

# Guidelines Final Qualifications

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**Corona Committee Education - project group Final Qualifications**

N.E. Benes

M.J.B. Duyvestijn

K. Dirksen

H.J. van den Hengel

M.E. Pieterse

J.W. Polderman

J. Valster

W.D. Vlas

G.C. Vreman-De Olde

L.A. Woud van der Graaf

## Context

The corona crisis has substantial effects on how we can conduct our education. A committee (Corona Committee Education) has been established that has the role to support the regular processes in our organization as much as possible and to give advice on UT level to solve some common problems. Our project group has been asked to investigate the potential implications of the present situation on **the possibility to sustain the Final Qualifications** of our educational programmes and to investigate ways in which, under the current circumstances, measures can be taken to enable students to complete their programme and to guarantee that they have achieved the programme intended learning outcomes. This may imply that alternative forms of teaching and testing are considered and adopted for the time being.

**The mains questions are: What are issues? What could be possible solutions? What is needed for those solutions?**

*Note: This is a dynamic document. Every study programme is different and that requires different solutions and advices. New ideas, solutions and advices will be added in this document.*

## Relevant concepts for the discussion

Final qualifications: Each programme has objectives and has stated the learning outcomes each student must have acquired upon completion of the programme. For the sake of brevity we will use the term Final Qualifications.

Learning outcomes: For each module / course, the examiner has formulated the module or course intended learning outcomes that students must have acquired upon completion of the module / course.

Examination Boards are responsible to assert whether the Final Qualifications are achieved and a diploma can be granted. As Final Qualifications are written on a higher abstraction level, there are opportunities for making changes in the learning outcomes of a module / course, while sustaining the Final Qualifications and programme assessment plans.

## Stakeholders

- **Examiners** and **teachers**, who adopt their teaching as optimal as possible to the current situation.
- **Examination Board**, who checks whether the assessment is done in a valid, reliable and transparent manner.
- The **programme management**.
- **Students**.

Each stakeholder has different ideas, solutions and expectations. In designing solutions, the project group has the following suggestions and advices.

## Suggestions and advices

### **Advice 1: Explicitly state that the integrity of all stakeholders is valued high.**

It is essential that examiners and teachers receive sufficient certitude and freedom to (re)design assessment, in close collaboration with the Programme management (PM).

### **Advice 2: EB and PM be in close contact with each other. The PM takes care of high quality education and testing; the EB safeguards that students obtain the final qualifications of the programme.**

As the Examination Board (EB) has to safeguard the quality of exams and final examinations and to safeguard the organisation and procedures concerning test, exams and final examinations, close contact between PM and EB is essential. Together they are in the lead in making changes to the education, with respect to learning methods and testing. We have confidence in the constructive mindset of all stakeholders in finding realistic solutions. We already hear about interesting initiatives by examiners who trust their students. These ideas are highly valued!

### **Advice 3: PM communicates asap to students all details about assessment.**

The major concerns of many students are related to how the assessment is changed and how the assessment of internships and final projects will look like. It is vital that students are informed about this as soon possible. If there are no solutions yet, this should also be communicated.

It is important to contact students who have already started graduating as soon as possible. In this way they can see what solutions are possible for their situation. Graduation supervisors are in the lead and discuss their findings with the programme management.

### **Advice 4: Make use of a collection of 'best ideas and suggestions' based on current ideas of teachers, programme managements and examination boards. We will make them available on a central place.**

It is quite conceivable that in certain situations it is not possible to meet the intended learning outcomes, which might have as a consequence that the final qualifications can no longer be achieved. To gain insight in those problems, a brief UT-wide inventory has been performed. This gave a good insight in the problems, but also in possible solutions and ways to approach the issues.

We list some common and majors problems, and give advice to the EB and PM for possible ideas and suggestions.

*The advices below are examples of possible suggestions and advices. As mentioned above: every study programme is different and that requires different solutions.*

## **Internships**

- Students had to come home from their internship. Advice: would it be an option to give students the (full) credits for the course after they wrote their report? (EB + PM)
- Students need to do the internship next quartile. It might be an option to switch the final project and the internship. (EB+PM)
- Students can't find an internship. Idea: Let them do extra courses in case students still can obtain all final qualifications.

## **Final bachelor project**

- In case the project has a practical component: see whether it can be reformulated into modelling/simulation projects.
- Is it possible to move the final project to quartile 1? (currently it is investigated whether the 'harde knip' rules can be released so that students can already do some master courses).

## **Final master project**

- No best practices yet – especially problematic in projects with practical component that need to be performed in the lab. It might be that permission to visit the lab or that money is needed to support some master students.

## **Conclusions & recommendations**

We noticed some problematic situations in case students had to come home from internship or can't start the internship right now. It might be good to be lenient on granting EC's for (part of) the internship or to allow students to switch their final project and the internship. Action: EB of each programme in cooperation with PM.

We can conclude that major problematic situations can arise, in case of final projects with practical components. For those students it might be needed to 'harde knip'. Action: Executive Board.

Further investigation of the brief inventory needs to be performed to seek out more problematic situations (e.g., lab work in Q4).