# validity and the source of the

# Assessment policy BSc IBA

#### **Corrie Huijs**

## 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.



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



### Assessment principles<sup>\*</sup> :

- 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

	Level	Testing								Final qualifications/intended learning outcomes																		
		Form	nativ	e test	8				Sun	ımati	ive te	ests																
BSc IBA (UT)  Color Level Description  Color Level Description  Color Level Description  Color Statement of the second statement of t			Individual				Gre		- Individual						Group			RESEARCH: Upon completion of the IBA programme, a graduate is competent in systematically answering descriptive and explanatory questions in the context of		is pro gra g sel de n int	completion of the IBA programme, a graduate is capable in selecting and designing solutions to			ORGANIZE: Upon completion of the IBA programme, a graduate is equipped with managerial and organizational skills in HTHT business contexts and				
2  The tradition and subdents provide the learning materials.  4  Technologies specification many actual scientific and scientific are used. Independent studying is expected.    MC  Multiple Choice Exam  OE  Oral Exam  PF  PortFolio  GA  Group Assignment    OQ  Open Question Exam  IA  Individual Assignment  IS  Internship  GP  Group Presentation    CE  Combined Exam (MC&OQ)  IP  Individual Presentation  Th  Thesis  TM  Tutor Meeting	see legend	CC		R IA	P	<u> </u>	GA	<u> </u>	1 MC				IA		h	_	_		weight <sup>0</sup> é	is able to formulate relevant international oriented business questions and problem statements	is able to use and apply stundard business concepts - models and theories	is able to collect data, to test expectations	analy ze a business	solution-oriented goal	is able to propose and select newly designed solutions to business problems/ interventions	is able to describe and analyzz alkenutive designs and plan the implementation process	is able to organize and manage in a business contrast, using communication skills, project management skills, and an entrepreneurial	tect on organization and ethical aspect ing into considen connent.
		0 (	0 0	0 1	1	2	9 !	5 10	6	7	15	0	8	2 0	2	10	5	1										
Technology, Organization & People (TOP)	1, 2							1	2							1			100%		2						o	н
Business Operations Management (BOM)	1, 2			1			5	35		1	4					4	1	1	100%	I	z				z	z	I	I
Finance, Accounting and Information Systems (FAIS)	1, 2						2	1	2	1	3		1			1	1		100%	x					I	o	o	
Human Resources, organizational behaviour, law & information Managemer	1,2,3										3		1			1			100%	z		I			I	I	I	I
SME	1,2,3						1	1	1		3		3			1			100%	z	I				0	o		o
INN&ENT	1,2,3						1		1	1	2		1			1	2		100%	x			,		z	z	z	I
CHANGEL	2,3,4				1			1 3		4			2			1	1		100%		z		,		0	o	o	o
Bachelor Thesis Preparation	4					1								1	1				100%	z							z	
Bachelor Thesis	4					1								1	1				100%	z				•	2	I	z	
International Experience	3			1															Pass/Fai	i								o
Career Development & Skills Portfolio	2,3			1									1						Pass/Fai	I			,			z	z	T

#### Upon



Assessment cycle

3. Quality of assessment tasks

#### 4. Quality of thesis assessment

Student name:	Stud	lent number:	
Examiner: Date:		cs Approval needed: Y \ N ase of ethics approval needed is it	requested: Y \ N gained Y /
Assessment criteria / level	Insufficient	Satisfactory	Very good
Problem analysis and theoretical background	Reflects limited understanding of subject matter and/or demonstrates limited understanding of theoretical concepts in the field.	Reflects an understanding of subject matter and demonstrates an understanding of theoretical concepts in the field.	Reflects mastery of subject matter and demonstrates mastery of theoretical concepts in the field.
Research project rationale / motivation	Almost no link of the project with the scientific literature and/or almost no argumentation of added value of research project. Demonstrates limited critical thinking skills.	Adequate explanation of the added value of the project based on scientific literature and use of a loose conceptual framework. Demonstrates acceptable critical thinking skills.	Project motivation includes added value based on critical evaluation of the literature; use of a clear conceptual framework. A research gap has been found in the literature and addressed in the project. Exhibits mature, refined critical thinking skills.
Research project objective	Objectives are poorly defined	Objectives are clear	Objectives are well defined
Research question(s)	Unclear or inadequate question(s)	Clear and specific question(s)	Clear, specific and well-defined question(s)
Research design / Methodological approach	Research design inappropriate to research questions. Expectations regarding theoretical and practical implications and limitations not included or inappropriate.	Adequate research design and appropriately justified including expectations about theoretical and practical implications and limitations.	Profound and critical explanation of a well-defined research method and clear expectations about theoretical and practical implications and limitations.
Planning of the project	Unclear and/or unrealistic planning and/or not taking into account availability of resource.	Realistic and clear planning that takes into account availability of resources.	Planning demonstrates proactive thinking and takes account of risks, limitations and uncertainties.
		Final Score (pass/fail <sup>1</sup> )	
Feedback:			
	at the level "satisfactory" in order to obt		

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

#### **Functions:**

- Assurance of learning
- Stimulate learning
- Structured for assessment of complex competencies

#### **Quality:**

- Validity
- **Reliability**
- FairFunctionsCoherency

#### 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





