Assessment policy BSc IBA

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Why Assessment policy?

- support the **quality of learning** of IBA students;
- framework for **continuous improvement of assessment quality** and quality of teaching and learning;
- support teachers to build **consistent learning environment**;
- support the **safeguarding of assessment quality**
- help **new staff** to gain **overview** of procedures, rules and regulations together with what these are aimed for;
- support **accountability** of assessment quality.

Quality — Assessment policy / Assessment programme / Assessment task / Assessment organization / Assessment competence

Context / Developments

Assessment:
a systematic process for fostering, evaluating and certifying student learning.

The process includes:
- *the design,*
- *development and*
- *implementation of assessment tasks &*
- *the judgement and reporting of:*
  - *student learning performance;*
  - *student's achievement of specified learning outcomes.*

Based on: UNSW Assessment policy

Two levels of constructive alignment (Briggs 1999) of outcomes, assessment and teaching & learning activities

Intended Learning Outcomes (ILOs) / Learning objectives / Teaching & learning activities / Module / Assessment task / Programme / Curriculum / Assessment plan

Assessment principles* :

1. Assessment designed to **guide and enhance student learning**.
2. Student learning is **assessed against learning outcomes** and expected performance
3. **Information** about assessment should be **explicit, accessible and transparent**
4. Assessment provides **credible information on student achievement**
5. Assessment is of **undoubted quality**, "fit-for-purpose" and provides all students a truthful opportunity to demonstrate their learning achievements
6. Assessment develops students' **abilities to evaluate their own and peer's work**

Quality aspects in IBA assessment policy:

1. Assessment programme

Functions:
- **Assurance of learning**
- **Stimulate learning**
- **Structured for assessment of complex competencies**

Quality:
- **Validity**
- **Reliability**
- **Fair**
- **Functions**
- **Coherency**

3. Quality of assessment tasks

Assessment cycle

4. Quality of thesis assessment

*Rubric for **research proposal** as well as for thesis.*
+ 2 examiners

5. Competent examiners
6. Continuous Improvement: PDCA
7. Safeguarding

Recommendations:

- **Coherent and consistent learning paths** for development of complex competencies.
  - Include: rich experiences, opportunities to learn from mistakes and fitting assessment.
- **Discuss assessment** more often **with teachers**
- Require the **use of rubrics for assessment of projects** and assignments
- **Train students to identify quality of** own **work** and that of their peers
  - Include feedback in dialogue : to train the understanding and use of feedback

Organizational improvements at Institutional level:

- **Learning analytics** to improve insight in assessment results over cohorts, years & study units
- Uniformity of **English terminology** related to assessment (also terminology within systems)
- Support programme management in **maintainability** of assessment programme
  - One source for learning objectives of modules (study units): to support consistency

• *Based on: UNSW Assessment policy and UNSW Assessment 2020*

Value of assessment policy:

"The whole is greater than the sum of its parts."
-Aristotle

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