Content

MODIFICATIONS			
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Approved by: Olga Castelao Director of the Academic Quality and Compliance Department Date: 26/04/2021	Approved by: Eva Icarán Vice-Rector for Teaching Staff and Research Date: 26/04/2021	Approved by: Elena Gazapo Rector Date: 26/04/2021	

PURPOSE

The purpose of this procedure is to describe the institutional learning assessment resulting from the implementation of the Institutional Learning Assessment Plan (PIEA).

SCOPE

This procedure and its records apply to all Universidad Europea de Madrid's degree programmes.

RELATED DOCUMENTATION

- The degree programme validation reports.

- Institutional Learning Assessment Plan (bachelor's degrees).

- PGC 1.4 Introduction of new degree programmes: validation, modification and authorisation. Monitoring, renewal of accreditation and withdrawal of degree programmes.

- PGC 4.1 Curriculum implementation

- PGC 4.2 Horizontal and vertical coordination

- Learning guide for each subject/module.

- Subject/module Coordination Guide.

- Degree Programme Coordinator guide.

PROCESS DEVELOPMENT

In accordance with the mission of Universidad Europea de Madrid (hereinafter UEM or University), the PIEA aims to promote and consolidate a culture of continuous assessment and the improvement of learning in our University. The results of the assessment of the Plan will promote academic excellence and transparency with respect to our students and to quality assurance agencies.

Each year, the learning outcomes for the subjects taught in all programmes will be assessed and, in the event that these outcomes have not been achieved, an assessment report and improvement plan will be generated and incorporated into the different analyses within the PIEA (subject/module, degree programme, faculty/school and institution).

The aim is to make efficient use of the results of this assessment in order to inform decision-making and to improve the knowledge, planning and implementation of the different academic activities and processes that take place within our organisation, thus improving the quality and excellence of our degrees.

Scope of application and levels of analysis

The PIEA is aligned with the University's Academic Model, which strives for the comprehensive development of the individual in terms of knowledge, skills and competences that will result in maximum employability in a globalised work environment. One of the cornerstones of the successful implementation of this model is the measurement and continuous improvement of educational excellence. These are the foundations upon which our Plan is based, and the aim is to ensure academic excellence. Four levels of analysis are established:

  o **Level 1. Assessment of learning outcomes in the subject/module**: its purpose is to ensure that students attain the level of knowledge and competences specified in the

respective Learning Guides in each subject/module. To this end, the alignment of the learning outcomes with the assessment criteria is analysed.

- o **Level 2. Assessment of learning on the degree programme**: this involves carrying out a comprehensive and holistic assessment of the learning achieved in each degree programme as a key element in performance analysis.

- o **Level 3. Assessment of learning outcomes in the Faculty/School**: the key results of the assessment of curricular and extracurricular learning in the different areas of knowledge of each Faculty/School are consolidated and synthesised for the purpose of strategic decision-making, and improvement plans are drawn up.

- o **Level 4. Assessment of learning at institutional level**: this is the final level of assessment. This is where improvement plans are approved, and strategic decision-making at institutional level is guided.

The culmination of this Plan will take the form of the annual Institutional Learning Assessment Report, which will consolidate and synthesise the main results of the assessment and of improvement plans at university level. The purpose of this report is to facilitate decision-making in the different governing bodies of the University, so that they are able to prioritise, promote and ensure the implementation of improvement plans at each of the levels of learning assessment.

Customers who benefit, both internal and external.
- o Students
- o Teaching staff
- o The Governing Bodies of the University

UNDERGRADUATE DEGREES

In the case of undergraduate degrees, the assessment of learning is included in the Institutional Learning Assessment Plan aligned with the different levels:

Learning Guide and assessment of subject learning.

Teaching staff, as guarantors of the teaching of the subject within the framework of the degree programme, as well as of the assessment of student learning, are responsible for drafting the learning guide in accordance with the requirements of the report and the needs and improvements of each degree programme.

When a subject is taught by more than one member of the teaching staff, a coordinator for that subject will be assigned. That person will be responsible for preparing the Learning Guide, which will be the same for all those teaching that subject/module. If the subject is taught by only one professor, this responsibility will fall to them.

Likewise, the subject/module coordinator will ensure that the learning outcomes are homogeneous and shared with all students studying the same subject as part of their degree, regardless of the professor teaching the subject, the mode of delivery or language of instruction.

For the coordination of the subject/module, three meetings must be convened with all those who teach it:

- Initial meeting (necessary). The aim is to review the design of the curriculum established for

the subject (including competences, learning outcomes, content, educational activities, teaching methodologies, assessment criteria, rubrics and programming). To do so, the subject/module file of the validation report is checked.

- Interim meeting (optional). This meeting is held whenever a problem is identified during monitoring, in order to identify possible solutions: poor student performance, students not attending class, students not handing in assignments, review of assessment criteria, dropout, etc.

- Final meeting (required) - Subject Learning Outcomes Assessment Committee (CEA). The stages in the assessment of the learning outcomes for the subject are addressed.

Each degree programme has several subject/module coordinators. The number depends on the number of subjects within a particular degree programme, and how these are combined. All these coordinators report to the Degree Programme Coordinator, who is in charge of collating the different reports and meeting periodically with each one of them to ensure the academic quality of the degree programme.

Assessment of learning on the degree programme

The Vice-Dean/Director of the Degree Programme, together with the Degree Programme Coordinator and the subject coordinators are the guarantors of continuous improvement in the quality of the teaching-learning process on their degree, and they participate in meetings related to student learning, as well as in the Degree Quality Committees (CCT), which cover all aspects of the degree programme.

The Degree Programme Coordinator will carry out the cycle of comprehensive and holistic assessment of learning on the degree in each academic year, and will put forward actions for improvement for the following academic year. Once the actions for improvement have been agreed and approved, they will be in charge of coordinating and reviewing the progress achieved in terms of indicators and results, thus closing the assessment cycle.

The Degree Programme Coordinator convenes the Degree Learning Assessment Committee (CEAT) twice a year. In addition to the Degree Programme Coordinator, this committee includes the Degree Innovation and Learning Assessment Unit, at least three subject/module coordinators, the Academic Coordinator, and a student. This Committee is responsible for drawing up the Annual Learning Assessment Report for the Degree. This is submitted to the Degree Quality Committee (hereinafter referred to as the CCT) in charge of carrying out the programme review (both the CCT and the programme review fall within the remit of the Academic Quality and Compliance Department, and are subject to their own plan which complements the latter).

In order to prepare the annual Learning Assessment Report for the degree programme, the Degree Programme Coordinator incorporates the information gathered by the Office of the Vice-Rector from other departments/external units.

Assessment of learning outcomes in the Faculty/School

The Degree Innovation and Learning Assessment Department, with the endorsement of the Vice-Dean/Undergraduate Programme Director, will be in charge of collating the reports for the different degree programmes, and will draw up an Improvement Plan for all those in the same area of knowledge. The output is a Learning Assessment Report and its corresponding Improvement Plan.

Assessment of learning at the institutional level

The yearly Institutional Learning Assessment Report, which consolidates and synthesises the key results of the assessment and improvement plans at university level, will also be produced by the Degree Innovation and Learning Assessment Department based on the final results of the plans of the different faculties/schools, with the aim of facilitating decision-making by the University's governing bodies.

POSTGRADUATE DEGREES

The roll-out of the plan will begin in the 2020-21 academic year with the preparation of learning guides for all the modules in line with the current model. The PIEA for postgraduate studies focuses on the final master's project. The final master's project (MP) is important, as together with the internship placement it demonstrates that the graduate has achieved the competency profile expected on the programme. Thus, the assessment procedures and tools envisaged for the module will be reviewed, and the necessary adjustments made to ensure work of the highest quality, and transparency in the assessment process.
To this end, two annual meetings focused on the MP will be held. At the first meeting, procedures will be discussed and rubrics validated, and at the second those rubrics will be calibrated by inter-judge agreement as described in the PIEA documentation for postgraduate studies.
The related documentation (minutes of meetings and assessment rubrics) will be stored on the PIEA Sharepoint.

For all other master's/PhD modules, the learning assessment will be conducted using the University's established system of continuous assessment, which offers a comprehensive and holistic view of the knowledge and skills acquired by students, in coherence with the learning outcomes for each subject or module, and the competences corresponding to the degree programme.

Universidad Europea de Madrid has established continuous assessment as the system for evaluating knowledge and the generic and specific competences in a given area of study, in accordance with the provisions of the University's Assessment Regulations.

Continuous assessment involves assessing student progress and the learning outcomes achieved in each module or subject in a clear and transparent way through a set of assignments.

The methodology and learning activities indicated in the course syllabuses are coherent with the competences to be developed, as well as with the proposed assessment procedures, which provides evidence that students have achieved the required learning objectives. This is a planned assessment that reflects the student's progress, providing information on their learning as it is taking place through continuous academic monitoring sessions.

The assessment will conclude with a recognition of the students' level of learning expressed in numerical grades, in accordance with Royal Decree 1125/2003 of 5 September.

The assessment criteria will be established through coordination meetings between the Postgraduate Director and the professors who teach the modules/subjects, together with the necessary rubrics.

ARCHIVING AND CUSTODY OF ASSESSMENT TESTS

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

Either each term or each year, professors must file the objective knowledge tests in the envelopes provided for this purpose, according to the established guidelines. These envelopes will be safeguarded by the Head Caretaker while they are on University premises, and by the company contracted for this purpose during the established period. The envelopes containing the POCs will be placed in boxes, each of which will be identified by a code, making it possible to trace the history of the academic year, subject, group and professor for each of the envelopes it contains.

➤ Storage by professors

The professors keep the exams in the exam envelopes (which are held by the caretakers). It is very important that all the fields on the envelope are duly completed (academic year, subject, year, group, professor, POC), as if not it will not be possible to retrieve the exams from general storage when necessary. Unidentified envelopes and loose exam papers that are not sealed in an envelope must not be placed in the boxes.

The professors place these envelopes in the exam boxes provided by the Head Caretaker. Projects for different academic years must not be mixed in the same box, as the general archiving is done on a yearly basis, and the exams are destroyed as they expire every 5 years. As many boxes as necessary should be used, even if they are only half full. The boxes must weigh no more than 15 kg, so not completely filling them is recommended.

Before being collected by the caretakers, each box must be clearly identified as to which envelopes it contains (academic year/year/subjects/course/group/professor). Once the professors have closed their exam boxes, they notify the caretaker, who will be in charge of removing them from the professors' room.

Under no circumstances will the exam envelopes be left in the cupboards in the professors' rooms for storage in boxes to be filed at a later date by the caretaker.

➤ Custody of the envelopes containing the objective knowledge tests

The duly identified boxes are stored in a room at the University, with the Head Caretaker making a visual check and keeping a manual record of the contents of each box (detailing those contents on the form attached to the lid) and identifying it with a code. Subsequently the data is digitalised, and the storage company notified so that the boxes can be collected.
The company will keep the POCs for a minimum period of five years, after which they will be destroyed.

SPECIFICS BY CENTRE

School of Architecture, Engineering and Design.
N/A
Faculty of Sports Sciences
N/A
Faculty of Social Sciences and Communication
N/A
Faculty of Biomedical and Health Sciences
N/A
School of Doctoral Studies and Research
N/A

RECORDS (evidence)

RECORDS		
RECORD NAME	**CONTROLLER**	**MEDIUM AND LOCATION**
Learning guide	Degree Programme Coordinator	Web
Learning guide + annexes	Degree Programme coordinator	Sharepoint_Faculty Folder/Academic year/Degree Programme/Learning guides; Virtual Campus
Report on the subject learning assessment results*	Degree Programme Coordinator	Sharepoint_Faculty Folder/Academic year/Degree Programme/Quality/CEAT
Plan to improve learning outcomes for the subject*	Degree Programme Coordinator	Sharepoint_Faculty Folder/Academic year/Degree Programme/Quality/CEAT
Assessment report and degree programme improvement plan*	Degree Programme coordinator	Sharepoint_Faculty Folder/Academic year/Degree Programme/Quality/CEAT
Full assessment records for four students at four performance levels (academic year prior to the re-accreditation process).	Subject coordinator	PIEA Sharepoint - evidence
Institutional Report on Learning Assessment*	Degree Innovation and Learning Assessment Department	Registry of the Office of the Vice-Rector
Assessment rubrics. Postgraduate degree. Minutes of MP meetings	Postgraduate Programme Director	Sharepoint_Faculty Folder/Academic year/Degree Programme/Learning guides

*Not applicable to postgraduate programmes

INDICATORS

IND01-PG5.4 Percentage of subject/module learning guides published on the website
IND02-PG5.4 Percentage of subjects/modules for which at least 2 coordination meetings are held
IND03-PGC5.4 Percentage of subjects that have held Learning Assessment Committees (CEA)
IND04-PG5.4 Percentage of degree programmes for which at least 2 Learning Assessment Coordination meetings have been held (initial and final CEAT)
IND05-PG5.4 Percentage of subject improvement plans proposed
IND06-PG5.4 Percentage of subject learning outcomes assessment reports.

RESPONSIBILITIES:

Degree Innovation and Learning Assessment Department

Responsible for the procedure, and for its correct functioning.

Subject Coordinator

Drafting of Learning Guide

Degree Programme Coordinator

Responsible for the development of the procedure (together with all others involved) and the improvement analysis for the degree. Once the actions aimed at improvement have been agreed and approved, they are responsible for coordinating and reviewing progress made.

Meet periodically with the subject coordinators, being in charge of collating the various resulting reports in order to ensure the academic quality of the degree.

Responsible for convening the Degree Evaluation Learning Assessment Committee (CEAT)

Prepare the Learning Assessment Report for the degree programme, incorporating the information gathered by the Office of the Vice-Rector from other departments/external units.

Postgraduate Programme Director

Responsible for the development of the procedure and for the Degree Improvement Analysis, together with the rest of those involved in the procedure.

Professor

Carries out the learning assessment activities established in the report and in the learning guide.

ANNEXES

Annex I_Learning Guide Template
Annex II_Meeting Minutes Report Template
Annex II_Assessment Report Template

Annex IV_Improvement Plan Template
Annex V_Exam archiving template