

Assessment Framework Goal
Due to the outbreak of COVID-19 in the Netherlands, there are questions within UU whether and how courses can continue. This assessment framework provides an instrument to answer these questions.

Basic principles of the assessment framework
- UU follows the advice of the cabinet, RIVM, WHO and the Ministry of Foreign Affairs.
- UU has an obligation to do everything possible to allow education to continue (in a regular or alternative manner), within the advice of the Cabinet, RIVM, WHO and the Ministry of Foreign Affairs. In this way we can prevent as much study delay as possible for students. Alternative forms of education do not have to be innovative. We ask teachers to see in which alternative ways you can guide students, answer questions, teach and test. There is a great deal that can be done in new forms of education; this is explicitly not a goal in itself. There is an page on internet on distance learning that can help teachers: [https://www.uu.nl/en/education/quality-and-innovation/remote-teaching](https://www.uu.nl/en/education/quality-and-innovation/remote-teaching). We ask teachers to inform their students as quickly as possible via Blackboard and/or MyTimeTable what they can expect for their course.
- The current situation is officially a crisis within UU. In the context of this document, this means that the Executive Board has the mandate regarding the choice whether or not to continue education in connection with COVID-19 has taken over (regular mandate scheme no longer applies). The Executive Board has established this assessment framework for this. This is therefore an imperative framework for faculties to follow; deviations are only possible after approval by the Executive Board.
- Legal equality: we want to treat all students nationally and at UU equally. It is therefore important that there is sufficient coordination regarding the considerations made and that the fellows (and not individual lecturers) are the ones who make decisions.

Who decides?
The Executive Board has, due to the upscaling to crisis situation, has taken responsibility for decisions related to COVID-19. In short: the Executive Board decides. If necessary, it issues new mandates.

Which decisions have already been made?
You can find the most recent information about decisions that have been made here: [https://www.uu.nl/en/organisation/practical-matters/information-coronavirus](https://www.uu.nl/en/organisation/practical-matters/information-coronavirus)

The Executive Board considers it important that education that cannot continue on campus, can continue as quickly as possible in an alternative manner. The possibilities and chosen form for this will differ per study program and per course. The period in which this can be implemented will also differ per program and per course. Alternative forms of education do not have to be innovative.
We adhere to the timeslot model, also in this period of distance learning (https://students.uu.nl/en/practical-information/enrolment/course-registration).

Sometimes the above will mean that the assessment of courses must be adjusted. See more on assessment in the separate paragraph assessment.

**What actions does the Executive Board require from the faculties?**

The Executive Board issues the following mandates to achieve the above:

- Education directors explore with the lecturers alternative forms of education for all campus education (incl. Assessment), as described in the diagram below.
- If alternative forms of education are possible or non-crucial education is canceled (white blocks in the diagram below), the Director of Education makes the decision to do so. In the case of a test, the Director of Education coordinates with the Examination Board.
- If crucial education cannot take place (red block in the diagram below), the Director of Education coordinates with the Faculty Board and the Faculty Board in turn coordinates with the Executive Board. The Faculty Board fills in a shared document for this purpose. They have received instructions in this matter.
- In all cases, the lecturer will inform the students as soon as possible about the adjustment of their teaching via the regular communication channels (in any case Blackboard and/or MyTimeTable).
- Deviations from the assessment framework are only possible after approval by the Executive Board. The Faculty Board can report this by email to k.zunderdorp@uu.nl.

**Crucial education** is education or an accumulation of education that causes students to experience study delay (red block in the diagram below).

This means the following for lecturer and support staff:

- We ask everyone to make an effort to implement alternative forms of education, even if this takes extra time and effort and/or is at the expense of other activities (with the exception of care duties of medical staff). We also ask this of employees who are at home in isolation, but are not ill.
- We request that students be informed via the regular channels (MyTimeTable, Blackboard) which education will be given at a distance, if a decision has been made.

This means the following for examination boards:

- Sometimes the newly chosen test and/or grading form will not correspond with the originally described test and/or grading form in the OER. We ask the Examination Board to ensure that the newly chosen test and/or grading form meets our quality requirements. If this is the case, the Examination Board should agree to this in line with the safety net regulation in the OER\(^1\). Also see attachment 1.

The Executive Board also realizes that COVID-19 may cause more teaching staff to be ill than usual. The Executive Board asks executives to provide replacements as much as possible, especially if it concerns crucial education.

Students may also be more ill than usual. Education (in alternative forms) also continues for smaller groups of students; sick students must make appropriate arrangements in consultation with the study advisor.
Schedule for determining whether and how education continues
(see the separate paragraph on assessment for choices on assessment)

* Please take into account decisions that have been communicated via

Explanatory remarks:
- Not all education that expires will lead to study delay. For example: a single lecture that
  lapses does not lead to study delay; an honors course that does not belong to a student's
  regular bachelor's or master's course need not lead to study delay either. Even though that
  is unfortunate, this education can be canceled due to COVID-19. Also ask yourself whether
  face to face courses are necessary for the transfer of knowledge or whether students can
  also absorb this knowledge without interaction with the lecturer. The most important thing
  is that students can complete the course in a good manner while retaining quality.
The following UU-internet page contains information about distance education: https://www.uu.nl/en/education/quality-and-innovation/remote-teaching. It contains more information about how you can implement alternative teaching methods. This page is continuously updated.

Assessment
There are three alternatives to assessment on campus:
1. Arrange an alternative form of assessment during the current block
2. Arrange an alternative form of assessment (during or) right after the current block (within the current academic year)
3. Organize assessment on campus at a later moment during the current academic year. Whether this is possible, depends on the decisions that have been communicated via https://www.uu.nl/en/organisation/practical-matters/information-coronavirus.

Because it is not clear when education on campus can be resumed, we recommend to choose for option 1 or option 2.

It may be that the newly chosen test and/or grading form is not consistent with the originally described test and/or grading form in the OER. However, the OER has a safety net scheme. The Executive Board deems this safety net scheme applicable if the form of test and/or grading needs to be adjusted in connection with COVID-19. Please refer to attachment 1, alternative assessment in relation to corona.

There is more information on distance learning on internet: https://www.uu.nl/en/education/quality-and-innovation/remote-teaching. It provides more information on how you can implement alternative assessment.

For a small number of courses the examination will be a knowledge test, which obviously cannot be converted into an alternative test. For these exams, the teacher can ask the education director or vice-dean whether the test qualifies for online supervision. UU’s policy on online supervision can be found on https://www.uu.nl/en/education/quality-and-innovation/remote-teaching (for employees) and on https://students.uu.nl/en/practical-information/corona-and-education (for students).

Finally, it can take examiners longer to mark tests. If examiners expect that they will exceed the standard time limit of 10 working days, they should contact the education director / board of examiners (check Education and Examination Regulations of your faculty to determine exactly who you should to contact). The examiner can determine together with the education director / board of examiners that the time limit is exceeded because of reasons of force majeure and set a new time limit. The Executive Board deems the COVID-19 outbreak a legitimate reason of force majeure.

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1 Model Education and Examination Regulations Bachelor’s and Master’s Degree article 8.1: In those cases in which these regulations do not provide for, do not clearly provide for or lead to manifestly unreasonable results, a decision is taken by or on behalf of the Dean, after having heard the examination board. If the decision on the basis of the law falls within the powers of the examination committee, the dean sends the request to the examination committee for processing.

2 Model Education and Examination Regulations Bachelor’s and Master’s Degree article 5.9: If the mark is not available within this period time for reasons of force majeure, the examiner must communicate this to the student, indicating when the mark will be determined. Force majeure may only be established in consultation with the Board of Examiners/Education Director (delete as applicable).
Quality assurance of tests to be made at home
measures to prevent fraud when replacing a written test with a test to be made at home
Anton van den Hoeven, 25 March 2020, update 19 June 2020

Basis principals
• Wherever possible, (alternative) testing takes place within block 3. Alternative testing is preferable to rescheduling tests. The measures relating to Corona will continue for some time to come and it is in the interest of the students that their studies can continue as much as possible.
• The education director and the examination committee will agree on alternative forms of testing, so that the technical aspects of the tests, the practical possibilities in this exceptional situation and the consideration that the adjustments are not to the student's disadvantage, are properly considered.
• We start from trust, and not from the worst in people. In principle, students mainly want to learn and not cheat.
• However, we do take measures to prevent and discourage fraud as much as possible. These measures must be feasible and workable for teachers.
• All suspected plagiarism and fraud must be reported to the examination committee. In case of indications of large-scale fraud, the examination committee can, as usual, declare the entire test invalid.
• It is a good idea to exchange and coordinate the measures so that there is as little difference as possible between faculties.
• The education directors/ BoSs have a leading role in this. It is a good thing that they are in charge and that the examination committees supervise this on the basis of their quality assurance role.

Responsibilities
Executive Board:
• has decided that all campus education (including testing) in block 3 will not take place in a regular manner. The Board does, however, consider it important that, where possible, education should continue in an alternative manner in order to prevent as much study delay as possible for students.
Dean:
• Applies the safety net regulation article 8.1 OER: 
  In those cases in which these regulations do not provide for, do not clearly provide for or lead to manifestly unreasonable results, a decision is taken by or on behalf of the Dean, after having heard the examination board. If the decision on the basis of the law falls within the powers of the examination committee, the dean sends the request to the examination committee for processing.
• Mandates the education directors, on behalf of the dean, to determine whether a new test form should be chosen in connection with the Corona measures (which deviates from the test form described in the OER or course manual).
Director of Education:
• directs the redesign, including compliance with the quality requirements, and determines, after advice from the relevant examiner/course coordinator, which new testing method is to be chosen.
• in case of doubt as to whether the validity, reliability and transparency of the new testing method will continue to be guaranteed, can request advice from Education Advice & Training, team testing and feedback.
• Informs the examination committee of the changes.
Examiner (teacher/course coordinator):
• substantiates that the alternative assessment is appropriate (i.e. matches the learning objectives, the learning activities and the instruction given), indicates how the quality of the alternative is guaranteed.
Examination Committee:
• assesses on the basis of its independent quality assurance role whether there are insurmountable objections to the way in which the testing is set up
• Intervenes if there are insurmountable objections: consults with director of education about a solution
• Scales up to the dean as examination committee and education director are unable to find a solution

Precondition
• Online proctoring is used to a limited extent if there is no possibility to take the test at the university itself and the test cannot be converted into an alternative test, such as an open-book exam, take home exam, essay or an oral test. The programme may choose to use online proctoring as a facility to limit study delays as much as possible.

Risks with a test to be made at home
• Students can consult sources at home that you have no control over.
• Students can collaborate physically, but also online, for example via computer or smartphone.
• Questions in the test are public. This means that not all questions can be reused, a small part probably still can (the guideline is often: not more than 25%).

Possible measures (preferably used in combination)
1. The student signs a standard statement that he/she makes the examination according to the applicable conditions, such as without contact with others, and only with the use of permitted aids (= mainly psychological rather than actual prevention of fraud). In this statement it is also stated that students can afterwards be additionally orally tested or questioned about their answers to the test (see point 11).
2. in the case of online examinations/tests that are limited in time, students can report sick up to 15 minutes before the start at the latest. Otherwise, the situation would arise that they first look at the test and then decide whether or not to take it.
3. The teacher makes multiple versions of the questions so that students do not all take the same exam. Different versions can also be:
   - different sequence of questions;
   - write one aspect of a case question in a slightly different way;
   - when interpreting a chart, make the values differ, etc.
Designing really different questions is laborious: the quality of the questions has to be very clear so that students have really similar exams (parallel tests).
4. If possible: use assessment that focuses on insight/reflection and not on reproduction. Testing should comply with constructive alignment: the learning objectives should be attuned to the learning activities of the course and the assessment should be in line with the learning objectives and the learning activities, also in terms of level.
5. If the final test cannot be taken in an adequate manner and subtests are available that meet the requirements better, then the weight of subtests/submissions that have already been taken can be increased.
6. Educational directors may consider whether it is possible to test learning objectives at programme level, if it is not possible to test online whether all learning objectives from the course have been achieved. For programmatic testing, see https://educate-it.uu.nl/programmatic-toetsen.
7. In the case of small groups: consider an oral examination, possibly on the basis of written work submitted in advance.
8. Exam is an "open book" exam (because of the fact that searching for information is virtually impossible to prevent).
9. Time pressure: the examination must be made in a limited time. The time for the test is somewhat tight so that students do not have time for extensive research or consultation. However, time pressure also creates stress among students. When determining the time available, it is important to keep the balance between the two interests: fraud prevention and preventing too much stress among students. Furthermore, when planning the tests that have to take place at the same time, it is important to take into account the fact that there may be students in different time zones, for example international students who have gone home. If a student takes the test earlier
than others, it is good to have the person concerned sign a confidentiality agreement in which the student declares that he/she does not share the questions and answers with others.

10. Assignments are submitted via Blackboard so that a plagiarism check can take place in SafeAssign. Remindo has no plagiarism control.

11. The students are informed in advance (see 1) that a subset of the students can be tested or questioned about their answers to the test afterwards. The subset of students can be composed as follows:
   - a group of students determined by a random sample,
   - possibly supplemented with 'suspicious or conspicuous' cases. For example, one could think of the situation that a few students who never scored higher than a 6 and who were definitely not active in the course, now make the online test completely error-free.

The additional oral tests are a means to check the reliability of the test. If the oral questions show that there are too many doubts about the reliability of the test as such, the examination board can declare the entire test invalid or determine that an additional test is necessary for the final grade.

12. Use a simple form of online supervision (which is different from real online proctoring) by asking the student to use his or her phone as a camera to keep an eye on himself or herself in an application in which the instructor can monitor the entire group (e.g. teams). This will have a preventive effect. In the case of question marks/incidents during the assessment, the instructor can apply measure 11.

Online supervision will not be feasible in the case of large groups of students:
   - via Teams, the instructor cannot see more than 9 students at the same time and you cannot determine which students you see;
   - in Starleaf you can have several students (up to 20) on screen at the same time.

13. For 'high stake' knowledge tests (i.e. in which the consequences of failing or succeeding are significant) and in which learning objectives are tested that have not been/are not tested in another way or at another time, aimed at reproduction knowledge, for large groups of students, the above measures will offer insufficient solace. There is no immediate solution for this.

14. Where the above solutions do not lead to an adequate solution:
   - now close the block with an intermediate test, and at the end of the year take a kind of "comprehensive exam" orally (skype) over several subjects. The course results will only be final after passing the comprehensive exam.
   - as a last resort: postponement to a later date.