MASTER IN GLOBAL CHALLENGES FOR SUSTAINABILITY

Rules and regulations

Assessment and progression

**Version 2.0 January 2021
- including amendents November 2023**

ASSESSMENT AND PROGRESSION

1. Objective and scope of application

To regulate student assessment, examinations, qualifications, progression, withdrawal, and graduation.

2. Assessment model

2.1. A unique and holistic approach to assessment is an essential part of the CHARM-EU student learning experience. The model is based on Programmatic Assessment (PA) (a summary of the model is available in the Annex). The assessment activities of each module will be described in the module descriptors that can be found in the Virtual Learning Environment (VLE).

2.2. All assessment activities are documented in an electronic assessment portfolio (e-portfolio) system. The e-portfolio records the longitudinal development of each students' Programme Learning Outcomes on the PLO domains. The student must demonstrate to the examiners that a satisfactory level on all PLO domains is attained through an e-portfolio.

2.3. Assessment is on a continuum from low stake to high-stake:

- Low-stake assessment activities: focus on providing meaningful feedback. This can be quantitative (e.g., scores) as well as qualitative (e.g., narrative feedback).

- Intermediate stake decision (student-mentor meetings): based on low-stake assessment activities, serve to inform the student about their progress. Student-mentor meetings take place regularly. The aim of these meetings is to inform the student about their progress documented in the e-portfolio.

- High-stake decision: pass/fail decision based on a multitude of low-stakes assessment activities and intermediate stakes information registered in the e-portfolio. They are aggregated and triangulated into a holistic judgement about the student's performance by the examiners at the end of each phase. These examiners are teachers and members of portfolio assessment committee appointed by the Board of Examiners. The students will receive a written justification of each high-stake assessment. High-stakes decisions include:

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- o   marking each phase and transferring the mark of the phase to the three modules of the phase with this same mark,
- o   allocating 30 ECTS of the phase, 10 ECTS each of the three modules of the phase,
- o   describing the level of PLO domains achievement (pre-novice, novice, intermediate, advanced, and expert)

2.4. The high-stake decision takes place at the end of every phase (i.e., Preparatory phase, Flexible phase, and Capstone phase). Every PLO domain should be achieved at a minimum level, as specified in the module descriptors for each phase. By covering the PLO domains, the PLOs are achieved. Each module within the phase has Module Learning Outcomes (MLOs) that together lead to the achievement of the PLO domains. Level of PLO domains in which students perform highly cannot be used to compensate for poor performance in other PLO domains.

Details of the requirements for the portfolio with regard to content and assessment criteria per phase will be described in the Module descriptors

3.   Marks/Grades

3.1. The phases will be marked in the high-stake decision from 0 to 100.

3.2. A pass mark on each phase is 50 and above.

3.3. The mark of the modules of the phase will be the overall mark obtained in the phase itself and will be registered in the student record by the JVAO

3.4. The PLOs domains are scored categorically in pre-novice, novice intermediate, advance and expert.

4.   Remediation

4.1. Students with a mark in one phase between 35-50 can continue their study programme in the next phase but will get a remediation plan to solve the deficiency within a set time period. The mentor supports the students creating the remediation plan. The remediation plan needs to be submitted to the portfolio assessment committee within 10 working days

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after the final mark was communicated. The portfolio assessment committee will review the remediation plan within 10 working days.

4.2. When a mark of <35 is attained the student have failed to pass the phase and is not allowed to remediate and resit the failed phase. Students may apply to the Board of Examiners for permission to re-sit the failed phase(s) of the programme. The student can only get this option once for the whole programme.

4.3. Phase 1 must be passed before entering the Capstone phase.

4.4. Phase 2 cannot be assessed if the previous phase has not been passed. The Capstone phase cannot be finally assessed if the Flexible phase has not been passed.

4.5. If the student has been awarded a pass (over 50), they cannot qualify for remediation. 4.6. Students who, following the remediation, have failed to pass the phase may apply to the Board of Examiners for permission to re-sit the failed phase(s) of the programme.

5. Provision for assessment in special cases

5.1. Promoting and protecting equal rights and equity of access should be safeguarded in assessment policies and practices. Students have the right and choice to self-disclose certain circumstances, backgrounds, access needs at the given Equality Offices or any equivalent support officers. Students must provide relevant documentation for the justification of the given circumstances, in order to be provided with the right support structures they need, reasonable accommodation, exam support requirements.

5.2. Academic staff/lecturers or the Board of examiners will not have access to confidential and sensitive information about the student (such as medical, or any personal sensitive information). The Equality Offices or the equivalent support officer receives the information from the student, treats the sensitive data in compliance with GDPR, and with confidentiality agreements (such as medical records, any personal information)

5.3. The examiners and the Board of Examiners only receive the **justification/certification document** once it has been consulted and agreed on by the student and the Joint Virtual Administrative Officer. The Joint Virtual Administrative Officer will contact the Equality Officer or the equivalent support officer of the partner universities when needed, and it only states that the student registered with the Joint Virtual Administrative Office and has

the justification for reasonable accommodation, exam support requirements and the list of needs for the exam/assessment, (how to arrange the exam that is inclusive, such as longer exam time, or breaks etc).

5.3. Students provide requests for reasonable accommodation, exam support requirements with this **justification/certification document** to the academic staff/lecturer or exam board who carry out the assessment/exam, at least 7 working days prior to the assessment/exam (it is enough, as it is usually only 4 working days in average).

6. Time limit for marking

6.1. The date for the submission of the e-portfolio for each phase will be published in the academic calendar. The examiner must mark the e-portfolio (high stake assessment) within 15 working days of the submission date and supply the Joint Virtual Administrative Office with the required information (phase mark, PLO levels and written justification).

6.2. If the mark is not available within this period of time for reasons of *force majeure*, the examiner must communicate this to the student, indicating when the mark will be determined. *Force majeure* may only be established in consultation with the Board of Examiners.

6.3. The written statement of the mark achieved must inform the student of the right of inspection referred to in article 7 and of the possibility to appeal to the Board of Examiners.

7. Right of inspection

7.1. Within 10 working days after the announcement of the result of a high stake phase decision student will be allowed to inspect the marked work upon request.

7.2. During the period referred to in the first paragraph, any student may inspect the questions and assignments of the assessment concerned, as well as, if possible, the standards on which the mark was based.

8. Storage time of assessment evidence

8.1.   The assignments, their completion and the work assessed in the e-portfolio will be kept (in paper or digital form) for a period of two years following the assessment and will follow the data protection procedures of the University of Barcelona.

8.2.   The Capstone work and its assessment will be kept (in paper or digital form) for a period of seven years after this assessment.

9.   Degree award, certificate and International Diploma Supplement

9.1.   To qualify for this postgraduate award, students must, as a minimum:

- Achieve an overall pass mark in each phase.
- Achieve all the Programme Learning Outcomes.
- Meet the mobility requirement. At list one mobility from phase 1 to phase 2 or from phase 2 to phase 3.

9.2.   The average mark/grade represents the academic performance of the student on a scale of 0 to 100. It is based on the high stakes assessment within the e-portfolio per phase (Preparatory/Phase 1, Flexible phase/Phase 2, and Capstone phase/Phase 3).   Each module will receive the same mark as the one of the phaseAn average of the results of the three phases will be used.

9.3.   The Academic Board will award a certificate as proof that the student has completed the master's degree programme. CHARM-EU will issue the award with the logos/crests of the five partners.

9.4.   The Academic Board will add the International Diploma Supplement in the English language to this certificate, which provides insight (internationally) into the nature and contents of the completed degree programme.

9.5.   The International Diploma Supplement gives the student's weighted average final mark and an ECTS Grading Table. The ECTS Grading Table makes CHARM-EU grading clear to foreign education institutions and foreign employers, who can then convert the marks into their own grading system on the basis of the Grading Tables. The ECTS Grading Table is an institution-wide table for all master's degree programmes.

The ECTS scale is built according to the following rules:

- grade A corresponds to the grades obtained by the best 10% of students;

- grade B corresponds to the grades obtained by the next 25%;

- grade C corresponds to the grades obtained by the next 30%;

- grade D corresponds to the grades obtained by the next 25%;

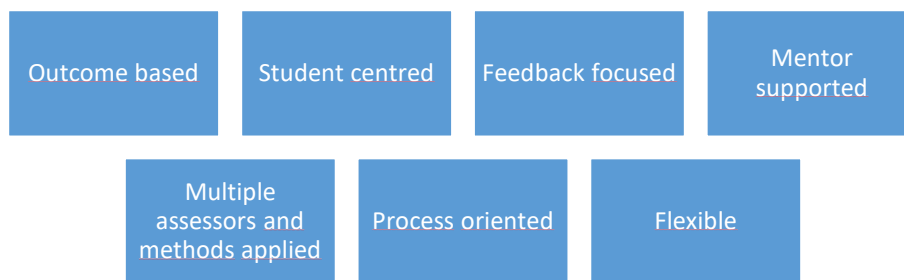- grade E corresponds to the grades obtained by the final 10%.

10. Withdrawal or termination

A withdrawal will be considered when a student is unable to follow the programme in due time. A termination will be considered when a student is unable to finish any of the phases by the end of the programme period (2022-2023). In case of withdrawal or termination, the Board of Examiners will consider validating the modules that the examiners feel the student passed (even if the phase is not fully validated). The student will be provided with a statement of ECTS achievement for these modules. The term of validity of modules passed is unlimited.

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ANNEX: SUMMARY OF THE ASSESSMENT MODEL

Vision on assessment

In CHARM-EU a unique and holistic approach to assessment is an essential part of the student's learning experience. Aligning with the CHARM-EU Values and Educational Principles cohesion is ensured between the CHARM-EU Teaching and Learning philosophy and pedagogical approach towards student assessment. This has resulted in seven Assessment Principles laying the

Outcome based	Student centred	Feedback focused	Mentor supported
Multiple assessors and methods applied	Process oriented	Flexible	

foundation of the Assessment programme (see Figure 1).

Figure 1. Assessment Principles of CHARM-EU

To fulfil these innovative and modern Assessment Principles, a Programmatic approach to assessment will be employed. Programmatic Assessment (PA) has been implemented worldwide in a multitude of programmes (e.g., Dannefer & Henson, 2007; Perry et al., 2018; Rich et al., 2020) and scientific studies have investigated how PA works in practice (e.g., Bok, de Jong, O'Neill, Maxey, & Hecker, 2018; de Jong, Favier, van der Vleuten & Bok, 2017; Heeneman & de Grave, 2017; Schut, Driessen, van Tartwijk, van der Vleuten, & Heeneman, 2018).

Defining Programmatic Assessment

Programmatic Assessment (PA) is a framework underpinned by empirical evidence aiming to optimize the student's learning function together with holistic decision-making about the student's progress (Schuwirth & Van der Vleuten, 2011; Van der Vleuten et al., 2012; Van der Vleuten, Schuwirth, Driessen, Govaerts, & Heeneman, 2015). By providing a multitude of assessment activities over a longer period of time, the student's development can be monitored. Each assessment activity is low stakes which means that no pass/fail decision is given, but instead, meaningful feedback is provided to drive the student's learning process. At the end of a longer period of time a high-stakes pass/fail decision is made based on multiple low-stakes

assessments. Research has shown that a mix of multiple assessment methods in varying contexts by different assessors will increase reliability of the assessment (Moonen-van Loon, Overeem, Donkers, van der Vleuten, & Driessen, 2013). Thus, in a Programmatic approach, assessment is seen as a continuum of stakes, rather than formative or summative. This means that there is a continuum from low-stakes to high-stakes:

- Low-stakes assessment activities: focus on providing meaningful feedback. This can be quantitative (e.g., scores) as well as qualitative (e.g., narrative feedback)
- Intermediate stakes decision: based on low-stakes assessment activities, serve to inform the student about their progress.
- High-stakes decision: pass/fail decision based on a multitude of low-stakes assessment activities and intermediate stakes information.

During high-stakes decision making all performance relevant information of the low-stakes assessment activities are aggregated and triangulated into a holistic judgement about the student's performance. To generalize performance relevant information over various assessment methods there is:

1. An overarching structure (such as learning outcomes or a competency framework (Frank & Danoff, 2007), functioning as a 'backbone' of the programme.
2. An appropriate method of collecting and visualizing the data, for instance through the use of an e-portfolio.

Another key feature in Programmatic Assessment is the promotion of self-directed learning (i.e., a process in which individuals are the initiator in defining learning tasks and choosing personal learning strategies to accomplish these tasks (Candy, 1991; Knowles, 1975). This is preferably done by reflective activities guided by a mentor.

A short video explaining Programmatic Assessment can be found by clicking on the following link: https://www.youtube.com/watch?v=qpkk512krNc

The CHARM-EU Student Assessment Journey

The CHARM-EU Master programme consists of three phases: Preparatory phase, Flexible phase, and Capstone phase. Each phase consists of multiple modules (Preparatory phase and Flexible phase) or a challenge-based project (Capstone phase). To illustrate how the assessment

programme is organized, this section presents an assessment journey from the student's perspective. For a schematic overview of the programme, see Figure 2.
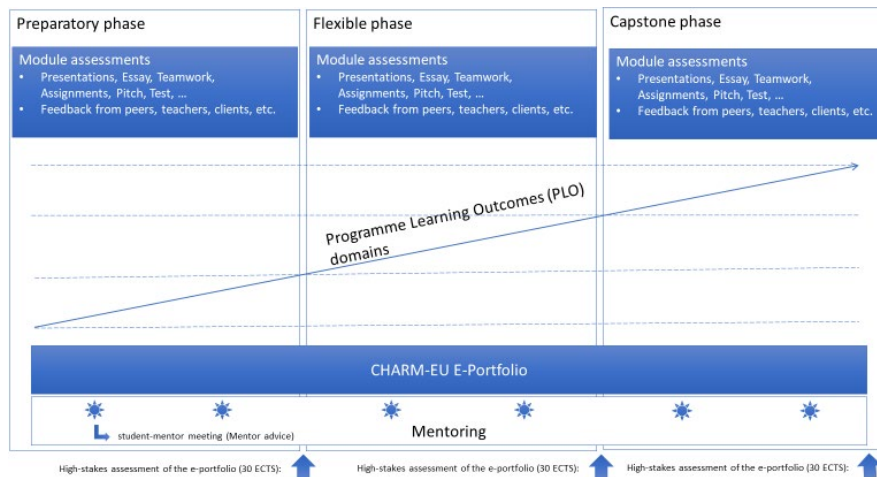
Note: The learning process in relation to PLOs in this diagram is a simplification of reality.

Figure 4. Indicative Assessment Programme for the Master Pilot

(inspired by workshop result, 27 February 2020)

The student starts with the modules of the preparatory phase: Transdisciplinary research, Sustainability, and Social Innovation. Each student is matched with a mentor. This mentor guides the student throughout the whole master's programme and has the following responsibilities and tasks:

1. Guiding and coaching students in their learning journey.
2. Helping students in formulating learning goals.
3. Performing intermediate assessment of the student.

The mentors might have a specific disciplinary background, but more importantly they have to be a strong communicator, should be able to guide the reflective process and are capable of guiding learning processes with personal learning objectives. Students ask their mentors for multiple (online) meetings to discuss their progress and the mentors provide guidance to enhance the learning progress. These meetings are mandatory for students to progress, but can be scheduled according to individual planning and preferences. CHARM-EU will seek diversity in the assignment of mentors to students.

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In each module, various low-stakes assessment activities are provided to the student. These could include essays, pitches, and teamwork. Each low-stakes assessment activity is connected to Module Learning Outcomes (MLO), which are subsequently connected to Programme Learning Outcomes (PLO). Aggregating at PLO level ensures that the student's development can be monitored longitudinally, serving as a 'backbone' for the programme. Hence, now the focus is not on cramming for tests and jumping through the assessment 'hoops' (and mostly to forget the learned material afterwards), but on longitudinal development and follow-up. Figure 3 provides an illustration on how various low-stakes assessment activities provide information on MLO, and subsequently PLO level over time.
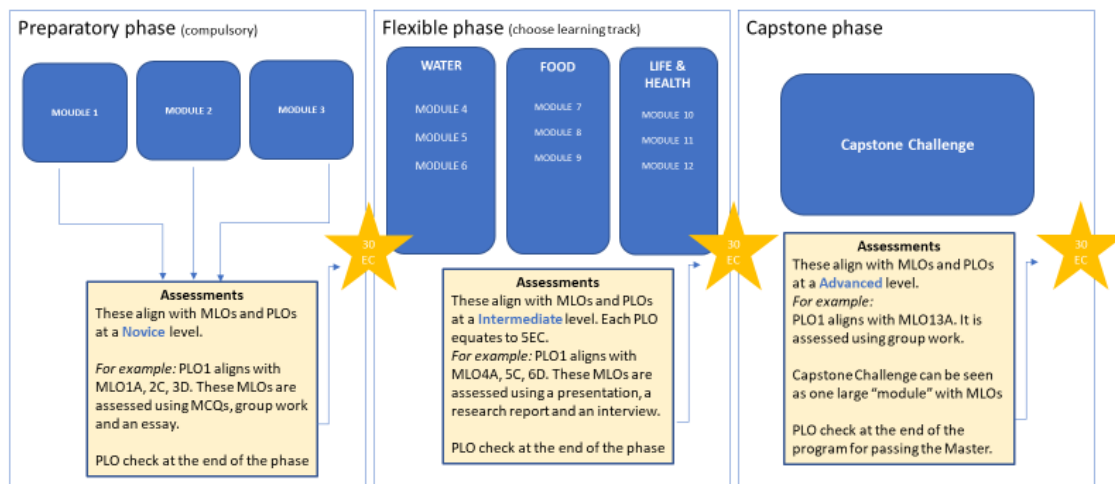

Figure 3. Indicative Assessment Programme per Phase. illustration of how low-stakes assessment activities could be aggregated on MLO and PLO level.

After each low-stakes assessment activity the teacher provides meaningful (preferably narrative) feedback to the student (i.e., performance relevant information (PRI)). The received PRI is documented in an e-portfolio. To illustrate how the portfolio works Figures 4 & 5 provide fictive screen shots of the portfolio. The spiderweb chart in Figure 4 shows a fictive dashboard of a student with all scores on the PLO domains per phase. Figure 5 shows a fictive progression chart on a particular PLO domain, together with potential functionalities within the e-portfolio. When hovering over the data point in the graph, the narrative feedback will appear. By clicking

on the data point the user will be redirected to the assessment form containing the performance relevant information for that particular low-stakes assessment activity.

Figure 4. Fictive spiderweb chart visualizing the scores on each PLO domain per phase.
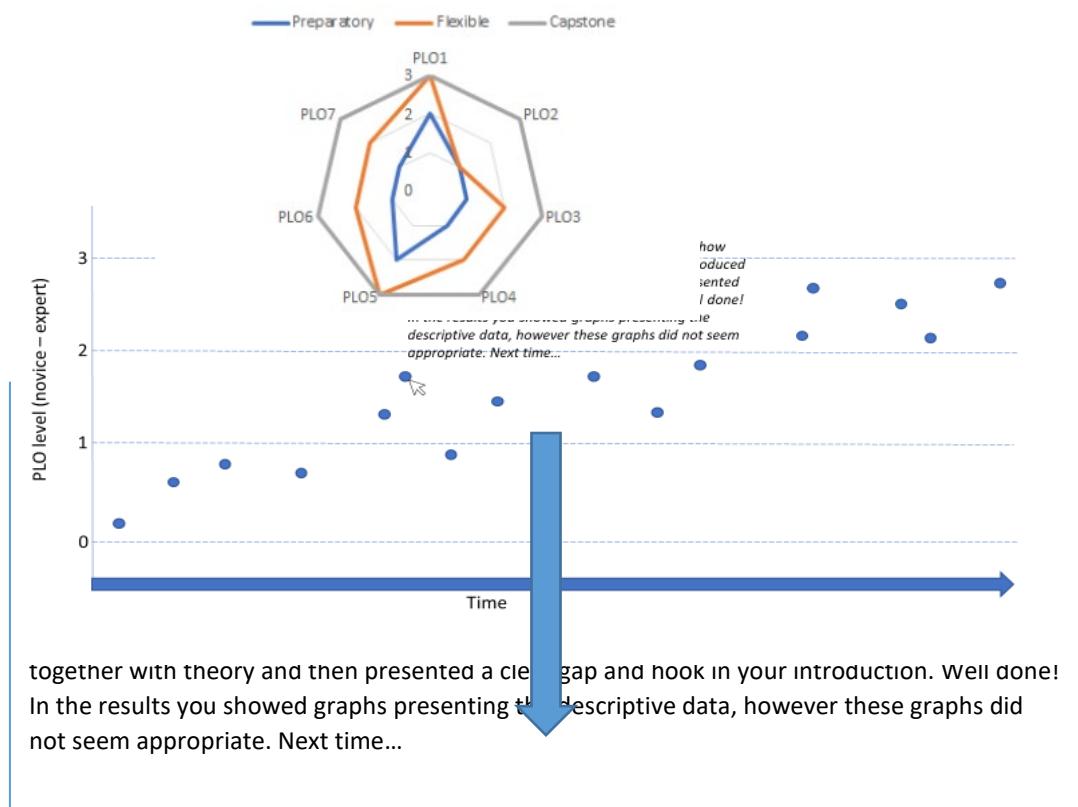

Figure 5. A fictive Illustration of the potential functionalities within the e-portfolio.

During regular student-mentor meetings (e.g., after Module 1 and 2) the progress is discussed, and the mentor helps the student to reflect and direct the student's progress. These student-mentor meetings serve as intermediate stakes decisions.

The preceding process continues until the end of the preparatory phase is reached. At the end of each phase a high-stakes (pass/fail) decision takes place. Only now the student is allocated with 30 EC (credit points) together with a mark (scale 0-100). During high-stakes decision-making the performance relevant information, including the intermediate stakes decisions, within the portfolio is reviewed and a decision is made about whether all the Programme Learning Outcomes domains are met at the expected level (from Novice after the Preparatory

phase to Advance after the Capstone phase). This is done with use of criteria formulated for each PLO domain. Achieving the PLO domains on sufficient level at the end of the Capstone phase, means that the PLO domains are achieved. The decision should not come as a surprise to the student since performance deficiencies become apparent during the student-mentor meetings (i.e., early flagging of the student) and guidance should be provided to solve them.

Students who fail the high-stakes decision (only students marked with 35-50) can continue to the next phase but will get a remediation plan. This plan is individual and is focused on guiding the student and providing them with additional time to develop, rather than punishing them for failing the high-stakes assessment.

In total there are three high-stakes decision moments in the master's programme:

- At the end of the Preparatory Phase
- At the end of the Flexible Phase
- At the end of the Capstone Phase

To ensure that all stakeholders (teaching staff, examiners, mentors, and students) get sufficient support and guidance, several activities (e.g., professional development activities and supporting documentation) will be provided.

In summary, CHARM EU adopts an innovative assessment program with a profound focus on learning and development, aiming to create self-directed young professionals engaged in life-long learning. Our assessment program embraces a modern view on learning and assessment, creating a solid fundament for a university built for the future.

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Amendments to

Rules & regulations – Assessment and progression V2.0 January 2021

The list below contains articles and sections to add, remove and amend to the current Rules & Regulations - **Assessment and progression (V2.0 January 2021)**

Add:

Section 2

2. Programme and Module Learning Outcomes

Each module has Module Learning Outcomes (MLOs) that together lead to the achievement of the Programme Learning Outcomes (PLO) domains. Each module uses assessment rubrics with an overview of the assignments and the MLOs and PLOs they assess.

     a. All MLO's are assessed more than once in the course of a module.
     b. Not all MLO/PLO's are assessed an equal number of times.

2. Module descriptors

The Module descriptors provide information on the content and the assessment activities of each module. The CHARM-EU Module descriptors give the following information relating to each module:

     a. the learning objectives (PLOs and MLOs)
     b. the number of contact hours
     c. the assessment activities
     d. the module coordinator and teaching staff

3. E-portfolio

1. All assessment activities are documented in an E-portfolio. The E-portfolio records the longitudinal development of each student on the Programme Learning Outcomes (PLO) domains. In the E-portfolio the student must demonstrate to the examiners that the expected level in all PLO domains was attained at the end of each Phase.
2. The E-portfolio consists of:
         a. Module assessments
         b. Personal development plan (PDP)
         c. Mentor Advice Form (MAF)
3. The E-portfolio is to be completed on the designated platform .
4. The module coordinator is responsible for the timely provision of a correct list of assignments connected to the relevant MLOs and PLOs.
5. Students are responsible for presenting the examiners with a complete E-portfolio at the end of each Phase.
         a. If an E-portfolio is not complete on the designated date, the PAC examiners will assess the E-portfolio as available on that date;
         b. If the e-portfolio is not complete because the student failed to complete

one or more module assessments, the student can be excluded from the remediation process for the phase. This decision lies with the Board of Examiners. The student will be asked to demonstrate that he or she was prevented from participating in the assessments for reasons of force majeure[1].

4. **Extension of assessment deadlines**
Depending on the type of assessment the procedure for extensions differs.
1. *Module assessments:* students can request an extension for a module assessment with the module coordinator. The extension will only be granted in case of unforeseen circumstances such as illness. Proof may be requested. In general, an extension will be granted for a couple of days (up to 2 weeks). In case a longer extension is needed, the student needs to consult the Diversity, Equality and Inclusion (DEI) office.
2. *Phase assessment*: extension for the completion of the e-portfolio must be granted by the BoE. The BoE will follow the advice of the DEI if relevant.
3. In case the extension extends into a new academic year (i.e. beyond August) it is necessary for the student to extend the enrolment in the Master's programme for another academic year and pay the corresponding tuition fees.

SECTION 4   Remediation

5. Remediation process
The PAC chair leads and coordinates this process, in collaboration with the PAC coordinator (JVAO). The mentor, if applicable with input from the module or Phase coordinator(s), supports the student in creating the remediation plan. The remediation plan specifies which PLO domains the student will remediate and the way the student will obtain the expected level on the specified PLO domains. This can be done by repeating one or more assignment(s) or in another way suitable to showcase students' progress.

This remediation plan needs to be submitted to the Portfolio Assessment Committee within 10 working days after the final mark was communicated. The Portfolio Assessment Committee will review the remediation plan within 10 working days and will set the deadlines for the student and assessors to complete the remediation. In general the same deadlines apply as for the regular assessment.

SECTION 9   Degree award, certificate and International Diploma Supplement

9.6 Date of completion
1. The date of completion will be registered in the student administration system(s).
2. The BoE will keep a record of student details (names/numbers), the completion requirements, and attending BoE members in the meeting minutes. The secretary of BoE is responsible for making and archiving this.
3. For administrative purposes all students are registered in each of the participating universities. Due to differences in local rules and legislation, the date on which students are deregistered upon completion of the Master's programme can differ per institution.
4. After the completion of the Master programme the student may keep their legal student status in 1 or more of the universities. However, the status as student in the CHARM-EU

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[1] Typical force majeure events include natural disasters (fire, storms, floods), governmental or societal actions (war, invasion, civil unrest, labor strikes), and infrastructure failures (transportation, energy).

Master's programme Global Challenges for Sustainability ends when the final grade has been approved by the BoE and has been registered.

9.6. Graduation documents

After completion of the Master's programme a student will receive the following documents;

- a graduation certificate – digital, upon request
- a diploma
- a diploma supplement with the transcript of records and appendices.

The JVAO are responsible for printing and distributing these documents.

9.7. Graduation certificate

Students can request a graduation certificate when the Phase 3 grade as well as the final grade have been approved by the BoE and have been registered.

9.8. Diploma

1. The diploma is a parchment issued to the graduate of the Master's programme to certify the completion of the Joint Degree Programme. The diploma is issued together with the diploma supplement.
2. The CHARM-EU consortium diploma includes the following information:
    - The degree;
    - The name of the joint Degree Master's Programme;
    - Legal mentions and logos of the awarding universities;
    - Details on the accreditation of the degree;
    - Student's personal details;
    - Year of completion of studies.
3. Any changes to the diploma template need to be approved by the Academic Council.
4. The Board of Examiners has been appointed by the CHARM-EU Academic Council to sign the diplomas in the name of all participating universities. If necessary for legal reasons, other representatives of the participating universities can also sign (see section 12 legal framework).

9.9. Diploma Supplement

1. The diploma supplement is in line with the guidelines of the European Commission.
2. The CHARM template must be used and any changes to the template need to be approved by the Academic Council.
3. The Chair of the CHARM-EU Board of Examiners signs the Diploma supplement in the name of all participating universities. If necessary for legal reasons, other representatives of the participating universities can also sign (see section 12 legal framework).

SECTION 10   DISTRIBUTION, REGISTRATION & ARCHIVE

1. **Distribution**
    1. CHARM-EU offers several options for students to receive their diploma and diploma supplement, among others at TCD during a graduation ceremony or pick-up at one of the participating universities.
    2. Diplomas and diploma supplements cannot be sent by mail (postal service) to the students or student representatives.

2. **Registration of assessments and grades**
    3. The CHARM JVAO office keeps a record of the individual study results of the students. These

records will be kept for the duration of the CHARM-EU alliance.

4. Each participating university in the Joint Master's Degree keeps an individual student record with the information of each student, including the awarded grades. The duration of the registration depends on the local rules and regulations.

5. The grades will only be registered after the Board of examiners officially approved the grades.

6. The Phase decision feedback forms are published in the student's e-portfolio. This will remain accessible for the duration of the Master's programme.

3. Graduation ceremony

Students of the Masters in Global Challenges for Sustainability can attend the graduation ceremony at Trinity College Dublin following the procedure that TCD indicates. CHARM-EU does not provide financial support for costs related to graduation. This includes travel, accommodation and the hiring of the official cap and gown.

4. Archive diplomas and diploma supplements

1. Digital versions of the diplomas and diploma supplements (PDF) will be distributed to the partner universities to enter and archive in their own student administration systems.

2. The University of Barcelona (UB) will store the diploma and diploma supplement (PDF) in the CHARM-EU archive.

5. Archive of assessments in E-portfolio

1. The assignments, their completion and the work assessed in the e-portfolio will be kept (in paper or digital form) for a period of two years after the completion date of the Master's programme (Art 5.2). The data protection procedures of the University of Barcelona (UB) apply.

2. The Capstone work and its assessment will be kept (in paper or digital form) for a period of seven years after graduation.

Remove:

In all instances that grades are referred to as percentages, remove the percentages.

Articles:

3.1. The phases will be marked in the high-stake decision from 0 to 100~~%~~.

3.2. A pass mark on each phase is 50~~%~~ and above.

4.1. Students with a mark in one phase between 35-50~~%~~can continue their study programme in the next phase but will get a remediation plan to solve the deficiency within a set time period. The mentor supports the students creating the remediation plan. The remediation plan needs to be submitted to the portfolio assessment committee within 10 working days after the final mark was communicated. The portfolio assessment committee will review the remediation plan within 10 working days.

4.2. When a mark of <35~~%~~ is attained the student have failed to pass the phase and is not allowed to remediate and resit the failed phase. Students may apply to the Board of Examiners for permission to re-sit the failed phase(s) of the programme. The student can only get this option once for the whole programme.

4.5. If the student has been awarded a pass (over 50%), they cannot qualify for remediation.

Annex: Summary of the assessment model

Several instances of removing the **%** when the grades are mentioned.