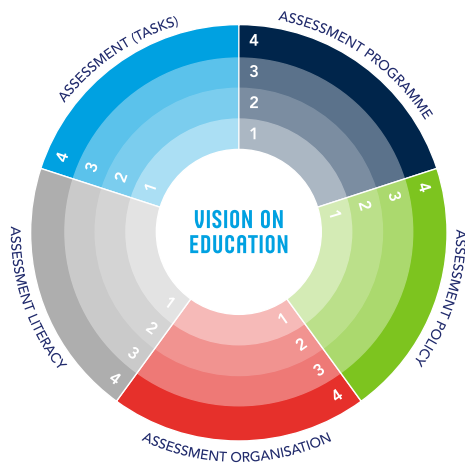


Figure 1. Assessment web (Van Schilt-Mol, 2022)

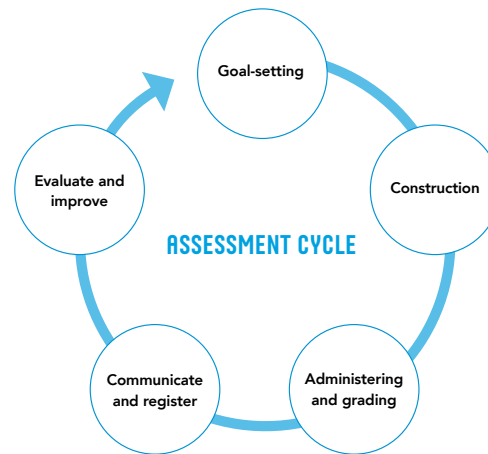


Figure 2. Assessment cycle

In the document HU Assessment Policy Explanation and substantiation you will find the full text. The quality requirements are listed below.

QUALITY REQUIREMENTS FOR ASSESSMENT POLICY AT INSTITUTE AND/OR PROGRAMME LEVEL

- An up to date assessment policy must be available for each associate's, bachelor's, master's and minor degree programme. This also applies to non-degree education and micro-credentials. Where possible, joint policies have been formulated at institute level, valid for all study programmes in that institute or those institutes.
- The institute and/or programme assessment policy is developed in line with and in addition to the HU Assessment Policy.
- The structure of the assessment policy at institute and/or programme level follows the layout of the assessment web or a similar model.
- The institute and/or programme assessment policy describes the institutes and/or programme's interpretation of the HU vision on education and research, *Together for the Future* (2022a), and the derived vision on assessment.
- The assessment policy at institute and/or programme level includes at least an explanation of:
 - the way in which final qualifications are operationalised into learning outcomes;
 - options regarding the elaboration of the HU vision on education and research, *Together for the Future* (2022a): development-oriented assessment, rich learning environments, flexible assessment (Appendix A);
 - options with regard to the facilitation of assessment in time, resources, and money within the institute;
 - the organisation of the collaboration with the professional practice in the various components of the assessment web and in the various phases of the assessment cycle;
 - options with regard to the use of grading scales;
 - options with regard to assessment knowledge, skills, and attitudes, workfield-oriented assessment, assessment research skills;
 - agreements regarding sustainable assessment literacy;
 - the agreements regarding quality assurance around assessment, including assessment organisation and assessment competence, are recorded in a quality paragraph of the assessment policy.
 - agreements on how the examination board and programme management consult;
 - policy regarding generative AI & assessment;
 - the manner that the quality requirements for assessments (feasibility, validity and reliability) are monitored;
 - the manner that the four-eyes principle is applied;
 - the manner that transient tests such as presentations or skills tests are handled;

- agreements on grading standards and pass marks;
- measures in the various educational components and the associated assessment to prevent fraud, plagiarism or free-rider behaviour;
- the manner that the individual development of students is monitored and guided.

QUALITY REQUIREMENTS FOR THE ASSESSMENT PROGRAMME

- The study programme must develop the assessment programme in accordance with the decisions and agreements laid down in the assessment policy at institute and/or programme level.
- The design of the assessment programme takes factors into account that positively influence studyability and student success.
- The assessment programme offers sufficient variation in assessment formats.
- The structure of the assessment programme allows for learning path-independent assessment.
- The assessment programme seeks to find a balance between test quality and feasibility.
- The assessment programme is periodically evaluated against current quality standards, such as KIT 2.0.
- The programme manager is responsible for determining the assessment programme. The assessment programme is submitted to the examination board for advice.

QUALITY REQUIREMENTS FOR GRADUATION

- In associate degree, bachelor's, and master's programs, the assessment program specifies which assessments are part of the graduation unit, including those related to exemption policies, accreditation procedures, and archival retention periods.
- When developing the entire programme, and the graduation component in particular, the study programme relates to the Protocol Afstuderen 2.0 [The Graduation Protocol 2.0].
- The graduation component is always assessed by two examiners. This also applies to any sub-tests within the graduation component.
- The study programme itself periodically submits a number of final projects to a related study programme, a research group or the professional field in order to

validate the level achieved. The Examination Board conducts random checks on a number of final projects.

QUALITY REQUIREMENTS FOR ASSESSMENTS

- In order to develop, administer and evaluate high-quality assessments, HU University of Applied Sciences Utrecht uses an assessment cycle with different phases.
- For units of 15 EC, assessment takes place by at least two examiners and/or on the basis of multiple sub-tests and/or measurement moments. Per unit of 15 EC, the assessment can consist of a maximum of three sub-tests.
- For units of 30 EC or more, assessment will be carried out by at least two examiners and on the basis of multiple sub- tests and/or measurement moments. For each unit of 30 EC or more, the test may consist of a maximum of four sub- tests.
- Assessment results must be recorded in Osiris within 15 working days.
- It is important that students show authentic work when assessed. That is why we opt for conscious and responsible use of generative AI. When designing a test, we consider whether or not generative AI may be used in relation to the intended learning results and we adapt test formats if generative AI no longer allows for reliable administration.
- Each student is entitled to two assessment opportunities per year, the number of assessment opportunities can be freely determined by the study programme.
- Examiners calibrate on a regular basis.

QUALITY REQUIREMENTS FOR THE ASSESSMENT ORGANISATION

- An examiner is responsible for conducting and assessing the tests for which they are appointed by the examination board.
- At the unit of study level, assessment is always a team responsibility, with the course coordinator as the ultimate responsible party.
- The assessment cycle is completed annually for each assessment, and a report is submitted to the programme manager. They report to the programme manager or to the core team on the assessment programme as a whole.
- At programme level, the programme manager or a core team is responsible for delivering assessment quality. This may involve assigning tasks to the curriculum committee and/or assessment expert group for support purposes. The institute director is responsible for nominating examiners.

- The examination board is responsible for ensuring assessment quality. It may establish an assessment board to conduct supporting investigations. The examination board is responsible for appointing examiners. For a complete overview of the responsibilities of the examination boards, refer to the Examination Board Regulations (2024b).

QUALITY REQUIREMENTS FOR ASSESSMENT LITERACY

- In order to be appointed as an examiner, an HU employee must have demonstrated the basic examination qualification (BKE). Additional expertise and study programme requirements may also be imposed on an examiner.
- At least one of the institute's staff members involved in delivering assessment quality (e.g. TEG or curriculum committee) has demonstrated the SKE.
- At least one member of the examination board must have the SKE.
- At the HU we strive for sustainable assessment literacy. At the institute level, it has been established what is meant by sustainable assessment literacy.

QUALITY REQUIREMENTS FOR QUALITY ASSURANCE

- All agreements on assessment regarding quality assurance, on all components of the assessment web, are recorded in a quality paragraph of the assessment policy at institute or programme level.
- The components assessment policy, assessment programme and assessment are worked on according to a PDCA cycle.
- The institute or programme assessment policy describes how this PDCA cycle is designed: the roles of those involved, the instruments used, how often evaluation takes place and to whom one reports.

Colophon

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Design

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