Hogeschool van Amsterdam

Interim examinations protocols 2020-2021

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1 Introduction

These AUAS-wide interim examination protocols serve the following purposes:
- guarantee the equal treatment of all students;
- ensuring good quality and ruling out potential risks during the preparation, administration and processing.

The AUAS protocols are subdivided in:
- Interim examinations that are taken online (see chapter 3);
- Interim examinations that take place at a (AUAS-) location (see chapter 4).

In all cases this concerns interim examinations that are scheduled at a **specific time** and that are taken at that time. Rules for interim examinations with a submission date, such as reports and projects, are not included in these AUAS-wide protocols. The rules for these examinations are stated in the study manuals, which are available via Brightspace.

In addition to the rules in these AUAS-wide protocols, all examinations are subject to the rules stated in the Teachting and Education Regulations (TER), including procedures in the event of fraud. Any mention of the term interim examination in these protocols also includes partial examinations.

The faculty protocols contain all components that are necessary to guarantee the quality of the interim examinations and the quality of the exam administration. Please note: the protocols for online administration in this document contain all parts that must be addressed in the faculty protocols. The faculty can further supplement these protocols. For examinations that are taken at an (AUAS-) location, this document contains the compulsory components that the faculty must include in the faculty version. The faculty can also supplement this.

2 Use and final responsibility

The board of the institution is legally responsible for the practical organization of interim and final examinations. At the AUAS this is entrusted to the programme manager. He/she is responsible that the interim examinations are planned in time, the rooms are in order and available, the exam assignments and the examiners involved are present, if applicable - well-instructed invigilators and the (test) facilities permitted by the Examination Board for students with a disability are arranged.

The faculty protocols are available at the start of the academic year. The programme manager is responsible for informing students and instructing examiners and operational managers about the interim examination protocols.

The programme manager (or head of the Education Office) will appoint one person within the degree programme/faculty Education Office who is responsible for the organisation of interim examinations. This staff member will also arrange for any student facilities allowed by the Examination Board. The name of this individual is known to all the parties concerned.

The programme manager will ensure the proper implementation of the various processes described in these protocols. In the event of any implementation problems, the programme manager must immediately inform the Dean and the Examination Board. The Examination Board is legally responsible for ensuring the organisational

and procedural quality of interim examinations and examinations, and can – if necessary – draw up additional guidelines.

The interim examination protocols are reviewed annually and adjusted where necessary.

3 Online administration

The overview below contains the online testing forms and the accompanying protocol.

Testing forms	Protocol
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Important beforehand: recordings during online interim examinations
For portfolio assessment, presentation and oral examination, it is permitted to record the examination, in case of one assessor/examiner in one of the HvA tools (Skype for Business, MS Teams and Virtual Classroom in Brightspace). Students must be informed in advance, including information about the method of storage, access to the images and the storage period (in accordance with AVG). Recording is not permitted for open book exams and knowledge tests. These rules are in accordance with the rules for at location examinations.

Note: rules that apply to all online interim examinations
- Keep in mind that students may not have the proper facilities at home. Ensure that students are informed beforehand about the time of the interim examination, so that they can find a place elsewhere (with a secured Wi-Fi) to take part in the interim examination.
- It must be clear in advance where students can go with substantive or technical questions during the online interim examination.
- Make the necessary adjustments and facilities for students with a disability.
- Organize a practice session before the administration of the interim examination and reassure students in advance.

Identification:
- Online identification takes place with a student card. Only in cases where this is not sufficient (students do not have a student card) may an ID be requested. The BSN (citizen service) number may not be displayed visibly. Passports, where this is stated on the front, must have this number taped. Or students may be asked to use the Copy ID app. Students can use the ID app for this, except when using Proctorio. Experience shows that recording a phone screen does not work properly and cannot be recovered afterwards.
- When using ID for identification - where possible - the recording may only start after the student has identified himself/herself.
- Explanation: The BSN number is personal data that we at AUAS are not allowed to register for this purpose. It is also important that we process as little personal data as possible. We do not need everything that is additionally on the ID (such as date of birth, place of residence, date of issue of ID certificate, etc.) to administer an exam, so ideally we do not store it (in a recording). This differs from the identification on location, where an ID does apply. This is because no ID data is recorded here.

3.1   Online: portfolio assessment

Preliminary remark
In this protocol we use two trained assessors per student to promote an intersubjective judgment. If a program chooses to work with one assessor per student, it is important to have assessors coordinate and calibrate regularly to promote equal opportunities for all students. For courses of the graduation programme it is mandatory to work with two assessors.

Protocol
The faculty protocol should address the following points.

Assessment preparation by assessors
- Students will have received information on the following subjects prior to the interim examination:
  - the learning objectives underlying the interim examination;
  - the registration (where applicable) and registration confirmation procedures;
  - the duration of the interim examination;
  - whether there are one or two examiners; for one examiner: information about recording, the method of storage and retention periods;
  - procedures for communicating the results.
- Create an assignment in Brightspace in which the student can submit part or all the portfolio.
- Read the digital version of the portfolio prior to the assessment, so that there is enough time to conduct the assessment interview during the scheduled timeslot. Write down your findings and questions for the assessment interview. As this will take place online, we expect it to take a little more time than a face-to-face interview.
- Discuss your findings for the portfolio with your fellow assessor and determine which questions you are going to ask during the assessment interview.
- Agree on a division of roles with your fellow assessor and divide the topics for the interview
- The first assessor contacts the student by telephone a few working days prior to the assessment to:
  1. Briefly review the protocol for the online assessment (see below).
  2. Agree whether the scheduled time for the assessment is still feasible for both assessors and the student (for example, it may not be feasible due to the presence of children). If it is not feasible, schedule another appointment.
  3. Agree which online tool will be used to conduct the interview. Examples of tools are: Skype for Business, Virtual Classroom in Brightspace or MS Teams.
  4. Test whether the selected tool works for all persons involved.
  5. Go through tips (see below).
- The first assessor invites the student and the fellow assessor for the assessment at the scheduled (or agreed) time in the chosen tool.

During the assessment
- Log in to the tool of your choice a few minutes before the scheduled assessment. Have the portfolio and the documents you need for the assessment at hand.
- Have the student show that he/she is alone in the room.
- Provide the usual introduction. Think of:
  - Put the student at ease. The assessment is his or her stage.
  - Inform the student about the purpose of the assessment, the procedure, the division of roles and the rules.

- Conduct the assessment interview.
- After the interview, ask the student to leave the call, by disconnecting.
- Establish your own score for the assessment by weighing your findings from the portfolio and the interview by topic/competence/(behavioural) indicator.
- Discuss your score with your fellow assessor in order to decide on a substantiated overall score together. Use the decision rules for this. Write the overall score and the substantiation on the digital assessment form.
- The first assessor then invites the student back into the group call.
- Give the student the score with the substantiation.
- Give the student feedback for further development based on the substantiation of your score. You can also record the feedback in the assessment field of the assignment folder in Brightspace
- Email the completed assessment form to the student, so that he can read along and immediately ask questions about ambiguities by email.
- The assessor informs the student how he can object to the assessment.

Processing
- The first assessor uploads the assessment form into a digital archive, for example in Brightspace or OnStage. (NB: signatures are not required: it is important that the name of the student, the student number and the names of the assessors are clearly stated on the assessment form).

Tips
For everyone involved:

- Make sure the necessary equipment is fully charged or connect the equipment to a charger.
- Provide a neutral background. Be aware that everyone can see the room behind you.
- Use a headset.
For assessors:
- Schedule breaks between assessments, because conducting online assessments is strenuous.
- If you have any doubts, questions and/or concerns, contact your module coordinator.

Attention point
- Recording is permitted with one assessor. The recording may only start after the student has shown the student card.

3.2   Online: behavioral assessment

Introduction online behavioral assessment
Behavioral assessments are about observing and assessing behavior in a (controlled) situation. If physical contact with a patient, a customer or a client is involved, for which the applicable RIVM rules cannot be applied, the interim examination must be postponed.

If there is no physical contact, as described above, the student can record a video of the requested professional action and hand it in to the teacher. With an explanation of (the quality of) his/her approach, the underlying considerations and decisions he/she has made, and the result obtained. Depending on the agreed procedure for the behavioral assessment, the teacher (or two teachers/assessors) can then conduct an assessment interview with the student concerned. The student explains the how and why of his/her actions and the assessor(s) can ask

questions about the parts on which they want further explanation. The assessment criteria that apply to the behavioral assessment are leading.

For the behavioral assessment: follow the above online protocol for portfolio assessments and read "student video", where "portfolio" is mentioned.

3.3   Online: presentation

Introduction
The starting point is that the presentation take place at scheduled time.

Check in advance whether the learning objective and behavioral criteria you wish to evaluate or give students feedback on can be suitably assessed via an online presentation. We distinguish between two learning objectives:
1. **The ability to convey a coherent and convincing account**, for instance when presenting a paper or project. If this is the goal, you have two options:

   a. You ask the student to create a video recording of their presentation (including Ppt) and hand it in via Brightspace. You will assess the presentation based on the video in BS.

   b. You administer the presentation online (i.e. watch the student present live) according to the following protocol.
2. **The ability to demonstrate presentation skills**, such as persuading and relating to the audience. In this case, you can administer the presentation online according to the following protocol. This is subject to certain restrictions, as in a digital setting you can typically see only the head(s) of participant(s). Reactions from the audience can therefore be judged only from facial expressions and verbal interaction. Because body language is out of the frame, it cannot be observed.

Protocol
The faculty protocol should address the following points.

Preparation
- Students will have received information on the following subjects prior to the interim examination:
  - the learning objectives underlying the interim examination;
  - the registration (where applicable) and registration confirmation procedures;
  - the duration of the interim examination;
  - whether there are one or two examiners; for one examiner: information about recording, the method of storage and retention periods;
  - procedures for communicating the results.
- Open an online environment such as Skype for Business (for individual presentations) or a Virtual Classroom in Brightspace (for presentations involving an audience and interaction), in which you can observe the student and his/her presentation (a Ppt in shared screen function). Chrome and Firefox are the recommended browsers.
- You will need to create an Assignment in Brightspace ahead of time, with the type 'in person'. You can then publish the score (mark) here without the need for the student to submit anything.
- Invite the students as an audience. Check to see how many participants can be visibly present in the chosen tool.
- Test whether the digital tool, including audio and video, works for all participants. Give tips (see below).
- Make sure to have the physical or digital assessment/feedback form close at hand.

- If you want fellow students to give feedback, make sure they have access to the agreed criteria.
- Ask the student who is presenting to have the PowerPoint ready on their computer so it can be shared with all participants via the chosen tool.

During the presentation
- Log into the tool you have chosen a few minutes before the scheduled presentation.
- Give the usual introduction. Welcome everyone to the presentation and explain the methodology and rules.
- The student will deliver the presentation according to the agreed guidelines, and the audience will have an opportunity to ask questions (either during the presentation or after, depending on what has been agreed).
- Conduct your own assessment (and establish a score) based on the criteria on the assessment/feedback form and your observations during the presentation. Ask the audience to do the same.
- Ask the audience to provide feedback based on the criteria on the assessment/feedback form, or in a digital tool such as Brightspace.
- You will now share your own assessment, which you have substantiated with feedback for the student. This can be done in front of the audience because they can learn from it.
- Email the completed assessment form to the student, so that he can read along and immediately ask questions about ambiguities by email.
- the assessor informs the student how he can object to the assessment.

Processing
- The first assessor uploads the assessment form into a digital archive.
- The examiner will enter the definitive results in SIS within the agreed deadline (see the Teaching and Examination Regulations) after administration of the examination.

Tips
For everyone involved:
- Make sure all equipment is charged or plug the equipment into the charger.
- Create a neutral background. Be aware that everyone can see the room behind you.
- Use a headset.
For assessors:
- Schedule breaks between presentations as administering these presentations online requires concentrated effort and can be tiring.
- If you have doubts, questions and/or comments, contact your module coordinator.

Attention point
- Recording is permitted with one assessor. The recording may only start after the student has shown the student card.

3.4 Online: oral examination

Introduction
Administering an oral exam online is suitable for individual students or for a small group (4 to 5) students. The starting point is that the oral examination takes place at the scheduled time.

Preparation
- Students will have received information on the following subjects prior to the interim examination:
  o the learning objectives underlying the interim examination;

- o   the registration (where applicable) and registration confirmation procedures;
  - o   the duration of the interim examination;
  - o   whether there are one or two examiners; for one examiner: information about recording, the method of storage and retention periods;
  - o   procedures for communicating the results.
- Open an online environment such as Skype for Business of MS Teams. Tip: create an assignment in Brightspace with the type 'in person'. You can then give an assessment here without the student having to submit anything.
- Make a recording of the oral exam, so that you can look back afterwards or, if necessary, ask a second examiner to watch the conversation, for example if there is uncertainty about how the score was reached.
- Formulate starting questions to avoid getting caught up in the presentation or conversation.
- Contacts the student by telephone a few working days prior to the oral examination to:
  1. Briefly review the procedure for the oral examination.
  2. Share the criteria for the oral examination.
  3. Agree whether the scheduled time for the oral examination is still feasible for both examiner and the student. If it is not feasible, schedule another appointment.
  4. Agree which online tool will be used to conduct the oral examination and test whether it works.
  5. Inform about (the reasons for) recording the oral examination and what happens afterwards. Ask the student for permission to do so.

During the oral examination
- Include the documents you need for the oral examination, such as:
  - O   The questions you have prepared.
  - o   The digital assessment form to register and/or score the student's answers.
- Log in to the tool you have chosen a few minutes before the scheduled time and activate the recording function.
- It is important that the student is clearly visible so that you can see what is happening in the room in connection with susceptibility to fraud. Also have the student demonstrate that he/she is alone.
- Make the usual introduction with attention to putting the student at ease. Inform about the purpose of the oral examination, the procedure (for example, first a presentation and then in-depth questions or interim questions; the procedure with which the assessment is made, etc.), the duration of the oral examination, the division of roles and the rules of the game.
- Conduct the oral exam according to the agreed procedure..
- After the oral examination, ask the student to leave the conversation by disconnection. You can arrange a time for this, for example 10 minutes.
- Score the oral examination according to the agreed assessment procedure and decision rules. If there are two examiners at the oral examination, you first form your own opinion and then discuss it with your fellow examiner to jointly arrive at a substantiated final score. Record your joint opinion with substantiation on the digital score form.
- Invite the student to join the digital environment again.
- Give the student the score with the substantiation. Use the technique of dealing with objection if the student disagrees with the assessment and gets emotional. This creates space to provide feedback.
- Give the student feedback for further development based on the substantiation of your score.
- In the case of an oral finalization of an internship or graduation course: email the completed assessment form to the student, so that he/she can read along and ask questions about ambiguities by email.
- Complete the interim examination by informing the student about:
  - o   further administrative processing;
  - o   opportunities for resit, if applicable;
  - o   how he/she can object to the score, if applicable.

Processing

- The examiner will enter the definitive results in SIS within the agreed deadline (see the Teaching and Examination Regulations) after administration of the interim examination.

Tips

For everyone involved:
- Make sure all equipment is charged or plug the equipment into the charger.
- Use a headset.

For assessors:
- Schedule breaks between oral examinations as administering these presentations online requires concentrated effort and can be tiring.

Attention point

- Recording is permitted with one assessor. The recording may only start after the student has shown the student card.

3.5 Online: open book examination

Introduction

This is an interim examination that students complete at home. Students will use the sources which accompanied the course – as well as their own notes, summaries, homework assignments, etc. – to answer the questions and/or complete the assignments.

The online administration can be done in two ways:
1. The interim examination is administered at a scheduled time, with a start and end time and with a conditional release. With this option, students must have enough knowledge to answer the questions within the (limited) allotted time. In determining the length and duration of this interim examination, you should consider that working remotely can result in added stress and not all students have a quiet place to take the interim examination.
2. An alternative is that students are given the interim examination ahead of time and must hand it in before a stated deadline. This latter option offers a longer period for submitting their work and is aimed at processing knowledge.

The protocol applies in the first way. The second way is an interim examination with a hand-in time.

Protocol

The faculty protocol should address the following points.

Preparation

- Timely preparation of an interim examination timetable. The interim examination timetable must be available and familiar to lecturers and students no later than two weeks before the start of the block or semester.
- Students will have received information on the following subjects prior to the interim examination:
  - o the learning objectives underlying the interim examination;
  - o interim examination format;
  - o the registration (where applicable) and registration confirmation procedures;
  - o the duration of the interim examination';

- o procedures for communicating the results;
- procedure and penalties for fraud
- o information about the possibilities for giving feedback on the interim examination and the possibilities for inspection of the interim examination;
- Formulate questions at the higher levels of the Bloom taxonomy. This means that answers cannot be taken literally from each other or from literature and that students are asked to reason more. Students can easily exchange information and communicate with each other remotely, so keep this in mind when asking questions.
- Use different versions (think carefully about the number of versions which differ in content and versions in which distinctive information, such as names, organization, context, changes), preferably per group of students, e.g. per class.
- Decide which sources are most important for students to use in the open book examination: book, articles, knowledge clips, podcast, video, notes from the Virtual Classroom, guest speakers, presentations, and so on.
- If students with a disability are entitled to extra time, for example, a separate folder in BS can be created with, for example, a separate time slot.
- The interim examination is protected by a password. The interim examination can be downloaded in advance, but the password will only be announced at the start of the test time, so that all students can start simultaneously and there will be no problems with downloading.
- You can choose to communicate the end time, but still leave the submission box a little longer (e.g. leave it open for fifteen minutes). Advise students to a) check their Wi-Fi connection ahead of time and b) avoid waiting until the very last minute to submit their work. That way, they will not be at risk of having missed the deadline by attempting to upload their work too late.

During administration
- Without online proctoring, the identity of the student cannot be established during an online open book examination. Start the interim examination with a statement from the student that he/she has taken the interim examination independently. Indicate that a suspicion of fraud and/or plagiarism is reported to the Examination Board. This also applies to making your own work available to other students.
- During administration, it is allowed to monitor the IP addresses if this is necessary. An IP address is a light indication that a student may have committed fraud. There are situations where a shared IP address can be explained. It is therefore important to limit the processing of IP addresses as much as possible. Within the application it is necessary to look for a way in which the IP addresses are registered as little as possible, but for example to look for an indication that students have worked from a shared IP address. The address itself is not necessary.
- If IP addresses are followed, this must be recorded in a procedure. In any case, this should include the purpose of this and when the data will be deleted. The basic principle here is that the data is immediately deleted when it is no longer necessary for monitoring. Prior to the interim examination, the student must be informed in a privacy statement that the IP address is being followed.
- Examiners observing students during the administration via Virtual Classroom or MS Team is permitted, based on the provisions of the GDPR.
- What is expressly not allowed is recordings of the administration of open book examinations in HvA tools. It is also not allowed to have video recordings managed by students themselves, for example via an online drive. In that case, students are themselves responsible for images to demonstrate their actions. That is not a free choice and it is also unclear what happens to the images.
- If desired: participation in the interim examination closes 20 minutes after the starting time.
- The examiners involved are available for questions during the administration of the interim examination. Contact details (email and/or telephone) will be announced at the start.
- Work as much as possible with a time slot, a moment when the interim examination is published and a moment when the results must be handed in at the latest. This is possible, also per question. Keep in mind the peak load when turning in at a specific end time.
- If plagiarism is suspected, this is submitted to the Examination Board and the procedures as described in the TER apply.

After administration
- Check with the plagiarism scanner whether students have used each other's work.
- When in doubt about the authenticity of the answers, you can choose to ask the students concerned for an oral explanation of any question from the open book examination, to validate a given answer.

**Processing of examination results and inspection**
- The examiner will inform students as to when and where the feedback will be available.
- The examiner will check the interim examination results based on the pass rate and a reliability and validity analysis, and determine the definitive results.
- The examiner will ensure that all students can inspect their completed and assessed work in accordance with the Teaching and Examination Regulations.
- The examiner will enter the definitive results in SIS within the agreed deadline (see the Teaching and Examination Regulations) after administration of the interim examination.

3.6   Online: knowledge tests

Introduction online knowledge tests with and without proctoring
Online proctoring means taking an online examination using Proctorio, a surveillance tool for which the AUAS is licensed. In addition, there are opportunities for supervising students online, without using Proctorio. These are described 3.6.1.

When to choose for interim examination with or without online proctoring? This is indicated in the decision tree below:

Decision tree Online Proctoring
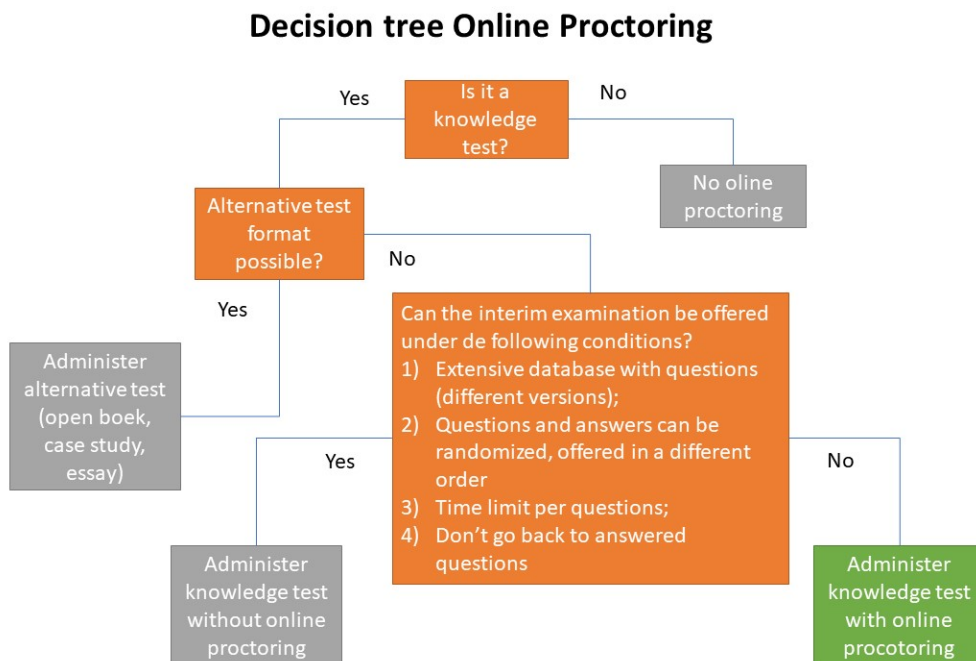
Explanation of the decision tree:
- The first step is to determine whether the knowledge test can be taken online in an alternative test form, such as an open book examination or case study, considering the learning objectives.
- If this is not possible, determine whether the test can be taken without online proctoring, in accordance with the conditions from the above schedule. The AUAS test applications TestVision Online, Maple TA and SOWISO can be used for this. Brightspace Quiz can also be used, but offers fewer options, e.g. on question types.
- If the above conditions for assessment without proctoring cannot be met, online proctoring will remain.

3.6.1. Protocol online knowledge test without proctoring

Please note: this form of knowledge testing without proctoring has been developed as a result of the corona crisis. At the beginning of academic year 20-21, this form of administration will be evaluated, especially on the reliability (possibilities of fraud, time pressure, etc.) and it will then be determined how we proceed with this form of administration.

The faculty protocol should address the following points.

Preparation
- Timely preparation of an interim examination timetable. The interim examination timetable must be available and familiar to lecturers and students no later than two weeks before the start of the block or semester.
- Students will have received information on the following subjects prior to the interim examination:
    o the learning objectives underlying the interim examination;
    o the interim examination format;
    o the registration (where applicable) and registration confirmation procedures;
    o the interim examination location;
    o the duration of interim the examination;
    o how to deal with technical problems during the administration;
    o procedures for communicating the results;
    o approved tools and resources.
    o information about the possibilities for giving feedback on the interim examination and sanctions in the event of fraud;
- Knowledge tests can be taken if there is a large question database. If necessary, the interim examination has been checked before taking by a colleague examiner (minimum 4-eyes principle).
- The administration of the interim examination will take place in one of the AUAS-wide test applications: TestVision Online, SOWISO or Maple TA (for more information about the test applications, see: Score) or Brightspace Quiz. Support within the program/faculty and knowledge of the applications is precondition.
- Students may not be asked to download additional apps or tools that are not AUAS-licensed, as their security and privacy are not guaranteed.
- The program manager determines together with his/her team which alternative applies and agrees with the Examination Board on the structure and administration of the interim examination (see further: during administration). It is always a question of whether an online alternative provides sufficient insight into the knowledge and skills of the student.

During administration
- Without online proctoring, the identity of the student cannot be established. Start the interim examination with a statement from the student that he/she has taken the exam independently. Indicate that a suspicion

of fraud and/or plagiarism is reported to the Examination Board. This also applies to making your own work available to other students.
- During administration, it is allowed to monitor the IP addresses if this is necessary. An IP address is a light indication that a student may have committed fraud. There are situations where a shared IP address can be explained. It is therefore important to limit the processing of IP addresses as much as possible. Within the application it is necessary to look for a way in which the IP addresses are registered as little as possible, but for example to look for an indication that students have worked from a shared IP address. The address itself is not necessary.
- If IP addresses are followed, this must be recorded in a procedure. In any case, this should include the purpose of this and when the data will be deleted. The basic principle here is that the data is immediately deleted when it is no longer necessary for monitoring. Prior to the interim examination, the student must be informed in a privacy statement that the IP address is being followed.
- Watching students during the administration via Virtual Classroom or MS Team is allowed. These applications are securely arranged and meet the privacy requirements. Students can therefore be asked to turn on the camera and sound during the test. Students are allowed to "blur" the background.
- What is expressly not allowed is recordings of the administration of knowledge test in HvA tools. It is also not allowed to have video recordings managed by students themselves, for example via an online drive. In that case, students are themselves responsible for images to demonstrate their actions. That is not a free choice and it is also unclear what happens to the images.
- If desired: participation in the interim examination closes 20 minutes after the starting time.
- The examiners involved are available for questions during the administration of the interim examination. Contact details (email and/or telephone) will be announced at the start.

Processing of interim examination results and inspection
- The examiner will inform students as to when and where the feedback will be available.
- The examiner will check the interim examination results based on the pass rate and a reliability and validity analysis, and determine the definitive results.
- The examiner will ensure that all students can inspect their completed and assessed work in accordance with the Teaching and Examination Regulations.
- The examiner will enter the definitive results in SIS within the agreed deadline (see the Teaching and Examination Regulations) after administration of the interim examination.

3.6.2. Protocol online knowledge test with proctoring

The faculty protocol should address the following points.

Preparation
- Timely preparation of an interim examination timetable. The interim examination timetable must be available and familiar to lecturers and students no later than two weeks before the start of the block or semester.
- Students will have received information on the following subjects prior to the interim examination:
  o the learning objectives underlying the interim examination;
  o the interim examination format;
  o the registration (where applicable) and registration confirmation procedures;
  o the interim examination location;
  o the duration of the interim examination';

- o procedures for communicating the results;
- o approved tools and resources;
- o information about the possibilities for giving feedback on the interim examination and sanctions in the event of fraud;
- o reference to the manual for setting up online proctoring on his her computer and/or telephone;
- o reference to the privacy statement that has been drawn up for online proctoring. This includes the handling of images from online proctoring.
- Students have experience with the digital test application in which the interim examination is administered and have taken a practice test with the Proctoring application. A practice test with online proctoring prevents many problems and false positive reports in the real interim examination.
- The degree programme clearly indicates which hardware and software (browser) students need to have and inform them about the desired internet connection. If in doubt, consult the proctoring application documentation.
- If students do not have these facilities (e.g. only 4G hotspot on mobile, no laptop), the interim examination is not suitable, or the student must be able to take his interim examination in another way. The degree programme must provide an alternative.
- The students are aware that the proctoring application uses a plugin, which is in English. The students can deal with that.
- The examiner has sufficient experience with supervising online interim examinations and has been instructed on online proctoring, including dealing with abnormal situations. FS provides instruction in collaboration with the supplier.

During administration
- The student must be able to contact the examiner for questions. Note: If other applications are used, this will be labelled as anomalous situation in proctoring or the interim examination will be stopped.
- If desired: participation in the interim examination closes 20 minutes after the starting time.
- ICTS and FS provide a chat application..

Review of abnormal situations
- The proctoring application labels abnormal situations. The degree programme has determined in advance which settings will be used to label deviating situations. The guidelines for this are available from FS (document 'Assessment of Profiles').
- In principle, any abnormal situation will be assessed by the Examination Board based on the recorded images and additional information provided by the proctoring application.
- Only evident false positive situations (in case of clearly no fraud, but for example an error in the test settings) are summarized by the examiner and reported to the Examination Board.

Processing of interim examination results and inspection
- The examiner will inform students as to when and where the feedback will be available.
- The examiner will check the interim examination results based on the pass rate and a reliability and validity analysis, and determine the definitive results.
- The examiner will ensure that all students can inspect their completed and assessed work in accordance with the Teaching and Examination Regulations.
- The examiner also offers access to the proctoring images, if students ask for this regarding a suspected fraud.
- The examiner will enter the definitive results in SIS within the agreed deadline (see the Teaching and Examination Regulations) after administration of the interim examination.

4   Administration at (AUAS-) location

The overview below contains the interim examinations with a fixed examination time at a physical (AUAS) location. A protocol is available for each form of administration.

Test form	Administration	Protocol
Portfolio assessment Behavioral assessment	Oral (with observation)	4.1 On location: assessments
Knowledge test Intake test Progress test Case study	Oral	4.2 On location: oral interim examination
Knowledge test Intake test Progress test Case study Essay	Digital	4.3 On location: digital interim examination
Knowledge test Intake test Progress test Case study Essay	Written	4.4 On location: written interim examination

4.1   On location: assessment

Introduction

An assessment is a testing form in which the student shows to what extent he can act competently in various practical situations. Two types of assessments that often occur are:
1. Portfolio assessment: the student provides a portfolio containing proof of his actions in the form of products and reflections. Based on this, an assessment interview takes place;
2. Behavioral assessment (also called performance assessment): the student performs a professional task or action, in which assessors observe him. They then discuss the how and why of his actions with the student about the observed behavior and the justification thereof.

Assessments can have a learning (development-oriented) function as well as an assessment function.

Preliminary remark

In this protocol we use two trained assessors per student to promote an intersubjective judgment. If a program chooses to work with one assessor per student, it is important to have assessors coordinate and calibrate regularly to promote equal opportunities for all students. For courses of the graduation programme it is mandatory to work with two assessors.

Protocol

The following components must be included in the faculty protocol in a mandatory and unaltered manner. The faculty can further supplement its own protocol. Consider students with a disability.

Preparation

- The student submits a portfolio prior to the assessment interview in accordance with the instructions in the study manual.
- Students will have received information on the following subjects prior to the interim examination:
    - the learning objectives underlying the interim examination;
    - the assessment criteria;
    - the registration (where applicable) and registration confirmation procedures;
    - the location of the assessment;
    - the duration of the assessment;
    - the procedure of the assessment
    - whether there are one or two examiners; for one examiner: information about recording, the method of storage and retention periods;
    - procedures for communicating the results;
    - Identification with valid and physical identification (passport, ID, driver's license or Dutch 'Vreemdelingendocument').
- The examiner will act in accordance with the protocol for the safe handling of computer data, passwords, email and saving and printing instructions for interim examinations, as agreed upon within the faculty.
- In case of a portfolio assessment:
    - (Two) trained assessor(s) independently evaluate the student's portfolio and formulate questions about the information they still need from the interview.
    - The assessors discuss with each other which questions they will ask in the assessment and who will take care of which subjects.

Administration

- Students must identify themselves by means of a valid proof of identification in physical form (passport, ID, driving licence or Dutch 'Vreemdelingendocument') to the assessor(s).
- In case of a behavioral assessment: the assessor(s) observe the student's behavior when performing the assignment (in a simulation or in practice).
- The assessor(s) conduct the assessment according to the agreed procedure (in the study manual).
- The assessor(s) use the same question, conversation and assessment techniques.
- With two assessors: one of the assessors records questions and the student's answers on a protocol.
- In case of one assessor: the recording is saved in a previously agreed manner.
- There are clear instructions and decision rules on how the score is made and (in the case of two assessors) what to do in case of disagreement about the score.
- The assessor(s) record the score on the appropriate form and substantiate this with their findings from the portfolio and/or the observation and assessment interview. In the case of two assessors, they first determine the score independently, based on substantiation. They then discuss this with each other to arrive at a substantiated final score.
- The assessors communicate the score to the student after the assessment, including the substantiation in the form of feedback.
- The assessor informs the student how he can object to the score, if applicable.

Processing
- The assessor will enter the definitive results in SIS within the agreed deadline (see the Teaching and Examination Regulations) after administration of the interim examination.

4.2   On location: oral interim examination

The following components must be included in the faculty protocol in a mandatory and unaltered manner. The faculty can further supplement its own protocol. Take students with disabilities into account.

Preparation for the oral interim examination
- Students will have received information on the following subjects prior to the interim examination:
    - the learning objectives underlying the interim examination
    - the registration (where applicable) and registration confirmation procedures
    - the interim examination location
    - the duration of the interim examination
    - procedures for communicating the results
    - identify themselves by means of a valid proof of identification in physical form (passport, ID, driving licence or Dutch 'Vreemdelingendocument')
- These questions will then be checked by a fellow examiner (4-eyes principle).
- The examiner will act in accordance with the protocol for the safe handling of computer data, passwords, email and saving and printing instructions for interim examinations, as agreed upon within the faculty.

Administration
- Students must identify themselves by means of a valid proof of identification in physical form (passport, ID, driving licence or Dutch 'Vreemdelingendocument') to the examiner or examiners.
- In the case of two examiners: clear instructions must be provided as to the assessment and procedures in the event of a major disagreement.
- In the case of a single examiner: the recording will be stored according to a pre-agreed method.
- The examiner(s) or will notify the student of the results after the end of the oral interim examination.

Processing
- The examiner will enter the definitive results in SIS within the agreed deadline (see the Teaching and Examination Regulations) after administration of the interim examination.

4.3   On location: digital interim examination

The following components must be included in the faculty protocol in a mandatory and unaltered manner. The faculty can further supplement its own protocol. Take students with disabilities into account.

Preconditions
- Students will have received information on the following subjects prior to the interim examination:
    - the learning objectives underlying the interim examination;
    - the testing system;

- o   the registration (where applicable) and registration confirmation procedures;
- o   the interim examination location;
- o   the duration of the interim examination;
- o   procedures for communicating the results;
- o   approved tools and resources;
- o   prohibition of use of mobile phones and watches;
- o   information about the possibilities for giving feedback on the interim examination and sanctions in the event of fraud;
- The infrastructure needed for secure digital testing is in place, and the technical facilities ensure that the interim examination can be administered safely (a secure environment, in which the requisite equipment is made available for testing purposes by the technical testing applications administrator at a fixed time).

Preparation for the interim examination
- The interim examination will be checked by a fellow examiner prior to administration (4-eyes principle).
- The examiner will act in accordance with the protocol for the safe handling of computer data, passwords, email and saving and printing instructions for interim examinations, as agreed upon within the faculty.

Preparation for administration of the interim examination
- Timely preparation of an interim examination timetable. The interim examination timetable must be available and familiar to lecturers and students no later than 2 weeks before the start of the block or semester.

Administration of the interim examination
- The responsible employee will check all exam halls at the start of the interim examination to make sure everything is clear and running smoothly.
- An examiner, who is responsible for the content of the interim examination, is available for questions and emergencies during the taking (at least by telephone).
- Students must identify themselves by means of a valid proof of identification in physical form (passport, ID, driving licence or Dutch 'Vreemdelingendocument') to one of the invigilators. Students without a valid proof of identification will be refused entry.
- Students that have arrived late will wait in the hallway: all late arrivals will be allowed to enter at the same time, 20 minutes after the start of the interim examination. No students will be allowed to take part in the interim examination after this point.
- The invigilator now explains the procedures and refers to the administration protocol:
  - o   Explains how students should log in to the relevant programme.
  - o   Students may not leave the hall until at least 30 minutes after the start of the interim examination.
  - o   Once they have left, they may not return to the hall.
  - o   The invigilator refers to the home screen for further instructions on the interim examination.
- In the event of fraud (f.i. cheating, consulting with other students, use of unauthorised resources) or improper behaviour (f.i. carrying watch, mobile phone on table, not following instructions invigilator) the invigilator/backup invigilator will tell the student what they are being accused of.
- The invigilator will confiscate any items involved in the fraud and file a report of the incident using the relevant form. The student will be allowed to finish the interim examination.

Processing of interim examination results and inspection
- The examiner will inform students as to when and where the feedback will be available.
- The examiner will check the interim examination results based on the pass rate and a reliability and validity analysis, and determine the definitive results. The 4-eyes principle is used here.
- The examiner will ensure that all students can inspect their completed and assessed work in accordance with the Teaching and Examination Regulations.
- The examiner will enter the definitive results in SIS within the agreed deadline (see the Teaching and Examination Regulations) after administration of the examination.

4.4   On location: written interim examinations

The following components must be included in the faculty protocol in a mandatory and unaltered manner. The faculty can further supplement its own protocol. Take students with disabilities into account.

Preparation for the interim examination
- The interim examination will be checked by a fellow examiner prior to administration (4-eyes principle).
- The examiner will act in accordance with the protocol for the safe handling of computer data, passwords, email and saving and printing instructions for interim examinations, as agreed upon within the faculty.

Preparation for administration of the interim examination
- Timely preparation of an interim examination timetable. The interim examination timetable must be available and familiar to lecturers and students no later than two weeks before the start of the block or semester.
- Students will have received information on the following subjects prior to the interim examination:
    o the learning objectives underlying the interim examination;
    o the registration (where applicable) and registration confirmation procedures;
    o the interim examination location;
    o the duration of them interim examination';
    o procedures for communicating the results;
    o approved tools and resources;
    o prohibition of use of mobile phones and watches
    o identify themselves by means of a valid proof of identification in physical form (passport, ID, driving licence, or Dutch 'Vreemdelingendocument')
    o information about the possibilities for giving feedback on the interim examination and sanctions in the event of fraud;

Administration
- The responsible employee will check all exam halls at the start of the interim examination to make sure everything is clear and running smoothly.
- An examiner, who is responsible for the content of the interim examination, is available for questions and emergencies during the taking (at least by telephone).
- Students must identify themselves by means of a valid proof of identification in physical form (passport, ID, driving licence, Dutch 'Vreemdelingendocument') to one of the invigilators.

- Students that have arrived late will wait in the hallway: all late arrivals will be allowed to enter at the same time, 20 minutes after the start of the interim examination. No students will be allowed to take part in the interim examination after this point.
- The invigilator will explain the procedures and refer to the administration protocol:
  o Students may not leave the hall until at least 30 minutes after the start of the interim examination.
  o Once they have left, they may not return to the hall.
  o The invigilator will refer to the cover sheet for further instructions on the interim examination.
- In the event of fraud (f.i. cheating, consulting with other students, use of unauthorised resources) or improper behaviour (f.i. carrying watch, mobile phone on table, not following instructions invigilator) the invigilator/backup invigilator will tell the student what they are being accused of.
- The invigilator will confiscate any items involved in the fraud and file a report of the incident using the relevant form. The student will be allowed to finish the interim examination.

Assessment, processing of marks and inspection
- The examiner will check the interim examination results based on the pass rate and a reliability and validity analysis, and determine the definitive results. The 4-eyes principle is used here.
- Multiple choice interim examinations: marks will be entered in SIS within the agreed time period and processed by [choose between Education Office or examiner] within the agreed time period (see the Teaching and Examination Regulations).
- Open questions in interim examinations: the examiner will collect the interim examination sheets and sign a checklist. The examiner enters the marks in SIS within the agreed time period (see the Teaching and Examination Regulations) and processes them.
- The examiner ensures that all students can inspect their completed and assessed work in accordance with the Teaching and Examination Regulations.