

TOETSEN VOOR DE TOEKOMST

The Erasmian View on Assessment

Final concept 07/11/2025

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'Concordia parvae res crescunt' – Even small things grow in harmony

Desiderius Erasmus, *Adagia*, Chiliades I, centuria IV, adagium 1

Why an assessment vision for the Erasmus University Rotterdam

Toetsen voor de Toekomst expresses the common principles that guide the development of testing within Erasmus University Rotterdam. Against the background of a constantly changing assessment landscape, this vision acts as a compass, with the aim of strengthening internal cohesion and stimulating dialogue within the institution.

A clear assessment vision supports EUR in:

- facilitating faculties and study programmes in the (further) development of assessment policy;
- guaranteeing quality in line with external frameworks and internal ambitions;
- stimulating dialogue and innovation.

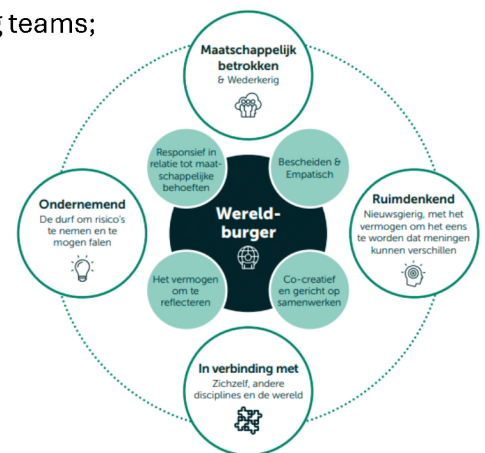
EUR's assessment vision is described on the basis of seven principles in part 1.

The vision is in line with, and is a translation of, the principles of the educational vision of Erasmus University Rotterdam and the Erasmian values.

Part 2 describes how the safeguarding of assessment within EUR is organised and how roles and responsibilities are set up. This includes preconditions and strategic reflection questions, intended to strengthen the coherence between educational vision, assessment vision, (local) assessment policy and assessment practice, among other things.

These questions and preconditions can be valuable at various times, including:

- during curriculum revisions;
- when drawing up or updating assessment policy;
- in preparation for (re)accreditations or audits;
- as a reflection tool within examination boards or teaching teams;
- for training and professionalisation purposes.



PART 1 ‘TOETSEN VOOR DE TOEKOMST’

Seven principles

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- 1. Reliability, validity, practicability and transparency form the foundation of good assessment at Erasmus University Rotterdam*
 - 2. Erasmus University Rotterdam uses assessment as both an assessment tool and a learning tool*
 - 3. The Erasmian assessment vision follows the educational vision*
 - 4. Erasmus University Rotterdam welcomes (technological) innovations in an ethically responsible, well-considered and targeted manner*
 - 5. Assessment at Erasmus University Rotterdam is tailored to a diverse student population*
 - 6. Erasmus University Rotterdam structurally invests in assessment expertise*
 - 7. Erasmus University Rotterdam strives for a sustainable balance between improvement and stability*
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1. Reliability, validity, practicability and transparency form the foundation of good assessment at Erasmus University Rotterdam

Assessment quality is based on a careful balance between reliability, validity, practicability and transparency. Achieving this is a joint responsibility of all those involved: from examiners and examination boards to programme management, management and support services. A combination of clear learning objectives, clear criteria and a cyclical process of evaluation and improvement ensures that tests measure what they aim to measure and are achievable within available resources. This makes assessment quality not only visible, but also legitimate and acceptable for students and staff, which strengthens confidence in the assessment process.

Reliability requires, among other things, intersubjectivity – the process in which assessors together give meaning to these criteria, mirror each other and discuss differences of opinion. Faculties lay down in their assessment policy how they safeguard this joint assessment, for example through moderation, calibration or peer review.

Reliability – results are consistent and reproducible, regardless of assessor, test moment or context.

Validity – the test measures what it aims to measure in relation to the learning objectives and intended competencies.

Feasibility – tests are feasible within the available time, resources and expertise, and fit within the capacity of the organisation.

Transparency – assessment objectives, assessment criteria and procedures are clear and insightful for those involved, so that decisions can be traced and are acceptable.

2. Erasmus University Rotterdam uses assessment as both an assessment tool and a learning tool

The EUR considers assessment as both an assessment tool and an essential part of the learning process. We advocate a well-thought-out and context-aware use of assessment, in which it actively contributes to ownership, motivation and deepening of learning. Constructive alignment — a good alignment between learning objectives, learning activities and assessment (*alignment*) — forms the basis for this.

Within this approach, we distinguish three functions of assessment:

- Assessment **of** learning (summative) is used to determine whether students have mastered the learning objectives and leads to a formal assessment or grade.

- Assessment for learning (formative) provides feedback that students and teachers use to guide learning and determine next steps.
- Assessment **as learning** turns the assessment process itself into a learning activity, in which students reflect, assess and regulate their own learning.

As such, we see assessment as an integral part of the learning process and a powerful tool to steer learning processes through feedback and reflection. It supports students in their development into critical, reflective and independent professionals and scientists. At the same time, assessment can provide teachers and study programmes with valuable information about the functioning of their education and curriculum, thus also fulfilling a function in strengthening the quality of education.

3. The Erasmian assessment vision follows the educational vision

The educational vision of Erasmus University Rotterdam (EUR) focuses on forming academically trained world citizens who, rooted in knowledge and curiosity, dare to think, collaborate and reflect critically in an inter- and transdisciplinary way. This vision has a direct influence on how and what we assess. As the vision is increasingly translated into educational practice, the demand to test whether students develop the knowledge, skills and attitude needed to put this vision into practice also increases.

In line with the educational vision, faculties are developing assessment forms that enable them to assess whether students are able to apply skills in context. There is a clear connection between learning objectives, assessment methods and assessment criteria, and students receive transparent information about the way in which their work is evaluated. At the same time, there is room for experimentation, within clear quality frameworks and with attention to feasibility. Where possible and relevant, students are tested in realistic and meaningful contexts. These authentic forms of assessment provide room for the application of knowledge, judgment and reflection.

4. Erasmus University Rotterdam welcomes (technological) innovations in an ethically responsible, well-considered and targeted manner

EUR welcomes (technological) innovations, such as digital assessment environments, programmatic testing and the use of AI. The added value for education and the testing process is always paramount. Innovation is approached as a means to strengthen assessment, not as an end in itself.

Ethical considerations also play an essential role in the design and implementation of innovative assessment methods. Decisions about standardisation, accessibility, data use and automation must be fair and proportionate, with an eye for the impact on students and

teachers. These decisions are shared transparently at the start of the learning process, so that students know on what bases and criteria their performance will be assessed.

There is room within EUR to experiment with new assessment methods and forms, provided this is done within clear quality frameworks and a shared sense of responsibility. Technological developments are seen both as an opportunity (for example, for feedback, adaptivity or flexibility) and as a risk (e.g. susceptibility to fraud or bias).

5. Assessment at Erasmus University Rotterdam is tailored to a diverse student population

In the educational vision of Erasmus University Rotterdam, diversity is recognized as a strength and as a condition for academic quality. This is particularly relevant for a university like Erasmus University Rotterdam, where a diverse student population demands assessment practices that do justice to different perspectives and backgrounds, and that promote inclusivity.

In its DEI policy (Diversity, Equity and Inclusion), EUR strives for an educational climate in which students with diverse backgrounds and needs feel seen and supported. Assessment is accessible, fair and offers room to learn and grow. Feedback is constructive and respectful, with an eye for the human dimension and the well-being of students.

In addition, an inclusive assessment practice also requires careful variation in questions and case histories, so that differences in gender, cultural background and living environment – where appropriate in terms of content – are not only acknowledged, but also represented. All this takes place within the existing quality frameworks, in which inclusiveness is weighed against requirements of validity, reliability and feasibility.

6. Erasmus University Rotterdam structurally invests in assessment expertise

EUR structurally invests in the assessment competence of examiners, assessment coordinators, examination boards and the use of educational expertise. A good assessment practice requires more than individual effort: it requires joint expertise within a stimulating and well-supported learning environment. This is not only about knowledge of assessment methods, but also about the ability to connect constructive alignment – the alignment between learning objectives, learning activities and assessment – with the strategic goals of the institution (strategic alignment).

The development of assessment expertise is strengthened by professionalisation programmes such as the Basic Examination Qualification (BKE) and the Senior Examination Qualification (SKE), and is supported by the Community for Learning & Innovation (CLI) and the Learning Innovators within the faculties. This takes place within a coherent system of training, peer exchange, coaching and substantive support. Programme management and faculty leaders play a crucial role in this: they create the conditions within which assessment competence can grow sustainably.

7. Erasmus University Rotterdam strives for a sustainable balance between improvement and stability

The vision not only gives direction to where we want to go with our assessment, but also to *how* we want to do it. At a time when the burden on the institution is high, the feasibility issue requires explicit attention. Rapid and continuous change is not desirable in all cases. Quality of education benefits from development and rest. Innovation and improvement in testing is valuable, but requires a careful balance with stability, support and feasibility. EUR recognises that continuous change can lead to overload, and is committed to maintaining good testing and delaying innovations where necessary and possible.

Within this vision, there is therefore explicit room for consolidating and securing what works well. Faculties have the space to translate assessment innovation to their context in their own way and at their own pace. Sustainable assessment practices are feasible in the long term, are in line with available expertise and resources and contribute to assessment quality. This requires the phased introduction of improvements, with an eye for feasibility, moments of rest and the experiences of teachers and students.

Left:

The EUR education vision: <https://www.eur.nl/media/2023-09-onderwijsvisieeur>

IDEA CENTRE, vision & values: <https://www.eur.nl/over-de-universiteit/visie-strategie-2030/idea-center/visie-en-waarden>

The Erasmian values: <https://www.eur.nl/over-de-universiteit/visie-strategie-2030/erasmiaanse-waarden>

AI policy EUR: <https://www.eur.nl/over-de-universiteit/beleid-en-reglementen/reglementen-en-regelingen/generatieve-ai>

PART 2 TOETSEN VOOR DE TOEKOMST

Assurance, preconditions & reflections

Scope and intent of part 2

In part 2 of EUR's assessment vision:

- Roles and responsibilities are described and it is explained how the quality of assessment within the institution is guaranteed;
- strategic reflection questions have been included in the starting points of the vision to stimulate dialogue and critical reflection;
- preconditions have been formulated that indicate the frameworks within which assessment policy can be developed and applied within the EUR.

The assessment vision explicitly does not intend:

- provide a well-defined format with which faculty assessment policy must comply;
- provide an exhaustive list of criteria for what counts as a sound assessment policy.

The form and content of the assessment policy are determined by the faculties and thus adapted to their own context. At the same time, faculties, examination boards and teaching teams, among others, are asked to continue to reflect critically on the principles of the EUR assessment vision. To facilitate this conversation and the mutual dialogue, the strategic reflection questions have been added.

2.1 Assessment quality as a joint responsibility

At Erasmus University Rotterdam, assessment quality is created because people and processes find each other and together form a solid whole. The quality is not determined by one person, team or committee; the quality of assessment is the result of a well-functioning whole with an inherent corrective capacity. Signals from lecturers, students, examination boards and support services interact with each other and lead to continuous evaluation and development.

The following section describes the main features of the most important roles and responsibilities in this whole. The exact details may differ from faculty to faculty within the legal frameworks and minimum conditions. The description is not intended as an exhaustive job description, but is intended to provide both overview and insight into the relationship between tasks and roles. Within this framework, faculties and programmes retain considerable policy freedom. They determine the form and content of their assessment policy, appropriate to their own context and discipline.

2.1.1 Control

Within the university, the board and faculties bear the ultimate responsibility for establishing frameworks and ensuring a coherent quality policy. They formulate vision and preconditions, establish regulations and ensure that assessment meets institution-wide and national quality standards. This is where the bodies that set policy and make decisions fall within the legal frameworks.

- **Executive Board** – Establishes the central vision, frameworks, model OER, resources and governance around assessment, and supervises coherence and compliance within the university.
- **Deans** – Formally adopt the OER, which lays down the most important rules on testing and examination. They bear final responsibility for the assessment policy and ensure that central frameworks are translated to the context of the faculty and its programmes.
- **Vice-deans of education** – As portfolio holder for education, they are responsible for the development and implementation of the faculty assessment policy. They monitor the coherence and feasibility of assessment across programmes, oversee the preparation and content of the OER and act as the primary point of contact for examination boards, programme directors and central bodies.
- **Programme directors** – Are responsible for the design of assessment within their programme, monitor the coherence, ensure professionalisation and bear responsibility for the quality of the implementation in line with the objectives of the programme.
- **Examination Boards** – Independently supervise the quality and legality of examinations and examinations, appoint examiners, establish the Rules and Guidelines (R&R) annually, supervise compliance with the OER and take decisions in the event of fraud,

plagiarism and, on behalf of the dean, binding study advice (see also box 1. page 13). In addition, where appropriate, they grant exemption for taking one or more examinations (WHW art. 7.13 paragraph 2 sub r & t).

- **Supporting the Examination Boards are:**
 - **Assessment assurance committees** – Where relevant, these support examination committees in forming an assessment of assessment quality.
 - **Consultation of Chairs of Examination Boards (OVE)** – Promotes informal coordination and harmonization between Examination Boards, works on joint interpretations and identifies trends and bottlenecks towards faculties and Executive Board.

2.1.2 Participation

A robust quality culture requires structural involvement of students and staff in policy and decision-making. Participation bodies have consent and advisory rights that guarantee that assessment policy is developed transparently, is widely supported and is regularly tested in practice. In this way, not only formal consent is guaranteed, but also continuous dialogue and joint responsibility for assessment quality.

- **University Council (UR)** – Has the right of consent to university-wide frameworks and vision. Bundles signals from faculties and can put topics on the agenda of the Executive Board.
- **Faculty Councils (FR)** – Advising on parts of the OER, and on policy, that has consequences for the organisation and quality of assessment.
- **Programme Committees (OC)** – Advising on, and having, the right of consent on parts of the OER that affect the quality of assessment, such as assessment forms and procedures for objections and appeals. They identify bottlenecks and bring them to the attention of the programme management and examination board.
- **Students** – Provide signals and feedback on the quality and implementation of assessments and participate in evaluations, for example through panels, programme committees and quality assurance programmes.

2.1.3 Implementation and support

Sustainable assessment quality requires a professional and well-facilitated support network. Educationalists, quality assurance consultants and logistics services take care of the day-to-day implementation, expert advice on design and evaluation, and a quality cycle in which monitoring, analysis and improvement are the norm. This infrastructure makes it possible for the administrative and participation decisions to actually lead to reliable, valid and feasible assessment practices. Gremia and functions that enable implementation, quality control and professionalization:

- **Examiners** – Examiners develop tests, administer them and assess tests. In some educational settings – for example internships – the assessment takes place partly in collaboration with external partners. In those cases, practice supervisors or co-assessors can contribute to the assessment and reporting of performance. However, the internal examiner, appointed by the Board of Examiners, always remains responsible for the design of the test, the assessment and the formal determination of the results. The assessment role can also be assigned to a decision committee, as is customary in the context of programmatic testing.
- **Faculty education experts and Learning Innovators** – Support programme management and examiners with didactic and assessment expert advice, contribute to policy-making on assessment and support examination boards, among other things.
- **Quality assurance advisors and policy officers** – Advising on the faculty assessment policy and its elaboration in the OER, the design and implementation of the quality assurance cycle, and on improvement measures in relation to the goals of the programme(s).
- **Central Educationalists and Project Managers (CLI)** – Provides professionalisation, advice and research to strengthen the quality of tests and facilitates the exchange of good practices. In its offer and advice, the CLI is in line with the strategic (educational) objectives of EUR.
- **Exam organization, scheduling and digital assessment/IT** – Takes care of the logistics of testing, including planning, surveillance, platform management and incident handling. In addition, they support teachers in entering tests in digital systems and in putting test files in order.
- **Privacy, information security and legal services** – Monitor compliance with privacy and security standards, handle objection and appeal cases; advise study programmes and examination boards on the handling of objection and appeal procedures, the interpretation of regulations or case law and on the handling of serious or extensive fraud cases.

Link CLI: <https://www.eur.nl/onderwijsinnovatie>

Examination boards: <https://www.eur.nl/over-de-universiteit/organisatie/juridische-zaken/legal-procedures/college-van-beroep-voor-de-examens/contact-examencommissies>

2.2 Strategic reflections and preconditions

The strategic reflection questions have been developed as an instrument in the coherence between the educational vision, the assessment vision, the (local) assessment policy and the assessment practice of Erasmus University Rotterdam. Based on the seven principles of the Erasmian vision on assessment, the reflection questions invite you to enter into dialogue with each other, share perspectives and further develop assessment policy in line with EUR's assessment vision.

Minimal, framework-setting preconditions have been set that assessment policy must meet, while faculties and programmes retain the scope to decide for themselves how they translate these principles into their own context and which actors they involve in this.

The conditions and reflection questions can be valuable at various times, such as:

- during curriculum revisions;
- when drawing up or updating assessment policy;
- in preparation for (re)accreditations or audits;
- as a reflection tool within examination boards or lecturer groups;
- for training and professionalisation purposes.

THE SEVEN PRINCIPLES OF 'TOETSEN VOOR DE TOEKOMST'

- 1. Reliability, validity, practicability and transparency form the foundation of good assessment at Erasmus University Rotterdam*
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- 4. Erasmus University Rotterdam welcomes (technological) innovations in an ethically responsible, well-considered and goal-oriented manner*
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- 7. Erasmus University Rotterdam strives for a sustainable balance between improvement and stability*

General reflection questions

In addition to the reflection questions that have been formulated for each starting point, good assessment quality also requires cooperation and dialogue across the boundaries of study programmes and faculties. A strong assessment practice is partly created by sharing experiences and using knowledge developed within the university. From this broader perspective, the following general questions invite reflection:

- How does our faculty assessment policy relate to EUR's vision on assessment?
- Are we using our potential to work together on (test) improvements and to learn from each other as faculties?
- What experiences or good practices from other faculties can we use to further improve our assessment practice?
- How can cooperation and coordination between faculties and central bodies further strengthen the existing assessment practice?

1. Reliability, validity, practicability and transparency form the foundation of good assessment at Erasmus University Rotterdam

Strategic reflection questions:

1. *How is our quality assurance cycle set up for testing?*
2. *How do we ensure a shared understanding of assessment quality within our faculty and programmes?*
3. *What indicators do we use to monitor this quality?*
4. *How do we safeguard the intersubjectivity of assessments within our programme or faculty – for example through moderation, calibration or peer discussion – so that differences of opinion lead to jointly supported judgments?*
5. *How does it become clear whether our quality assurance cycle leads to improvements in testing practice?*

Loudspeaker. 1, preconditions starting point 1

- The Board of Examiners guarantees the quality of tests in accordance with the statutory tasks (WHW art. 7.12b), establishes the Rules and Guidelines (R&R) annually and supervises the quality and legality of assessments, compliance with rules and guidelines, and procedures relating to fraud and objections.
- Learning objectives, assessment methods and assessment criteria are demonstrably aligned with each other (constructive alignment), in line with NVAO standard 2–3.
- The cut-off point and standardisation are predetermined, transparent and applicable, in accordance with Article 7.12b(3) of the Act.

- Reliability of assessment is guaranteed by clear standards, moderation and calibration, as requested in NVAO standard 3.
- Examiners are formally appointed by the Board of Examiners to administer examinations and determine the results thereof, in accordance with Article 7.12c paragraph 1 of the WHW.
- Internships, practical assignments and graduation work are assessed transparently; the roles of external parties and agreements about the method of assessment are laid down in advance, 7.12b paragraph 3 of the WHW
- Inspection, deadlines and announcement of results are clearly regulated and accessible, Article 7.13 paragraph 2 sub o, p, q WHW
- The feasibility of the assessment is realistically guaranteed, with attention to the calendar, resources and financial capacity, Article 7.12 b paragraph 1 sub e WhH.

2. Erasmus University Rotterdam Rotterdam uses assessment as both an assessment tool and a learning tool

Strategic reflection questions

1. *To what extent is the balance between the different functions of assessment appropriate to the goals we want to achieve in our education?*
2. *What can we do if necessary to improve this?*
3. *How can our training support examiners to use assessment in different ways?*

Loudspeaker. 2, preconditions starting point 2

- The assessment policy of the faculty and/or programme(s) pays attention to the various functions of assessment.
- Examiners are encouraged to use assessment as a learning tool.
- At the programme level, it is visible how formative and summative assessments complement each other and jointly contribute to the development of students.

3. The Erasmian assessment vision follows the educational vision

Strategic reflection questions

1. *Do we have sufficient instruments within our programme/faculty, and in the broader EUR context, to reliably assess skills such as critical thinking and collaboration?*
2. *To what extent do our tests provide insight into the impact that students can make in practice with their knowledge, skills and attitude?*

Loudspeaker. 3, preconditions starting point 3

- Instruments and procedures are available to test skills and attitude in addition to knowledge.
- Examiners are equipped and trained, where applicable, to use these instruments responsibly and to substantiate assessments.
- Quality criteria and standards are established and coordinated in advance, both internally and — where relevant — with external partners.

4. Erasmus University Rotterdam welcomes (technological) innovations in an ethically responsible, well-considered and targeted manner

Strategic reflection questions

1. *How do we use (technological) innovations to strengthen assessment?*
2. *How do these innovations contribute to greater efficiency or to a strengthening of the learning process of students?*
3. *How do we include ethical considerations in our choices when it comes to test innovations?*

Loudspeaker. 4, preconditions starting point 4

- The digital assessment environment is safe and reliable; social safety, technical stability and back-up facilities are guaranteed.
- Facilities (such as time extension and aids) and communication about them are clearly regulated, consistently applied and designed in a privacy-friendly way (Article 7.13(2)(m) of the WHW; GDPR/DPIA, Article 2 Wghb/cz)
- Digital accessibility is guaranteed in accordance with applicable standards (WCAG 2.1 AA).
- Examiners and professional services staff are equipped to use new technologies expertly and responsibly.

- Innovations are systematically evaluated within clear quality frameworks.

5. Assessment at Erasmus University Rotterdam is tailored to a diverse student population

Strategic reflection questions

1. *How do we ensure that the designs of our tests reflect the diversity of the social/diverse reality?*
2. *How far can, and will, do we go in offering customization based on the principle of equity, and how do we ensure that this remains feasible and that quality standards do not come under pressure?*
3. *How do we ensure social safety in our assessment practice, so that students feel supported to make mistakes, ask questions and receive feedback?*

Loudspeaker. 5, preconditions starting point 5

Conditions

- Facilities such as time extension and aids are clearly regulated, accessible to students and are applied consistently (7.13 paragraph 2 sub m, WHW Article 2 WGHB/cz).
- Tests are accessible in terms of language and form; Formulations are clear and examples are not unnecessarily excluded.
- The assessment programme contains sufficient variation in assessment methods, so that students can demonstrate what they have mastered in different ways.

6. Erasmus University Rotterdam structurally invests in assessment expertise

Strategic reflection questions

1. *How do we safeguard the assessment expertise within our faculty and programmes, and how do we ensure that this is maintained continuously?*
2. *How do programme and faculty management create sufficient time, space and recognition for sustainable assessment competence?*
3. *How can we design our professionalization programs in such a way that they fit in well with the target group, and are sufficiently accessible and attractive?*

Loudspeaker. 6, preconditions starting point 6

- Examiners, test coordinators and examination boards can participate in training and professionalisation programmes, such as BKE, SKE and additional training courses, within the possibilities that the faculty resources and budgets reasonably allow.
- Educational experts, faculty and central staff offer support in strengthening assessment quality.
- Programme and faculty management create the preconditions (time, resources and culture) for the sustainable development of assessment expertise.
- Professionalisation and assessment development are embedded in the division of tasks and HR processes, so that time, recognition and appreciation are guaranteed.

7. Erasmus University Rotterdam strives for a sustainable balance between improvement and stability

Strategic reflection questions

1. *In our context, is there room or need for improvement or innovation with regard to assessment?*
2. *How can we potentially free up capacity for targeted improvements?*
3. *What does our current context — and the people involved — require of us: more stability and peace, or movement and development?*
4. *How can we design intended interventions in such a way that they are sustainable and can also be sustained in the long term?*
5. *If we are going to improve, can elements also be deleted? What can go?*

Loudspeaker. 7, preconditions starting point 7

Conditions

- There is an annual cycle for assessment that guarantees stability and predictability and provides insight into the load throughout the year (NVAO Standard 3).
- Decision-making and responsibilities regarding assessment are recorded, clearly communicated and predictable (WHW 7.12b; WHW 7.13 OER).
- Changes in assessment are implemented in a controlled manner and recorded and communicated in a timely manner (WHW 7.13 OER).

ANNEX 1: Glossary

Authentic assessment: focuses on assessing knowledge, skills and attitude in a context that resembles the reality outside the programme as much as possible. Students are given assignments or issues that are in line with real-life practical situations, such as cases, projects, portfolios, simulations or professional products. This shows the extent to which they can integrate and apply their learning outcomes in complex, realistic circumstances.

Basic Examination Qualification (BKE): a process in which lecturers work towards an official test competence for higher education.

Reliability: results are consistent and reproducible, regardless of assessor, test moment or context.

Decision committee: an independent group of assessors who, based on the collection of test information and feedback, make a final assessment of a student's progress or achievement of the learning outcomes.

Bias – undesirable bias in testing or assessment, for example in the content (cultural examples), the procedure (form or circumstances), the assessment (subjective judgments) or technology (digital systems, algorithms).

Caesura – the threshold value that determines the result from which a certain qualification or assessment decision is awarded (e.g. pass/fail or pass/fail).

Community for Learning & Innovation (CLI): a flexible network organisation that facilitates professionalisation, advice and innovation in the field of education and testing.

Constructive alignment: a didactic principle in which learning objectives, learning activities and assessment are purposefully and coherently aligned.

Equity: striving for equal opportunities for all students by taking into account differences in background and circumstances.

Board of Examiners (EC): the independent body that supervises assessment quality, legality and compliance with the rules surrounding assessment and that annually determines the Rules and Guidelines (R&R).

Examiner: a teacher who is formally authorized to administer and assess tests.

Formative assessment: assessment whose primary purpose is to support the learning process with feedback, without a final assessment.

Intersubjectivity: shared understanding between assessors about the interpretation and application of assessment criteria, promoted through consultation, moderation or calibration.

Calibration: A collaborative and systematic process in which assessors discuss and review sample work to harmonise the application of assessment criteria.

Framework preconditions: minimum quality requirements within which faculties and programmes can develop their own assessment policy.

Moderation: A process in which assessors collectively coordinate assessments and assessments.

NVAO: the Accreditation Organisation of the Netherlands and Flanders that accredits higher education programmes and sets quality standards.

Standardisation: the way in which test results are translated into scores or judgements, including cut-off scores, norm groups or correction for difficulty.

Education and Examination Regulations (OER): the institutional or faculty regulations in which the main features of education and examination are laid down, including procedures and rights and obligations of students.

Programmatic assessment: an assessment concept in which several formative and summative measurement moments are combined into one integral assessment.

Proportionality: the severity and impact of the assessment must be proportionate to the objective. Innovations and innovations require careful consideration, in which the burden on students and teachers remains proportionate.

Rules and Guidelines (R&R): the document in which the Board of Examiners annually lays down how assessment is organised and safeguarded within a programme.

Senior Examination Qualification (SKE): a follow-up programme to the BKE for lecturers with a coordinating or leading role in test development and assessment policy.

Strategic alignment in the context of assessment and higher education: the extent to which assessment is developed and carried out in conjunction with the broader educational vision, faculty policy and strategic goals of the institution.

Summative assessment: assessment that measures the extent to which learning objectives have been achieved and that usually has an impact on study progress or graduation.

Assessment cycle: an annual plan in which assessment moments, evaluations and decision-making are strategically included to ensure coherence and predictability.

Transparency: assessment objectives, assessment criteria and procedures are clear and insightful for those involved, so that decisions can be traced and are acceptable.

Practicability: tests are feasible within the available time, resources and expertise, and fit within the capacity of the organization.

Validity: the test measures what it aims to measure, in relation to the learning objectives and intended competencies.

Higher Education and Research Act (WHW): the Dutch law that determines the organisation, quality assurance and regulations of higher education.

ANNEX 2: Legal anchors and external standards

Higher Education and Research Act (WHW), relevant articles:

Article 7.12b – Duties and powers of the Board of Examiners

Article 7.12b(1)(e) – Measures in the event of fraud and plagiarism

Article 7.12c – Appointment of examiners Article 7.13 – Article for content and organisation of education and examination, including:

- Paragraph 2 sub m: Facilities (such as time extension and aids in relation to assessment) and communication about them
- Paragraph 2(o) – Rules on inspection, time limits and publication of results
- Paragraph 2 sub p – Provisions on functions of assessment (formative/summative), alignment of learning objectives, assessment forms and standardisation
- Paragraph 2(q) – Requirements for the controlled and timely implementation of changes to assessment
- Paragraph 2(r) – Rules on the granting of exemption from taking one or more examinations, as well as the obligation to participate in practical exercises with a view to admission to take the examination in question.

Equal Treatment on the Grounds of Disability or Chronic Illness Act (Wgbh/cz)

Article 2 – Students' right to reasonable accommodation in education and assessment, including formative assessment, to ensure equal opportunities.

European regulations

- General Data Protection Regulation (GDPR) – European privacy law that sets rules for the processing of personal data, including test data, digital test environments and learning analytics.
- Data Protection Impact Assessment (DPIA) – Mandatory instrument under the GDPR for the prior analysis and management of privacy risks in digital assessment or the use of new technologies.
- WCAG 2.1 Level AA (Web Content Accessibility Guidelines) – International standard for digital accessibility that sets requirements for websites and digital assessment environments, so that all students have equal access.

External quality and accessibility standards NVAO

- NVAO Standard 2 – Requires demonstrable alignment of learning objectives, teaching and assessment.

This English version is a provisional translation of the original Dutch document.

- NVAO Standard 3 – Requires transparent and reliable assessment, including:
 - predetermined quality criteria and standards
 - clear standards and cut-off points
 - Moderation and calibration
 - A predictable annual cycle that ensures stability and insight into load
 - Systematic quality assurance and continuous improvement
- NVAO Standard 4 – Focuses on the systematic monitoring of learning outcomes and the quality assurance of study programmes.