PGC 7.1 ASSESSMENT OF LEARNING

CHANGES COMPARED TO THE PREVIOUS VERSION		
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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 Plan for the Assessment of Learning (PIEA) of the Universidad Europea de Canarias (hereinafter, the University).

2. SCOPE

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

3. RELATED DOCUMENTATION/APPLICABLE REGULATIONS

✓ Internal Quality Assurance System Documentation
✓ Document 02 AUDIT International Model: Criteria and guidelines for the definition and documentation of Internal Quality Assurance Systems in Higher Education
✓ Internal Regulations of the Universidad Europea de Canarias
✓ Institutional Assessment Plan for Learning Assessment
✓ Verified reports of the current degrees in force
✓ Graduate coordinator's guide to qualifications
✓ Subject/module coordinator's guide
✓ Assessment report template and subject improvement plan
✓ Assessment report template and Degree improvement plan
✓ Template learning guide Web and Virtual Campus

4. DEFINITIONS

✓ **UCCA:** Quality Assurance and Academic Compliance Team.
✓ **PIEA**: Institutional Learning Assessment Plan.
✓ **SAIC/IQAS:** Internal Quality Assurance System.
✓ **UEC:** Universidad Europea de Canarias.

5. 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 University. The results of the PIEA Assessment will promote academic excellence and transparency towards our students and assessment agency.

The Learning outcomes of the subjects of all the programmes will be assessed annually, generating, in the event that these outcomes have not been achieved, an assessment report and improvement plan 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 efficiently use the results of this Assessment to inform decision making, as well as to improve the knowledge, planning and execution of 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.

5.1 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 students, are responsible for the preparation of the Learning Guide in accordance with the requirements of the current verified report of the qualification and the needs and improvements of each Degree.

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.
- Preparation 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 Degree Programme Director in the case of Postgraduate, are the persons 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 responsible for publishing the Learning Guide together with the Annexes section on the Virtual Campus.

The Annexes should include information specific to the course that is useful to students, among others:
- Subject-specific regulations for the course
- How to communicate with the teacher
- Calendar of Assessment activities. Calendar with the dates of activities and relevant events of the course (exams, practicals, etc.).
- Description of Assessment activities and, when applicable, assessment rubrics. For each activity, it will be explained what each of the activities will consist of, if 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 the students (e.g. weekly work plan of 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 are 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, therefore, is the reference document for students and the University's commitment to them, so the following sections will be specified in detail:
- Competencies and learning outcomes
- Teaching methodologies
- 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 case a problem is identified after the course/module has been followed, with the purpose of formulating 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 responsible for 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.

5.2 ASSESSMENT OF LEARNING OUTCOMES IN THE GRADUATE DEGREE

The Degree coordinator will carry out the holistic comprehensive 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 and reviewing the progress achieved 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.

5.3 ASSESSMENT OF LEARNING OUTCOMES IN THE CENTRE

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

5.4 ASSESSMENT OF LEARNING OUTCOMES 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 the proposed Assessment procedures, which guarantees the verification of the achievement of the Learning outcomes attained by the students. Assessment is a planned assessment that reflects the student's progress, providing information on their learning as it is taking place, with 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.

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 on the servers provided by the university for this purpose.

SPECIFICITIES PER CENTRE

School of Architecture
NA

School of Social Sciences
NA

School of Health Sciences
NA

6. RESPONSIBILITIES

Process owner: Degree Innovation and Learning Assessment Unit
Participants in the process:

- Degree coordination
  - ✓ Monitoring the process
  - ✓ Establish and conduct meetings with the course coordinators.
  - ✓ Participate in the Assessment of Learning Committee for the Graduate Degree (CEAT)
  - ✓ To elaborate the Assessment of Learning report of the Degree, incorporating the information gathered from other departments/external units.
- Master's Degree Management Board:
  - ✓ Revise and upload the web version of the learning guides to the web-based Syllabus.
- Subject/module coordination:
  - ✓ Establish coordination meetings between teachers teaching the same course.
  - ✓ Coordinate the development of learning guides
  - ✓ Drawing up, together with the rest of the teachers who teach the course, the learning outcomes assessment report for the course/module and the improvement plan.
- Faculty:

  Develop the learning guide

  Graduate Innovation and Assessment of Learning Unit
  - ✓ Produce the Assessment of Learning Report for the centre and at Institutional level.

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 people in charge of the Centre and by the Degree Innovation and Assessment of Learning Unit. They analyse the main Learning Assessment results and establish an improvement plan.

8. COMMUNICATION

Those in charge of the school promote and implement the actions related to the Assessment of learning objectives, accounting for their results and reporting on them in the different meetings (School Board, 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 Committees of the Degree and other bodies of the centre, receiving information on learning assessment, in which they express their proposals and suggestions.

9. INDICATORS

PGC7.1-IND01 Ratio of published learning guides (Bachelor's Degree)
PGC7.1-IND02 Ratio of published learning guides (Postgraduate)
PGC7.1-IND03 Ratio of Learning Assessment Committees (LAC)
PGC7.1-IND04 Ratio of starting and finishing Bachelor's Degree Learning Assessment Committees (CEATs) (Graduate)
PGC7.1-IND05 Ratio of starting and finishing Degree Assessment Learning Assessment Committees (CEATs) (Postgraduate)

10. RECORDS

The following records, generated by this procedure, are evidence of its effective implementation:

REGISTRATION			
RECORD NAME	**WHO ARCHIVES**	**SUPPORT**	**CONSERVATION TIME**
Web Learning Guide	Graduate Degree Coordinator	Digital	3 years
Learning guide+ annexes online campus	Teacher	Digital	3 years
Learning outcomes assessment report and learning improvement plan subject/module* Subject/module* Subject/module	Subject Subject coordinator	Digital	3 years
Learning outcomes assessment report and Degree improvement plan	Graduate Degree Coordinator	Digital	3 years
Institutional Report of Assessment of Learning at Centre level	Degree Innovation and Learning Assessment Unit	Digital	3 years
Institutional Learning Assessment Report at the Institutional Level	Degree Innovation and Learning Assessment Unit	Digital	3 years

*Does not apply to official Graduate qualifications.

11. ANNEXES

Not applicable