# ATTACHMENT 1: Screening matrix

# study programme assessment committee

Education:

* Assessment type and organisation
  + …
  + …
  + …
* Assessment vision: how do we assess learning outcomes, and what is the link with the study programme competency? Crucial components are:
  + **Objective ( subject competence),** interpretation of the relationship of the subject competence with the study programme competence
    - Clear / unclear /…
  + **Grading method** : list criteria and link those criteria to grade levels
    - **Criteria?** 
      * Clear / not so clear / unclear /…
      * … (possibly explain how)
    - **How to transfer from criteria to grades?** 
      * Clear / not so clear / unclear /…
      * Formalised or not?
  + Formulating **a link** between the learning outcomes and grade levels (overview table - see assessment matrix for the Master's dissertation, research paper)
    - The criteria are strongly in line with / good in line with / not good in line with final competencies.
* Assessment communication
  + **Syllabus:** overview of study material, assessment vision, annual planning (describe how (well) these are worked out):
    - …
    - …
    - …
  + **Feedback:** planning, approach (how? What is good / not good?)
    - …
    - …
    - …
* Coordination
  + **Instruction of employees regarding assessment and feedback**
    - Clear / not clear how it is organised
    - …

Actions / conclusions from this screening:

* …
* …
* …
* …

*Addendum: How to prepare a file / interview, request what from lecturer?*

- Course sheet

- Exam form or description of the assignment (as given to students)

- Ask how the exam is organised (how much time ....), and how the exam is corrected (who, correction key, assessment criteria, ...)

- Any additional explanation from the lecturer himself/herself from his / her (positive / negative) experiences.

- Score distribution course