

Academic Study Board at the Faculty of Engineering, University of Southern Denmark

Exam Strategy

Basis:

The study programmes at the Faculty of Engineering are all based on the Engineering Education Model of the University of Southern Denmark (EEM).

EEM is characterised by its evaluation culture which is to contribute to quality assurance as well as continuous development of the study programmes.

The evaluation culture must include all levels – from evaluation of the student (exams) to evaluation of courses and study programmes.

From the start of the study programme, the student must experience an evaluation culture that influences the programme since his or her own learning activities as well as the competence goals of the study programme are evaluated in a way that requires the student to be actively committed and undertake responsibility. At the same time, the teachers or counsellors assume responsibility for the coherence in teaching activities and instituted learning activities.

The evaluation of the teaching activities, i.e. the students' evaluation of the teaching activities, complies with the plan for teaching evaluations which was approved by the study board in December 2007.

The type of exam and evaluation is to a high degree decisive for the students' goals, how they work and how they learn.

The type of exam is determined based on the below strategy.

Strategy:

A central element to the EEM is that the type of examination and evaluation is deliberately chosen for each teaching activity to underpin the learning process, and at the same time the performance of the individual study activity is clearly related to the type of examination and evaluation to which it is associated.

Thus, the following must be ensured:

- Various types of evaluation of student effort must be applied.
- Continuous evaluation must be considered in connection with all choices of types of exam and evaluation. Continuous evaluation throughout the semester will contribute to that the

students learn the best way possible in the at any time given conditions and allows the students to navigate through their study, adapt their work effort and adjust the areas of focus.

- Formative as well as summative evaluations and combinations of them must be applied.

Formative tests are designed to allow the student and/or the teachers to arrange the student's future learning activity in order for them to be focussed on acquiring the competences which the course is aimed at.

Summative tests are designed to evaluate to which degree the student has acquired the competences the programme is aimed at. Summative tests are usually used in conclusion of a course.

- Continuous evaluation is applied from the first semester.
- As a rule, on their own written course completing exams are not accepted in the first two semesters of the bachelor programme.
- Course completing summative exams are arranged so that the students get an efficient as well as a fair evaluation.

Effective in the way that the type of exam and evaluation help improve the learning process and not simply serves as control.

Fair in the way that the students are aware of the requirements made and that it provides transparency and coherence between the type of instruction and the type of evaluation and exam.

Follow-up:

Before approving course descriptions for the semesters at the engineering programmes, the study board will make sure that deliberate considerations have been made by choosing types of exam that contribute to the fulfilment of the exam strategy.

The chairman of the study board and the programme manager will once a year (after the summer exam) draw up a status report as a follow-up on the programmes' fulfilment of the exam strategy. The status report will be considered at a subsequent study board meeting with a view to any corrective actions.

Approved at the meeting of 16 January 2008

John E. Hansen, Chairman of the Study Board
Henning Andersen, Director of Studies