

THE AOG - PART 4B

EXAM ADMINISTRATION HANDBOOK



01 November 2023

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1 Developing Module Exams and Assessments

1.1 Exam and Assessment types

Wittenborg offers different types of exams within its programmes. However, each module is developed with a prescribed exam type that is approved by the Education Board. Below is a list of exam types used across different programmes. More information on the exam types can be found in Part 5 of the EEG under the subheading “Exam types at Wittenborg”.

- Type 1 - Written Examination
- Type 2 - Assignment/Report/Essay
- Type 3 - Project Work
- Type 4 - Language Test (Reading, Writing, Listening & Speaking)
- Type 5 - PDP Portfolio
- Type 6 - Active Participation
- Type 7 - Oral Presentation/Oral Interview
- Type 8 - Digital/Multimedia Assessment

NOTES:

- Exam types 1, 4, and 7 are examined during the planned exam weeks.
- Exam types 2, 3, and 5 will require an oral defence through a presentation or oral assessment, planned in the exam week.

1.2 General Guidelines

This section offers a general guide/overview of how to structure and develop exams for WUAS Examinations. In general, all exams/assessments can be categorised as closed and open book. Note that only type 1 exams can be either closed book or open book. All other exam types are open-book exams.

- Specify the type of assignment – whether it is a report, essay, project or multi-media presentation (PowerPoint, Prezi, video, podcast, etc.).
- Provide clear and detailed instructions of the assignments as to the topic, scope, focus area and the different sections (cover page, abstract, introduction, literature review, etc.). Technical requirements (e.g. font type & size, line spacing, etc.) of the assignment must also be provided. These should be uploaded on the Module Online Area during Week 1.

Specify both the minimum and maximum word limits and, if possible, the word limits for each section (e.g. Introduction (300 – 370 words), Literature Review (700 – 900 words), etc. of the report/essay/project OR the number of slides for presentation, OR the length of time for videos or podcasts.

1.2.1 Closed-book exams/assessments

Examinations may include MCQs, Open Questions, Case Studies and related questions or any other type of related assignments. Please indicate the maximum number of words that students should write for short essay and case study questions. Choose any mix from the list given in the template in your preferred order.

- Students will be given 3 hours to complete a written exam.
- Exams should not consist of MCQs only. MCQs should be allocated 1 point per question and should not exceed more than 20% of the total marks.
- True/False questions are not allowed in any exams at WUAS.
- Use continuous numbering in all parts as shown in the template. Give extra attention to the numbering after completing the final draft, as it can create confusion for students when transferring answers to the answer sheet.
- Ensure every question is complete and carefully check for any possible repetition of questions.

1.2.2 Open-book exams/assessments

Open-book exams may be planned either as a take-home assignment (non-proctored exam) or an exam with a time limitation of 3 hours (proctored). When developing an open-book exam/assessment, consider the following:

- Keep the description of the assignment as broad and general as possible.
- Avoid giving leading instructions to specific models and/or theories that should be used when developing the assignments.
- Refer, if necessary, to 'theories and models discussed/introduced in class'. This will show them the importance of class attendance, discussions and participation during lessons.

When a module is taught by different faculty members at different locations, the Module Leader should coordinate with the co-faculty members and create two exams for all pathways (bachelor's) and campuses – one as block exam and the second as retake. In situations where a specific module is taught by one faculty member, both end-block exam and retake exam need to be developed by the faculty members. The Exam Committee will check all exams during the (teaching) block and archive the additional exams for future use, including that of retake exams or for the upcoming years.

1.2.3 Structuring and finalising your exam/assessment

Please structure all your exams adhered to the structure provided in the Exam Paper template. Additional information including the templates and other related documents can be found in the [Secure Examination Area](#) on Wittenborg-Online. While creating exams, give special attention to the following points:

1. Make sure that the exam paper addresses the aims and objectives of the module. Exams should not test any unrelated or irrelevant questions for a given module.
2. The level of difficulty of the examination in totality should reflect the phase in which taught and the level of the programme.

3. Use the new answer key template and define Bloom's taxonomy, level of difficulty and other elements, per each question (in particular). You will be able to see the totals and analyse your work.
4. Choose any number of questions within the selected parts depending on the content and level of difficulty. The majority of students must be able to complete the exam/assessment during the given time. Be realistic in terms of time management.
5. Make sure to upload your finalised exam in the [Secure Examination Area](#) on Wittenborg-Online
6. Exams submitted in previous blocks/years can be improved, if necessary. Faculty members can request a final version of an old exam from the Exam Administration and edit using Track Changes. Once submitted, the exams must be checked and approved by the Exam Committee.
7. Make sure to proofread carefully if you are developing exams by using a publisher's test bank.
8. Use British English while you are developing your exams.
9. All figures used in quantitative exams should follow international (do not use dots between the figures. Correct style 2,289,122.00. Incorrect 2.289.122,00 i.e. Dutch style.
10. Faculty members are not allowed to share any exams and/or answer keys via email or in any other form. All exams must be uploaded in the designated area on Wittenborg-Online ([Secure Examination Area](#)).

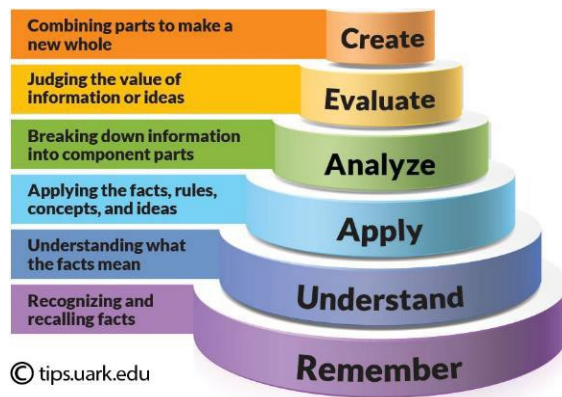
Exam submission deadlines are pre-determined and are available for the faculty members at the beginning of each academic year. It is of utmost importance that the faculty members abide by the submission deadlines without any delays. All exams are subjected to a quality check by the Examination Committee to ensure the level, difficulty and testing of module aims and objectives.

1.3 Exam Committee

The exam committee is established to determine the test policy and possible forms of assessment. This committee is also involved in monitoring the assessment procedure of the curriculum and the assessment of change proposals.

1.4 Determining complexity of Exams and Assessments

1.4.1 Bloom's Taxonomy



The intellectual complexity of an exam item can be defined as the cognitive skills of the person required to answer the question or perform the task. Bloom’s Taxonomy is the most widely adapted classification system to determine the educational objective and the level of cognitive skill required to achieve that objective. The taxonomy incorporates **six levels** that gradually represent the higher level of cognitive skill required. For example, the first level ‘knowledge’ requires the ability of the student to recall or identify information, while the third level ‘application’ as its name suggests requires the ability to practically use information and apply it in an established situation.

Bloom’s Taxonomy cognitive domain classification:

- **Knowledge/Remember:** recalling previously learned material
- **Comprehension/Understand:** explaining, comparing, interpreting, describing, organising, etc.
- **Application/Apply:** solving problems, applying knowledge, etc.
- **Analysis/Analyse:** examining, identifying motives, making inferences, breaking information into parts, etc.
- **Evaluation/Evaluate:** judging the value of worth of statements, information or ideas.
- **Synthesis or Creation/Create:** compiling information and combining elements in a new way, finding new solutions.

The level of difficulty established in Reeves (2012) allows evaluators to distinguish between exam items that belong to the same Bloom level, but which vary within those cognitive levels. Simply put, we can distinguish different levels of difficulty within a particular Bloom level. See next section on determining the level of difficulty.

The module you are teaching might have a specific requirement related to the levels of Bloom’s Taxonomy and what percentage a certain level occupies from the totality of the exam items. The required proportions can also differ based on the academic phase. E.g. in phase 3 there should be a higher proportion of application concerning the exam that measures the learning outcomes of that specific module.

In order to determine the level of an exam item on Bloom’s Taxonomy, see table below - Bloom’s Taxonomy instrumented by Newton et al. (1969) through a key-word system for this purpose.

1.4.2 Determining the Level of Difficulty

| | Code | Type of Assessment | Keywords |
|-------------------------|-----------|---------------------------------|---|
| Bloom's Taxonomy | 01 | Knowledge | recall, define, identify, recognise, acquire, distinguish |
| | 02 | Understanding/ Comprehension | explaining, comparing, interpreting, describing, organising, contrast, demonstrate, illustrate, explain, summarise, classify, translate, transform, illustrate, prepare, interpret, demonstrate |

| | | | |
|--|-----------|--------------------|--|
| | 03 | Application | apply, generalise, relate, choose, develop, organise, use, employ, transfer, review, examine, manage |
| | 04 | Analysis | analyse, distinguish, detect, discriminate, deduce, categorise |
| | 05 | Evaluation | judge, argue, validate, assess, consider, standardise, appraise, compare, acknowledge |
| | 06 | Synthesis/Creation | produce, constitute, transmit, originate, modify, design, derive, combine, synthesise, formulate |

Level of difficulty of a test item has been suggested to be located in the question-answering process (Ahmed & Pollitt, 1999 in Cheng, 2006). Cheng (2006) illustrates the varying locations wherein the difficulty of an exam may reside: content assessed, stimulus (question difficulty), task to be performed and expected response. He also makes a distinction between valid and invalid moderators of difficulty, in other words, the difference between necessary difficulty enhancers in the exam items and unnecessary difficulty enhancers.

Logically, examiners need to strive to avoid invalid moderators of difficulty listed by Cheng (2006), such as inaccuracy or inconsistency of data/information given, unknown meaning of words, illogical order of parts of the item, large number of plausible alternative answers, etc.

At Wittenborg, we distinguish three levels of difficulty: easy, moderate and difficult. See table below for a detailed description of each difficulty level that will help you determine the level of your exam items:

| Degree of difficulty | Explanation and examples of level |
|----------------------|--|
| Easy (E) | <ul style="list-style-type: none"> • Very simple recall, identify specific data, tell, recite, list. • Simple relationships, simple explanations, 1-step answers. • Candidates know what process is required to solve the problem from the way the problem is posed. • Simple process is known or it is a common/practised context. |
| Moderate (M) | <ul style="list-style-type: none"> • Medium content, read and locate. • Counter-intuitive relationships, give examples, explain, briefly summarise, interpretation. • Summarise a text, draw inferences from a text or make a prediction. • Investigate hypotheses, classify, categorise, compare, contrast, solve, relate, distinguish. |

Difficult (D)

- Recall complex content, using elaborate vocabulary. More complex reasoning with regard to understanding and explanation, motivate inferences or predictions made, using case-study/external information to support the position.
- Collect information from available texts to support a particular position/opinion and re-present the position in own text.
- Complex abstract representation, referring to combination of concepts, interpreting, report on, sort, debate.
- Generalise patterns observed in situations, working with complex problems involving insight and logic-leaps, creating new solutions to problems, redesign.
- Writing a complex review/critique.

1.4.3 Instructions on the Answer Key

Make sure to upload your exams and answer keys document in the [Secure Examination Area](#).

Notes:

1. This Answer Key Template (AKT) on the 1st sheet is one specific exam version from a specific module.
2. Use 'x' when no data available.
3. If there are instructions, these are marked in red on the 1st sheet in case there is need for additions or reformulations of the answers provided in the old answer keys.
4. On the 3rd sheet entitled 'Definitions' you can find the 'Level of Difficulty' and 'Bloom's Taxonomy' instrumented to guide you in filling the AKT.
5. Please make sure to use 'Arial' font, regular font style and font size 10 throughout the Excel document.
6. The Aims & Objectives (A&O) are numbered, starting from academic year 2017-18.
7. An explanation of the columns on the AKT:

| Part | Exam parts A, B, C, D etc as per original exam |
|-------------------------|--|
| Type of Question | Describe the category of the questions, i.e. Multiple Choice, Short Answer, Open Question, Case Study, Essay, etc. |
| Q no. | Number of the question in the totality of the exam, all questions must be in one series. |
| Sub-Q no. | Number or name of question in that particular part of the exam if any. |
| Answer | Answer to the question: complete, expected keywords, etc. |
| Remarks | Enter your remarks related to the answer of the students, e.g. how answers may vary, key concepts that you involve when deciding on the appropriate marking. |

| | |
|-------------------------|--|
| Marks per Q | Marks per question, the total must be 100, if any section carries optional questions, only maximum marks per section must be mentioned. Additional questions should be marked as 'opt'. |
| Difficulty level | See instrument entitled 'Level of difficulty' below. |
| A&O | Use numbered A&O for the module. |
| Bloom's Code | See instrument entitled 'Bloom's Taxonomy' and coding below. |
| Ch. book no.1 | Mention the respective chapter from which the question is taken. |
| Ch. book no.2 | Mention the respective chapter from which the question is taken. |
| Other Source | If the reference is other online links, names and pages from articles, books, etc., please, note the number of other sources used and list explicitly these sources under the ATK table. |

2 Grading and Submission of Results

2.1 Grading exams/assessments and retakes

Module examiners are appointed by the Graduation and Examination Board (GEB) and are expected to grade all exams/assessments that were submitted during the block as well as the immediate retake weeks.

2.1.1 Paper-based exams/assessments

Paper-based exams will be shared with the lecturers in person/by post to a location shared with the Registry. Faculty members are required to confirm the number of exam scripts they receive in the envelope before they start marking. The number must correspond to what is written on the exam envelope and on the exam registration list (the number of students who have sat and signed for the exams). The exam/assessment and the answer key will be shared by the Exam Administration team with the faculty member/(s) prior to the exam.

During the grading process, NO exceptions can be made by the faculty members other than the rules mentioned in the written exam.

2.1.2 Online assessments

All report/essay/projects must be submitted in Word document or other editable documents. Files in the form of PDF, JPG **will not be accepted**. Multimedia documents like PowerPoint, Prezi, Videos, Podcasts need not be submitted via Turnitin.

All Turnitin submission links will be created by the Helpdesk colleagues - please do not use or copy old Turnitin areas as they contain assignments and dates from the previous year. However, the faculty members need to create other submission links (as required) in the respective module online areas.

- Submissions through emails or late submissions are strictly prohibited and should not be accepted.
- Deadline for submission should be Exam Week Friday

Grading Turnitin Assignments

Faculty members should grade all digitally submitted exams via the Turnitin submission areas on Wittenborg-Online.

1. Faculty members must leave comments/feedback (positive/negative) in the Turnitin submissions for students. Please fill in the Feedback (Y/N) column in the "Exam Results Registration List" with "Y-Yes", if feedback/comments are added in the respective assessments of the students.
2. Ensure that the Turnitin similarity scores are in line with WUAS plagiarism policy (refer to the EEG Part 5a). Similarity scores must be checked for possible plagiarism and must be reported to the Exam Board if a student has engaged in academic malpractice.
3. Faculty members are expected to mark suspected plagiarism attempts with a grade **1.0** and fill the [Report Academic Misconduct Form](#).

4. A template of the Exam Results Registration List can be found in the [Secure Examination Area](#) on Wittenborg-Online. Faculty members must register the exam grades corresponding to individual students.

During the grading process, NO exceptions can be made by the faculty members other than the instructions/ rules mentioned in the written exam.

Oral Defence (Presentation)

Oral defence is an assessment component that was introduced to ensure the validity, reliability and ownership of the assessment context and the content. With increasing possibilities of paraphrasing and ghost-writing options available worldwide, possibilities of oral defence or an interview was setup as a preventive measure for possible academic malpractice.

There is no individual or separate mark for the defence.

In addition, type 2 exam/assessments may include an oral defence by default. Thus, WUAS Education Board presents four options (examples) of how to organise the type 2 exam oral defence (presentation) sessions, in order to deal with the increasing number of students to be assessed.

Out of these four options, one will be formally adapted and included in our policy document as an example. In the meantime, you may choose any one of the options listed below for your type 2 exam assessments in Block 3, academic year 2019-20.

OPTION 1: Selective Presentation

Instructions to students:

- Individual students must be prepared to give a 5-minute presentation of their own report and upload their PowerPoint presentation at least 3 days before the day of the defence.
- Students will be called in groups of 5 and the procedure on the day of the presentation is below:
 - Faculty member may randomly select a student from the group to present.
 - After the 5-minute presentation, faculty member will ask **each** student from the group between 1-3 questions on their own report. The student's ability to answer the question/s will determine whether they pass the oral defence.
 - Students failing to defend their work will result in an automatic failure, but the faculty member may select a different student to present and continue grading the other students.
 - The cycle repeats until all groups have been tested.
 - Faculty member reserves the right to stop student after 5 minutes have passed regardless of whether student has finished presenting or not. Both the presentation and Q&A should not take more than 15 minutes.

Notes to faculty member:

- More instructions can be found in the Teacher's Resources. Click [here](#) to access the document.
- Random grouping is by faculty member OR students may choose their own group members. The final list of groups and group members must be confirmed at the last lecture.
- Faculty member can include any other instructions or rules as deemed fit.

OPTION 2: Digital Audio/Video Presentation

Instructions to students:

- Students must prepare a 2 to 5-minute digital audio/video presentation of their reports and upload them on the online area 3 days before the Oral Defence.
- Faculty member may determine whether it will be a video or audio presentation.
- It is obligatory for all students to attend the Oral Defence.
- On this day, faculty member will ask each student between 1-3 questions on their own report.

Notes to faculty member:

- Faculty member should at least view the digital presentation uploaded by students and prepare between 1-3 questions for each student.
- Upload areas should be created in the online module area (without Turnitin).
- Faculty member can include any other instructions or rules as deemed fit.

OPTION 3: Compulsory Presentation

Instructions to students:

- All students are required by the faculty member to give a 5-minute presentation.
- Students must upload their PowerPoint presentation at least 3 days before the day of the Oral Defence.
- Students failing to meet the assignment requirement will receive an automatic failure.
- Faculty member reserves the right to stop student after 5 minutes have passed regardless of whether student has finished presenting or not.
- The total time for each student for both the presentation and Q&A should not take more than 8 minutes.

Notes to faculty member:

- Faculty member should at least read the presentation uploaded by students and prepare between 1-3 questions for each student. Questions must be typed in a word document by faculty member for easy reference in case of disputes.
- Faculty member can include any other instructions or rules as deemed fit.

OPTION 4: Oral Defence/Interview/Q&A

Instructions to students:

- Students must upload their PowerPoint presentation at least 3 days before the day of the Oral Defence.
- There are no presentations on that day.
- There will only be oral defence session.
- Duration per student is restricted to 5 minutes.

Notes to faculty member:

- Faculty member is to provide instructions on what type of oral defence they want to carry out.
- It could just be in the form of question and answer for each student.
- It should only take max. 5 minutes per student.

2.1.3 Retake exams

Each exam has a retake exam, held in Blocks 4 or 8. Students are only allowed to attempt retake exams for modules that have been given in that term. Refer to “Exam Weeks and Retakes” section in Part 5 of the EEG for more information.

2.2 Guidelines for exam results

WUAS uses the scale of 10.0 grading scale and Pass/Fail scale with a few selected modules.

Note that marks in the range of 5.0-5.4 are prohibited. In case of an insufficient attempt of a student, faculty members should provide students with a mark which indicates a clear failure (below 5.0) or a clear pass mark (5.5 and above).

This is because, most type 2 exams are essays or open-ended questions. These are more subjective in nature due to their susceptibility to scoring influences and are often open to interpretation. Different readers can rate identical responses differently, the same reader can rate the same paper differently over time, grammar & punctuation can unintentionally affect a paper's grade and the lack of anonymity can affect the grading process. To prevent situations where students object or query the marginal fail marks, leading to a spiral effect of rechecking or reviewing the exam papers, the marks range between 5.0 to 5.4 **SHOULD NOT** be given to students.

Note: Results will only be accepted if they are in the correct format. Results in the wrong format will be returned to faculty members for amendments.

2.2.1 Exam reviews

All students should be given the opportunity to review their marked exam papers.

If a student does not agree with the grade and the feedback given by the faculty member, the student must first contact and discuss it with the faculty member. A formal appeal can be made and sent to examresults@wittenborg.eu where there is further disagreement on the grade. The appeal email must contain the name of the module and name of the relevant examiner and the grounds for the appeal. It is obligatory for the appealing student to enclose all the email correspondences with the lecturer in which their initial appeal was declined. Once the complete formal appeal is received, it will be processed internally, and the student will be notified about the outcome.

The exam review is conducted by the exam administration team. The review is conducted in a supervised environment where students can review their own marked exam papers with the aim of checking if there are any issues of concern which could be notified to the module lecturer. If the students find any issues of concern, such as the marks attained are not properly summed up, or there is any question not marked, etc., they will need to complete the Exam Review form on the spot and give it to the person supervising the session. This form will then be given to the teacher concerned. The teacher concerned should arrange a meeting with the Front Office to double-check the exam, and then follow up with the student(s) concerned via email and copy to the Head of School concerned. This must be done within a week of the exam review.

2.3 Exam moderation

As a standard quality control procedure, a moderation process is conducted by the exam committee prior to the results being released to students for consistency in grading. If inefficiencies of gradings are found, corrective measures will be taken. This process is put in place to ensure that the students are not disadvantaged.

2.4 Instructions for delivering exam results

2.4.1 Paper-based exams

Upon completion of the exams, the examiners appointed by the Graduation and Examination Board will grade student work. Once all exams/assessments are graded the results should be submitted to the Registry for archiving purposes.

1. Results must be delivered to the results administration department within 7 calendar days for language modules and 14 calendar days for any other modules. Scanned results can be sent to examresults@wittenborg.eu and the graded exam papers of paper-based exams should be posted to:

Exam Results
c/o Exam Administration Officer
Wittenborg University of Applied Sciences
Spoorstraat 23, 7311 PE Apeldoorn, The Netherlands

2. When submitting exam results, faculty members are requested to ensure that they include the following documents in the exam envelopes with the paper-based exams:
 - A printed copy of a clearly labelled and updated exam answer key. It can be found in the [Secure Examination Area](#).
 - Marking rubrics (for type 2 exam). Found in the Secure Examination Area.
 - The Exam Results Registration form – a template can be found in the Secure Examination Area on Wittenborg-Online. Faculty members must register the exam grades corresponding to individual students.

2.4.2 Digital exams/assessments

All grades should be emailed in the correct template to examresults@wittenborg.eu. Note that the faculty members should not indicate the grades in the Turnitin upload areas. The only mode of communication of grades is via the Osiris portal.

NOTE: Exam Results Administration **will not** accept or process exam results if above requirements are not fulfilled.