

## IOB Assessment Policy

### 1. Functions and processes with regard to education

The **Educational Commission** (OWC) is in charge of educational policy. Its decisions are validated by the IOB Board. The **Chair of the OWC** is a fulltime lecturer and is responsible for all educational programmes at IOB, including quality assurance processes, promotion of the programmes, and students and staff workload. In addition, the **programme director**, also a fulltime lecturer, is responsible for the daily coordination and organisation of the master programmes, the student selection process, the dissertation process and extracurricular activities. The programme director and the chair of the OWC are supported by the **student secretariat** and the **educational support staff**: one staff member responsible for alumni, promotion and e-learning, and another for quality assurance and innovation in education (CIKO).

Within each course, the **lecturers** of the units make up the course-team, responsible for the learning outcomes, content, teaching methods, and assessment method of the whole course. The **course coordinator** holds the final responsibility of the course. The **tutor** (an academic assistant) is the first contact person for students with regards to content-related and organizational matters related to the course.

A **course-team meeting** is organised after the conclusion of each course. This meeting is attended by all lecturers and tutor(s) of the respective course plus the programme director and the CIKO. The aim of course-team meetings is to evaluate the course using a **feedback fiche** and to prepare it in a coordinated way for the coming academic year. The feedback fiche bundles the students' feedback from various evaluations (focus groups, survey results, study time registration and analysis of grades) and links it to reactions and additional comments from the teaching team. During the course-team meeting, actions for improvement are formulated and in the following year the impact of such actions is assessed. The remarks in the feedback fiches that go beyond the scope of the course are discussed in the Educational Commission.

### 2. IOB's assessment policy

The guiding principles of IOB's assessment policy are twofold:

(1) **competence-based**: evaluation of knowledge, insight, skills, and attitudes that characterize a good development worker.

(2) **student-centred learning**: students are self-responsible for their own learning process. This requires high transparency on assessment methods and evaluation criteria. This transparency is offered through the different channels:

- **course information sheet**: information on the assessment formats, criteria, weight and timing);
- the **Assessment Guide** explains on the different assessment methods;
- the **Academic Survival Guide** gives an overview of criteria with regard to academic writing and presenting, and of rules with regard to education, examination and grading.
- the **feedback week**: organised after each module. During this week staff is stimulated to organise feedback and students to ask for it;
- **course related support and guidance throughout the study trajectory**.

The small group of educational staff combined with a lot of team-teaching in the program, provides the advantage of an abundance of communication and cooperation, also at the level of assessment.

#### 2.1. Assessment policy at the Master level

The Educational Commission is responsible for the assessment policy in the three IOB advanced Master programmes. Within its responsibility we can distinguish between four activities: (1) formulation of the assessment policy; (2) determination and elaboration of specific assessment methods; (3) educational support and innovation; and finally (4) quality control.



#### *Formulation of assessment policy*

- A yearly updated policy document
- Measures are formulated during OWC meetings, Education days, Educational development projects; etc.

#### *Determination and elaboration of specific assessment methods*

- Formative assessment of student selection policy
- Joint assessment of learning outcomes, requirements, evaluation criteria and procedures

#### *Educational support and innovation*

- Best practices, answers to recurrent problems and innovative methods
- Supporting documents: Academic survival guide, Assessment guide, Dissertation guide
- Internal and external educational professionalization

#### *Quality control*

- Through student evaluations and focus groups
- Organization, feasibility, authenticity and reliability
- Analysis of grades
- Assessment fiches: aggregate of assessment information within a course unit. Assessment fiches are used to increase the overall quality of assessment and to reflect on the quality of assessment of individual lecturers
- Table of correspondence: assesses the validity of assessments. Visualises the correspondence between learning outcomes and objectives (at programme and course level), teaching and assessment methods.

## **2.2. Assessment policy at course level**

Course-teams design the courses in terms of teaching and assessment methods. The course coordinator is responsible for the final product. The course information documents and the Academic Survival Guide provide ample transparency towards all students regarding assessment.

This results in a variety of assessment methods: permanent evaluation, oral and written assignments, and – to a lesser extent - oral and written exams. Criteria of evaluation are described in the course information sheet and included in the table of correspondence.

## **3. Master's dissertation**

The objective of the Master's dissertation is to develop the students' ability to write, present and discuss a research-based policy paper about a particular development issue with relevance to one or both of the thematic modules. Students are assessed on the following outputs: 1/ a policy paper as a follow-up of the end-of-module papers of Module II or III where the dissertation has a value added compared to the EOMP; 2/ a public presentation of their dissertation and participation to the ensuing debate and 3/ process-related assessment (learning attitudes and significance of learning experience).

The final mark reflects the quality of the dissertation (70%), the public presentation, including Q&A and the use of presentation tools (20%), and the process aspects of the research activity (10% - to be graded by the supervisor only).

Each student has a supervisor for their dissertation. The supervisor holds a PhD and is involved in the organization of one of the courses. The supervisor provides overall guidance to the student and he/she monitors the student's research and writing process. The tutors of the modules can assist the student in choosing and refining a topic.

The students are chiefly responsible for their dissertation process. Extensive guidelines, based on the intended learning outcomes of the dissertation, support them in that process. They are the main 'owners' of their learning process and as such are expected to ensure an adequate timing.

The assessment of the Master's dissertation is subject to external benchmarking.