The Executive Board of Eindhoven University of Technology, TU/e,

Considering the overall revision of the TU/e Bachelor College, effective September 1, 2023,

considering the Strategy 2023 and the Vision on Education of the Dean of the Bachelor College and Dean of the Graduate School,¹

resolves to amend the TU/ Bachelor College Directive previously adopted on April 26, 2023, on April 25, 2024, through the

**TU/e Bachelor College Directive**  
*(After Revision)*

which comes into force on September 1, 2024.

**(1) Scope of the Directive**
This directive applies only to students who started their TU/e bachelor’s program on or after September 1, 2023.² Transitional arrangements for students who started their TU/e bachelor’s program at an earlier date are incorporated into the TU/e Program and Examination Regulations applicable to students who started a TU/e bachelor’s degree program before September 1, 2023.

**(2) The overall curriculum design of bachelor’s degree programs**
1. Each TU/e bachelor’s degree program consists of 180 credits with the following components:
   a. A core program of 125 credits, including a multi-/interdisciplinary CBL challenge of 5 credits, a bachelor’s Final project (BEP) of 10, 15 or 20 credits and a Calculus study component. A Professional & Personal Development learning trajectory and first and (partly) second-year challenges are embedded in the study components of the core program.
   b. An elective space of 45 credits.
   c. An Impact of Technology (ITEC) program of at least 10 credits.
2. Each TU/e bachelor’s degree program has an even distribution of study load. Bachelor’s degree programs:
   a. Have study components with a standard size of 5 credits. However, study components of a multiple of 5 to a maximum of 30 credits are possible provided that:
      i. it does not lead to an increase of the examination load, i.e., maximum of 3 final tests per quarter,
      ii. the study progress of the students is not hampered,
      iii. the free choice of elective study components is maintained as much as possible.
   b. Have a maximum of 3 study components scheduled in parallel.
3. Bachelor’s degree programs are programmed in quarters. A quarter nominally consists of three study components worth 5 credits, which is equivalent to a nominal study load of 15 credits per quarter.
4. A quarter consists of 10 weeks. Within each quarter, 8 weeks are reserved for teaching and

¹ [https://tuenl.sharepoint.com/sites/intranet-education/SitePages/Bachelor-College-Redesign.aspx](https://tuenl.sharepoint.com/sites/intranet-education/SitePages/Bachelor-College-Redesign.aspx)

² The TU/e Bachelor College Guideline, as adopted by the Executive Board on April 26, 2003, applies to students who started a TU/e bachelor’s degree program before September 1, 2023.
project work, and 2 weeks for final tests. The content of the study component should be completed in a timely manner. The 8th week should be used to recap the material and provide feedback.

5. The timetabling principles for bachelor’s degree programs require the approval of the Dean of the Bachelor College.

6. A study guide for each study component is available to students. This study guide is made available 2 weeks before the study component in question starts.

7. In exceptional cases, a capacity limit for the number of students allowed to participate in a study component may be fixed. The Program Director may impose a maximum for specific reasons, for example, because of a specific educational concept or if the teacher wants to try an innovative approach. The maximum is in any case set to a number that allows participation for all students for whom the study component is a compulsory study component in their program of examinations. The Dean of the Bachelor College will verify that the freedom of choice that students have is sufficiently guaranteed.

8. Level 1, 2, or 3 is allocated to all study components within the Bachelor College, except the bachelor’s final project (BEP). Rules of thumb for the allocation of levels are drawn up by the Program Directors together with the Dean of the Bachelor College. Program Directors shall allocate levels in accordance with the following rules of thumb:
   - Level 1 (introductory): level 1 study components are study components that are not based on other study components;
   - Level 2 (intermediate): level 2 study components are study components based on (the intended learning outcomes (ILO’s)3 of) one or more other study components with level 1 and/or 2;
   - Level 3 (advanced): level 3 study components are study components that are based on (the ILO’s of) one or more other study components, of which the highest occurring level is at least 2.

9. Program Directors will ensure that Examination Committees find the allocated levels acceptable. The rule of thumb may be departed from if there are specific grounds and only after consultation with the Dean of the Bachelor College.

10. At least 45 credits of the total bachelor’s degree program must be at Level 3. These study components may be divided across a core program and elective study components. The intention is to have a balanced distribution of Level 1, 2 and 3 study components across core program and electives: the minimum of 45 credits of level 3 study components is envisaged as 30 credits of level 3 in the core program and 15 credits of Level 3 in the elective space.

11. The MyFuture Activities are a mandatory component of the bachelor’s degree program. No credits are associated with the MyFuture Activities.

12. The education is designed so that students:
   a. are offered study components that take into account diversity and inclusion (the provision of an inclusive classroom);
   b. are encouraged to engage in active learning;
   c. are offered blended learning;4
d. gain insight into and receive feedback on their progress during the study component;
e. are encouraged to actively contribute during the education;
f. are discouraged from procrastination;
g. have the opportunity for multi- and interdisciplinary learning.

3 These can include both content-based and P&PD ILOs.
4 ERIC - Thesaurus - Blended Learning: variable construct describing approaches to teaching and learning that integrate, in a significant and meaningful way, more than one technique for delivering instruction. Widely associated with combinations of face-to-face and e-learning teaching methods, blended learning may also refer to other mixtures (e.g., individual and group instruction; self-paced instruction and lecture method).
(3) The core program
1. Each core program within each bachelor’s degree program provides the bachelor’s student with rigorous knowledge in a particular field. To this end, the core program comprises a range of study components, as well as the bachelor final project, reaching a total of 125 credits. Each core program should provide all the required knowledge for at least one TU/e master’s program (a so-called “direct-access” master’s), independently of the choices that students make in the free elective space. A core program refrains from making it obligatory (directly or indirectly) for students to follow specific study components within the elective space.
2. In derogation of Article 2 paragraph 1 under a and b of these regulations and paragraph 1 of this Article, a bachelor’s degree program may provide additional elective space within their study program. This means that a degree program has a core program with less than 125 credits and an elective space with more than 45 credits. The Program Director determines which content obligations are applied.
3. Each core program contains 1 study component in Calculus.

(4) The bachelor’s final project (BEP)
1. The bachelor’s degree program is concluded with a bachelor’s final project (BEP), which is part of the core program.
2. The BEP can be either 10, 15 or 20 credits. The Program Director decides on the size of the BEP.
3. The BEP can be done in one quarter or in two consecutive quarters, at the discretion of the Program Director.
4. Students can freely choose to do an Interdisciplinary bachelor’s final project (ISBEP) of 15 credits.
5. Students can choose to do a BEP within an (international) company or organization (e.g. university), provided that the requirements of the program are met.

(5) Elective space
1. Each bachelor’s degree program includes are free elective space of at least 45 credits.
2. Students are free to choose study components in the completion of their elective space, provided that:
   a. the requirement has been met that a minimum of 30 credits must be spent on Level 2 or 3 study components, of which at least 15 credits must be spent on Level 3 study components; and
   b. there is no overlap between study components of the core program and elective study components and between study components themselves; and
   c. the examination committee has granted approval, as referred to in Article 3.7 paragraph 2 through 5 of the Bachelor’s Program and Examination Regulations After Revision.
3. Departments may promote the free choice of elective courses by offering prior knowledge in the form of modules. A module refers to a part of a study component. Study components of 5 credits can be divided in 3 to 10 modules.
4. Departments offer a flexible range of electives, as well as thematic elective packages (that always include Sustainable Development Goals), in the free elective space that are accessible to all TU/e Bachelor’s students. A thematic elective package comprises at least 30 credits. A thematic elective package involves a combination of broad thematic study components and study components from different disciplines with a common theme.

(6) Teacher-training Minor
1. The Teacher-training Minor is offered by the Eindhoven School of Education and comprises 30 credits, consisting of a coherent package that can be offered in one year or spread over 2 years.
2. Students are free to choose the Teacher-training Minor within the elective space.
3. If a request has been submitted by them to the examination committee, students who take the Teacher-training Minor will be granted an exemption from the obligation to pass the ITEC study component Engineering for Society (the exemption does not apply to Studium Generale activities).
The exemption shall expire if study components within the Teacher-training Minor are not successfully completed.

(7) Assessment

13. An assessment plan is available:
   a. At the program level for the bachelor’s degree program. The assessment plan contains at least the assessment plans of the individual study components. As a general rule, this plan is approved by the Program Director before the start of the academic year. The Program Director ensures an acceptable assessment pressure within a quarter.
   b. At the study component level. Appendix 1 of these regulations details the information that the assessment plan must contain.

14. All bachelor’s study components contain at least two interim assessment moments (feedback and/or tests including feedback). These moments may be conditional for the successful completion of a study component and/or count as part of the final grade for the study component.

15. The interim assessment moments (feedback and/or test moments):
   a. should take place within the (digital) facilities made available unless otherwise decided in consultation with the Dean of the Bachelor College.
   b. that count towards part of the study component grade cannot be retaken during the academic year in which the study component is taken unless the Program Director decides otherwise.

16. Depending on the assessment plan, timeslots of 1, 2 or 3 hours are available for the final test.

17. There are two opportunities per year for participation in a final test.

18. Each (multidisciplinary) project in the Bachelor College in which students work together contains at least one individual assessment component. Multidisciplinary (group) work is assessed by a multidisciplinary committee.

19. Information about study components includes prerequisites at the topic level, with appropriate references to available modules or to study materials. Entry self-assessment can be available to give students advance feedback on whether they have sufficient prior knowledge.

20. The Program Director and the Dean of the Bachelor College jointly ensure that the assessment plans within a study component and the bachelor’s program as a whole are in accordance with these regulations and are in line with the TU/e Vision on Education, the TU/e assessment framework and the departmental assessment policy.

(8) Challenge-Based Learning (CBL)

1. The core program of a bachelor’s degree program includes a CBL curriculum trajectory and aims to teach students to work across boundaries and disciplines, to collaborate and to communicate in multi- or interdisciplinary teams. The CBL curriculum trajectory addresses inclusive behavior in group activities and promotes a common engineering language in terms of core competencies (such as design thinking, systems thinking, research methodology, complex problem-solving, collaboration and communication skills, etc.).

2. Students follow a CBL curriculum trajectory consisting of at least 1 challenge per semester in Years 1 and 2, with the following features:
   a. Increasing complexity as the curriculum progresses.
   b. One of the challenges in semesters 1 through 3 includes ‘Engineering Design’ learning outcomes, as established by the Program Directors and the Dean of the Bachelor College.
   c. A multi-/interdisciplinary study component (Y2Q4) of 5 credits is scheduled in Year 2 (in a fixed time slot in Q4). Students have a choice from a number of challenges offered by at least 2 different departments (including the department offering their core program, unless the core program decides to allow free choice). The Program Directors define the learning outcomes. Challenges are offered within a common organizational structure with
an interdepartmental coordination team, with an overarching theme.
d. Students may start the multi-/interdisciplinary CBL study component (Y2Q4) when the study components have been completed (to the extent that they have been offered in Years 1 and 2) in which the P&PD competencies of communicating, collaborating, planning and organizing are embedded, as laid down in Article 9 paragraph 2 of this Directive.

3. Bachelor’s degree programs may choose to continue the CBL curriculum trajectory with engineering and/or research projects in Year 3 that may be monodisciplinary (e.g., BEP).
4. Students may choose to continue the CBL curriculum trajectory in their elective space by participating in interdisciplinary CBL projects in Year 3.

(9) Professional & Personal Development (P&PD)

1. The core program of a bachelor’s degree program includes a P&PD learning trajectory and aims to enable students to develop their professional identity through the development of academic knowledge and course-specific competencies, professional skills, self- and social awareness and adaptability. The P&PD learning trajectory of the bachelor’s degree program is expressed in learning outcomes, is integrated into the degree program and has a similar design for all bachelor’s degree programs (including objectives and scheduling within the programs) to enable student collaboration in multidisciplinary (elective) study components. The learning trajectory consists of three components:
   a. basic level,
   b. differentiation in study programs, and
   c. free choice of students.

2. Bachelor’s degree programs have collectively aligned the P&PD outcomes in Years 1 and 2 that relate to collaboration, communication, planning and organization. These P&PD learning outcomes have a basic level for students and must include at least the following:

<table>
<thead>
<tr>
<th>Level</th>
<th>Collaboration</th>
<th>Communication</th>
<th>Planning &amp; Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>The student is able to work with other students to achieve a common goal within a specified timeframe. In accordance with this, the student is able to come to a distribution of assigned tasks between team members within the team. The student, under supervision, can identify how individual competencies are used within the team and support the development of competencies among team members. The students are able to present their work and communicate ideas orally, visually and in writing. Students can adapt their communication for the purpose of interacting with specific types of audiences. Students are able to communicate in English.</td>
<td>The students are able to present their work and communicate ideas orally, visually and in writing. Students can adapt their communication for the purpose of interacting with specific types of audiences. Students are able to communicate in English.</td>
<td>The student can, under supervision, translate a common goal into tasks and activities. In accordance with this, the student is able to organize their own activities within the context of a team, given the constraints (resources, time, scope). The student is aware of (discipline-specific) instruments and methods that support the planning.</td>
</tr>
</tbody>
</table>

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student is able to give and receive adequate constructive feedback in a group setting.

NB: The student is aware that collaboration between multiple disciplines may be required in order to address many purposefully complex challenges.

3. Bachelor’s degree programs support self-directed learning. Self-reflection is incorporated into the curriculum, is supported (by peers, mentors, tutors, coaches, academic advisors, etc.) and is suitably adapted to the specific situation within each department. A monitoring system is developed and tailored to the specific needs and educational activities within the degree program and helps students to set personal development goals, track the progress and plan activities to meet goals.

4. “MyFuture Activities” are career orientational activities that students can participate in. These range from lunch lectures to case contests and company visits and are aimed at giving students a clear idea of where they can work and what they can do when they are finished with their studies. This component consists of activities approved by the Dean of the Bachelor College, to which so-called values are attached. These activities can be part of the P&PD basic level. Students must choose MyFuture activities with a total value of at least seven points.

(10) Coaching and guidance
1. Throughout the bachelor’s degree program students receive individual coaching from study coaches concerning their Professional & Personal Development (P&PD) needs and the elective space, for example the choice of elective study components totaling 45 credits and the choice in the master’s degree program.
2. In coaching, different roles can be identified that can be fulfilled by multiple individuals, such as a member of the teaching staff (including hybrid teachers), an alumnus or a senior student. Programs can make their own choices here as to who to assign at what time.
3. The role of study coach cannot be combined with that of academic advisor.
4. A student is entitled to 4 coaching sessions per year, in which the degree program shall actively offer this to students in the first year.
5. The hours that a teacher devotes to coaching shall count as teaching hours.
6. First-year students shall in any case receive supplementary guidance from a student mentor during the first semester of the degree program, alongside coaching. A student mentor is a senior student from a higher year of the same degree program.
7. Responsibility for the quality of coaching shall rest with the department.
8. The Dean of the Bachelor College is responsible for monitoring the quality of coaching.

(11) Impact of Technology program (ITEC)
1. During graduation, bachelor’s students are aware of and have learned how to rigorously assess the impact of technology on people and society, and how to integrate user, society, and enterprise considerations in the engineering design and/or research process, with an ethical attitude. To achieve this, bachelor’s degree programs contain an Impact of Technology program (ITEC) including:
a. A 5-credit Engineering Ethics study component where core program-specific content is integrated.

b. A 5-credit Engineering for Society study component where students can preferably choose from a range of topics relevant for their core program.

c. A Studium Generale component to promote the social, intellectual, and cultural basis of the students. No credits are assigned to this component. It comprises a minimum of 5 Studium Generale activities.

2. Programs can choose to expand the Impact of Technology program within ITEC study components in the core program.

3. Students can choose to expand the Impact of Technology program by following ITEC learning trajectories and/or ITEC study components in their elective space.

(12) The overall study component package
1. Students must, in accordance with the procedure established for this purpose, submit the chosen study component package (program of examinations) for approval to the examination committee of the study program in which the student is enrolled.

2. Students can take study components at other national and international universities (e.g., partner institutions within the EWUU Alliance or EuroTeQ Alliance), provided that the examination committee of the study program in which the student is enrolled has granted approval, in agreement with the appropriate regulations.

(13) Distribution of bachelor’s degree program components
The overview below shows the distribution of study components that applies to all bachelor’s degree programs. Note that ITEC Engineering Ethics can be scheduled in Q2 or Q4 and ITEC Engineering for Society in Q1 or Q3:

<table>
<thead>
<tr>
<th>Year</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>CBL Line</td>
<td>ITEC Eng</td>
<td>Core</td>
<td>Core</td>
</tr>
<tr>
<td></td>
<td>Core</td>
<td>Ethics/Core</td>
<td>Core</td>
<td>Ethics/Core</td>
</tr>
<tr>
<td>Year 2</td>
<td>CBL Line</td>
<td>ITEC Eng</td>
<td>Core</td>
<td>Core</td>
</tr>
<tr>
<td></td>
<td>Core</td>
<td>Ethics/Core</td>
<td>Core</td>
<td>Core</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Year 3</td>
<td>CBL Line</td>
<td>Elective/ITEC Eng for Society</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>Elective/ITEC Eng for Society</td>
<td>Elective</td>
<td>Elective/core/ITEC Eng for Society</td>
<td>BEP/Core/Elective</td>
</tr>
<tr>
<td></td>
<td>Core</td>
<td>Core</td>
<td>BEP/Core/Elective</td>
<td>BEP</td>
</tr>
</tbody>
</table>

Explanatory notes to the table:
- ITEC Engineering Ethics can be scheduled in Y1Q2 or in Y1Q4 or in Y2Q2.
- ITEC Engineering for Society can be scheduled in Y3Q1 or Y3Q3.
- The CBL curriculum line is integrated within study components of study programs as indicated in Article 2 paragraph 1 under a.
- The BEP can be spread over two quarters or completed as one block in Q4.
• The scheduling of the elective space is fixed for 35 of the 45 credits:
  o 15 credits of elective space are planned in Y2Q1-Q3.
  o 20 credits of elective space are planned in Y3Q1-Q3.
• Programs have the freedom to exchange core/elective study components in Y2/Q4, Y3/Q3 and Y3/Q4.
• In Y3/Q3 it is possible to have an ITEC/elective/core study component (having the option to schedule an elective in Y3/Q4).

(14) Timetabling in timeslots
1. A timeslot is designated to each study component (except for the BEP). For practical components, the study programs can combine timeslots from the core program, i.e. some flexibility is possible always keeping the schedule of the student in mind.
2. The timeslots are fixed and apply to all study components.
3. Of the 10 hours in a timeslot, no more than 8 hours per week can be scheduled. Scheduling outside the designated timeslot is not possible.
4. If teaching sessions are missed due to public holidays and open days, these can only be rescheduled within the relevant timeslot.

The distribution of timeslots is shown below:

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>1+2</td>
<td>A</td>
<td>C</td>
<td>B</td>
<td>E</td>
<td>D</td>
</tr>
<tr>
<td>3+4</td>
<td>A</td>
<td>C</td>
<td>B</td>
<td>E</td>
<td>D</td>
</tr>
<tr>
<td>5+6</td>
<td>B</td>
<td>E</td>
<td>D</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>7+8</td>
<td>B</td>
<td>E</td>
<td>D</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>9+10</td>
<td>E</td>
<td>D</td>
<td>A</td>
<td>B</td>
<td></td>
</tr>
</tbody>
</table>

All timeslots will be 4 (2x2) + 4 (2x2) + 2 hours, in which the final two hours shall in each case be the 9th and 10th hours. These timeslots will be allocated to the study components per quarter, and distributed in the following way:

<table>
<thead>
<tr>
<th>1.1.</th>
<th>1.2</th>
<th>1.3</th>
<th>1.4</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Core</td>
<td>Core</td>
<td>Core</td>
</tr>
<tr>
<td>B</td>
<td>Core</td>
<td>Core</td>
<td>Core</td>
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<tr>
<td>C</td>
<td>Core</td>
<td>Core</td>
<td>Core</td>
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<tr>
<td>D</td>
<td>Core</td>
<td>Core</td>
<td>Core</td>
</tr>
<tr>
<td>E</td>
<td>Core</td>
<td>ITEC ethics/ Core</td>
<td>Core</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.1</th>
<th>2.2</th>
<th>2.3</th>
<th>2.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>B</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
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<tr>
<td>C</td>
<td>Core</td>
<td>Core</td>
<td>Core</td>
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<tr>
<td>D</td>
<td>Core</td>
<td>Core</td>
<td>Core</td>
</tr>
<tr>
<td>E</td>
<td>Core</td>
<td>ITEC ethics/ Core</td>
<td>Core</td>
</tr>
</tbody>
</table>
3.1 3.2 3.3 3.4
A Elective Elective Elective Elective
C Elective Elective Elective Elective/Core
D Core Core Core Core
E Core Core Core Core

(15) Study choice check
Rules concerning the study choice check shall be laid down in the Regulations for Registration, Study Choice Check, Enrollment and Termination of Enrollment.

(16) Honors program in the bachelor’s degree program
The Dean of the TU/e Honors Academy, in consultation with the Dean of the Bachelor College, decides on the design and contents of the bachelor’s honors tracks. The regulations pertaining to the honors tracks are set down in the TU/e Honors Academy Regulations for Bachelor’s Honors Tracks.

(17) Procedural agreements relating to the Center for Student Administration
1. The deadlines for the timetabling process are as follows:
   a. Academic agenda approved (Executive Board): December 1.
   d. Course catalogue complete (departmental CSA): April 1 for Q1 and Q2 and October 1 for Q3 and Q4. Note: completion of the Course Catalogue includes the weighting of parts of a study component.
   e. Information on study components complete: April 1.
   f. Timetables for semester A ready (departmental timetable coordinator): June 1
   g. Room schedule ready (ESA) for semester A: August 1
   h. Timetable ready for semester B (departmental timetable coordinator): November 1.
   i. Room schedule ready (ESA) for semester B: January 1
2. The deadlines for submitting timetabling information must be strictly observed. The timetabling process begins when the deadline has passed.
3. If more than one timeslot is requested for a study component, this shall be carefully considered and submitted to the Dean Bachelor College, who will then decide. This must not restrict the student’s freedom of choice.
4. For each 2 consecutive hours within a timeslot, the teacher can indicate what type of room is required for a study component.
5. No extra facilities, such as a room or an invigilator, are provided for interim tests.

(18) Pilots
1. A proposal for a pilot must be submitted to the Dean of the Bachelor College for approval. To this end, the Program Director submits a nomination that is accompanied by advice from the Examination Committee, the Program Committee, and the departmental ESA Manager. If several degree programs from different majors/programs are involved, the nomination must be accompanied by advice from the AEB and the JPC.
2. An approved pilot that deviates from one or more provisions of the PER must be laid down in the Appendix to the PER, listing the relevant articles of the PER.
3. The nomination of the pilot shall not be made until a feasibility test has been carried out, under the responsibility of the departmental ESA manager.
4. During the pilot, students who do not participate in the pilot cannot derive any rights from it.

(19) **Final provision**

Deviation from the above rules is subject to the approval of the Dean of the Bachelor College. These rules have been elaborated further in the PER Model for bachelor’s degree programs, the Joint Regulations for supra-departmental educational activities in the Bachelor College, the Regulations for Registration, the Study Choice Check, Enrollment, and Termination of Enrollment and the Regulations for the TU/e Honors Academy for honors tracks in the bachelor’s programs.
Appendix 1

What is an assessment and what is the purpose of an assessment plan?

Assessment refers to a wide variety of methods or tools that is used to evaluate, measure, and document students’ progress. It can be divided into:
1. summative (common synonyms: high stake measure, test): this involves judging/testing students’ work/effort during and/or at the end of the study component based on a set of criteria resulting in awarding a (partial) grade.
2. formative (common synonyms: low stake, evaluate, feedback): this does not result in a grade but is an opportunity for teachers to monitor students learning process and intervene when necessary. For students, it offers an opportunity to check themselves and to develop self-assessment skills.

The assessment plan describes the interplay of assessment and feedback. The purpose of the assessment plan is to give students an understanding of what, when, in what way, by whom they will be assessed, and how the outcomes are returned (in a meaningful way). It also can provide information about what criteria are used, what conditions apply (what is expected of them), what students must do to pass the course, how the final grade is determined, and what retake opportunities are available. For teachers, it is a good tool to show an overall picture of assessment activities (tests and feedback) within the course and demonstrate the principle of constructive alignment. For program directors, it is a resource for gathering information in the process of shaping the assessment plan at the curriculum level and controlling student workload.

<table>
<thead>
<tr>
<th>Course; course code; level:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible teacher/examiner:</td>
<td></td>
</tr>
<tr>
<td>Other teachers/assessors:</td>
<td></td>
</tr>
</tbody>
</table>

Short description of what students must do to pass the course:
...

Short description of how the final grade is determined:
...

Short description of what retake opportunities are available:
...

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
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<td>3.</td>
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</tbody>
</table>
### Assessment: test forms

### Assessment: feedback methods

<table>
<thead>
<tr>
<th>Lo number</th>
<th>F/S</th>
<th>Weight (%) and/or conditions</th>
<th>Assessed by whom?</th>
</tr>
</thead>
<tbody>
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</table>

### Weekly schedule assessment (test and feedback activities)

<table>
<thead>
<tr>
<th></th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Examination period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Test form</td>
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<tr>
<td>2. Feedback method</td>
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</table>

### Checklist

- Are the assessment plan, how the grade is determined, what retake opportunities there are, et cetera in line with the directives?
- Has the assessment plan been approved (by the program committee, examination committee and/or program director) and considered valid?
- Have measures been taken to achieve a reliable and fair assessment?
- Do students know how the assessment works (aspect of transparency)? - > are they well informed/sufficient opportunities to practice?
- Does the assessment plan ensure adequate distribution of workload within the course?
- Does the assessment plan as a whole result in the desired study behavior/have a positive effect on learning?
- (How) are previous assessment results evaluated and the findings used in this assessment plan?
Explaination

1 The “Learning outcome” column lists a concise description of the overall goals or purposes of the course (5 to 10 is typically for a 5 credits course).

2 “Level” refers to Bloom’s taxonomy (classification) of the learning outcomes. It defines the types of work that you want your students to do.

3 “Assessment” is an overview of the test and feedback formats and the tools or techniques used. For example: digital quizzes, written or oral exam, individual or group report, presentation, paper, essay, design product, assignment, programming, reflection, discussion, self or peer review, rubrics, ... For exams and some assignments, you can add information about the kind (short open answer, multiple choice or essay questions) and number of questions.

4 “Lo number” refers to the corresponding Learning outcome in the Learning outcome table.

5 “Formative/summative (F/S)” indicates the function of the assessment part: is it in function of learning (formative) or in function of grading (summative).

6 “Weight and/or conditions”. The weight indicates how much of the assessment part counts towards the final grade. You can also indicate whether an assessment part (test or feedback moment) is conditional for receiving a final grade or for getting a bonus point.

7 “Assessed by whom?” indicates who are involved in the assessment: teacher, TA, expert stakeholder, peer, self, automated.

8 “Weekly schedule assessment” gives insight in the assessment part activities per week. It can be used to indicate the deadlines and distribute workload.

9 “Checklist” is intended as a handout to teachers with questions focused on the quality aspects of assessments.