

Examination policy Faculty of Archaeology

1. Aim of this document

The examination policy aims to:

- describe the desired system of examination and assessment by which the study programmes guarantee that students obtain the end qualifications;
- offer students an overview of the examination system and thus a reference point for managing and adjusting their learning activities;
- help lecturers and examiners take responsible decisions relating to examinations and assessments and
- offer a framework for evaluation and any necessary adjustment of the examination quality.

The examination policy does not stand alone but is connected to:

- The Faculty of Archaeology's vision of the study programme.
- The quality assurance policy of the Faculty of Archaeology and Leiden University.
- The Rules and Regulations of the Board of Examiners Archaeology.
- The Course and Examination Regulations (OER) of the programmes.
-

In addition, the examination policy is based wherever possible on educational and didactic research, on evaluations within the programmes and on good practices within the faculty and university.

2. Principles examination policy Faculty of Archaeology

The faculty frameworks are in order. That means that:

- clear end qualifications have been formulated;
- the end qualifications are translated into learning lines and end qualifications for the different curriculum units;
- for each study year, the horizontal cohesion of the curriculum units and degree of academic level are defined and how this relates to achieving the end qualifications;
- a vision for the education has been formulated, related to the education vision of Leiden University;
- these fall within the legal requirements in the Dutch Higher Education and Research Act (WHW) and OER.
- the faculty has formulated a didactic concept for the Archaeology programmes.

3. Vision of examinations and assessments:

3.1. The faculty has developed a vision, based on its own vision on education. This vision is recorded and known to staff and students and includes principles for determining how examinations are held, the number of examinations and the timing of the examinations.

3.2. The forms of assessment used for each study unit reflect the faculty's vision on education and examinations. Besides subject-specific knowledge and insight, general academic and multidisciplinary skills are also assessed.

The faculty uses several forms and timings of examinations within one study unit. Obviously, the more examination moments that are planned in a course and their variety, increases the reliability of examinations (Milius, 2007). Furthermore, this achieves an optimal distribution

of the study load, students are stimulated to acquire knowledge and skills and different competences within one study unit are examined.

The study guide and study manual should clearly describe the relative weight of each examination unit for the final grade. This weighting must be in logical relation to the (priorities within the) learning objectives and the programmed time investment of the student focused on the relevant learning objectives.

This connection is checked.

- 3.3. For each curriculum unit or course, there is a demonstrable connection between the learning objectives, teaching forms and forms of assessment. The curriculum is built up in steps and ultimately results in achieving the end qualifications of the programme: modules start with learning how to study and build knowledge in the first year. This knowledge is then gradually deepened in the bachelor and the student gains insight and can ultimately apply knowledge and insight in a multidisciplinary environment.
- There is a check on the connection between learning objectives, teaching forms and forms of assessment.

4. System of examination

4.1 Examination structure

The various examinations fulfil the following criteria:

- *Transparency*: prior to the examination, there is clear communication to the students about the time, content and form of the examination. The course manuals for the lecture series contain maximum information on this. During the examination, the weighting of each question is given. Students receive feedback about the content and result of the examination within 15 working days (for the thesis project, 20 working days is the norm, see Article 4.6.3. in the OER and additionally: article 4.8.1. of the Rules and Regulations of the Board of Examiners).
- *Validity*: the examination covers the learning objectives. For validity, content (congruent with the learning objectives), level (the level of difficulty) and representativeness play a role.
- *Reliable*: the examination makes a meaningful distinction between the students who have mastered the learning objectives satisfactorily or less satisfactorily. Only a maximum of 30% of the examination questions from previous examinations may be used, as stipulated in the Rules and Regulations of the Board of Examiners (article 4.2.10).

University policy is that the examination and the answer model of the examination are always checked by a second examiner. The theses are always assessed by at least two examiners, who initially assess the thesis independently from each other and then discuss the definitive assessment. These are the thesis supervisor and a second examiner. Faculty policy is that they do not come from the same research group. (For the procedure concerning the theses, see the Rules and Regulations of the Board of Examiners, article 4.8.2).

The faculty has a booklet *Tips for Tests* to help the examiner formulate the examinations.

4.2 Programming examinations

The examination programme is structured so that, particularly in the early phase of the study, it quickly becomes clear whether the student will be able to successfully complete the study, in keeping with the referral and selecting function of the first year.

The academic year is divided into different blocks. Each lecture series finishes with an examination. During the lecture series, lecturers hold interim examinations.

One month before the start of the academic year, or at least 3 weeks in advance, by the authority of the Board of Examiners, the examination/retake dates (including times) are announced, see also the Rules and Examinations of the Board of Examiners, article 4.4. The students are informed about these dates on the website. Changes to examination dates may only be made after approval by the Board of Examiners.

The dates of interim examinations are included in the study manuals of the study unit.

In consultation with the programme director and the lecturers, the curriculum coordinator ensures that the study and examination load is spread as evenly as possible over the academic year and that the time investment of the students and lecturers corresponds with the set learning objectives. The draft timetable with examination deadlines is submitted for approval to the Education Committee.

4.3 Description forms of assessment

The Faculty of Archaeology has the following forms of assessment, including:

a. Written examinations:

- open questions (including essay questions)
- multiple choice questions
- open book examinations

b. Papers

A paper must fulfil the faculty guidelines and be checked for fraud. The faculty uses Turn-it-in for this purpose.

c. Assignments

There are many different types of assignments within the faculty. These may vary for each course and are described in the course description. For example, examiners test students throughout the course by getting them to formulate discussion points, testing via Blackboard, via kahoots, vlogs, annotated bibliographies, etc.

d. Presentations

Presentations are an essential part of the programme's curriculum. In the first year, the basic skills are learned, after which regular presentations are held, including feedback on style and argument, so that the students get to know their strengths and weaknesses. A standard assessment form is available for this.

e. Practicals

Besides acquiring knowledge and insight, learning certain practical skills is also crucial. Due to the nature of this form of work, attendance of practicals is compulsory.

f. Internship

The internship takes place in an environment where students are required to conduct themselves as a starting professional. Part of the assessment is determined by the judgement of the supervising professionals in the field. The other part is determined by the report which includes a reflection on the internship.

4.4 Retakes

Every year, students have two opportunities to take an examination. This is adopted in the OER, article 4.1.1. According to the Rules and Regulations of the Board of Examiners, article 4.9.3, students must have taken the first examination to be entitled to a retake.

The retake must be as identical as possible to the first examination in terms of type and level of difficulty. This means that retakes are not possible for all examination types, such as weekly assignments, practicals and internships. Rewriting a paper will involve a new assignment with a new subject and a new deadline. The amount of time given for the new assignment corresponds with that of the first. Papers which are not submitted before the deadline or which have scored lower than a 3.0 are considered as first examinations in which the student has not (seriously) taken part. Students may then apply to the Board of Examiners, with arguments, to request a retake.

For retaking partial examinations, the faculty uses the options mentioned below:

Option 1: In the case of partial examinations, the e-study guide lists which of the examinations may be repeated.

Option 2: If examination modules can compensate each other, they may not be repeated separately. Students are offered one retake for all the material. The underlying idea is that students are rewarded for keeping with the course by examining the theory in smaller parts. The retake is an unattractive alternative, so students will study seriously for each examination module.

Multiple choice examinations in the first year are an exception to this.

4.5 Functional impairment

Students with a registered functional impairment may request an extension of the examination time (3 hours instead of 2 hours). A quieter environment (smaller room) or the use of a laptop may also be requested. Adjustments may also be made (for more details, see the protocol function impairment).

Adjustments mainly consist of a different environment (quieter room) and extending the time for taking the examination. A written examination may not be turned into an oral examination. This is because the two types of examination are so different that the results cannot be compared.

The Board of Examiners mandates a request for such a deviation from the examination to the study advisor. We also refer to the OER, which stipulate the circumstances in which a student may be considered for exemption.

The education office is responsible for informing the examiner and examination invigilators that a student with an exemption is taking the examination.

4.6 Compensation

In principle, the faculty applies a compensation arrangement within lecture series. Within the lecture series, compensation is possible when examination modules are completed with a minimum of 5.0 (OER, article 4.1.4). Where this is not the case, this is indicated in the course description of the relevant lecture series.

Partial grades cannot be carried over to subsequent years (Rules and Regulations of the Board of Examiners, article 4.7.3). If the total grade for the lecture series is unsatisfactory, the course must be repeated the following year. This encourages students to complete their lecture series in one year and discourages delays.

4.7 Examination plan

In the programme's examination plan, the following is made clear:

- the relationship between the learning objectives of the various units of study and the end qualifications. A matrix is used to show whether all the end qualifications are being examined within all the learning objectives.
- how these end qualifications are being satisfactorily examined in the courses. What form of assessment is being used for each course.
- a list of the chosen forms of assessment over the entire programme at curriculum level. For each form of assessment, the following aspects are addressed: form, composition and weighting; timetabling in the year; standardisation; compensation; how feedback is obtained.

As the teaching programme progresses, the level of examining becomes more complex and demands more insight from the student. The examination plan for the programme reflects this through a variety of forms of assessment aimed at examining the learning objectives.

The examination plan also forms a compulsory appendix to the OER.

5. Quality assurance examinations

Quality assurance concerns rules, policy and procedures to ensure that the examination policy is being implemented satisfactorily.

The following tools are used with respect to quality assurance.

5.1 (Policy) rules relating to tests and examinations:

- Every year, Course and Examination Regulations (OER) are established for each study programme. The teaching programme for the study programme is recorded in these. In the e-study guide, compulsory appendix to the OER, the extent (EC) and level is recorded for each study unit. The OER also include rules relating to exemptions, how the examinations are given and how often, the admission requirements for new students. The OER are prepared by the quality assurance officer, in consultation with the programme director. The Board of Examiners gives advice about the OER. The programme committee and faculty council have the right of assent.
- Every year, the Board of Examiners adopts the Rules and Regulations for examinations, fraud and rules of order.
- Examination plan: every year the programme draws up an examination plan. This is also a compulsory appendix to the OER. The examination plan shows how the examination programme of the study programme covers the learning objectives of a course and the end qualifications.
- Examiners' manual: the Board of Examiners has produced a manual for the examiners.
- Tips for Tests: the Faculty of Humanities has produced a manual for planning and assessing examinations. This is also available to the staff of the Faculty of Archaeology.

- Guidelines for the organisation of examinations and tests: the Board of Examiners publishes guidelines with respect to the logistics of examining. This might concern examination protocol, for example.

5.2 Checking whether the examination corresponds with the course learning objectives

- The course description provided in the e-study guide includes the learning objectives and the forms of assessment for each course. The curriculum coordinators check the course descriptions, ensure that the learning objectives and examinations correspond and are in line with the end qualifications.
- The faculty uses the four-eyes principle. The questions and assignments for a preliminary examination are planned by at least two examiners (Rules and Regulations, article 4.2.7).
- For every examination, assessment procedures and models are available (answer models, assessment criteria, sections). The pass/fail level is clearly reasoned in advance and recorded in the answer model. At the end of the examination, this should be handed in to the education secretariat, together with the students' assignments.
- Every course is evaluated; some evaluation questions address the examining method. The evaluations are discussed in the programme committee. If surprising results emerge in relation to the examination, the Board of Examiners is also notified.
- The Board of Examiners checks the grade distribution for each course. If there is an unusual grade distribution for a course, the examination is requested and analysed.
- The examiner receives feedback about the evaluation and grade distribution.
- The Board of Examiners performs random checks to see whether the examination of each course corresponds with the learning objectives.

5.3 Improving expertise of examiners with respect to examinations

The Board of Examiners has the following requirements regarding the appointment of an examiner for the bachelor programme: 0.4 FTE teaching appointment and/or a University Teaching Qualification. For the (research) master programme, an examiner should fulfil the above requirement and have a PhD.

5.4 Monitoring compliance with examination policy

This is the responsibility of the Board of Examiners. Among others, the committee randomly checks whether the answer models have been submitted and approved by a second examiner.

5.5 Check whether the programme's end qualifications have been achieved

- The programme director aligns the learning objectives of each course with the end qualifications of the programme. He/she is advised in this by the programme committee and curriculum coordinator. The learning objectives and end qualifications are recorded annually in the e-study guide. Every year, an examination plan is drawn up and submitted for approval to the Board of Examiners, Education Committee and Faculty Council.
- The Board of Examiners is responsible for monitoring that all the learning objectives lead to the end qualifications of the programme. By signing and issuing the diploma, the Board of Examiners guarantees that by passing the examinations, the graduates fulfil the set end qualifications.
- The graduation theses are considered an indication for the level of the graduate student. The theses are assessed by at least two examiners from different research groups. Each examiner assesses the thesis on their own assessment form, independently from each other. After this

assessment, both forms are sent to the examiners. In consultation with each other, the definitive assessment form is then filled in and a grade attributed.

- The Board of Examiners monitors the quality of the theses through random checks.

Every three years, an alumni evaluation takes place. Once every six years, a work field evaluation takes place to assess whether the students have achieved the desired level that fulfils the expectations of the work field.

5.6 Measures/sanctions for actions or decisions which conflict with the examination policy

The Board of Examiners has measures/sanctions to deal with actions or decisions which conflict with the examination policy formulated in its Rules and Regulations.

5.7 Legal protection in the framework of examinations

The protection of the legal position of students is established in law. Students may appeal against a decision by the examiner and the Board of Examiners to the Examinations Appeal Board.

A supplementary procedure is the faculty complaints procedure. A student may also contact the university ombudsman.

6. Role allocation quality assurance

The examination is included in the programme's standard PDCA cycle and is embedded in the programme's quality policy. The quality assurance is the responsibility of various committees and individuals. Their tasks and responsibilities are itemised below.

Faculty board:

- The appointment of the Board of Examiners as well as that of its members, hearing the members of the Board of Examiners. The appointment is based on the following criteria:
 - According to the WHW, 7.12a, the board ensures that at least one member is associated with the study programmes as a lecturer, that at least one member is from outside the study programmes and that no members of the board or anyone with any financial responsibility within the institution are appointed;
 - expertise over the breadth of the discipline;
 - familiarity with the examination policy and methods;
 - safeguarding the independent functioning of the Board of Examiners.
- Adopting the Course and Examination Regulations (OER), examination policy (this document) as well as the regular evaluation of these regulations, after consultation with the participation council and the Board of Examiners.

Education Committee, Faculty Council and programme director:

- Monitoring the implementation of the course and examination regulations, as well as providing regular reports to the Executive Board. The task is delegated to programme director.
- Ensure that teaching staff who are appointed by the Board of Examiners as

examiners (Professor, Associate Professor, University lecturer, lecturers) are competent in examinations (making, holding and assessing).

Chair of Education:

- Reports to the board, is responsible for the quality of the education in the faculty.

Programme director:

- Is primarily responsible for organising the programme and assuring the quality of the education within the programme, without prejudice to the authorisations of the portfolio holder Education and the dean.
- Is responsible for establishing the end qualifications of the specific programmes.
- Is responsible for designing the education programme, drawing up the learning objectives of the study units and aligning the examinations to the learning objectives; within the legal frameworks and the university and faculty policy.
- Is responsible for holding consultations about the education programme with the department chairpersons, the teaching staff, the education committee and the curriculum coordinators.

Department chair:

- Is responsible for implementing the board policy within the department
- Once every term of office (3 years), formulates an outline strategy for the department, based on the faculty strategy document. This strategy includes education.
- Allocates the education tasks to the academic staff in their own department.
- Ensures the didactic qualifications of those responsible for providing the education and can advise them on how they should do so to improve the quality of the implementation of the course and examination regulations.

Curriculum coordinator:

- Checks the learning objectives and forms of assessment of the course descriptions.
- Suggests an examination plan, appendix to the OER, and submits this to the programme director.

Board of Examiners:

- Assures the quality, in terms of content and form, of preliminary and final examinations
- Adopts regulations and instructions, in relation to the Course and Examination Regulations to assess and establish the results of preliminary and final examinations.
- Draws up and adopts guidelines and regulations relating to the examinations, including rules for the smooth organisation of the preliminary examinations and any measures to be taken in that respect.

- advises the dean and programme director about the course and examination regulations (OER, including examination plan) of the programmes.
- The Board of Examiners prepares a report on its work each year. The Board of Examiners presents the report to the institution board or the dean.
- The Board of Examiners appoints examiners to conduct preliminary examinations.
- Assesses whether the end qualifications of the programmes and the learning objectives of the course units are achieved. This assessment takes place randomly, proactively and reactively after problems with specific curriculum units have been highlighted.
- Has autonomous authorisation and responsibility for the quality of the assessment.
- Having this formal responsibility and authorisation does not necessarily mean that they also perform the assessment or must manage the quality assurance. This may be delegated to others, but the Board of Examiners has the formal responsibility and upholds the accreditation procedure for the aspect 'testing and assessing'.

Education Committee:

- Contributes to establishing the Course and Examination Regulations, including examination policy.
- Annual assessment of the implementation of the course and examination regulations.
- Provides advice - solicited and unsolicited - to the dean, the chair Education and the programme director about the programme and all education-related issues. This advice relates to:
 - Changes in examination policy
 - Identifying problems in specific courses and timetabling/study feasibility of the programme
 - Random checks of information study guide

Examiner (responsible lecturer for curriculum unit):

- The Board of Examiners appoints examiners to conduct preliminary examinations and establish the result [WHW article 7.12.c].
- Is responsible for holding examinations for the curriculum units for which they are responsible. This means: ensuring satisfactory quality of examinations, providing feedback to the students, safeguarding that learning objectives are achieved and preventing and monitoring fraud.
- Applies the four-eyes principle here before the examination is given to the students
- Ensures that examination material (or other requested information) is made available to the Board of Examiners at its request
 - The information may relate to examination method and results, the examination material used (actions of students) and incidents or their prevention.

Student assistants / teaching assistants:

- Assists in a study unit but may never hold or check examinations or preliminary examinations. This is the responsibility of the examiner.

Invigilators:

- Play a role in holding the examinations and preliminary examinations, particularly relating to their smooth organisation and fraud prevention. Must inform examiner if they suspect plagiarism or fraud. This may only be established by the relevant examiner.

Quality assurance officer:

- Is responsible for one-off, planned, structured education evaluations;
- If necessary, provides one-off education evaluations
- Provides the grade analysis of the study units
- Reports on this to the programme director, Education Committee, Board of Examiners

Study advisor:

- Mandated by the Board of Examiners for the allocation of extra time and other resources when doing a written examination.

Student

- When doing the examinations, the student must comply with the instructions in the Rules and Regulations (R&R).
- The student is entitled to report any irregularities found in the examination policy and/or the R&R to the Board of Examiners of the Faculty.

Milius, J., 2007, *Schriftelijk tentamineren. Een draaiboek voor docenten in het hoger onderwijs*.
Utrecht: Utrecht University (Ivlos).