

AUC assessment framework

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1. Introduction

This is the fourth draft of AUC's Assessment Framework. It is a specification of the assessment policy plans of the VU and the UvA¹. It draws on some elements of best practice from the PPLE Test Policy Plan and ACTA's Toetsbeleid. While Faculties distinguish Assessment Policy Plans (Toetsbeleid) for the Faculty as a whole and Test Plans (Toetsplannen) for their programmes, here we decided to integrate these two documents since AUC runs only one programme. The purposes of this document are:

- To provide an overview of AUC's vision on assessment (Chapter 2),
- To show how it implements the VU and UvA policy plans and to list all regulations and documents relevant for assessments (Chapter 3)
- To explain how the quality of assessments is taken care of (Chapter 4-6), and
- To describe the responsibilities of all actors involved in assessments (Appendix 6-8).

2. Vision

In line with the vision on assessment described in the VU's assessment policy, we identified three main objectives for assessment:

- To provide students insight in the progress of their learning;
- To promote uninterrupted learning throughout the academic year;
- To monitor if students meet the intended learning outcomes of the courses and of the programme as a whole.

AUC largely follows the assessment policy plans of the VU and the UvA, but there are three exceptions that are closely interrelated. These exceptions concern our University College educational vision. The first is that we operationalized the notion that we need to test 'as frequently and early as possible' explicitly into a *continuous assessment policy*²: for every course³ there are at least four different assessments, and halfway through the course students must have received at least one grade. Given the importance of immediate feedback, assessment results must be returned as soon as possible to enable students to adjust their learning activities if necessary. The second exception is that we have a *no-resit policy*: there are no opportunities for retaking exams in any course⁴. Instead, students can compensate insufficient partial grades within a course⁵. The third exception is that AUC has a strict *attendance policy*: attending classes is required for AUC students and missing too many classes (typically 6 out of 30) results in course failure. Based on the literature on learning in higher education we are confident that the continuous assessment policy results in a higher retention of knowledge and skills and a higher understanding of the course topics. In addition it promotes

¹ Kader Toetsbeleid UvA (2012); Handboek Onderwijskwaliteit VU - Hoofdstuk 11 Toetsbeleid (2015)

² Continuous Assessment was not only introduced to guarantee continuous (individual) feedback for students' learning trajectory, but also since is an essential component for the NVAO characteristic for small scale intensive education.

³ The Capstone, Internships and Community Projects are exceptions. The assessment for these 'courses' is described in their subsequent guidelines.

⁴ Exceptions can be made in case of (medical) emergencies, as explained in Chapter 3.

⁵ However, compensation is not allowed between different courses within the AUC programme.

uninterrupted learning⁶. Finally, the no-resit policy and attendance policy stimulate students to engage seriously with their studies and organise their learning in a timely way, resulting in a higher study success.

Assessments need to be aligned with the course learning outcomes, which in turn must also be aligned with the general learning outcomes of AUC's programme as a whole (and therefore with the Dublin descriptors)⁷. The general learning outcomes are presented in the Academic Standards and Procedures (AS&P, Art. 2.3, see Appendix 1). Hence by passing their courses, students meet the learning objectives of the entire programme.

Appendix 2 shows the Assessment Matrix of AUC's required courses. It concludes that if students complete the required courses they indeed meet the general learning outcomes, independent of their specific, individual course choices. The disciplinary and interdisciplinary courses they take in addition enable at broadening and deepening of the knowledge, skills and understanding related to the general learning outcomes. Table 1 gives a qualitative overview of the learning outcomes and the student activities.

Table 1 Qualitative description of the relationship between AUC's general learning outcomes and its curriculum.

Learning Outcome	Student Activities
Knowledge	Students take at least 9 courses within their major, 3 of them at a 300 level. Course requirements, degree requirements and tutor support make sure that students focus on a limited number of disciplines or themes to ensure sufficient depth. This ensures a certain focus and coherence and a sufficient level of knowledge that students gather during their study. These courses build on the methods courses that students take in their first and second year. The 300 level courses engage students in research, either by studying peer reviewed papers or by doing research themselves. The theme courses and the big question courses provide context to this knowledge.
Academic skills	All students take Logic and one or more methods courses (e.g. statistics, mathematics, literary and cultural theory, depending on their major) in their first and second year and at least 2 consecutive language courses other than English or their native language. Analysis, critical thinking, and many other academic skills are among the learning outcomes of the theme courses and the courses within and outside their major. Most students take one or more lab courses, where they set up experiments, observe in the field, measure, analyse data, etc. In the Capstone all students demonstrate the ability to work independently on a research project.
Interdisciplinary skills	Integral to the AUC model is the distinction between major-specific interdisciplinarity and major-transcending interdisciplinarity. The compulsory

⁶ E.g. Gibbs, G., & Simpson, C. (2004). Conditions under which assessment supports students' learning. Learning and teaching in higher education, 1(1), 3-31 and Hattie, J., & Timperley, H. (2007). The Power of Feedback. Review of Educational Research, 77(1), 81-112.

⁷ UvA Assessment Framework; Biggs and Tang (2011). Teaching for Quality Learning at University, Open University Press.

Learning Outcome	Student Activities
	<p>100 and 300 level theme courses are focused on transcending major-specific disciplines. The compulsory Big Questions courses provide the foundation for the acquisition of interdisciplinary skills and an opportunity for students to work between major-specific boundaries (e.g. between Sciences and Humanities). The compulsory first years Academic Writing Skills course (AWS) starts with exploring interdisciplinary connections in addressing big questions in science, society and culture and this is revisited in Advanced Research Writing (ARW). In addition we programme many cross-listed courses that involve multi- or interdisciplinary approaches (e.g. Environmental Sciences, Health Sciences, Gender and Sexuality, Cultural Memory Studies, and Brain and Cognition).</p>
Learning skills	<p>Learning how to obtain and evaluate information is among the learning outcomes of the compulsory academic writing courses (AWS and ARW). These skills are applied in many other courses. Since we require lecturers to include at least 4 different assignments, most courses do not include only written exams, but also other assignments such as papers, presentations and take-home assignments, which often challenge students to make comprehensive overviews of new topics. ARW prepares for the Capstone project, where students engage in a research project within their major. Finally, all students meet their tutor (academic advisor) regularly to discuss what courses to take and to reflect on what they learned from previous courses.</p>
Communication skills	<p>Communication skills are also trained in the compulsory academic writing programme, which includes two compulsory academic writing courses (AWS and ARW), and is supplemented by the Writing Centre, which includes workshops and individual appointments as needed. In many other courses students - either individually or in small groups - present, blog, write papers, make videos, compile posters etc. A presentation is also a graded part of the Capstone project.</p>
Engagement at local and global levels	<p>Cultural differences, value systems, openness and inclusiveness are topics in the Global Identity Experience, a course that is compulsory for all first year students. In this course students conduct an investigation about identity and diversity in Amsterdam Global City. Specifically in the Humanities and the Social Sciences, many other courses address one or more of these topics. In addition, students are actively encouraged to initiate, or participate in activities that engage them in these topics. Examples include Jeugdlab (for local kids) and Right to Education (for refugees).</p>
Personal and social responsibility	<p>All students must take an Internship or a Community Project. In the latter, they develop social and civic awareness, and personal and social responsibility. Internships offer students the opportunity to gain practical experience and/or develop research skills. In both cases students need to reflect on life skills and personal development. The AWS course discusses academic integrity and especially plagiarism in detail, while ARW puts emphasis on the importance of contextual thinking for research, including societal impact. We have a strict policy on fraud.</p>

The AUC *grading policy* is based on a criterion-referenced system (also known as standard-referenced or absolute grading). This means that students' grades are based on the achievement of specified learning outcomes. Hence there is no prescribed distribution of grades to which lecturers must conform per course ('grading to the curve'). If all students perform well, they all should receive a good grade (and vice versa). Grading to the curve may cause students to underperform resulting from anxiety and would discourage cooperation between students.

Given the wide variety of courses at AUC and the diversity of the learning outcomes of these courses, there is no prescribed assessment *format* at AUC. Instead the examiners select the most suitable set of assessments for their course, depending on the specific learning outcomes. However, in general, a mix of exams, group and individual assignments, papers and presentations, is often most suitable to meet the three objectives indicated above.

3. Implementation

The assessment rules are set out in AUC's *AS&P* (Art. 3). Article 3.1 is a technical article about the grades – we use letter grades for presenting the final grades and percentage grades for partial grades – and which are passing and failing grades⁸. Article 3.2 describes the continuous assessment procedure and other issues related to assessments in courses. It also states that assessment grades must be returned to students within ten working days; this relates to the first aim of assessment mentioned in Section 2. Finally, Article 3.3 deals with deadlines, extensions and missed assignments. The attendance rules are outlined in Article 4.

Article 3.3.5 affirms that AUC has a strict no re-examination policy. This means that if a student misses an examination or other assessment without a legitimate reason, he or she may not retake the examination or resubmit the missing work. What constitutes a legitimate reason is decided on a case-by-case basis, but examples include medical emergencies and a death of a close family member. If it is determined by the examiner, in consultation with the tutor, senior tutor or the Head of Studies, that a student has missed an examination or assessment for a legitimate reason, and it is at the discretion of the lecturer to determine whether the opportunity of an alternative assessment for the student will be granted. In case this is denied by the examiner, the student can request the Board of Examiners an exception to the no-resit policy.

Students with a functional disorder will be given the opportunity to take examinations in a form that will accommodate their individual profile as much as possible. AUC follows UvA policies *Students with a functional disorder*. If necessary, the Board of Examiners will seek expert advice on this matter.

As mentioned in Article 3.2.3 of the *AS&P*, *Course Manuals* play a central role in communicating the criteria for assessment to students. They should not only list the learning outcomes and the assessments (and their respective weights), but also how they are interrelated (e.g. by presenting a test matrix⁹). Each Course Manual also indicates how the course learning outcomes are related to the general learning outcomes indicated in Article 2.3 of the *AS&P*. The Heads of Studies are responsible for checking all Course Manuals before the start of the courses to make sure that the learning outcomes are properly defined, the assessment criteria are transparent

⁸ See Appendix 6

⁹ *Toetsmatrijs* in Dutch.

and that the relationship between the learning outcomes and assessments is made clear. They are also responsible for archiving the Course Manuals. The Course Manual template is included in Appendix 3.

The *Faculty Handbook* explains AUC's grading policy to the examiners in Section 6.2. The instructions for the Course Manuals and the attendance policy are explained in Section 6.3. All examiners are required to submit all assessments to the registrar for archiving. An answering model is required for all written assessments (Section 6.3.3). At the midterm of each course, the registrar requests AUC faculty to provide a report on students' performance in class. This includes general class participation, attendance and grades obtained. With this information in hand, tutors will discuss student's progress and, if necessary, they will set out individual steps to improve specific student needs (Section 6.3.2).

The Board of Examiners designed an *Exam Template* that must be used for all written exams (Appendix 4). Important features of the template include the mentioning of a reviewer and the way the answers to the individual questions are weighted to the overall grade.

As expressed in our attendance policy, AUC considers class participation very important. Many courses actually grade class participation. In the *Guidelines for Class Participation* (Appendix 5) we outline how grading this part can be achieved consistently and in a way that contributes to enhanced learning.

The Capstone at AUC is the culmination of skills, knowledge and attitudes students have acquired in their curriculum. Within a specified timeframe and under supervision of a faculty member students are expected to carry out research and write a thesis about their findings. To make sure the student's supervisor can monitor the writing and research process and to stimulate the supervisor to provide feedback at several stages, the capstone assessment does not only include summative (graded) components but also formative (non-graded) components. The assessment of Capstones has been carefully designed based on the UvA and VU assessment policies and outlined in the *Capstone Guidelines*. The assessment of the final thesis is carried out by two independent assessors (the supervisor and the reader). To ensure consistency, the assessment is guided by the dedicated rubrics in the Capstone Guidelines. If the supervisor's and the reader's marks differ by more than 15 percentage points and/or in case either the reader or supervisor grades the thesis with a grade below 55%, the Head of Studies will mediate a discussion between the reader and supervisor. The aim of this discussion is to come to consensus on the grading, which means that the reader's and/or supervisor's grade will have to be revised. If no consensus can be reached a third assessor will be assigned and the Board of Examiners decides on the final grade based on the three assessments.

At AUC, all students must do an Internship or a Community Project (CPI). Students participate in local, national or international volunteer projects or organizations. AUC strives to show a commitment to giving back to the community and providing opportunities for students to develop both their professional and interpersonal skills. Students define their personal learning outcomes, within the framework set by the CPI, that is described in the *CPI Guidelines*. In their final report they reflect on what they have learned, taking the feedback of their external supervisor into account. The CPI coordinators grade the final report guided by the rubric in the CPI Guidelines.

4. Quality Care

Several criteria determine the quality of an assessment. Assessments must:

- Be valid: assessments should form a good representation of the knowledge and skills

they are intended to measure. A grading rubric is used, which indicates the relationship between the assessment and the learning outcomes of the course.

- Be reliable: the results should be affected by random factors as little as possible. A system of peer AUC faculty review is used to ensure this when the tests are being devised, and to ensure that they are of an appropriate length.
- Be transparent: exam questions will be clear and unambiguous and expressed in a way that enables students to correctly judge how extensive and detailed their answers should be. An answering model is required for each written assessment. Students will receive a mock exam, sample questions or clear instructions at least one week before the examination takes place.
- Guarantee a certain level: the test scores are compared to a defined standard. Student performance is not measured in relation to the performance of other students.
- Be fair. The exam should be appropriate for all examinees irrespective of race, gender, religion or age.

AUC runs approximately 250 courses each year, which means that well over 1,000 different assessments are taken by our student population as a whole. Recognizing that it is not practically feasible for a single committee to review each and every assessment, AUC designed a three level approach to guarantee the quality of assessments, and particularly of written exams. The first level is that AUC carefully selects its lecturers, based on their qualifications (BKO or higher) and experience. The Heads of Studies introduce new lecturers to AUC and to AUC's assessment policy. The second level is our peer review system, which is outlined in Section 5. Using the peer review system makes sure that the quality assurance cycle of course and assessments evaluations is increasingly lecturer-led, while at the same time the in-depth procedure offers a tool for dynamic curriculum improvement.

The third level is an independent analysis of a sample of tests to ensure technical compliance. This is elaborated in Section 6. The Director of Education¹⁰ draw these samples to check and control quality, and the Assessment Committee of the Board of Examiners checks the quality care process and assure quality.

The UvA stipulates use of the PDCA cycle outlined by the UvA Quality Assurance Framework as its foundational structure for determining quality control, quality assurance and quality improvement. To ensure quality improvement within this level of the institution, the full cycle must be implemented, and in a manner which corresponds to the central policy frameworks established by the institution.

The cycle includes the following steps as outlined in the UvA Quality Assurance Framework:

- Plan: establish directions and ambitions, develop and work out the details of policy in accordance with objectives, and plan activities based on a systematic analysis of the environment and available resources
- Do: implement the planned activities
- Check: evaluate the implementation, measure the results, critically reflect on the results and compare the outcomes with the stated goals
- Act: draw conclusions and formulate points for improvement, modify plans where necessary and/or formulate objectives for the period ahead. Once the objective has been achieved, it is important to safeguard the policy, in which case the A stands for adapt.

¹⁰ The Assessment Committee (part of the BoE) may also conduct external testing as part of its independent quality assurance testing procedure.

The PDCA Cycles for the peer review and the independent test analysis are elaborated in Appendix 6 and 7, respectively.

In addition, each semester the Heads of Studies chooses one discipline or area for a more extensive review meeting with the respective lecturers' self-reflections, course manuals and recommendations for adjustments. These meetings look at the course content, assessments and the relationship of the courses to each other in the discipline or area of the curriculum. The Heads of Studies send a report of these meetings, including proposed adjustments, to the Board of Examiners and the Board of Studies.

5. Peer Review

Motivation and Purpose

A robust peer review system constitutes the primary element of quality care at AUC. The system enables a grounded approach to quality care which places agency with the lecturers, recognizing their expertise in their respective subjects as well as in teaching, and which makes use of their professional capacity to execute, evaluate, and improve the educational components for which they are responsible. The peer review system operates on the basis of professional, guided consultation between lecturers in their fields of expertise. It also incorporates student evaluations and operates under the supervision of the Heads of Studies.

Subject to peer review are:

- The course manuals (including learning outcomes)
- Examinations (including answer models)
- Other graded assignments (including grading rubrics)
- Student evaluations (informal, midterm, final)
- Any other relevant documents (e.g. reports of class visits, etc.)

Procedural Expectations

- Peer review is conducted systematically for every course.
- Heads of Studies organize lecturers into pairs (in the case of courses with multiple lecturers the peer review is organized within the teaching team) and provides guidelines for review.
- Lecturers conduct peer review and prepare a preliminary written summary on that basis, sending summary and proposed improvements to Head of Studies and to peer review partner for confirmation.
- Written summary is updated as necessary according to feedback from Head of Studies and peer review partner. The final confirmed version of the written summary is the outcome of the peer review process.
- Lecturer updates course manual and related documents (grade forms, rubrics), and a list of course adjustments is published on Canvas for the current cohort and in the course manual for the next cohort.
- Next peer review cycle addresses and evaluates changes from previous cycle. This evaluation of the preceding cycle is to be included in each written summary of the peer review.

The PDCA Cycle in Appendix 6 outlines the responsibilities for the lecturers and heads of studies.

6. External Testing of Assessment Samples

Motivation and Purpose

A selection of courses and assessments are regularly tested by an external agency to ensure technical compliance. External sample testing ensures that the assessments technically comply with independent standards and indicate potential problem areas to target for improvement in other elements of quality care.

Procedural Expectations

- Director of Education is responsible for the implementation of this element of quality care, including overseeing the independent samples and providing feedback on results to relevant Heads of Studies.
- Sampling is conducted by an expert agency independent from AUC. Note that such testing will be necessarily limited to technical testing.
- Sampling is to include selections from Sciences, Social Science, Humanities and Core courses at the 100, 200 and 300 level, with both external and core faculty teaching staff.
- Samples will include both new, randomly selected courses and as needed those which have previously been sampled, to measure for improvement.

The PDCA Cycle in Appendix 7 outlines the responsibilities for the Director of Education.

7. Capstone and CPI committees

The Capstone Quality Assessment Committee assesses if the capstone theses meet the Learning Outcomes as stated in the Capstone Guidelines. The domain of the committee includes review of capstone theses and grades, including the supervisor's written grade sheets (supplied with each capstone thesis). The Chair of the Committee determines, in consultation with the Board of Examiners, the number of theses needed to meet external assessment guidelines. The Committee Chair prepares a final report to be delivered to the Board of Examiners and AUC's Director of Education which sets out the findings of the committee.

The purpose of the CPI Quality Assessment Committee is to evaluate the CPI assessment process, focusing on the consistency of the grading, to sample, in consultation with the BoE and the DoE, a representative set of CPI reports and to evaluate the assessments of these samples theses, focusing on the coherence between the feedback, the rubrics and the grades.

Appendix 1 Learning Outcomes

The aim of the AUC programme is that AUC graduates acquire knowledge and skills as described below.

2.3.1 Knowledge

Graduates will have achieved:

- a. a deep knowledge base in the chosen field of study. This depth is to be found in the understanding of the knowledge domain and in the ability to apply concepts, and not only in the accumulation of facts;
- b. knowledge of and the ability to apply the most prominent theories and methodological foundations of the chosen field of study;
- c. understanding of the broader context in which the research issues of the chosen field of study are positioned;
- d. breadth of knowledge, as demonstrated by a (general) knowledge of the physical and natural world, a (general) knowledge of European and world histories, philosophical traditions, major religions, and cultural life worlds and an understanding of economic forces and political dynamics.

2.3.2 Academic skills

Graduates will have:

- a. highly developed cognitive, analytic and problem-solving skills;
- b. the capacity for independent critical thought, rational inquiry and self-directed learning;
- c. the ability to work, independently and collaboratively, on research projects that require the integration of knowledge with skills in analysis, discovery, problem solving, and communication;
- d. mathematical skills relevant to their major;
- e. familiarity with the general scientific method;
- f. second-language competence;
- g. the ability to engage with socio-cultural frameworks and traditions other than their own;
- h. the ability to plan work and use time effectively.

2.3.3 Interdisciplinary skills

Graduates will demonstrate interdisciplinary skills, i.e. they will:

- a. be able to evaluate which disciplines are involved in the solution of complex issues;
- b. be able to assess which research methods are most suitable in a particular situation;
- c. be able to integrate the content and research methods from disciplines relevant to a particular situation;
- d. be able to defend a well-considered viewpoint covering the relevant disciplines;
- e. know which phenomena are being studied in the different disciplines and which research methods and theories are being used.

2.3.4 Learning skills

Graduates will possess the attitude as well as the skills for lifelong learning, i.e. they:

- a. know how to obtain and evaluate information;
- b. are able to focus on a new knowledge domain, formulate an overview and determine their knowledge gaps.

2.3.5 Communication skills

Graduates will demonstrate excellent communication skills, i.e. they will be able to:

- a. express themselves well verbally and at an academic level in writing;
- b. present ideas in a clear effective way;
- c. communicate knowledge to a public consisting of specialists or laypersons, making use of various modes of communication.

2.3.6 Engagement at local and global levels

Graduates will demonstrate engagement at local and global levels, i.e. they will be able to:

- a. use a knowledge of cultures in explaining current problems in society;
- b. understand and appreciate cultural differences, not only at a distance, but in real life;
- c. live with different value systems in daily life, and reflect on their own value systems;
- d. demonstrate an international awareness and openness to the world, based on an understanding and appreciation of social and cultural diversity and respect for individual human rights and dignity.

2.3.7 Personal and social responsibility

Graduates will demonstrate:

- a. Respect for integrity, and for the ethics of scholarship;
- b. intellectual curiosity and creativity, including understanding of the philosophical and methodological bases of research activity;
- c. an openness to new ideas and unconventional critiques of received wisdom;
- d. reflection on their development as a student and an academic citizen;
- e. application of knowledge and skills acquired in university to non-academic settings.

Appendix 3 Template AUC Course Manual

Course Name	
Course #	To be announced by AUC
Credits	6 ecp
Timeslot	To be announced by AUC
Prerequisite(s)	Code and name of required entry course(s)
Related AUC Theme(s)	Cities and Cultures Social Systems Energy, Climate and Sustainability Life, Evolution, Universe Health and Well-being Information, Communication, Cognition
Lecturer(s)/Coordinator	Underline name of course coordinator
Course Content	Introduction to course subject Relevant questions in the field Key concepts and theories Key methodologies used
Learning Outcomes	Define 5-7 learning outcomes. Example: After successfully completing the course, the student is able to: 1. Describe ... 2. Explain ... 3. Analyse ... 4. Solve, prove from principles ... 5. ...
Contribution to the general learning outcomes; select from Academic Standards and Procedures (OER), section 2.3. Indicate number.	E.g. 2.3.1a,d; 2.3.2a-c; 2.3.3b, etc
Form(s) of Instruction	Lecture Group discussions Presentations etc.

Assessment	<p>List of all items to be assessed; including weight of the course item in respect to total grade (max 35% per item, min 4 items). Also indicate to which Learning Outcomes the items relate. E.g.</p> <p>1st exam (LOs 1,2): 30%</p> <p>Group assignment (LO 3): 10%</p> <p>Final paper/essay (LOs 3,4 and 5): 25%</p> <p>etc.</p>
Main Course Sources	<p>Textbook (or equivalent); required reading</p> <p>Further literature, bibliography</p> <p>Web resources</p>
Visits and Excursions	<p>Museum trips etc.</p> <p>Company visits</p> <p>Laboratories</p>
Course Adjustments	<p>Include here the adjustments made as a result of the peer review and the student course evaluation of the previous year</p>
Contact Information Lecturer	<p>Name, Address, Phone, E-mail</p>

Appendix 4 Instructions for exam and exam cover sheets

AUC Examination Regulations and Procedures

In the guidelines, the 'delegated examiner' is either the course coordinator or her/his replacement. The delegated examiner should be knowledgeable in the content that is being examined, i.e. should be able to answer any questions students might have about the exam.

- The delegated examiner is fully responsible for ensuring the proper conduct of the examination.
- The delegated examiner will be present during the exam.
 - The number of invigilators is at least one per 50 students.
- For courses with multiple parallel groups (e.g., Logic, Calculus, BRMS I & II), exams should be scheduled such that all students can take the same exam at the same time.
- Every student should be seated at a separate table; the delegated examiner must be able to get unhindered access to any student that has a question about the exam.
 - In classes with 13 or fewer students, the regular AUC classrooms suffice.
 - For larger classes, an exam room should be reserved (AUC room 1.01 or room 1.02 are sufficient for 50 or fewer students).
 - For team-taught courses such as BRMS, Calculus I and Logic, dedicated exam rooms (not in the AUC building) should be arranged if the number of students in a semester exceeds 100 (FNWI or UvA campus Roeterseiland; room reservations: servicedesk@auc.nl, at least two weeks in advance).
- The delegated examiner clarifies all rules before the exam commences (e.g., what items may be used during the exam; switch off your phone; warning against fraud, etc.).
- On request, students have to identify themselves during the exam by means of the student ID ('collegekaart') and a general ID (passport, driving license, etc.). The ID must be placed visibly on the table.
- During or after the exam, the delegated examiner takes record of attendance. Students have to sign-off their attendance.
- Students are not allowed to leave the exam room during the first 15 minutes of the examination (rationale: this is to exclude any interaction with students that arrive late).
- To guarantee quiet exam conditions for all, students are not allowed to leave the room during the final half hour of the exam.

The guidelines described above are based on UvA general guidelines on quality assurance of examinations ('UvA Kader Toetsbeleid', 2012). Additional regulations on fraud and plagiarism (AUC Regulations Governing Fraud and Plagiarism) can be found in Appendix 2 to AUC's Academic Standards and Procedures ('OER').

Course title

Course code

(e.g., first, midterm etc.) exam

date, time (specify)

Duration of the exam is x minutes (*specify x*)

The exam was made by 'name' and peer-reviewed by 'name'

(fill out names of relevant teachers)



Student name _____

(Only relevant for team taught courses)

Teacher name _____

On the following page, you will find important information about the examination. Before starting with the examination you should read this information.

Instruction

1. This exam consists of x questions on y pages. (*replace x and y by the pertinent numbers.*)
2. You are allowed to use ... (insert any items that are allowed, e.g., pen, pencil, book)
3. Please write your name (and the name of the teacher) on the front page of the exam before you answer the questions.
4. Please do not remove the staple from the exam.
 - a. In case pages disconnects from the exam: write your name on every separate sheet of paper you hand in.
5. Answering instruction - e.g.,
 - a. Write your answers on this exam, in the empty space after the question.
 - b. If you are asked to present an argument for your answer or to explain some issue, write your answers in correct sentences.)
6. You are not allowed to leave the examination room during the first 15 minutes of the examination and during the final half hour of the exam.
7. Please switch off any electronic devices and put them in your bag. Your bag needs to be closed.
8. Any violation of AUC's rules on fraud may lead to sanctions, ultimately to the exclusion of all examinations for one year (AS&P appendix 2, Regulations governing fraud and plagiarism).
9. Your grade will be calculated as the percentage of total points scored. The number of points per question is specified in the table below.

question	a	b	c	d	total
1.					
2.					
3.					
4.					
5.					
6.					
Total					

Appendix 5 Participation grade guidelines

Liberal Arts education typically relies on active student participation in the classroom environment, as a corollary of smaller class sizes and low student-teacher ratio. The importance of student participation as an integral part of learning assessment in the classroom has been documented, in particular, as a means for 'students to be actively involved in the construction of knowledge in the classroom.' Students who engage in active class participation are likely to benefit from deeper learning and broader understanding of course content, and from enhanced skills development – especially with regard to analytical and interpretive skills and transferable communication skills.

A review of assessment models of individual courses at AUC suggests that 'student participation' features in over half of our current course manuals. While the majority of course manuals provide a short definition of the ways in which participation is understood and assessed by the teacher(s) within the course (see Section II), only a small number of courses at this time have posted, on Blackboard, a more detailed list of criteria and/or a grading rubric for student participation (see Section III).

Student feedback (October 2013) on the prevalence of the participation grade in AUC's assessment models has suggested that the lack of detailed criteria is experienced as a challenge to optimal performance in this assessment category. If students lack clear guidelines and regular feedback on participation performance and how (and sometimes why) to improve it, the result is a perception that teachers may be grading student participation impressionistically and inconsistently. This ambiguity generates a further anxiety that participation may be defined and assessed quite differently by different teachers.

A degree of subjectivity and flexibility in the assessment of student participation is important when determining the types of participation activity suitable to each discipline, course, classroom context, and teacher experience. What constitutes active and effective participation in a Philosophy classroom may well differ from that of a science lab course. However, the availability of a shared set of participation models and common criteria from which teachers may select, together with a requirement that all teachers include criteria for a participation assessment in their course manual/on Blackboard, may alleviate anxiety among students about the ambiguity and inconsistency of learning goals and outcomes for this mode of assessment. It may also encourage teachers to develop shared strategies and best practices for assessing participation. For example, a teacher who sees that other teachers assign blog-posting as a measure of participation may develop or seek further information about that mode of participation for their own course.

It is the aim of this document, therefore, to offer (Section I) a typology of student participation which (i) includes a range – though not exhaustive – of potential participation activities currently assigned by and available to teachers and (ii) suggests a range of criteria from which teachers may select as appropriate to their individual course and learning outcomes. This document also includes (Section II) selected examples from current course manuals which define student participation and which state some of the associated learning outcomes. Finally, it provides (Section III) examples

of grading rubrics for the assessment of student participation from AUC and from outside the institution.

Recommendations

- Students must be clearly informed about why the participation grade is included in the course (i.e. the pedagogical motivation) and how it will be assessed. This information is ideally communicated via the course manual and reiterated verbally by the teacher at the beginning of the course.
- Attendance must not be included as a criterion of the participation grade, as AUC's attendance policy is a separate and mandatory requirement
- The weighting of the participation grade should ideally not exceed 15- 20% (Davis, 1993). The participation assessment should reflect the amount of work required by the student in the classroom and/or beyond and should be measurable against the grade weighting of other course assignments. A 25% weighting for participation would therefore require transparently assessable participation activities far beyond spontaneous verbal contribution in class.
- Where appropriate, teachers should explore innovative strategies for participation activities, whether or not they are part of formal assessment.
- Teachers who choose to include participation as part of formal assessment should ideally provide at least one moment of feedback to the student during the course (i.e. not limit the feedback to the end of the course). This may be provided on the mid-term progress report, for example.

I Modes of participation

Whole class discussion:

- Ability to respond to teacher comments/questions and responding to peers' comments/questions.
- Recognising the need to contribute upon prompting or upon an appropriate moment in the class discussion (e.g. Avoiding interruption of teacher/peer contributions).
- Ability to initiate discussion, or to raise relevant and/or pertinent questions or observations that closely relate to the material under discussion.
- Ability to offer an analysis and/or synthesis and/or interpretation of observations made during the discussion.

Individual responses in class (sometimes referred to as 'cold-calling'):

- Ability to think/reason spontaneously or to draw on a preparation assignment for class in order to formulate and articulate a coherent and relevant response to a directed question.

Collaborative/small group discussion:

- Ability to work cooperatively, constructively, and respectfully in small groups
- Ability to analyse, interpret and assess the work/method of a peer (often in the form of 'peer review') and provide constructive feedback, which can be motivated, with the aim of developing areas of strength in the work/method.
- Demonstrating active listening to the comments of peers, and assisting with formulating a synthesized and coherent response to the teacher comments/questions that have been posed.

In-class behavior:

- Ability to demonstrate professional courtesy and respect for the teacher(s) and peers.
- Some examples of discourteous classroom behavior that would not demonstrate constructive participation or facilitate the constructive participation of other class members may be: a tendency to disrupt the classroom discussion or interrupt the teacher with material not directly relevant to the class content; a tendency to dominate a discussion without accommodating the need or wish of others to contribute; use of inappropriate or offensive language; use of body language inappropriate to the classroom context; use of electronic devices in the classroom which may promote a lack of engagement with the class content/activity.

Out-of-class participation:

- This includes non-verbal modes of participation: may include punctual arrival to class, contribution to email discussions or blog posts, timely completion of assignments, active demonstration of reading preparation, attendance at conferences with the teacher, quality of contribution to group projects, ability to reflect (in writing or verbally) on their class participation, etc...

I EXAMPLES OF DEFINITIONS OF GRADED PARTICIPATION FROM CURRENT COURSE MANUALS

EXAMPLE 1

Participation (15%):

Participation is necessary for the success of the course. Participation means coming to class prepared, on time and actively engaging in class discussions. The participation grade also includes posing questions that critically investigate the reading material throughout the semester. Students should come to every class with their prepared questions.

To earn full credit, students are required to post their questions to the class blog. Questions must be posted at least 2 hours prior to class (Monday at 11.45, Thursday at 7.00). To receive credit, the questions must show critical thinking. Clarification questions about the reading are welcome in addition to the critical questions. To earn full credit you must post a question for each reading. Missing one day will not lead to a reduced grade; however, any more and the participation grade will be lowered. Similar to the attendance policy, six missed postings will result in a zero for participation. If students post questions for every reading throughout the semester, they will earn an extra two points on their final grade for the class.

EXAMPLE 2

Participation (10%):

For each class session, you are expected to make one thoughtful contribution to the discussion board, describing your response to the readings, and offer some topics or questions we should explore during the class discussions. This process is designed to jump start the conversation before class so students should make an effort to read their classmate's contributions. Keep in mind that contributions here also allow me to assess your mastery over the course content so try to anchor your comments closely to the readings. Failing to contribute to more than four sessions will result in failing this assignment.

EXAMPLE 3

Participation (10%):

Active participation is necessary for both your own and the general success of this course. You are expected to come to class on time and come prepared to engage in classroom discussions. This means you have invested time in the readings, have looked up key terms, names and geographical locations that you did not know.

Please, do not bring your tablets or laptops with you in class.

EXAMPLE 4

Participation (15%):

Participation means coming to class prepared, on time and actively engaging in class discussions. Use of your cell phone in the classroom will result in a lowered participation grade. The participation grade also includes posing questions that critically investigate the reading material throughout the semester. Students should come to every class with a question regarding the reading material for each day. The questions should demonstrate the students' critical consideration of the topic. Questions will be collected at the beginning of each class and may be addressed in the following class.

EXAMPLE 5

Participation (10%)

General advice for preparation of the weekly reading and contribution to discussion of the material:

Do not read the literature on content information alone, but try to dig deeper into the text. Search for central ideas and concepts, names of other scholars and thinkers (also in the references), and try to relate the text you are reading to other literature you have read - in this course, or other courses. Put differently: Mobilize your knowledge and critical skills! One way to do this is to write a so-called QAR, which is a short reflection for each class (no longer than 1 page) that consists of:

Quote, i.e. a key sentence in the text

Argument, i.e. a short summary of the main argument that is reflected by the quote you have chosen

Relevance, i.e. a short evaluation of the relevance of this text in view of everything you have previously read about this subject. The Relevance-part can also include your own questions or comments to the text.

II EXAMPLES OF GRADING RUBRICS FOR THE ASSESSMENT OF STUDENT PARTICIPATION

(I) from AUC



Student: Participation grade (10%)

CRITERIA	ASSESSMENT
<i>Engagement with class schedule</i> Were you on time for classes? Did you complete graded assignments in a timely manner?	
<i>Demonstrated preparation.</i> Did you demonstrate advance preparation in class by contributing questions or discussion prompts and/or responding to teacher or peer comments/questions? Did you demonstrate completion of reading assignments by making detailed reference to texts/class	
<i>Participation in discussion.</i> Did you pay attention during class? Did you make use of opportunities to introduce your observations about the course materials/lectures? Did you make use of specific examples, where necessary, to illustrate your observations and arguments? Were you able to motivate the choice and relevance of your discussion question(s)? Were you able to demonstrate an ability to engage with and respond to the comments and arguments of other participants – either in support of their	

Grade:

Further comments:



Student:

Teacher:.....

Grade (10%)	

Insufficient		Poor	Satisfactory	Good	Excellent
1. Is on time for class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Comes to class prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Contributes to class discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Participates in class activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Collaborates well with peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Contributes to positive atmosphere in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Completes assignments in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

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EXAMPLE 2: (from Making the Grade: The Role of Assessment in Authentic Learning
by Marilyn M. Lombardi, <http://www.educause.edu/ir/library/pdf/ELI3019.pdf>)

Group Participation Rubric

Criteria	Level of Participation			
	Distinguished	Proficient	Basic	Unacceptable
Workload	Did a full share of the work—or more; knows what needs to be done and does it; volunteers to help others.	Did an equal share of the work; does work when asked; works hard most of the time.	Did almost as much work as others; seldom asks for help.	Did less work than others; doesn't get caught up after absence; doesn't ask for help.
Getting Organized	Took the initiative proposing meeting times and getting group organized.	Worked agreeably with partner(s) concerning times and places to meet.	Could be coaxed into meeting with other partner(s).	Did not meet partner(s) at agreed times and places.
Participation in Discussions	Provided many good ideas for the unit development; inspired others; clearly communicated desires, ideas, personal needs, and feelings.	Participated in discussions; shared feelings and thoughts.	Listened mainly; on some occasions, made suggestions.	Seemed bored with conversations about the unit; rarely spoke up, and ideas were off the mark.
Meeting Deadlines	Completed assigned work ahead of time.	Completed assigned work on time.	Needed some reminding; work was late but it didn't impact grade.	Needed much reminding; work was late and it did impact quality of work or grade.
Showing up for Meetings Score	Showed up for meetings punctually, sometimes ahead of time.	Showed up for meetings on time.	Showed up late, but it wasn't a big problem for completing work.	No show or extremely late; feeble or no excuse offered.
Providing Feedback Score	Habitually provides dignified, clear, and respectful feedback.	Gave feedback that did not offend.	Provided some feedback; sometimes hurt feelings of others with feedback or made irrelevant comments.	Was openly rude when giving feedback.

Receiving Feedback Score	Graciously accepted feedback.	Accepted feedback.	Reluctantly accepted feedback.	Refused to listen to feedback.
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EXAMPLE 3: (University of West Florida)

Rubric for Class Participation

Criteria & Points Assigned	Missing or Serious Problems	Below Expectations	Meets Expectations	Displays Leadership Behavior
Active participation	Absent Does not contribute	Few contributions; Seldom volunteers but responds to direct queries	Voluntarily contributes to discussion without prompting	Actively and regularly contributes to discussion; Initiates discussion on issues related to class topic
Relevance of participation to topic under discussion	Contributions are off-topic or distract class from discussion	Contributions are sometimes off-topic or distracting	Contributions are always relevant to discussion	Contributions are relevant and promote in-depth analysis of material
Evidence of level of preparation	Not adequately prepared; Does not appear to have read the material in advance of class	Appears to have read the material, but not closely or did not read all material	Clearly read and thought about the material in advance of class	Consistently well-prepared; Investigates and shares relevant material not explicitly assigned
Listening/Cooperation	Inattentive or makes inappropriate or disruptive comments	Participates occasionally; Does not respond to contributions of others	Participates regularly without monopolizing; Listens and responds to contributions of others	Models good classroom citizenship. Listens without interrupting. Responses to others are appropriate. Promotes active participation by others
		✓-	✓	✓+

Claudia J. Stanny (2010)
 Center for University Teaching, Learning, and Assessment
 University of West Florida
<http://uwf.edu/cutla>
<http://uwf.edu/cutla/nhriceexamples.cfm>

Recommendation report on Participation Grade at AUC

Background

The participation grade (PG) is largely a contentious topic at AUC. Some teachers believe that a student should be intrinsically motivated to participate in the class room. Other teachers are convinced that the PG offers an useful incentive to motivate students to prepare reading materials and actively participate. At any event, it is largely unknown how AUC students currently feel about the PG. This recommendation report is aimed at informing AUC on their stance. It is based on informal conversations with 20 AUC students and our own thoughts on the PG.

Considerations

1. The main focus should be on student learning and not on student grading. It is in this light that we talk about the PG, notably a tool to stimulate continuous learning.
2. The grade in itself is a form of a larger concept, namely feedback to the student. In that sense, the grade should be seen as a quantitative constituent of feedback.
3. At this point, students see the PG as a relatively subjective component of the total grade. Additionally, students often do not know what the teacher will take into account for the PG.
4. Students find the PG an easy way to up their average, as teachers generally give high grades.
5. The PG should not become a replacement of the teacher's effort to create an engaged class room experience.

Recommendations

- Students should be clearly informed in their first class on how they are assessed and with respect to the PG in particular. Every teacher might take other factors into account (e.g. quality of contributions, quantity of contributions, attendance, readings done). Yet, these factors need to be communicated.
- Teachers are encouraged to use innovative and perhaps more objective ways to build up the participation grade, such as an assessment of uploaded (in-depth) questions on readings prior to class.
- AUC might consider to compile a list of relevant factors for the sake of consistency between courses. At the same time, such a list would constrain the freedom of the teacher to customize the PG.
- It is recommended that teachers regularly write down notes about the student's participation, instead of waiting till the end of the semester. The latter makes the assessment more subjective.
- Timely feedback to the students is key. Students should know how they are performing with respect to the PG. The mid-term report provides an opportunity for the teacher to inform the student on its participation performance so far.
- A relative contribution to the final grade of 10-20% would be ideal, which is conform the literature (Gross Davis, 2009, p. 111).

Source: Gross Davis, B.(2009). *Tools for Teaching*. San Fransisco, Jossey-Bass

Appendix 6 PDCA cycle for peer review

Lecturer

Pdca	Steps
Plan	<ul style="list-style-type: none"> -gather course material: course manual, readings, assessment instructions, answer models, grade forms, student evaluations, grade lists, personal reflections -distribute material to peer for review and assemble for archiving (note that archiving requires additional material including all graded assessments)
Do	<ul style="list-style-type: none"> -review material provided for peer review, meet to conduct the review and discuss adjustments, address points provided in checklist to evaluate quality of course and assessment -produce a written summary on outcome of peer review with any proposed changes listed
Check	<ul style="list-style-type: none"> -send written summary to head of studies and peer review partner -check summary from peer review partner to ensure accuracy in reflecting the review; request adjustments as necessary
Act	<ul style="list-style-type: none"> -implement changes addressed during review and listed in written summary

Heads of studies

Pdca	Steps
Plan	<ul style="list-style-type: none"> -organize peer teams grouping complementary courses in fields of specialization -establish a method for guiding peer review which ensures that the criteria stipulated in the checklist will be fully met
Do	<ul style="list-style-type: none"> -distribute expectations for review and request teams to meet -ensure completion of review and submission of summaries
Check	<ul style="list-style-type: none"> -ensure that peer reviews are accurate and complete -ensure that per course the expectations of 5.1.3 have been met
Act	<ul style="list-style-type: none"> -request changes or additions from lecturers as necessary to meet expectations -ensure that changes and problem areas are properly addressed in future iterations of the course

Appendix 7 PDCA cycle for external testing of assessment samples

Director of Education

PDCA	Steps
Plan	<ul style="list-style-type: none"> -Prepare a selection of courses and submit for independent sampling -Review previous results and suggested implementations from previous rounds of testing
Do	<ul style="list-style-type: none"> -Evaluate findings to identify problems and areas for improvement -Provide a summary of the process and findings to the Assessment Committee, including suggested improvements and timeline for implementation
Check	<ul style="list-style-type: none"> -Compare findings with previous independent testing cycles to indicate whether previous problem areas have seen improvement
Act	<ul style="list-style-type: none"> -Report to relevant Heads of Studies with suggestions for improvement -Request and evaluate reports from Heads of Studies regarding implementations of necessary improvements

Appendix 8 Organisation of assessments

The roles and responsibilities of those involved in the assessment process are described below.

<p>AUC Board (Deans Science faculties)</p>	<ul style="list-style-type: none"> • Formally sets the AS&P every year • Takes account of the provisions in the model regulations and the Executive Board guidelines • Asks the Board of Examiners for its advice regarding the AS&P • Appoints (on the basis of the proposal of the AUC Dean) the members of the Board of Examiners, based on their expertise and ensures that members exercise their expertise accordingly
<p>Director of Education</p>	<ul style="list-style-type: none"> • Is responsible for proposing annual modifications to AS&P • Is responsible for ensuring the annual production of AS&P • Is responsible for shaping the examination policies of the study programme • Proposes candidate members for the Board of Examiners to the Dean • Facilitates the further raising of the professional standards of AUC faculty with regard to examinations • Is responsible for formulating the exit qualifications of the study programme and ensures that they meet current requirements – that is, that they are in line with the Dublin Descriptors and the requirements of the professional field both in and outside the Netherlands • In consultation with the AUC faculty, ensures that the content of the curriculum (subject, learning objectives, etc.) is such that the exit qualifications formulated are within reach • Is responsible for the annual composition and implementation of the study programme examination policies, examination programme, and quality of examinations, as laid down in the assessment framework • Is responsible for Annual Quality Report
<p>Heads of Studies</p>	<ul style="list-style-type: none"> • Ensure the provision and organisation of proper facilities for those taking examinations by making the necessary arrangements in due time with the departments responsible (such as timetabling, etc) • Make proposals for annual modifications to AS&P • Are jointly responsible for the implementation of the AS&P • Ensure that the agreements in the Assessment framework are respected by all the teaching staff (AUC faculty) and points out any shortcomings to the teaching staff in the event that they do not fulfil their obligations as examiners • Are responsible to organize the peer review process • Are responsible for keeping the Board of Examiners and the Board of Studies sufficiently informed and providing feedback to these bodies with regard to how their advice, solicited or

	<p>otherwise, is being acted upon</p> <ul style="list-style-type: none"> • Draft the annual assessment planning, in consultation with the teaching staff, so that it is attractive for students to participate in the regular assessment dates
Board of Examiners	<ul style="list-style-type: none"> • Determines objectively and professionally whether a student satisfies the requirements laid down in the AS&P with regard to the knowledge, understanding and skills required to obtain a degree • Ensures the quality of interim and final examinations • Establishes guidelines and instructions within the framework of the Assessment Framework as the basis for marking and awarding results in interim and final examinations • Grants exemptions from one or more interim or other examinations • Takes measures in the event of fraud and plagiarism • Appoints examiners to conduct interim or other examinations and determine their results • Issues the degree certificate, with the diploma supplement attached, as proof that the final examination has successfully been passed • Issues a certificate of passed interim or other examinations to students who have passed more than one interim or other examination but for whom a degree certificate cannot be issued • Draws up an annual plan and annual report on its activities
Board of Studies	<ul style="list-style-type: none"> • Advises the EMT about the AS&P, and their implementation. The advice may concern testing, as part of a recommendation on specific subjects or the curriculum • Approves the AS&P • Reviews the students' course evaluation and the course adjustments following from these evaluations. • Advises the EMT with a view to improving quality. This covers various aspects, such as monitoring the quality of graduates and students who are admitted, monitoring student supervision, monitoring the quality of courses, etc. • Issues advice, either solicited or unsolicited, on all aspects of teaching
Examiner	<ul style="list-style-type: none"> • Has primary responsibility for the exam content, type, and quality, and ensures that exams comply with quality requirements in relation to validity, reliability, and transparency • Is responsible for providing written course information containing learning goals, forms of assessment, and complete and clear assessment instructions before the start of the component • Is responsible for devising exams in good time and in accordance with the rules • Is responsible to provide answering models for each written assessment and to archive course materials and exams accordingly

	<ul style="list-style-type: none"> Is responsible for providing useful feedback to students with regard to their performance.
Test expert	External member of the Board of Examiners. The test expert guides AUC faculty through screening the tests. This includes aspects such as relevance, clarity, objectivity, specificity and representativeness of the course content.
Registrar's office	The AUC Registrar administers the exam results in the Student Information System (SIS) and keeps records of the exam papers, the correct answers, corrected answer models, details on the conversion of actual exam scores into definitive marks, the published definitive marks, and evaluations of the exams submitted by the examiner
Board of Appeal for Examinations	The Board of Appeal for Examinations (VU COBEX) considers appeals against decisions taken by the of Examiners as described in Article 7.61 of the Higher Education and Research Act
The Appeals Tribunal for Higher Education	This body considers decisions taken by the Executive Board and those of the Board of Appeal for Examinations. Its verdict is final. It may concern such matters as tuition fees or examination fees; financial assistance; exemptions; decisions by educational institutes on which students to admit; negative recommendations on further continuation of studies; breach of the house rules and measures taken by an institute to maintain order; admission to a bachelor or master programme; rejection of student's registration; verdicts concerning exams

Appendix 9 Examples of types of assessment

Written Assignments

Larger writing assignments should also be a part of the AUC's policy of continued learning and should include interim deadlines for cumulative learning. Students might, for example, be required to submit an outline and receive feedback from their lecturer and/or peers before submitting the final assignment. Depending on the subject, students may also be given frequent smaller writing assignments, increasing opportunities for feedback, writing and research practice.

However, AUC faculty should try to balance interim instruction so as not to let feedback impede independent learning. Moreover, AUC faculty should be sure to use interim assessment as a means of encouraging good time-management and of helping students to avoid cramming and writing assignments at the last minute.

In all written assignments, students will be required to apply skills such as searching for and evaluating sources, correct citation, using the appropriate form, and rhetorical structure as well as discipline-specific argumentation and terminology that they have learned in the Academic Core.

Team Projects

AUC faculty should be prepared to select and guide team-formation, given that students will have plenty of opportunity to form groups and socialise in the residential community. In the classroom, student project groups and teams should be well balanced and structured to encourage diversity in terms of skills and backgrounds.

Student Presentations

Students may be called upon to give presentations by themselves or in groups as part of the overall course design. AUC faculty should meet with students a week in advance of their presentations in order to ensure quality, optimal preparation and use of class time. While students are encouraged to use PowerPoint (or equivalent software), they should also be helped to develop skills in using a broad range of presentation skills such as the use of a variety of visual media, good modulation and delivery speed, effective eye contact and posture. The use of grading rubrics for oral presentations is required

Structured Group Discussion

AUC faculty may lead without dominating, by preparing specific problems and subjects for discussion. Lecturers should endeavour to link students' comments to insure consistency of argument and an equal distribution of participating students.

Class Exercises

Students should be encouraged to link in-class learning with 'real world' issues (case studies) by bringing in outside materials (newspaper clippings, film, video clips, websites

and so on). Student learning should include visual literacy and other modes of expression such as painting and performance.

Outreach Learning

AUC faculty should endeavour to bring outreach learning to the classroom by inviting guest speakers including academics and practitioners in the field. Outreach learning may also include visits and practicals focused on bringing students into the greater community and the community to the college. AUC's motto "Excellence and Diversity in a Global City" entails a particular focus on the City of Amsterdam to be used as an active learning environment and community to engage with.

Class participation

AUC's Board of Examiners has requested that all lecturers using class participation as an assessed component of their AUC course provide clear criteria to students in advance of the start of the course. See also Appendix 5.

Appendix 10 Grading scheme

AUC grades students per course on a letter scale: A, B, C, D, F. A plus (+) or minus (–) reflects nuances in the assessment (see also AS&P, Section 3.1). In a standard-referenced grading system, each letter grade is related to a percentage and a grade point (see table below).

Letter	Grade Point	Percentage ¹¹
F	0.0	0 - 44.99
D-	0.7	45.00 - 50.99
D	1.0	51.00 - 52.99
D+	1.3	53.00 – 54.99
C-	1.7	55.00 – 58.49
C	2.0	58.50 – 63.49
C+	2.3	63.50 – 66.49
B-	2.7	66.50 – 68.99
B	3.0	69.00 – 72.49
B+	3.3	72.50 – 77.49
A-	3.7	77.50 – 82.49
A	4.0	82.50 – 89.99
A+	4.0	90.00 – 100.00

As noted above, the final grade for the course is a weighted average of the results of the various assessments that took place throughout the semester. In order to make this averaging process transparent, *course coordinators define a percentage score – between 0 and 100 – for every assignment.*

The final grade for a course is computed as a weighted average of these percentages. It is important that AUC faculty clearly explains the assessment structure of the course to students, both in the Course Manual and during the first class of the course. At the end of each course AUC faculty will inform all students of both final grades and all individual assignment grades (i.e. grade centre in Blackboard¹²).

D, D+, C- **cannot be registered as final letter grades**¹³. Final percentage grades between 51.00% and 54.99% will receive a D- and final percentage grades between 55.00% and 58.49% will receive a C. Consequently, if the final letter grade for a course is between C and A+, a student earns 6 ecp for that course.

¹¹ In agreement with UvA-SIS grading scheme (see Academic Standards and Procedure, Section 3.1)

¹² in 2018-19, Canvas will replace Blackboard.

¹³ UvA Executive Board decision on grading scheme and passing grades, November 2010