Assessment framework
Faculty of Governance and Global Affairs

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Definition and objective
The faculty assessment framework sets out the general assessment policy of the faculty. Assessment policy refers to a coherent set of measures and provisions with which the quality of testing and the vision on testing within a programme can be realised. The FGGA assessment framework is not an isolated document, but is linked to legal and external agreements that play a prime role in the implementation of the testing policy, namely the Higher Education and Scientific Research Act (WHW), accreditation frameworks of the NVAO and the Course and Examination Regulations (OER) of Leiden University. In addition, the assessment policy is integrated as far as possible in the Rules and Guidelines and other activities of the Examination Boards and the Course and Examination Regulations for all bachelor's and master's programmes.

Good design and organisation of assessment is an important tool given its influence on student study behaviour. Good assessment provides students with insight into their study progress, an appreciation of the results achieved, and the motivation to study and learn. It also informs them whether or not they will be admitted to the next phase of their studies. The function of assessment is both summative, focused on decision-making such as success, failure or progress in a programme, and formative, aimed at encouraging development and facilitating the learning process. Assessment should therefore be valid, reliable, transparent and usable.

The Faculty of Governance and Global Affairs' assessment framework provides minimum standards of assessment for the various undergraduate and graduate programmes and tracks within the faculty. This means that programmes meet at least these standards. At the same time, programmes may have higher testing requirements specified under the OER applicable to that programme.

Ensuring validity, reliability and transparency
- The professionalism of lecturers is key. All faculty have a BKO certificate[1] with skills both to competently develop assessments and to grade student work. In addition, confidence in the knowledge, skills and professionalism of lecturers is a key tenet within the faculty.
- Each test is prepared and graded by the examiner(s). At least once a year, the Examination Board establishes in writing a list of examiners. The Examination Board has established clear criteria for appointing examiners.
- Written or digital exams are assessed using written standards (answer models or rubrics). Working with rubrics for papers is strongly encouraged. Examinations and answer models will be submitted to the Board of Examiners for archiving and for possible evaluation.
- For written and digital exams (from 40% of the final grade, unless the programme sets stricter requirements), a peer review must have taken place. For papers, efforts are made to have a peer review take place. The Board of Examiners establishes a procedure and criteria for the peer review process.
- Students are informed in advance in the e-prospectus about the test method of the different components, their weighting, the possibilities for compensation between test components

and the method that will be used for the retake.
- Students have the right to see feedback on their assessed work. Requirements for inspection and review are specified in the OER.
- Within each course of more than 5 EC there must be at least two test components that together determine the result (with the exception of the thesis/capstone). Programmes are free to use the possibility of compensation within courses and at the level of test components. No compensation is possible between courses.
- As early as possible in the first year of the undergraduate programme, a test will be held of a course representative of the programme, or of a part of the course.
- Each programme has an assessment plan (with the exception of LUC). This plan shows the cohesion of the programme between the final attainment levels, learning objectives and assessment, and addresses weighting and assessment methods. Within a programme the aim is to use a variety and good distribution of assessment methods. Testing methods are in line with the learning objectives and the course level (the Leiden 100-600 structure). An assessment matrix is recommended for the courses.
- There is no more and no less assessment than necessary. Feasibility of the workload both for teachers and students is important.

Monitoring the quality of examinations
- Assessment by examiners is selectively evaluated by the Board of Examiners. This also applies to tests and answer models. The outcome of the evaluation is shared with the Programme Board and where relevant also with the examiner involved.
- In course evaluations, students are asked whether the testing adequately covered the content of the prescribed literature and lectures, and whether the testing was at the appropriate level of difficulty. The results of the evaluations are made known to the appropriate teachers, the programme director and the programme committee and, if requested, also to the Board of Examiners. If required, improvement measures are taken.
- Monitoring of testing and courses is also done by analysing stumbling block courses: the Programme Board is provided with key results for each course (pass rates, including retakes).

Assessment of graduation projects (including theses)
- Graduation projects are independently assessed by at least two assessors. Each programme has additionally established policies on how to proceed if the two assessments differ.
- Assessment of the graduation projects is based on assessment forms established by the Board of Examiners.

Archiving
- Documentation related to assessments is archived according to the periods required by law. Different documents have different filing deadlines and procedures.
- Tests and answer models are archived by examiners with the Examination Board.
- Student work that has been assessed, including faculty feedback, is archived by the Education Service Centre (OSC-FGGA) or by Student Administration (SA-LUC). In the case of teaching provided by departments at other faculties, archiving may be done by the education administration of the department teaching the subject.
- With the digital submission of answers, Brightspace can serve as an archiving tool, assuming the submitted work is linked to a grade and feedback.
- The OSC-FGGA and SA-LUC archive graduation projects (incl. theses) and associated grading forms. For certain graduation projects, the Student Repository of the University Library serves as an archiving system. In the case of teaching provided by departments at other faculties, archiving may be done by the teaching administration of the department providing the

course.
- The assessment plans of programmes are archived by the Programme Board.

Duties and responsibilities regarding assessment
Different actors are involved in constructing the testing framework, namely: Institute Boards, Programme Committees, Boards of Examiners, teachers, examiners, study coordinators and study advisers.
The university document '*Assurance of quality of exams and examination: roles of Board of Governors, Faculty Board, Faculty Council, Programme Board, Programme Committee, Examination Committee and examiner'* describes the roles and responsibilities in testing (see documentation).

Documentation

Framework documents Leiden University
- [Leiden University Code of Conduct for the Language of Instruction](#)
- [Leiden Register of Programmes](#)
- [Protocol Judicium Abeundi](#)
- [Protocol for studying with a disability](#)
- [Regulation on Binding Study Advice](#)
- [Graduation deferment scheme](#)
- [Student Charter](#)
- [Assurance of quality of tests and examinations: roles of Board of Governors, Faculty Board, Faculty Council, Programme Board, Programme Committee, Examination Committee and examiner](#)

Framework documents FGGA
- [Faculty Regulations](#)
- [Course and Examination Regulations](#)
- Regulations on final theses in the bachelor's and (research) master's [held by programmes]
- Rules and guidelines of Examination Boards:
    - [Institute Public Administration](#)
    - [Institute of Security and Global Affairs](#)
    - [International Relations and Diplomacy](#)
    - [Liberal Arts and Sciences: Global Challenges](#)
- Internship arrangements [owned by programmes]
- Testing plan of courses [held by programmes]

Handouts
- [Lecturer platform](#)
- [Guidelines for Boards of Examiners](#)
- [Quality assurance of assessments](#)