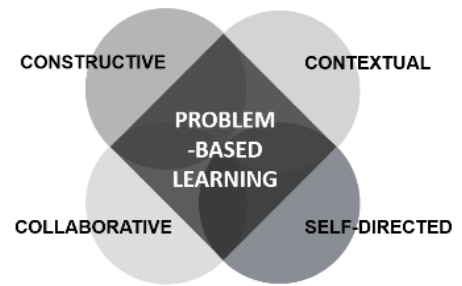


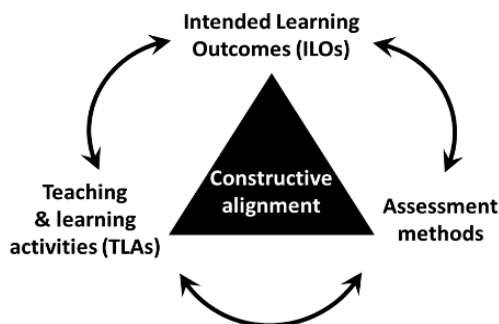
# The UM Vision on Assessment

We all want our graduates to be fully prepared for their futures, whether that means going further with their education or starting as competent, novice professionals in the workplace. For this, they need a fit-for-purpose combination of knowledge, professional attitudes, collaborative and communication skills, and more. This is why at Maastricht University, we pride ourselves on inclusive, small-group, student-centred **Problem-Based Education**, built upon the principles of **Constructive, Collaborative, Contextual & Self-Directed (CCCS) learning**.



Assessment that is designed according to the principles of CCCS learning will **stimulate learning** and **competency development**. It will also provide us, as teaching staff, with information about the effectiveness of education in order to make **improvements**. To achieve this, we need to go beyond grades (or pass/fail decisions) from summative examinations at the end of each course as the leading form of feedback. These principles are integrated in the UM vision on Assessment, that was formulated as part of the Quality Agreements 2019-2024.

Assessment should therefore provide opportunities for students to reflect on and learn from their assessments by using timely and specific feedback to steer their own learning process (known as **assessment as learning**).



For that: assessment needs to be aligned with the **Teaching and Learning Activities (TLAs)** employed and assessment needs to relate directly to the **Intended Learning Outcomes (ILOs)** of the full, overarching degree programme. Think of assessment design more as being **longitudinal**, with **diverse assessment formats, opportunities to learn and remediate** and less as modular components with single pass-fail decisions.

Assessment at UM...



So:

- **Create assessment moments that provide information** (feedback from various sources) to students and teachers to improve long-term (longitudinal) learning.
- **Use authentic assessment instruments** that align to our Teaching and Learning methods, ILOs and final qualifications, and promote the development of competences that students require to successfully complete their studies and transition into the world of work.
- **Design assessment** as part of overall course and curriculum development.

To help achieve this, UM offers a range of activities and support.