

Assessment plan

2022 / 2023

Ma Human Movement Sciences

Ma Sport Sciences

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## INTRODUCTION

The assessment plan of the Master Human Movement Sciences programme is described in the current document. It is a representation of the processes and procedures of examinations, with information about the goals and the structure of the educational programme. Tests and exams are used to determine whether students have achieved the intended learning outcomes. Various actors are involved in this process. The document provides insight into how the assessment is ensured to be of high quality.

## VISION ON EDUCATION AND ASSESSMENT

The educational programme is based on the department's [mission and vision](#). The curriculum is in line with the [University of Groningen Strategic Plan](#), the [university's assessment policy](#), and the [UMCG's education policy](#).

The educational programme is founded on substantiated didactic and substantive principles, with a strong integration of research and education. An outline of these principles as well as how research and education are integrated can be found in [Appendix I](#).

In the BW testing programme, students' study behaviour is guided in such a way that they are specifically prepared for independently setting up, carrying out and publicizing (applied) movement sciences research, in accordance with the [intended learning outcomes](#).

The assessment programme satisfies educational preconditions such as regular, periodic assessment, avoiding competition between assessment and education and allowing limited possibilities for resit.

## INTENDED LEARNING OUTCOMES

The learning outcomes of the programme are an applied translation of the Dublin Descriptors ([Appendix II](#)) and the department's [mission and vision](#).

The learning outcomes of the two Master's degree programmes meet the international descriptions of outcomes as specified in the 'Dublin Descriptors'. They aim at deepening and refining the academic outcomes at the Master's level, with a higher degree of independence. Students specialize in a specific research topic. The learning outcomes also include writing and presenting in English. The outcomes of the Master's programmes aim at preparing students to work as a human movement or sport scientist in an academic context or as a scientist in the societal fields of Human Movement or Sport.

The connection between the Dublin descriptors and the intended learning outcomes of the programme can be found in the table in [Appendix II](#).

The distribution of the learning outcomes across the courses of the programme is shown schematically in [Appendix III](#).

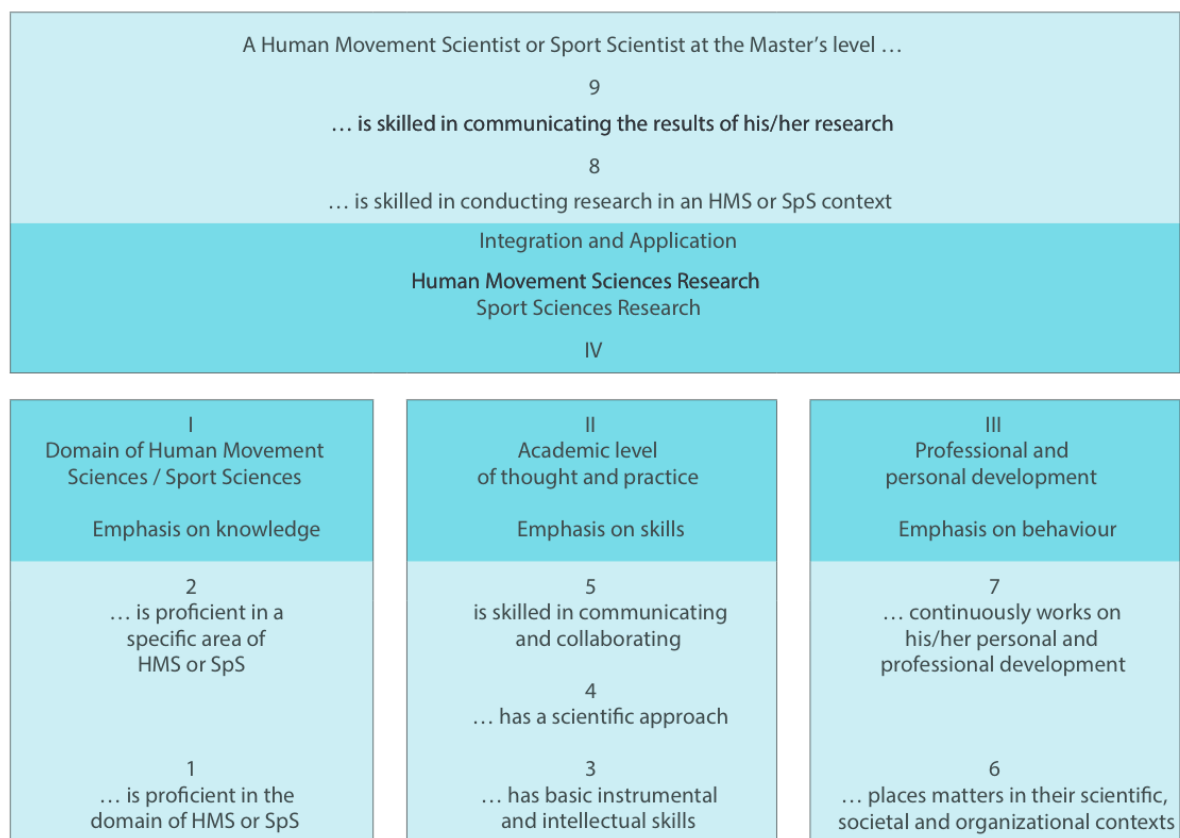
## MASTER'S DEGREE PROGRAMME

In the master's programme, specialist knowledge and skills the focal point of the programme, which are prerequisites for becoming an academic with unique qualities and expertise: a scientist who can conduct independent research in the domains of human movement sciences and sport sciences. The competences acquired by the students qualify them for either an academic research-oriented career or a more societally-oriented career in the fields of human movement or sport. During the programme, students are provided with toolboxes that make them valuable members of scientific research teams. The Master's programmes in HMS and SpS have a strong multidisciplinary character, with roots in scientific disciplines (such as anatomy and psychology) as well as practical disciplines (such as physical education and physiotherapy).

### STRUCTURE

The first three pillars of competence are domain-specific knowledge (Pillar I), academic skills (Pillar II) and professional behaviour (Pillar III). As the student progress through the programme, these pillars gradually build up to the final pillar (IV), where the basic competences are increasingly applied in an integrated way in a meaningful context.

Figure 1: The intended learning outcomes, schematic representation



The distribution of the learning outcomes across the courses of the programme is shown schematically in [Appendix III](#).

(For more information see [OER 10.6.1](#))

## EDUCATIONAL PROGRAMME AND COURSE DESCRIPTION

The University of Groningen's online educational catalogue contains information about the education programmes and course descriptions.

- [MSc Human Movement Sciences](#)
- [MSc Sport Sciences](#)

## ASSESSMENT PROGRAMME

In a coherent curriculum with a clear structure, students are assessed at the appropriate level for the stage of their studies. In all phases of the study, written assignments and oral presentations are an important part of the assessment programme. The programme evaluates the degree of the student's knowledge and skills, as well as their ability to apply them, using a variety of test formats and the required attention to the test level. In the many modes of evaluation, the most significant parts of academic training, such as insight, analytical abilities, creativity, reporting, presenting, and defending points of view, are extensively explored.

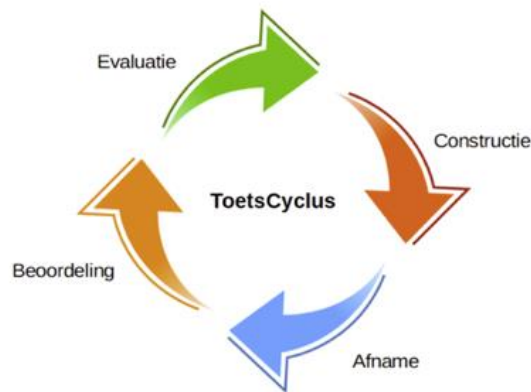
Students are assessed individually as much as possible. If the course content and form do not allow this, students can receive a grade based on a group assessment. Group assessments results will not exceed 50% of the total assessment programme.

The assessment programme is schematically shown in [Appendix IV](#).

The matrix in [Appendix IV](#) lists the courses in which assessment takes place and makes a distinction between a) study components that work towards the final level described in the final objectives through joint testing and b) study components (graduation project) in which final level testing takes place (in the latter case the learning outcomes of the study component therefore coincide with the attainment targets).

## ASSESSMENT CYCLE

The programme conforms to the faculty guidelines, within the university guidelines, regarding the construction, administration, assessment and evaluation of tests at course level, as shown schematically in the Assessment Cycle figure.



Figuur 2: The cyclical assessment model applied by the programme

(For more information see [OER 10.6.5](#))

## ASSESSMENT PROTOCOL

For the assessment procedures, instructions and formats are available for the construction and evaluation of the assessment, which is supervised by the Board of Examiners. The OER and the Rules and Regulations as formulated by the Board of Examiners are leading.

Examiners are responsible for an important part of the execution of the assessment cycle (construction, administration, assessment and evaluation). The examiners are appointed by the Board of Examiners to conduct examinations and determine the results thereof. The examiners are BKO, or similar, certified (university) lecturers who, as coordinators/lecturers, are responsible for (the level of) one or more study components of both Master's degree programmes.

## GENERAL

1. The content and method of testing is done in accordance with the description in the Rules and Regulations and the description of the relevant unit of study in the study guide / online educational catalogue, possibly supplemented with information in a course manual to be compiled by the examiner.
2. The examiner determines the content and method of the test based on the learning objectives that are addressed in his / her unit of course: what must a student know and be able to and at what level (knowledge, insight, attitude and skills). Written examinations, assignments, presentations and the like are based on these learning objectives.
3. The test is representative, selecting for the achievement of the learning objectives, the separate questions have a clear question and the test form fits the learning objectives (content) and the selected form of education (the course programme).
4. Students are informed of the following points at the start of the unit of study:
  - the responsible examiner (core lecturer / coordinator of the course)
  - involvement of other teachers, (PhD) students in education and testing
  - the learning objectives
  - compulsory attendance at specific lectures / practicals / work groups
  - the compulsory literature / subject matter
  - the form of the test
  - the weight of different parts of the assessment, for example in the case of multiple test forms or when working with part keys
  - the planned examination dates (first and second chance) and / or the latest submission date for assignments, as well as the consequences for the grading if assignments have not been submitted on time
  - when the examination can be inspected (will be announced during the course).

## ASSESSMENT CONSTRUCTION

1. The final test is drawn up under the responsibility of the examiner; it also determines the (provisional) standard.
2. The examiner is also responsible for instruction and training of relevant assessors.
3. The questions for the first and second chance of a written test are preferably drawn up simultaneously. The aim is to achieve a comparable division in level and type of questions about the two chances.

4. The test must be correctly formulated; ambiguities and ambiguities must be avoided.
5. The length of the test is in accordance with the available time for answering / taking the test.  
(Aletta Jacobs tentamenhal: regular duration 2 hours, in specific cases shorter or longer, with a max of 3 hours)
6. A response model for the assessment has been drawn up before the assessment.
7. The norm or caesura of the test has been determined before the assessment.
8. A written or oral test or assignment (including answer model and standardization) must be presented in draft form and discussed with an expert colleague (peer review). Additional advice can be requested from an educational consultant.
9. The cover sheet of a written test must indicate:
  - a. the available time
  - b. the number of pages and questions
  - c. a fill-in instruction (instructions how the answer should be given)
  - d. the weight of the various parts.

## ASSESSMENT

1. After taking the test, the exam will be checked within the set time limit under the responsibility of the examiner, based on the pre-written answer model.
2. The correction of open questions and papers is done by the relevant assessors themselves; the digital processing of written MC tests is outsourced within the RUG.
3. After the assessment, before publishing the results, the examiner will analyse the quality of the test taken, whereby in particular with MC tests the statistical data (as p and ride values of the individual questions) will also be taken into account. He can request additional advice from an educational consultant.
4. Based on statistical data and students' comments, the examiner may decide by means of written tests (in accordance with the guidelines of the examination committee) to eliminate or maintain questions, or to adjust the standardization / pass mark and thus the success rate.
5. The examiner remains responsible for the assessment and therefore has the opportunity within the described procedure to make any adjustments to carry out his own insight.
6. The examiner determines the result of a written interim examination within the prescribed period. He passes on the results to the curriculum coordinator and the education administration, after which they are made known to the students.
7. In case of special circumstances, such as a supplementary investigation the Examination Board can set a different period of no more than one month.
8. The examiner justifies the determination of caesura and grade of the written part of the examination in an examination protocol drawn up by the Board of Examiners ([Appendix VI](#)).

## ORAL EXAMINATIONS, REPORTS AND PAPERS (IF NOT TREATED)

1. The following points are important when determining the content of an oral examination:
  - the content and level of the questions / assignments are derived from the learning objectives
  - the oral must give the most comparable possible measurement for various assessors and students (reliability); the questions / assignments must be open to one explanation
  - the questions / assignments are recorded in writing by the teacher prior to the oral test as well as an assessment schedule
  - the duration of the oral examination is fixed in advance
  - there is an assessment form with criteria based on which the student receives feedback and the assessment.
2. In assessing graduation projects (thesis, article etc.), a second assessor is always involved in addition to the examiner. The same applies to oral examinations, if these are part of a graduation project. This concerns, for example, the forum for the Master Graduation project.
3. The assessment form or the exam sheet must be filled in by both assessor.
4. A digital or paper copy of the assessment form is made available to the student.

## SUPERVISION BY THE BOARD OF EXAMINERS

1. If there are noticeable evaluation results, the EC can (have others) carry out additional research into the quality of the test. The results of this research are incorporated in the improvement proposal.
2. In case of a success rate of less than 50% (first chance), the following procedure will take effect:
  - if possible, the lecturer reports the result within one day of the observation by the EC chair and the curriculum coordinator; the results will not be made known to the students, if necessary it will be announced that the results will be announced.
  - the curriculum coordinator will conduct further research in consultation with the examiner. It can be checked, among other things, whether the examination is a representative reflection of the content. Furthermore, a statistical analysis and / or a comparison with previous examinations, provided the relevant data are available.
  - addition to the data from the standard evaluation, students can be heard and, if necessary, a non-direct content lecturer will be consulted.
  - Based on the results of the examination, the examiner takes the appropriate measures and determines the result of the examination. Then it is announced.
  - A short report above is sent to the Board of Examiners for approval.
3. The Board of Examiners submits random written examinations to a study
4. The Board of Examiners randomly assesses the quality of theses and papers in relation to their remuneration.

## ASSESSMENT QUALITY ASSURANCE

The quality assurance by the Board of Examiners takes place at the level of courses and the educational programmes. The Board of Examiners follows the '[Handboek voor Examencommissies](#)' of the University of Groningen. The working method and the associated time frame are described in the '[Jaarplan Examencommissie Bewegingswetenschappen](#)'. The Board of Examiners uses the course assessment file ([Appendix V](#)) for the evaluation of the courses.

(For more information see [OER 10.6.7](#))

## COURSE ASSESSMENT FILE

The course assessment file ([Appendix V](#)) gives those involved per course insight into the quality of the assessment. The Board of Examiners uses the assessment files for its task of guaranteeing the assessment quality of the programmes.

The information about the assessment of the courses that are known before the start of the assessment is recorded in the study guide texts & assessment plan. With regard to the assessment, after it has been taken, the EC also has the examination protocol for each subject at its disposal to guarantee quality, as well as the tests (1st chance + 2nd chance) and the answer models.

(For more information see [OER 10.6.6](#))

## ARCHIVE

Examiners are responsible for archiving the course assessment files. The parts of the assessment files are stored by the examiners in the learning environment of the course, in a folder that is not accessible for students. Results of the assessment by the Board of Examiners are stored by the board in its own, protected environment.

## APPENDICES

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### DIDACTIC PRINCIPLES

- Self-regulation in a dynamic learning environment
  - We want students to actively participate in their education. For this purpose, we use small-scale teaching methods as much as possible. Over the course of the programmes, the level of direct guidance and supervision gradually diminish and we expect students to increasingly show self-regulation, commitment, independence and creativity. Where possible, we organize the curriculum as an academic learning community, conceived as an environment where students, PhD candidates and teachers work together in small groups.
- Facilitate individual study routes
  - Although we focus on a solid basic quality, we also want our programmes to be challenging and to facilitate individual study paths for all students, including particularly talented and motivated students. The University offers Honours at the Bachelor's and Master's degree levels. Supported by the faculty we also offer a Master's to PhD programme that allows outstanding students to enter PhD research early.
- Guidance towards a solid level of academic work and thinking
  - The orientation towards the professional field has a more general character in the Bachelor's degree programme. We want students to gain an overview of the domain of HMS and realize that they are not being trained for specific professions but are being taught a solid level of academic thinking and acting. Gradually, however, they will obtain a picture of the professional possibilities, and we stimulate our Bachelor's students to consider and develop their ambitions.

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### CONTENT PRINCIPLES

- Orientate and specialize
  - During the two-year Master's degree programmes, we give students ample room and opportunities for personal orientation and individual choices with regard to specializations, courses, assignments and graduation projects
- Integration of knowledge and skills
  - We regard the students' learning process as cumulative, entailing acquisition, application and renewal of knowledge, skills, self- efficacy and attitudes. Therefore, the general structure of the Bachelor's and the Master's degree programmes progresses from the acquisition of knowledge and skills in the various disciplines towards an increased integration of knowledge in the human movement sciences and sport sciences. As such, we follow the generally accepted line of the Dublin Descriptors.
- Learning in a meaningful context
  - As far as possible, students learn in a meaningful context, with actual current research themes and problems. Students must be able to apply knowledge and skills to existing and new situations, and must be able to make their own choices in such matters and subsequently justify them. In addition, they should be able to consider these problems within broader scientific and societal perspectives.
- Feasibility, re-use and efficiency

- We strive for optimal efficiency in the organization and implementation of our educational programmes in order to manage workload and ensure the dynamics of our learning environment. The pursuit of sobriety and fixed routines in the educational process remains an absolute condition.

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## INTEGRATION OF RESEARCH AND EDUCATION

- Integration of research and education
  - We strive for a strong connection between teaching and research: due to the novel insights and stimulating effects that research produces in students, it is indispensable to the curriculum. The entire staff is involved in the development of the educational and research programmes and participates in the organization of our department. This creates a solid basis for group involvement and team spirit. This approach fits in well with the University of Groningen's and UMCG's broad embrace of the principles of a learning community.
- Multi / interdisciplinary knowledge and academic skills
  - We want students to gain an understanding of the nature of the processes that underlie human movement behaviour in development, motor learning, sport (including elite) or ageing, or during recovery from injury or impairment. This requires knowledge of the neurosciences, physiology, biomechanics, psychology, pedagogics, and ethics and philosophy. Students learn to perform and implement research by employing biomedical, behavioural, statistical/epidemiological and laboratory-based methods.
- Lecturers with autonomy and ownership also work as researchers
  - We have an agreed and binding common framework concerning programme content, the position of the course units in the programme, the intended learning outcomes, the teaching aims, the teaching forms, the assessment forms and the (formal) regulations. Within this framework our lecturers have autonomy and ownership with regard to the course units they coordinate and the students they supervise.

## APPENDIX II – TABLE DUBLIN DESCRIPTORS AND INTENDED LEARNING OUTCOMES

Table descriptors and intended learning outcomes

Dublin descriptors	Intended learning outcomes Human Movement Sciences
<p>1 Knowledge and insight</p> <p>Has demonstrable knowledge and understanding, based on and exceeding and/or deepening the knowledge and understanding at Bachelor level, as well as offering a basis or an opportunity to make an original contribution to the development and/or application of ideas, often in a research context.</p>	<p>1.1 is proficient in the domain of human movement sciences / sport sciences</p> <p>1.2 is proficient in a specific domain of human movement sciences / sport sciences</p> <p>2.4 has a scientific approach</p>
<p>2 Applying knowledge and insight</p> <p>Is able to apply knowledge and understanding and problem-solving abilities in new or unfamiliar circumstances within a broader (or multidisciplinary) context related to the field; is able to integrate knowledge and deal with complex matter.</p>	<p>2.3 has basic instrumental and intellectual skills</p> <p>2.4 has a scientific approach</p> <p>4.8 is skilled in conducting research in an human movement sciences or sport sciences context</p>

<p>3 Judgment</p> <p>Is able to formulate judgments on the basis of incomplete or limited information, taking into account the social and ethical responsibilities associated with the application of one's own knowledge and judgments.</p>	<p>2.4 has a scientific approach</p> <p>3.6 places matters in their scientific, societal and organizational</p>
<p>4 Communication</p> <p>Is able to draw conclusions as well as to communicate clearly and unambiguously the knowledge, motives and considerations underlying this to an audience of specialists or non-specialists.</p>	<p>2.4 has a scientific approach</p> <p>2.5 is skilled in communicating and collaborating</p> <p>4.9 is skilled in communicating the results of his/her research</p>
<p>5 Learning ability</p> <p>Possesses the learning skills that enable him or her to undertake further studies with a largely self-directed or autonomous character.</p>	<p>3.7 continuously works on his/her personal and professional development</p>

APPENDIX III – SCHEMATIC OVERVIEW INTENDED LEARNING OUTCOMES

INTENDED LEARNIGN OUTCOMES MASTER COURSES

Course vs. Learning Outcome	1.1	1.2	2.3	2.4	2.5	3.6	3.7	4.8	4.9
3D Movement Registration	X	X	X	X	X		X	X	X
Motor control	X	X	X	X	X		X	X	X
Rehabilitation & Functional Recovery	X			X	X	X	X		X
Mechanisms of motor funct. in ageing									
Dev. percept. & action in sports & exerc									
<u>Advanced statistics</u>	X		X	X	X		X	X	X
Physiology of training and exercise	X	X	X	X	X	X	X	X	X
Clinical Mobility Lab		X	X	X	X	X	X	X	X
Disorders in mot. contr. and curr. theor	X	X	X	X	X	X	X	X	X
Int. target. mot. funct & cogn in ageing									
Talent and performance optimization	X	X	X	X	X		X		

Perception and action	x	x	x	x					
Sport and Talent	x	x	x	x	x	x	x		
Introduction to dynamical systems	x	x	x	x					
Musculoskeletal Modelling and Biomechanics	x	x	x	x	x	x	x	x	x
Philosophy of science and ethics			x	x	x	x	x		
Signal acquisition and analysis									
Big Data in Sport Science and HMS		x		x	x				x
Orientation to teaching									
Master Graduation Project	x	x	x	x	x	x	x	x	x
Review	x	x	x	x	x	x		x	x
Master monitor	x	x	x	x	x	x	x	x	x

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APPENDIX IV – SCHEMATIC OVERVIEW ASSESSMENT PROGRAMME

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YEAR SCHEDULE MASTER

	Course	Course code	ECTS	V/K	Teaching methods	Hours p/w	Week 1-7	Assessment (end of block)	Reassessment (within same block)
							Type of assessment		
Block 1	3D Movement Analysis	BWM176	5	V	Lectures, Tutorials, Practical's	3-4		Exam (data-analysis & visualisation)	Resit (data-analysis & visualisation)
	Rehabilitation & Functional Recovery	BWM150	5	K	Lectures, Tutorials, Practical's	4-5	Written group assignment (mini-review, 65%), interview (pass)	Group poster presentation (35%)	Retake (mini-review 65% and/or poster presentation 35%).
	Mechanisms of motor funct. in ageing	BWM160	5	K					
	Dev. percept. & action in sports & exerc	BWM173	5	K					
	Motor control	BWM137	5	K	Lectures, Tutorials	7		Written assignment (35%) & oral exam (65%)	Resit for failed written assignment (35%) and/or oral exam (65%)
Block 2	Advanced statistics	BWM136	5	V	Lectures, Practical's	5-6	5 weekly assignments & 2 practice exams (pass)	Exam (data analysis and reporting)	Resit (data analysis and reporting), or new version assignment
	Disorders in mot. contr. and curr. theor	BWM151	5	V1	Lectures, Tutorials	3-4		Exam (essay, open book)	Resit exam (essay, open book)
	Int. target. mot. funct & cogn in ageing	BWM161	5	V1					
	Talent and performance optimization	BWM174	5	V1	Lectures, Tutorials, Practical's, Other	5-6	Poster presentation (50%) (?)	Critical reflection (50%) (?)	Resit poster (50%) and/or critical reflection (50%)

	Physiology of training and exercise	BWM134	5	K	Lectures, Practical's	3-4	Perusal assignments (pass), Written assignment (pairs, 50%)	Essay exam (closed book, 50%)	Resit (closed book, 50%) and chance to resubmit written assignment (50%)
	Clinical Mobility Lab	BWM148	5	K	Lectures, Tutorials, Practical's, Other	5	Written group assignment (80%)	Oral group presentation (20%)	Chance to resubmit parts with a fail
Block 3	Perception and action	BWM135	5	K	Lectures (Discussion sessions)	4	Midterm take-home exam (20%)	Take-home exam (80%)	Second chance take-home exam
	Sport and Talent	BWM139	5	K	Lectures, Tutorials, Practical's	2-4	Perusal assignments (10%) & Group elevator pitch (15%)	Group infographic (75%)	Resit elevator pitch and/or infographic (?)
	Introduction to dynamical systems	BWM142	5	K	Lectures, Practical's	6	Midterm take-home exam (coding & open questions 40%)	Final take-home exam (coding & open questions 60%)	Resit final take home exam (coding & open questions)
	Musculoskeletal Modelling and Biomechanics	BWM177	5	K	Lectures, Tutorials, Practical's	7-8		Exam (mc 50% + computer assignment 50%)	Resit (mc 50% + computer assignment 50%)
Block 4	Philosophy of science and ethics	BWM143	5	V	Podcasts, Tutorials	2	7 written assignments (pass = required for making the exam)	Essay exam closed book (100%)	Resit (essay exam closed book, 100%)
	Signal acquisition and analysis	BWM145	5	K					
	Big Data in Sport Science and HMS	BWM146	5	K	Lectures, Practicals	4-5	Coding assignments (individual, 35%)	Oral presentations (group pitch (30%) and poster (70%) -> 65%)	
	Orientation to teaching	BWVKOO	5	K	Lectures, Tutorials	Differs		Portfolio	
Y2	Master Graduation Project	BWMGP	40	V	Practicals			Artile, Poster, Oral presentation, Research project	diverse

Block 3/4	Review	BMW152/16 2	10	V	Lectures, practicals	1	Review article	Improve manuscript
Y1/2	Master monitor	BWMMO	5	V	Lectures, practicals		'Portfolio'	

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### COURSE ASSESSMENT FILE

In the assessment file, the following documents are available to the EC for the evaluation of courses and the programme:

1. the study guide text (via online educational catalogue)
2. the list of grades, containing all partial grades that contribute to the final grade (via Progress)
3. Assessment data:
  - a. in the case of a test in the narrow sense: the test as administered, including answer model/key;
  - b. in the case of papers: the assignment formulation, information about the assessment method applied (assessment criteria and standards), if not available in the study manual, and the fully completed assessment forms
  - c. in the case of final papers: the fully completed assessment forms and the submitted papers (whether or not provided with comments by the lecturer)
4. an 'Evaluation protocol Assessment' by the examiner ([Appendix VI](#)) with information about the procedures and progress of the assessment.

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### STAKEHOLDERS COURSE ASSESSMENT FILE

The following actors are responsible for fulfilling the tasks related to the assessment file:

- **Programme coordinator:** is responsible for the assessment plan for the programme.
- **Examiner (lecturer and/or course coordinator):** is responsible for the study manual and setting up the assessment in accordance with the matrix for learning outcomes of the programme. The examiner is also responsible for submitting the documents described in the assessment file.
- **Board of Examiners:** is responsible for checking the assessment plan, (a selection of) the assessment files and for discussing possible problems with the programme coordinator.
- **Faculty Board:** is responsible for formalizing the assessment plan as an appendix to the OER of the programme, based on the advice of the Board of Examiners the Programme Committee and the Faculty Council.

**EVALUATIEPROTOCOL TENTAMEN**

BLOK 1 2020-2021

**Cursusjaar:**

**Bachelor/Master jaar:**

**Vakcode:** BWB

**Examinator:**

**Vakinhoudelijk peer reviewer:**

• **Beoordeling toetsing algemeen vanwege onderwijs op afstand**

Toetsing goedgekeurd door EC : ja/nee

Vakinhoudelijke review van toetsvragen en opdrachten door collega <sup>1</sup> : ja/nee

Modelantwoorden aanwezig op secretariaat : ja/nee

*<sup>1</sup>Toelichting: De opdrachten en toetsvragen voor het toetsen op afstand zijn inhoudelijk en taalkundig beoordeeld door een vakinhoudelijke peer reviewer.*

• **Samenstelling opdrachten/essayvragen als onderdeel van toetsing**

Aantal beoordeelde opdrachten tijdens de cursus =

Opdracht na afloop van de cursus : ja/nee

Digitaal tentamen via door ESI

gecontroleerde Nestoromgeving : ja/nee

Aantal essayvragen :

Beschikbare tijd :

Backtracking : ja/nee

Randomisatie vragen : ja/nee

Mondeling examen : ja/nee

Tweede beoordelaar : ja/nee

Toelichting:

- **Beoordeling opdrachten/essayvragen als onderdeel van toetsing**

Aanpassingen gemaakt na afloop van de toetsing : ja/nee

Indien ja,

Overleg vakinhoudelijke docent : ja/nee

Overleg JV : ja/nee

Eliminatie vragen/opdrachten : ja/nee

Totaal aantal vragen/opdrachten verwijderd :

Normering/cesuur aangepast: : ja/nee

Toelichting:

- **Berekening cijfer essaydeel /opdrachten als onderdeel van de toetsing**

Nagekeken door examinerator : ja

Ondersteuning door JuDo : ja/nee

Ondersteuning van student-assistent(en) : ja/nee

Aantal te behalen punten per vraag :

Aantal resterende vragen :

Maximaal haalbare score :

Cijfer: (score/max haalbare score) x 10

Toelichting:

- **Samenstelling toetsing waarbij gebruik wordt gemaakt van MC-vragen**

Aantal MC vragen	:
Vragen een voor een aangeboden	: ja/nee
Randomisatie van vragen	: ja/nee
Randomisatie van antwoordopties	: ja/nee
Backtracking	: ja/nee
Beschikbare tijd	:

- **Beoordeling toetsing waarbij gebruik wordt gemaakt van MC-vragen:**

Aanpassing op grond van statistische itemanalyse: ja/nee/n.v.t.

Aanpassing op grond van JV en/of collega docent : ja/nee/n.v.t.

Totaal aantal vragen verwijderd :

Resterend aantal vragen na eliminatie :

- **Berekening cijfer MC deel**

<u>Vragen</u>	Resterend aantal vragen	Score op basis van raden (sr)
Juist / onjuist vragen	:	:
Driekeuze vragen	:	:
Vierkeuze vragen	:	:
Andere	:	:

**Cesuur =  $sr + ((n^* - sr) \times p)$**  :

$sr$  = aantal vragen (score) op basis van raden :

$n^*$  = de hoogst haalbare score :

$p$  = vereiste kennisproportie : 0.55

### **Berekening cijfer multiple choice deel van het tentamen**

$$cijfer = \frac{(score - sr)}{(n^* - sr)} \times 10$$

waarin: score = door examinandus behaalde score (aantal correct beantwoorde vragen).

sr = score op basis van raden (gokkans)

n\* = totaal aantal vragen nog in het schriftelijk deel

van het tentamen na vraageliminatie.

### **Weging MC vs. essay deel**

MC	:	%
Essay /Opdrachten	:	%
		-----
100 %		

Totaal aantal deelnemers aan de onderwijseenheid	N=
Aantal deelnemers aan de toets	N=
Aantal geslaagde deelnemers (cijfer ≥ 5.5)	N=
Slagingspercentage	%

Bijzonderheden (e.g. hoe verhoudt het slagingspercentage zich tot voorgaande jaren?)

De voorlopige uitslag van het tentamen is vastgesteld op

Examinator: datum: / /

Voorzitter examencommissie: datum: / /

