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(recast)

## PANEVĖŽYS COLLEGE ORDER DESCRIPTION OF THE ASSESSMENT SYSTEM OF STUDENTS' ACCADEMIC PROGRESS

### I. GENERAL PART

1. The description of the procedure for the assessment of academic progress (hereinafter referred to as the Description) establishes the assessment principles of the learning outcomes of study programme modules (subjects), the marketing system, the organization of assessment and ethics at Panevėžys College (hereinafter referred to as the College).

2. The description has been prepared in accordance with the Law on Science and Studies of the Republic of Lithuania, the recommendations of the Ministry of Education and Science of the Republic of Lithuania for improving the assessment of study learning outcomes, in accordance with the General Requirements for the Conduct of Studies, the guidelines for ensuring academic ethics by organizing studies remotely, with the guidelines for objective and fair assessment of group work, the description of the procedure for the management of programmes of the College study fields, the Code of Academic Ethics, the Study Regulation of the College, as well as the description of the procedure for the prevention of plagiarism in the preparation of study papers and other internal documents and legal acts.

3. The purpose of the assessment of academic progress is to assess the learning outcomes achieved by the student, to determine his/her level according to the defined criteria and provide the student with the feedback on academic progress made.

4. The criteria for assessing the study learning outcomes of the module (subject), the marketing system, methods for assessing the student's academic progress are presented in the descriptions of the modules (subjects).

5. Practice as a separate module (subject) or part of a module is assessed in accordance with this Description and the description of the procedure for organizing college practices.

6. The assessment of final theses (projects) and final examinations is regulated by the Description of the Procedure for the Preparation and Defence of the College Final Theses (Projects) and the Description of the Procedure for organizing the final examination of the college.

7. The following terms used in the description:

7.1. **Examination (project)**–The assessment form of the student's knowledge, understanding and abilities to determine the level of his/her learning outcomes of the subject.

7.2. **Integrated examination (integrated project)** – The assessment form of the student's knowledge, understanding and abilities that integrates all the components of the study module and is designed to determine the level of the learning outcomes of the module.

7.3. **Cumulative assessment**– The assessment of the study learning outcomes of the module (subject), which consists of the assessments of interim accounts and examinations (integrated exam) or independently completed project (integrated project) received throughout the semester/s.

7.4. The **student's academic progress** – The student's learning outcomes, demonstrated during the assessment of the module (subject), formalized by grades and assigned to as an excellent, typical or threshold level of academic progress.

7.6 Other terms used in the Description correspond to the concepts used in the Law on Science and Studies of the Republic of Lithuania, the General Requirements for the Implementation

of Studies, the Description of the Procedure for Management of Study Programmes of the College, the Regulation on College Studies and other internal documents and legal acts.

## **II. PRINCIPLES AND RECOMMENDATIONS FOR THE ASSESSMENT OF STUDY LEARNING OUTCOMES**

8. The assessment of study learning outcomes consists in the assessment of knowledge and understanding and the assessment of abilities.

9. The following principles are guided in assessing the student's academic progress:

9.1. **Validity:** The assessment is related to the learning outcomes of the study of the module (subject).

9.2. **Reliability:** The assessment information received and the assessment outcomes must be objective and independent and not depend in change of the assessor.

9.3. **Definition:** The assessment system must be informative and understandable to the assessors and the assessed.

9.4. **Expediency:** The assessment carried out must be positively assessed by the evaluated themselves and contribute to the implementation of the objective (s) of the study programme.

9.5. **Objectivity:** The assessment methods used in the assessment must be equally appropriate for all the assessed.

9.6. **Publicity:** The student's learning outcomes must be assessed on the basis of pre-established and publicly available criteria.

9.7. **Mutual respect:** In the process of assessing the student's learning outcomes, the culture of cooperation between the student and the teacher must be based on academic ethics and benevolence.

9.8. **Confidentiality:** The outcomes of the student's assessment are presented to the student personally and are not made public without the student's consent.

**10. Assessing the student's study learning outcomes remotely, it is recommended:**

10.1. Update and maximize the individualization of accounting tasks each semester.

10.2. Avoid common questions in accounting tasks that can be answered by objective means (e.g. on the Internet).

10.3. If possible, arrange accountings orally by making a video and audio recording.

10.4. Limit the time allotted for completing tasks.

10.5. During the accounting, it is recommended to ensure video and audio monitoring.

**11. When assessing the group work, it is recommended:**

11.1. Discuss and explain the methods of assessing the group work with students before presenting the assignment.

11.2. Provide for interim accounts of the group work.

**12. When assessing students with special needs:**

12.1. Provide for the forms of the assessment of study learning outcomes, taking into account the individual needs and possibilities of these persons (increasing the font size of tasks, as well as the time spent on assessments, adapting the physical environment for the assessment of study learning outcomes – ensuring good local lighting or accessibility, etc.).

## **III. MARKETING SYSTEM**

13. The methods of assessing the student's learning outcomes (hereinafter referred to as the assessment methods) are provided by the teacher(s) organizing the description of the module (subject).

14. The assessment methods recommended in the study field programmes are provided for in the descriptions of the group of study field / fields.

15. The assessment methods are selected taking into account the expected learning outcomes of the module (subject) to be assessed and must be consistent with the content of the module (subject) and the projected study methods.

16. When certifying a module (subject) or approving changes to the module (subject), the Committee of the Programme (Programmes) (hereinafter referred to as SPC) of the study field (fields)

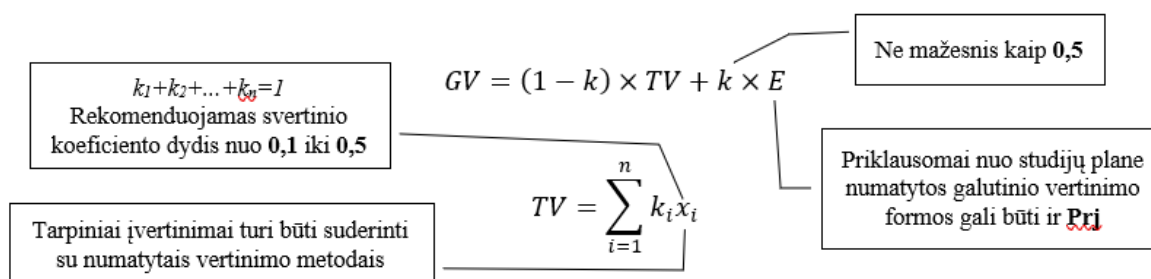
evaluates the appropriateness and compatibility of the learning outcomes, as well as study and assessment methods of the module (subject).

17. To ensure the active work of students throughout the semester, the ability to apply theoretical knowledge in practice, objective assessment of academic progress and avoid cases of plagiarism, the College applies cumulative assessment, which consists of the assessments of interim accounts and examinations (integrated exam) or an independently completed project (integrated project) throughout the semester(s):

17.1. The study of the module is completed either with an integrated exam or with an assessment of an integrated project independently performed by the student. When the module is taught in two semesters, the studies of the 1st semester module are completed with a project (integrated project).

17.2. Subject studies ends with an examination or an assessment of the project performed by the student.

18. The final assessment of the module (subject) consists of the sum of the arithmetic average of the assessment of interim accounts (independent work, tests, etc.) and the assessments of the examination (integrated examination) or project (integrated project), multiplied by the leverage coefficients assigned to them. The formula for cumulative assessment is drawn up in accordance with the following scheme:



***Įrašyti į lenteles:***

*Rekomenduojamas svartinio k. d.- The recommended leverage coefficient ranges from 0.1 to 0.5.*

*Tarpiniai įvertinimai turi būti.... - Interim assessments must be coordinated with the projected assessment methods*

*Ne mažesnis kaip 0,5 - Not less than 0.5*

*Priklausomai nuo studijų..... - Depending on the form of final assessment provided for in the study plan, there may also be a project*

**FA** – final assessment, **IA** – interim assessment, **E** – examination (integrated exam), **PR** – project (integrated project), **k** – the leverage coefficient for the assessment of the examination (integrated examination) or project (integrated project), **ci** – leverage coefficient of the pre-interim assessment, **n** - the number of interim assessments, **xi** - the first interim assessment.

18.1. The recommended leverage coefficient for interim assessments ranges from **0.1** to **0.5**. The specific formula for cumulative assessment of study learning outcomes is indicated in the description of the study module (subject).

18.2. The leverage coefficient of the assessment of the examination (integrated examination) or project (integrated project) is at least **0.5**. Only the assessment of the passed exam (integrated exam) or project (integrated project) is included in the final assessment of the module (subject).

18.3. The number of interim accounts and the weight of the components in the assessment of the module (subject) depends on the volume of the module (subject) in credits. **It is recommended to provide for at least two interim assessments for the subject of the volume of 3 credits.**

18.4. Assessment of the independent student work must be included in the interim accounts of each module (subject).

18.5. During the study of the module (subject), the formula for cumulative assessment cannot be changed.

18.6. If the practice is integrated into the composition of the module, then the final assessment of the practice is calculated in accordance with the description of the procedure for organizing the College practice and is included in the interim assessments of the module, providing for a leverage coefficient depending on the scope of the practice.

19. If the module is taught for two semesters, the assessment of the 1st semester module is calculated by the formula below:

$$SGV = (1 - k) \times STV + k \times Prj$$

$$STV = \sum_{i=1}^n k_i x_i$$

*SFA* – semester final assessment, *SIA* – semester interim assessment, *l. c.* – the leverage coefficient for the assessment of the project (integrated project), *l c<sub>i</sub>* – leverage coefficient of the pre-interim assessment, *n* – the number of interim assessments, *x<sub>i</sub>* – is the first interim assessment.

19.1. The final assessment of the module is calculated according to the formula provided for in point 18, including the final assessment of the module for the 1st semester in the module's interim assessments and providing for its leverage coefficient depending on the volume of the part of the module of the 1st semester.

#### **IV. ORGANIZATION AND EXECUTION OF THE ASSESSMENT OF THE LEARNING OUTCOMES OF MODULE (SUBJECT) STUDIES**

20. Before beginning to teach a module (subject), a teacher must present to students the projected learning outcomes of the module (subject) studies and the criteria for assessing their academic progress, the content of the module (subject), the methods of study and assessment, the components of the cumulative assessment and leverage coefficients, the list of mandatory sources of information necessary for studies, remind students of the importance of academic honesty, and inform them of the possible consequences of neglecting or plagiarism of academic integrity. If the module is taught by several teachers, each one has to provide the information relating to the part of the module he/she teaches.

21. The academic progress of the study learning outcomes of the module (subject) is assessed by the ten-point assessment system in the form of grades, assigning them to an excellent, typical or threshold level of academic progress (Annex 1).

22. Having published the outcomes of the assessment, the module/subject teacher provides each student with the feedback on the main drawbacks and errors in his/her work.

23. If the teacher who taught the module (subject) and headed the studies weren't able to assess the learning outcomes due to illness or other important reasons, the dean of the faculty appoints another teacher by ordinance in agreement with the chairman of the SPP committee.

##### **24. Records of the assessment of the learning outcomes and their accounting**

24.1. Within the 2 (two) weeks from the beginning of the semester, the subject teacher or the coordinating teacher of the module has to enter the formula for assessing the performance of the module (subject) studies (cumulative assessment formula) and enter the interim assessments of the module (subject) in the AKADIS system.

24.2. Interim assessments have to be entered into the AKADIS system within the 10 (ten) working days of the accounting date.

24.3. The teacher or coordinating teacher has to submit the completed, printed and signed records of the module (subject), examination (project) to the administrator of the relevant faculty within the 3 (three) working days after the final assessment.

24.4. The head of practice (teacher) has to submit the completed, printed and signed professional practice sheets to students of full-time studies to the faculty administrator within the 5 (five) working days from the end of professional practice and to students of part-time studies – until the end of the examination session.

**25. Interim accounts are carried out in the classrooms of the College, in the places of practice and / or remotely. Accounts can be made in writing and/orally:**

25.1. Assessing the student's learning outcomes remotely, it is proposed to follow the recommendations for the implementation of remote accounts set out in chapter II of this Description.

25.2. The assessment of the student's academic progress is carried out remotely using the tools for organizing videoconferencing and/or assessing the virtual learning environment approved by the College.

25.3. It is recommended to make a video and audio recording when the accounting takes place orally.

**26. Examinations (integrated examinations) or project (integrated projects) defences are carried out during examination sessions according to the submitted timetable, in the College classrooms or remotely. Examinations (integrated examinations) or defences of projects (integrated projects) may be conducted in writing and/or orally:**

26.1. The tasks of the subject examination (project) are prepared by the teacher who teaches the subject. If the module is taught by several teachers, then the tasks of the integrated examination (integrated project) of the module are prepared by the teachers who teach the module. The assessment of the final learning outcomes of the module is organized by the teacher coordinating the module.

26.2. Unless the methodology for assessing the module/subject provides otherwise, the tasks of the examination (integrated examination) do not have to be known to students before the beginning of the examination.

26.3. During the examination, students must follow the prescribed procedure for taking the exam, to perform tasks conscientiously, not to interfere with others from performing them.

26.4. Assessing the student's academic progress remotely, it is proposed to follow the recommendations for the remote assessment in chapter II of this Description.

26.5. The assessment of the student's academic progress is carried out remotely using the tools for organizing videoconferencing and/or assessing the virtual learning environment approved by the College.

26.6. It is recommended to make a video and audio recording when the accounting takes place orally.

26.7. The student is allowed to take the module (subject) examination (integrated examination) or defend the project (integrated project) only if he/she has accounted at least 50% of the interim reports provided for in the description of the module (subject) during the semester.

**27. Storage of examinations (integrated examinations), projects (integrated projects), learning outcomes of interim accounts/reports:**

27.1. The outcomes of the examinations (integrated examinations) are stored by the subject teacher or the coordinating teacher of the module for 1 (one) year. The outcomes of examinations (integrated examinations) can also be stored in a virtual learning environment.

27.2. Study written papers with textual information and prepared using information sources (coursework, independent work, integrated project, etc.) must be uploaded to the virtual learning environment of the College. In case of suspicion of some integrity of the written paper, the plagiarism check should be done and the written work has to be checked with the tool of the coincidence of the text.

27.2.1. Semester papers must be submitted to the chairman of the SPC committee in printed and/or electronic form and stored for at least 1 (one) year.

27.1.2. Independent student work, projects are stored in the virtual learning environment for 1 (one) year.

**28. Detection of plagiarism in the student's study paper:**

28.1. The student is not allowed to defend the final thesis (project) and the one is expelled from the College. The second time (repeatedly) defence of the thesis (project) is permitted not earlier than after 1(one) year.

28.2. Taking into account the extent of the plagiarism of the study written thesis (with the exception of the final work (project) and the circumstances indicated in the student's explanation, one of the following decisions is usually made:

28.2.1. The deadline is set within which the adjustment of work is allowed;

28.2.2. The written work is not assessed and the student is assigned another task of independent work;

28.2.3. The Ethics Commission is being contacted for the violation of the student's academic ethics.

29. If the student was dishonest during the final account of the module (subject), the academic indebtedness of the module (subject) is recorded for him/her.

30. The student who does not agree with the assessment of the study learning outcomes of the module (subject) has the right to submit an appeal to the dean of the faculty no later than within 1 (one) working day from the date of the publication of assessment. The procedure for lodging appeals, setting up the appeal commission, examining appeals and taking decisions is governed by the Appeals Regulations of the College.

## **V. FINAL PROVISIONS**

31. The Description is approved and changed by the resolution of the Academic Council.

32. Other issues, which are not discussed in the Description, are resolved by the dean of the faculty in agreement with the Deputy Director for studies.

**DESCRIPTION OF THE ASSESSMENT SYSTEM OF THE STUDENT'S ACCADEMIC PROGRESS**

<b>Pass Threshold</b>	<b>Mark and a brief description of knowledge and abilities</b>	<b>Level of academic progress</b>	<b>Description of knowledge, understanding and abilities (Article 78 of the Law on Science and Studies of the Republic of Lithuania)</b>
<b>Pass</b>	<b>10 (excellent)</b> Excellent, exceptional knowledge and abilities	<b>Excellent</b>	The student is aware of the latest sources, theory and principles of his/her study module (subject) and is able to create and develop new ideas; can apply the attained knowledge and solve complex and atypical issues in the field of study and related professional activities; can independently collect, evaluate, interpret data and make decisions based on that; is able to logically convey information, ideas, problems and solutions by communicating with professionals in their field and other fields of studies; what is more, possesses learning abilities necessary for further studies and independent learning.
	<b>9 (very good)</b> Strong, good knowledge and abilities		
	<b>8 (good)</b> Better than average knowledge and skills	<b>Typical</b>	The student is aware of the main theories and principles of his/her study module (subject) and can justify the essential achievements in the field of studies; is able to apply the attained knowledge to solve standard issues in the field of study or related professional activities; can independently collect, evaluate and interpret the data of his/her field of study, what is necessary for making decisions; moreover, is able to communicate the usual information, ideas, problems and solutions of the field of study and has the learning abilities necessary for further studies and independent learning.
	<b>7 (average)</b> Average knowledge and abilities, there are minor mistakes		
	<b>6 (satisfactory)</b> Knowledge and abilities (skills) below average, there are mistakes		
	<b>5 (sufficient)</b> Knowledge and abilities (skills) meet the minimum requirements	<b>Threshold</b>	The student is aware of the most important theories and principles of his/her study field module (subject); is able to apply the attained knowledge in solving simple issues in their field of studies; can participate in the collection, evaluation and interpretation of the data required for decision-making in the field of studies; ability to communicate the main information, ideas, issues in the field of studies and can learn independently.
<b>Fail</b>	<b>4</b> <b>Insufficient</b>		The basic study learning outcomes of the module/subject have not been attained and the minimum knowledge and abilities have not been achieved.
	<b>3</b> Does not meet the minimum requirements		
	<b>2</b>		
	<b>1</b>		