# STUDENT-CENTRED LEARNING, TEACHING

# AND ASSESSMENT POLICY

## DOCUMENT HISTORY

| Version | Author | Approved by | Date |
|---------|--------|-------------|------|
| 1.0 | First version | | |
| 1.1 | Minor amendments according to Senate comments | Senate | 29.06.2022 |
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## 1. PURPOSE

In the context of the Bologna Process, student-centred learning has been defined as an approach that replaces purely transmissive models of education with an outcome-based perspective implemented through new approaches to teaching and learning, effective support and guidance structures and a curriculum focused more clearly on the learner, leading to high quality, flexible and more individually tailored learning paths where available.

Because of the many benefits associated with an academic environment geared towards student learning and success, BUV aims to  implement elements of a student-centred approach to learning, teaching and assessment, which allow and encourage students to be actively involved in the creation of their learning experience.

This policy is designed to guide and support BUV faculty members and professional staff on gaining a student-centred approach to learning and teaching, so that they can incorporate these principles into their practices of supporting student learning.

It also supports BUV in meeting the requirements related to student-centred learning set out in MOET regulations. Specifically, these relate to the requirements of encouraging self-motivation and self-study in students. (Education law 2019, Article 7), and to 'enhance the proactive role and responsibility of students [and] enable and motivate students to learn'. (Circular 08/2021 on undergraduate education, Article 8b). This policy sets out how BUV interprets these principles of student-centred learning, teaching and assessment and seeks to integrate them into its practices.

## 2. SCOPE

This policy shall be applied for all schools, programmes, faculty members and professional staff of the British University Vietnam (BUV). It does not supersede any partner university policies related to student-centred teaching, learning or assessment, but serves to contextualise these in relation to BUV practices and the broader requirements of MOET.

### 3. STUDENT-CENTRED LEARNING AND TEACHING PRINCIPLES

In the context of the recently broadened and globalised access to higher education, BUV acknowledges that there are different types of students requiring individualised education and recognises the student as a person with a unique background while also ensuring the student's active involvement in shaping his or her own learning path. A teaching environment geared towards student learning is one in which the teacher facilitates the student's learning.

At BUV, student-centred teaching and learning align with the following principles:

1. The design and delivery of programmes at BUV recognises the diversity of students and their needs. We seek to offer a range of programmes which are contextualised for the needs of our students, be inclusive in the delivery of our teaching, and provide opportunities for all students to achieve the learning outcomes of modules and programmes.

2. BUV encourages the mix of various modes of delivery, and methods of learning and teaching involving both student- and teacher-centred approaches. It is the responsibility of individual staff and faculty to apply a contextually appropriate selection of pedagogical methods in learning and teaching activities, and to engage in review processes so that students can be provided with the most adequate modes of delivery.

3. Both the student learning process and its assessments are defined through programme and module learning outcomes, which are based on the skills and knowledge needed by the future graduate as defined from the programme design stage.

4. BUV encourages and recognises the value of student participation in governance and other decision-making processes of the university, and consider the student voice in how changes are made to the delivery of teaching and students services. This reflects the core notion of students as partners in the learning process and having an active role in developing their learning paths, as well as the recognised benefits of involving all stakeholders in institutional processes to ensure, e.g., meaningful curriculum design and redesign. Therefore, to ensure that the learning environment is truly student-centred and fit-for-purpose, BUV faculty and staff are not only encouraged to design their programmes, student support activities and

modules with a learner-centred perspective in mind, but also to make sure that students are involved in these decision-making processes.

### 4. STUDENT-CENTRED ASSESSMENT PRINCIPLES

BUV recognise that assessment is a fundamental aspect of the student learning experience. Drawing on the guiding principles of the QAA *Assessment Advice and Guidance of the UK Quality Code for Higher Education*, BUV aims to implement student centred assessment in line with the following key principles:

1. **Assessment methods and criteria should be aligned to learning outcomes and teaching activities.** There should be alignment between intended learning outcomes, teaching strategies, methods of assessment and assessment criteria. Constructive alignment is a model where learning environments and activities are designed to enable all students to achieve the desired learning outcomes, measured through assessment activities using clearly aligned criteria. Learning outcomes, assessment criteria and learning and teaching activities are developed in accordance with the academic level of study, using appropriate descriptors and consistent language.

2. **Assessment should be reliable, consistent, fair and valid.** The assessment process should be objective and repeatable over time. All assessment activities should have clearly articulated assessment criteria, weightings and level descriptors that are understood by all students and professional staff involved in the assessment process. To ensure equity, academic standards for each award should be rigorously set and maintained at the appropriate level. The validity of an assessment - how well a test measures what it claims to measure - should be reviewed through annual and periodic review, supported by external subject specialists and external examiners

3. **Assessment design should be approached holistically**. Assessment should be designed 'top down' - beginning with the award, then going down into module level (where appropriate). Assessment design should consider all modes of course delivery and environment, including where employers may be involved in assessment for work-based learning programmes such as apprenticeships or internships. Variety in modes of assessment meets a need, based on academic judgement, and is not just for the sake of variety. Variety helps develop a range of

skills and competencies and assesses a range of learning styles - the variety itself should not become a barrier to learning. Assessment design needs to develop across stages as the student develops, as well as levels of study, as part of the overarching award design process and on an ongoing basis.

4. **Assessment should be inclusive and equitable.** Every student should have an equal opportunity to demonstrate their achievement through the assessment process, with no group or individual disadvantaged. In designing assessments, the needs of students are considered, including those studying at different locations, from different cultural/ educational backgrounds, with additional learning needs. Assessment procedures and methods should be flexible enough to allow adjustments to overcome any substantial disadvantage that individual students could experience.

5. **Assessment should be unambiguous and transparent**. Assessment policies, regulations and processes should be explicit, transparent and accessible to all professional staff and students involved in the assessment process. Students should be clearly informed of the purpose and requirements of each assessment task and the standards expected. Feedback on assessments should explicitly relate to the stated learning outcomes and assessment criteria, and students should have the necessary support to understand and interpret assessment criteria and how these are used to enable staff to recognise differential student achievement.

6. **Assessment and feedback should be purposeful and support the learning process.** Assessment should relate directly to course aims and learning outcomes, reflecting the nature of the discipline or subject and ensuring that students have opportunities to develop a range of knowledge, skills and attributes. Assessment should be fit for purpose and methods should be valid in measuring achievement against learning outcomes. Assessment should enable students to benchmark their current level of knowledge or skills, identify areas for improvement and make judgements about the overall progress made. Feedback (including 'feed-forward') reflects attainment relevant to learning outcomes and marking criteria for the assessment task. Feedback on assessment should build on dialogue and opportunities for students to reflect on their learning. The teaching and assessment strategy should progressively enhances students' assessment literacy to enable them to increasingly regulate their own learning and performance.

7. **Assessment should be timely.** Assessment tasks and feedback should be timed appropriately to promote student learning and facilitate improvement. Students should be given sufficient time and opportunity to engage in learning and teaching activities that build their capacity for assessment. A holistic view of assessment deadlines can help to ensure that they are timed appropriately, to avoid over-burdening students. Expectations in relation to feedback and feedback turnaround time for each assessment are consistent and clearly articulated. Feedback comments should be provided in sufficient time to enable students to enhance their performance in subsequent assessment tasks.

8. **Assessment should be efficient and manageable.** The scheduling of assignments and the amount of assessed work required should provide a reliable and valid profile of achievement without overloading students or staff involved in the assessment process. Assessment requirements should take into account the notional learning hours for any given unit of study. The spread, number and methods of assessment are considered with other, concurrent modules in mind to ensure that the burden of assessment is not excessive.

9. **Students should be supported and prepared for assessment.** Students should be given opportunities to develop assessment literacy, practise subject-related skills and knowledge, engage with content and develop the competencies required to meet learning outcomes. This often involves formative assessment opportunities. Students should be provided with appropriately timed feedback that is understandable, constructive and helps them meet their developmental needs.

10. **Assessment should encourage academic integrity**. Assessment should be designed to minimise opportunities for students to commit academic misconduct, including plagiarism, self-plagiarism and contract cheating. Wherever possible, a suitable variety of assessment methods should be used, to minimise the availability of opportunities for students to incorporate plagiarised work by another author, or previous work by the student, either within the level of study or across levels. Policies and procedures relevant to academic integrity should be clear, accessible and actively promoted rather than simply made available.

## 5. RELATED POLICIES, PROCEDURES AND DOCUMENTS

- BUV Assessment Creation Guide

- BUV Internal Moderation Checklist
- BUV Remote Assessment Guide
- BUV First Marking Guide
- BUV Second Marking Guide
- BUV QC Process and Guidelines
- Large Cohort Marking Procedures
- BUV Guide on marking remote exams
- BUV Multi-element assessment policy
- BUV Rework Policy
- CCP Adjusted Marking and Moderation Process