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	<b>PC 5.1 ASSESSMENT OF LEARNING</b>	

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## 1. OBJECT

The purpose of this procedure is the description of the Institutional Assessment of Learning that arises from the application of the Institutional Learning Assessment Plan (PIEA) of the Universidad Europea de Valencia (hereinafter, the University).

## 2. SCOPE

This procedure and its records apply to all the University's qualifications, with the exception of PhD qualifications.

## 3. REFERENCES


- Current verified reports of the Degrees.
- Institutional Learning Assessment Plan.
- Degree Coordinator's Guide.
- Subject/Module Coordinator's Guide.
- Assessment report template and course improvement plan.
- Assessment report template and qualification improvement plan.
- Template Web Learning Guide and Virtual Campus.

## 4. DEVELOPMENT OF THE PROCESS

The Institutional Learning Assessment Plan (hereinafter, PIEA) aims to promote and consolidate a culture of assessment and continuous improvement of learning at the Universidad Europea de Valencia (hereinafter, the University). The results of PIEA Assessment will promote academic excellence and transparency towards our students and assessment agencies.

The Learning outcomes of the subjects of all the programmes will be assessed annually, generating, in the event that these have not been achieved, an assessment report and improvement that will be integrated into the different analyses of the PIEA (at the level of subject/module, Degree, Centre and University).

The aim is to make efficient use of the results of this Assessment to inform decision making and to improve the knowledge, planning and implementation of the

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The different academic activities and processes that take place in the University; and thus improve the quality and excellence of the Degrees.

### Scope and levels of analysis

The PIEA is aligned with the University's Academic Model, which pursues the comprehensive development of students in terms of knowledge, skills and competencies that provide them with maximum employability in a globalised working environment. One of the pillars for the successful implementation of this model is the measurement and continuous improvement of academic excellence and it is in this pillar where the PIEA is embedded, which establishes four levels of analysis:


- **Assessment of learning outcomes in the subject/module:** To ensure that students achieve in each subject/module the level of knowledge and competence development stated in the Learning Guides, aligning the learning outcomes with the assessment criteria.
- **Assessment of learning outcomes in the Degree:** To carry out a comprehensive and holistic assessment of the learning achieved in each Degree, as a key element in the analysis of its performance.
- **Level 3. Assessment of Learning outcomes at the Centre:** Consolidate and synthesise the main results of the assessment of curricular and extracurricular learning in the different Fields of knowledge of each Centre, for strategic decision-making, establishing improvement plans.
- **Level 4. Assessment of learning at institutional level:** Strategic decision making at institutional level and approval of improvement plans.

The results are transferred to the annual Institutional Learning Assessment Report, which will consolidate and synthesise the main results of the Assessment and the improvement plans at University level. The purpose of this report is to favour decision-making in the different University Governing Bodies, so that they are able to prioritise, promote and ensure the implementation of improvement plans at each of the learning assessment levels.

## 4.1 Assessment of learning outcomes in the subject/module.

### Development of the Learning Guide:

The teaching staff, as guarantors of the teaching of the course/module within the framework of a Degree, as well as the assessment of the learning acquired by the student, are responsible for the preparation of the Learning Guide in accordance with the requirements of the current verified memory of the qualification and the needs and improvements of each Degree.

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The Subject/Module Coordinator is responsible for the development of the Learning Guide and for ensuring that the Learning outcomes are homogeneous and shared among all students regardless of the teacher, the delivery mode or the language of instruction. If the course is taught by a single teacher, he/she will be in charge of its development.

Before the start of each academic year, the Subject/Module Coordinator will convene a meeting to draw up the Academic guidelines. The following activities will be carried out at this meeting:

- Review of the curricular design established in the course (Competencies, Learning outcomes, contents, activities, teaching methods, student dedication, Assessment criteria/ rubric, programming, among other aspects).
- Consensus on the activities, Assessment criteria and associated rubrics to be used in the course in each semester.
- Elaboration of the Learning Guide for the Subject/module (including Annexes).

The Subject/Module Coordinator in the case of Bachelor's Degree and the Master's Programme Director in the case of Postgraduate, are responsible for reviewing and uploading the Learning Guide (without Annexes) to the Syllabus on the website, through a tool provided for this purpose.


The teacher who teaches the course/module is in charge of publishing the Learning Guide together with the Annexes section in the Virtual Campus.

The Annexes should include information specific to the Subject that is useful for students, among others:

- Specific regulations of the course.
- How to communicate with the teacher.
- Calendar of Assessment activities. Calendar with the dates for the delivery of activities and the relevant events of the course (exams, practicals, etc.).
- Description of Assessment activities and, where appropriate, assessment rubrics. For each activity, explain what each of activities will consist of, whether there are deliverables, where it will be carried out (On-campus, online classroom, laboratory, professional practice, etc.), whether it is group or individual, delivery dates, how it will be monitored and type of assessment.
- Any other relevant documentation for students (e.g. weekly work plan for the course).
- Each teacher in the Annexes may adapt the learning and Assessment activities, ensuring that the Competencies and Learning outcomes specified in the Learning Guide will be covered, as long as they comply with the technical specifications approved for that course in the Verified Memory.

The Degree Innovation and Assessment of Learning Unit will support lecturers in the process of drawing up and updating the Learning Guides.

The Learning Guide is therefore the reference document for the student and the University's commitment to him/her, so the following sections will be specified in detail:

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- Competencies and Learning outcomes.
- Teaching Methodological.
- Learning activities.
- Assessment systems.
- Contents
- Bibliography references

Within the PIEA, coordination meetings are established between the teachers who teach the course/module:

- Initial meeting (necessary). Aimed at reviewing the curricular design established in the course (Competencies, learning outcomes, contents, training activities, teaching methodologies, assessment criteria, rubrics and programming, among other aspects), checking against the subject/module file in the verified report.
- Intermediate meeting (elective). This is held in the event that a problem is identified after the course/module has been followed, in order to formulate possible solutions.
- Final meeting (required): This is called the Learning outcomes Assessment Committee (LAC) and is where the phases of the assessment of the Learning outcomes of the course are addressed. The Learning outcomes assessment report of the Subject/module and the improvement plan are obtained from this meeting.

Minutes are generated from each of these meetings with the information discussed. The Subject Coordinators report to the Degree Coordinator who is in charge of bringing together the different reports and meeting with each of them to ensure the academic quality of the Degree.


This first level of Assessment applies to all Bachelor's Degree courses and at Postgraduate level it applies only to the Master's Dissertation and External Academic Externships modules.

The Master's Degree Final Project (TFM) is particularly relevant to demonstrate, together with the External Academic Practices, that the Alumni has achieved the competency profile planned in the programme. Thus, the assessment procedures and instruments foreseen for this module will be reviewed and the necessary adjustments will be made to ensure the maximum quality of the work and transparency in the assessment process.

For the rest of the Master's degree modules, the assessment of learning will be carried out through the assessment system established in the verified report of the Degree and following the indications of the University's Academic Model.

## **4.2 Assessment of learning outcomes in the Graduate Degree**

The Degree Coordinator will carry out the comprehensive and holistic Assessment cycle of the learning of the Degree in each academic year and will propose improvement actions for the following year. Once the improvement actions have been agreed and Passed, he/she is in charge of coordinating

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and review the progress made, in terms of indicators and results, thus closing the assessment cycle.

The Degree Coordinator prepares the Annual Report on the Assessment of Learning of the Degree, which is shared in the Committee for the Assessment of Learning of the Degree (CEAT), which is held together with the Degree Quality Committee (CCT).

The Learning Assessment Improvement Plan is incorporated into the global Improvement Plan for the qualification, which encompasses all the improvements established by other Departments.

#### **4.3 Assessment of learning outcomes at the Centre**

The Degree Innovation and Learning Assessment Unit, with the validation of the Head of the Centre, is in charge of aggregating the reports of the different Degrees and draws up an Improvement Plan for all the Degrees in the same Field of knowledge, resulting in a Learning Assessment Report at Centre level and its corresponding Improvement Plan.

#### **4.4 Assessment of learning at institutional level**


From the Degree Innovation and Assessment of Learning Unit and with the final results of the plans of the Centres, the Assessment of Learning Report is developed at institutional level, on an annual basis, where the main results of the Assessment and the improvement plans at University level are consolidated and synthesised with the aim of favouring decision making in the University Governing Bodies.

The University establishes continuous assessment as a system for assessing knowledge, skills and generic and specific competencies in a field of study, in accordance with the provisions of the University's Assessment Regulations.

Continuous Assessment involves assessing the progress and learning outcomes obtained by students in each module, subject or course, in a clear and transparent way, through a set of activities.

The methodology and learning activities indicated in the programmes of the subjects are coherent with the Competencies to be developed, as well as with the proposed Assessment procedures, which guarantees the verification of the achievement of the Learning outcomes attained by the students. Assessment a planned assessment that reflects the 's progress, providing information on their learning as it is taking place, the establishment of continuous academic monitoring sessions.

Assessment concludes with an acknowledgement of the level of learning achieved by students and is expressed in numerical grades, in accordance with the provisions of Royal Decree 1125/2003, of 5 September.

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### Archiving and safekeeping of Assessment evidence

The objective tests of knowledge (POC) must be kept for at least five years from the date of publication of the final report.

On a six-monthly or annual schedule, teachers must file their objective knowledge tests in the envelopes provided for this purpose, following the established guidelines. These envelopes will be kept by the person in charge of the Concierge Office while they are at the University and by the company contracted for this purpose during the established period. The envelopes with the POCs will in turn be placed in boxes, each one identified by a code, which allows the history of the academic year, Subject, group and teacher of the envelopes it contains to be traced.

In the case of POCs in online format, they will be kept for the established period of time on the servers provided by the University for this purpose.

## 5. SPECIFICITIES PER CENTRE

### School of Architecture and Polytechnic School

Not applicable

### Faculty of Social Sciences

Not applicable

### Faculty of Health Sciences


Not applicable

### School of Doctoral Studies and Research

The specifications in the School of Doctoral Studies and Research will be set out in the procedure PC 6.1 Research and Management of Doctoral Programmes, in the IT01/IT02, as well as in the Regulations of Official University Doctoral Studies of the European University of Valencia.

## 6. RECORDS

NAME	CUSTODIAN
Web Learning Guide	Graduate Degree Coordinator
Learning guide+ annexes online campus	Graduate Degree Coordinator

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Learning outcomes assessment report and improvement plan for the subject/module*.	Graduate Degree Coordinator
Assessment report on the Learning outcomes and improvement plan of the Qualification	Graduate Degree Coordinator
Institutional Learning Assessment Report at Centre Level	Graduate Innovation and Learning Assessment Unit
Institutional Learning Assessment Report at the Institutional Level	Graduate Innovation and Learning Assessment Unit


- In Postgraduate it is only compulsory for the TFM and the External Academic Internships.

## 7. MONITORING AND MEASUREMENT

The monitoring of the procedure, as well as the possible implementation of an improvement plan is carried out on an annual basis both by the Heads of the Centre and by the Degree Innovation and Assessment of Learning Unit, who analyse the main learning assessment results and establish an improvement plan.

IDENTIFIER	DEFINITION	RESPONSIBLE	CALCULATION PERIOD
IND01 PC 5.1	Ratio of published learning guides (Bachelor's Degree)	Learning Innovation and Assessment Unit	Academic Year
IND02 PC 5.1	Ratio of published learning guides (Postgraduate)	Learning Innovation and Assessment Unit	Academic Year
IND03 PC 5.1	Ratio of Learning Assessment Committees (LAC)	Learning Innovation and Assessment Unit	Academic Year
IND04 PC 5.1	Ratio of starting and finishing Bachelor's Degree Learning Assessment Committees (CEAT) (Bachelor's Degree)	Innovation Unit and	Academic Year




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		Learning Assessment	
IND05 PC 5.1	Ratio of starting and finishing Learning Assessment Committees (CEAT) for the Degree (Postgraduate)	Innovation and Assessment Unit of Learning	Academic Year

## 8. RESPONSIBILITIES

RESPONSIBLE	TASK DESCRIPTION
Graduate Degree Coordinator	<p>Supervise, together with the rest of those involved in the procedure, the development of the Assessment of learning and carry out the analysis for the improvement of the Degree. Once the improvement actions have been agreed and passed, it is responsible for coordinating and reviewing the progress made.</p> <p>Establishing and chairing the meetings with the Subject coordinators, being in charge of bringing together the different resulting reports to ensure the academic quality of the Degree.</p> <p>Participate in the Assessment of Learning Committee of the Degree (CEAT).</p> <p>Carry out the Assessment of Learning Report for the Degree, incorporating the information gathered from other departments/external units.</p>
Master's Degree Master's Degree Director	<p>Supervise, together with the rest of those involved in the procedure, the development of the Assessment of learning and carry out the analysis for the improvement of the Degree.</p> <p>Coordinate and review the progress made in the actions committed to in the improvement plans for both the subjects and the qualifications.</p> <p>Establish and lead the meetings with the Subject coordinators, being in charge of bringing together the different resulting reports to ensure the academic quality of the Degree.</p> <p>Participate in the Assessment of Learning Committee of the Degree (CEAT).</p>

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	Carry out the Assessment of Learning Report for the Degree, incorporating the information gathered from other departments/external units.
Subject/module coordinator	<p>Establish coordination meetings between teachers who teach the Subject.</p> <p>Coordinate the development of the learning guide, together with the rest of the teachers of the course.</p> <p>Revise and upload the Learning Guide (without Annexes) to the Syllabus published on the web.</p> <p>Carrying out, together with the rest of the teachers of the course, the Learning outcomes assessment report of the subject/module and the improvement plan.</p>
Teacher	<p>To prepare the learning guide, in coordination with rest of the teachers of the course (if applicable).</p> <p>Carry out the Assessment of Learning activities established in the report and in the learning guide.</p>
Graduate Innovation and Learning Assessment Unit	Carry out the Assessment of Learning Report for the centre and at Institutional level.

## 9. STAKEHOLDERS AND ACCOUNTABILITY

Those in charge of the centre promote and implement actions related to the Assessment of learning objectives, accounting for their results and reporting on them at the different meetings (School Board, teaching staff).

Teaching staff take part in Subject coordination meetings, Learning Assessment and Qualification Committees, and other bodies of the Faculty. They share information on the Assessment of Learning and their comments and suggestions have an impact on the revision and continuous improvement of this procedure.

Students and non-teaching staff participate in the Learning Assessment Committee of the Degree and other bodies of the Centre and receive information on the Learning Assessment, in which they express their proposals and suggestions.

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## 10. EXCHANGE CONTROL

EDITION	DATE	REASON FOR AMENDMENT
05	13/05/2022	Replacement of the term "guarantee" by "assurance" in line with the new AUDIT model (2018 version) and "PGC" by "PC".
06	08/01/2024	Updating the process.

## 11. ANNEXES

Not applicable