

Document	Document confirmation	Case index by a plan of Documentation	Number of pages	Comments
Provisions of assessment of learning outcomes of the studies of PI SMK University of Applied Social Sciences	Confirmed by the 31-08-2006 Order No.95 of the Director. Valid from 01-09-2006	3.27.	7	Not valid.
Provisions of assessment of learning outcomes of the studies of PI SMK University of Applied Social Sciences	Confirmed by the 26-08-2008 Order No.V-74 of the Director. Valid from 01-09-2008	3.27.	6	Not valid.
Descriptor of the order of assessment of learning outcomes of the studies of PI SMK University of Applied Social Sciences	Confirmed by the 28-08-2011 Order No.V-50 of the Director.	1.35	8	Valid from 01-09-2011. A laid out new edition.
A modification of the Descriptor of the order of assessment of learning outcomes of the studies of PI SMK University of Applied Social Sciences	Confirmed by the 30-01-2014 Order No.V-36 of the Director.	1.35	9	Not valid.
A modification of the Descriptor of the order of assessment of learning outcomes of the studies of PI SMK University of Applied Social Sciences, Confirmed by 30-01-2014 Order No.V-36 of the Director	Confirmed by 02-11-2015 Order No.V16) of the Director	1.35	9	Not valid.
A modification of the Descriptor of the order of assessment of learning outcomes of the studies of PI SMK University of Applied Social Sciences, Confirmed by 30-01-2014 Order No.V-36 of the Director	Confirmed by 03-04-2017 Order No.V-12 of the Director	1.35	9	Not valid.
A modification of the Descriptor of the order of assessment of learning outcomes of the studies of PI SMK University of Applied Social Sciences	Confirmed by 29-12-2021 Order No.V(21-0094) of the Director	1.35	9	

## **A DESCRIPTOR OF THE ORDER OF ASSESSMENT OF LEARNING OUTCOMES OF THE PUBLIC INSTITUTION SMK UNIVERSITY OF APPLIED SOCIAL SCIENCES**

### **I. THE GENERAL PART**

1. A Descriptor of the Order of Assessment of Learning Outcomes (hereinafter – the Order) determines the principles and criteria for assessing learning outcomes of course units, the order of implementing and assessing examinations and other academic tests in the SMK University of Applied Social Sciences (hereinafter – the University).

2. The goal of Assessment of Learning Outcomes (hereinafter – Assessment) is to give information on the level of achievement of the foreseen study aims, to assess the success of studies of a course unit and (or) programme and to give a student a feedback on his/her achievements and the progress made.

3. A 10-point criteria assessment system is used. The system is confirmed by the 24 July 2008 Order No.ISAK-2194 of the Minister of Education and Science of the Republic of Lithuania “On the confirmation of the system of learning outcomes assessment” (Žin., 2008, No. 86-3437).

4. This Descriptor is prepared following the Regulation of Studies of the University, a Descriptor of the Composition of Qualifications in Lithuania, confirmed by the 4 May 2010 Decision No.535 of the Government of the Republic of Lithuania and recommendations of the Minister of Education and Science of the Republic of Lithuania for the improvement of assessment of learning outcomes.

## **II. THE PRINCIPLES OF THE ASSESSMENT OF LEARNING OUTCOMES**

5. The principles of assessment are as follows:

5.1. rationality (assessment is related to the goals of a study programme and must measure the learning outcomes aimed at their implementation);

5.2. reliability (the obtained assessment information and results of assessment must be objective and do not depend on the change of an assessor);

5.3. clarity (the system of assessment must be informative, understandable by both assessors and the ones who are assessed);

5.4. expediency (the carried out assessment must be positively assessed by the ones who are assessed and must contribute to the implementation of the goals of a study programme);

5.5. impartiality (assessment methods used when assessing must be equally suitable to all students).

6. Assessment of learning outcomes includes:

6.1. assessment of knowledge and understanding;

6.2. assessment of abilities.

7. The weight of the components of knowledge, understanding and abilities in the final assessment depends on a course unit and a study field.

8. Knowledge and abilities of students are assessed by qualitative criteria.

9. The main qualitative criteria of assessment are as follows:

9.1. *Systemizing of theoretical knowledge and the level of its understanding* of a course unit (separate topics), i.e. a conscious acquisition of the main knowledge of a course unit; understanding, explanation and assessment of all concepts, facts, analyzed phenomenon or a process or its separate components; ability to analyze texts related to a course unit, to think logically and critically, to demonstrate a creative and critical thinking, to integrate knowledge and to take into account the complexity of a problem.

9.2. *The total level of professional activity and applied abilities*, i.e. knowing how to use the acquired knowledge when analyzing practical situations, to prepare practically significant projects, to implement practically applied procedures, related to the competence aimed at acquiring, to settle disputes, to coordinate opposite positions, to apply skills of ethical and responsible behavior, to reason with available data, to transfer knowledge, to find and critically assess information sources, to plan, organize and control individual activity and working time, to do independent research, to distribute and coordinate work tasks, to work independently and in a team, to cooperate and be impartial, sensitive to the impact of other persons and environment.

## **III. COLLEGIATE ASSESSMENT**

10. Assessment of learning outcomes is a part of a study process. Individual or a collegiate assessment can be applied in the University.

11. A collegiate assessment is applied in order to ensure objectivity of assessment, to prepare a student for integration into a professional and scientific (artistic) activity, to provide with a possibility to develop communication skills.

12. During a collegiate assessment students are examined by a commission of lecturers and experts of a certain study field. Collegiate assessment is applied when assessing final theses of students and learning outcomes of the area of art studies, study programmes of physical sciences, which are presented in a visual, audio form. Assessment commission is formed on the order of the Director on the proposal of a department, mentoring a study programme.

#### IV. ACCUMULATIVE ASSESSMENT

13. In order to ensure an active work of students and listeners (hereinafter – students) during all study period, ability to apply theoretical knowledge in practice, objective assessment of learning outcomes, to avoid cases of plagiarism, the University applies an accumulative assessment. Assessment of learning outcomes is carried out during all semester and exam session.

14. When applying an accumulative assessment, learning outcomes are assessed during interim tests and the final mark sums up the marks of interim tests and examinations.

15. Different learning outcomes or their parts, foreseen to achieve in the programme of a course unit/module are assessed as components of an accumulative assessment, depending on the complexity of learning outcomes.

16. The number of interim tests and the weight of components depend on a study field, trend and specifics of a course unit.

#### V. THE SYSTEM OF ASSESSMENT OF LEARNING OUTCOMES

17. When assessing knowledge, understanding and abilities, the SMK applies a criteria system of assessing achievements, which uses a ten point scale, basing each point on clear assessment criteria, related to the learning outcomes of a study programme and a course unit.

18. Table 1 defines a detail definition of knowledge, understanding, abilities, meanings of assessment points, percentage indices of the achieved learning outcomes, an equivalent of European Credit Transfer System (ECTS) and consequences of assessment:

Table 1

**An expanded descriptor of assessment system of learning outcomes**

A point and a short description of knowledge and abilities	A detailed description of knowledge and understanding	A detailed description of abilities	ECTS equivalent	Pass mark
<b>10 (excellent)</b> Excellent, exceptional knowledge and abilities	Excellent, exceptional, overall knowledge and their application when solving complex practical problems. Independently studied additional material. Perfectly understands and uses concepts, is able to analyze them in a wider context of a subject. Thinks originally and independently. Excellent analytical and assessment skills, insight. Excellent preparation for further studies.	Perfectly applies theoretical knowledge. Perfectly performs complex non-standard tasks.  Flawless, exceptional quality of performance. Excellent skills of expression and presentation. Has a good understanding of what he/she is doing and why.	A	PASS

<p><b>9 (very good)</b> Strong, good knowledge and abilities</p>	<p>Strong, good, overall knowledge and their application when solving complex practical problems. Independently studied additional material. Perfectly understands the studied material, uses concepts appropriately. Thinks originally and independently. Very good analytical, assessment and synthesis skills. Very good preparation for further studies.</p>	<p>Very good application of theoretical knowledge. Complex typical tasks are performed easily. A very good quality of performance. Very good skills of expression and presentation. Understands what methods and techniques applies and why.</p>	<p>A</p>	
<p><b>8 (good)</b> Knowledge and abilities better than average</p>	<p>Better than average knowledge and their application when solving practical problems. Got acquainted with a compulsory material. Is able to work independently with additional material. Understands concepts and principles, applies them appropriately. Good reasoning and supports argument by facts. Good preparation for further studies.</p>	<p>Good application of knowledge. Performs difficult and average tasks correctly. Good quality of performance. Good skills of expression and presentation. Knows what methods and techniques to apply.</p>	<p>B</p>	
<p><b>7 (average)</b> Average knowledge and abilities, with</p>	<p>Average knowledge, with non essential mistakes. Applies knowledge when solving practical problems. Got acquainted with the</p>	<p>Applies knowledge following given examples. Good quality of performance. Tasks of average difficulty are performed correctly.</p>	<p>C</p>	
<p>non-essential mistakes</p>	<p>main material. Understands and uses concepts and principles. Several essential parts are related into a whole. Reasons sufficiently enough. A sufficient preparation for further studies.</p>	<p>Sufficient skills of expression and presentation.</p>		
<p><b>6 (satisfactory)</b> Knowledge and abilities (skills) lower than average, there are mistakes</p>	<p>Lower than average knowledge with mistakes. Applies knowledge when solving simple practical problems. Got acquainted with the main material. Satisfactory perception of concepts, is able to describe an obtained information in one's own words. When analyzing concentrates on several aspects, but is not able to relate them. A satisfactory preparation for further studies.</p>	<p>Knowledge are applies following given examples. A satisfactory quality of performance. Knows how to act by analogy. Correctly performs easy tasks, but does not understand more complex ones. Satisfactory skills of expression and presentation.</p>	<p>D</p>	
<p><b>5 (weak)</b> Knowledge and abilities (skills) satisfy the minimum requirements</p>	<p>Knowledge satisfies the minimum requirements. Applies knowledge when solving simple practical problems. A simple naming of mastered concepts, text retelling. Answer is concentrated on a single aspect. A minimum preparation for further studies.</p>	<p>Minimum satisfactory abilities to solve problems following examples. Is able to act by analogy. Minimum skills of expression and presentation.</p>	<p>E</p>	

4	<b>Unsatisfactory</b> Minimum requirements are not satisfied	Knowledge does not satisfy the minimum requirements.	Abilities do not satisfy the minimum requirements.	FX	<b>FAIL</b>
3				FX	
2				F	
1				F	

## VI. THE STRUCTURE OF THE ASSESSMENT OF LEARNING OUTCOMES

19. Assessment of achievements takes place in accordance with a pre-planned assessment structure, criteria and requirements for learning outcomes of a taught course unit/module. Assessment order is given in the programmes of course units/modules.

20. Students are informed of the order of assessment of learning outcomes and assessment criteria in the beginning of a semester during introductory lectures, the order is given to students in the e-learning environment (of a lecturer and a certain course unit).

21. The amount of interim tests of a certain course unit/module, weighting coefficients given to them and the final test, threshold criteria of assessment of learning outcomes are defined by a study programme committee.

22. Depending on the learning outcomes of a course unit/module, the number of interim tests can vary. Different parts of accumulative assessment must assess different learning outcomes or their parts.

23. Assessments of a student, accumulated during a semester for the interim tests and independent works of a semester foreseen in a study programme of a course unit/module, are included only if each of them corresponds to the minimum requirements for a positive assessment.

24. A part of an accumulative assessment of the learning outcomes of a course unit/module can be a group work (a project, a written work, presentation). Group work of students can be assessed by criteria, ways and methods of assessing learning outcomes, indicated in a descriptor of a course unit/module.

25. The final assessment of a course unit/module is formed of the sum of assessments of interim tests and examinations, which correspond to the minimum requirements for a positive assessment, multiplied by corresponding weighting coefficient granted to them.

26. At least half of the learning outcomes, foreseen in the programme of a course unit/module must be assessed during examination and the assessment makes 50 percent of the final grade.

27. If there are no possibilities and need, accumulative assessment can be not applied (when taking an academic difference and/or academic debt and etc.). If no accumulative assessment is applied, tasks of examination must be aimed at assessing 100 percent of all learning outcomes foreseen in the programme of a course unit. The final assessment comprises only assessment of an examination.

28. For students, who continue their studies after a break or academic break, accumulative assessment is calculated further if the programme of a course unit hasn't changed essentially during the period of study termination or academic break. If a study programme has changed, accumulative assessment is carried out anew.

29. Accumulative assessment is also applied when retaking an examination of a course unit/module (a differentiated credit). Results of an accumulative assessment, gained during a semester are transferred when calculating the final assessment of a retaken course unit/module. When repeating studies of a course unit/module, accumulative assessment must be carried out anew.

30. Assessments of interim tests are not approximated. The final assessment of student's achievements of a course unit/module is converted into a grade, applying a system of approximation until an integer, following mathematical rules (up to 0.5 – to a lower integer part, 0.5 and more – to a bigger integer part).

31. During exam session the form of assessment of learning outcomes is applied – examination or a differentiated credit (if studies of a course unit/module are longer than one semester). Examination and a differentiated credit are assessed by a grade.

32. During exam session a lecturer once more introduces students to exam (differentiated credit) assessment criteria, examples of tasks of examination, the order of organizing examination. Lecturers must present exam tasks to the department implementing the study programme no later than one week until the beginning of exam session<sup>1</sup>.

33. The final assessment (mark) of a course unit/module, which ends in an examination, consists of the sum of assessments of interim tests, assessments of independent works and examination, multiplied by weighting coefficients granted to them:

$$BV = \sum_{i=1}^n k_i X_i$$

where  $BV$  – final assessment;  
 $n$  - number of interim tests;

<sup>1</sup> When preparing tasks for examinations (differentiated credits), it is recommended to follow Appendix 27 of the Rules of Document Preparation and Management of the SMK University of Applied Social Sciences.

$k_i$  - weighting coefficient of interim test  $i$ ;

$X_i$  - assessment of interim test  $i$ ;

$X_1, X_2, \dots, X_n$

1- assessments of practical and independent works of a

semester, examination.

34. The final assessment (mark) of a course unit, which ends in a differentiated credit, consists of the sum of assessments of different interim tests, independent works, multiplied by weighting coefficients granted to them:

$$BV = \sum_{i=1}^n k_i X_i$$

where  $BV$  – final assessment;

$n$  - number of interim tests;

$k_i$  - weighting coefficient of interim test  $i$ ;

$X_i$  - assessment of interim test  $i$ ;

$X_1, X_2, \dots, X_n$

1- assessments of independent, practical works.

35. A lecturer sets the conditions and the order of tests which were not taken on time. 37.

Practice reports, research works, creative and art projects are defended and assessed following the provisions of Clause 12 of this Order.

36. Study achievements are registered in the following documents:

37.1. on student examination sheets, which are filed and stored for one year in a department implementing a study programme;

37.2. examination sheet, which is stored in the Department of Studies for five years;

37.3. in electronic academic database (SMK ADB), which is stored for seventy-five years (Administrator of Information Technologies is responsible for data storage on SMK ADB);

38. Results of an accumulative mark are registered on a sheet (Appendix 1 to the Order) and stored for one year after the end of the studies of a course unit/module in the Department of Studies of the University. Results of an accumulative mark after doing the task are entered into the diary of e-learning environment (Moodle) in 5 working days.

## **VII. RIGHTS AND RESPONSIBILITIES OF STUDENTS AND LECTURERS WHEN ASSESSING LEARNING OUTCOMES**

39. Only those learning outcomes can be assessed which are foreseen in the programme of a course unit/module.

40. Lecturer of a course unit and administration of academic divisions must take all measures to ensure that tasks given during an assessment are not known until the beginning of an assessment except when the methods of assessment foresees otherwise.

41. It is recommended to organize the assessment of student knowledge and abilities only when a classroom has more than one student. If during assessment there is only one student in a classroom, lecturer (examiner) of the course unit can invite a representative of the department, another lecturer or a representative of students.

42. Lecturer (examiner, assessment commission) of a course unit and a student must take all measures to prevent dishonesty of students when assessing learning outcomes. Before the beginning of the assessment of learning outcomes a lecturer (examiner) of a course unit must check personal identity of a student by a submitted student identity card, to inform students of sources and measures which are allowed and which are not allowed during assessment. When establishing the order of organizing assessment (time, allowable means and etc.) a lecturer must ensure that it enables to do the foreseen tasks appropriately.

43. When an examination is organized in the e-learning environment, the confirmation of the identity of a student is considered to be his authenticated login to the e-learning environment Moodle and/or submitting a personal document with a photo when a student joins the examination by way of video conference. Lecturers must ensure that when submitting exam tasks in the e-learning environment students confirm that all presentations are authentic works and correspond to the requirements of academic ethics of the University.

44. A student shall not use any sources and measures in order to not raise any suspicions on one's dishonesty during the assessment of learning outcomes. Possession of forbidden sources and measures is acknowledged a sufficient proof that student used these measures.

45. Usage of mobile phones and other means of connection, including the function of a watch, is strictly forbidden during an exam.

46. If a lecturer (examiner) of a course unit suspects that a student uses forbidden sources or measures, the student must help the lecturer (examiner) of a course unit to dispel suspicions. The disagreement of a student to cooperate is assessed as a proof of his dishonesty.

47. If the suspicions of a lecturer (examiner) on dishonesty are confirmed, the lecturer (examiner, chairperson of commission) terminates a student's exam, takes the measures and sources used illegally. A lecturer (examiner, chairperson of commission) of a course unit informs by a written statement head of academic division on the case of dishonesty and submits the work of a

student and the forbidden means or sources used by him/her. After getting acquainted with the explanation of a student, head of academic division applies a penalty foreseen in the Study Regulation of the University.

48. All written works of students must be done independently. A written work is considered to be not independent when it in full or partly is written by another author (a rewritten work of another author or a part of it without references, also exceeding the limits allowed by the Law on Copyright and Neighbouring Rights of the Republic of Lithuania in a certain case), a written work violates personal property and non-property rights of authors, work in full or partly was used when assessing another course unit in this or other higher schools.

49. After assessment of a written work and finding out that a student wrote it not independently, lecturer (chairperson of assessment commission) of a course unit informs by a written statement head of academic division on the case of dishonesty and submits the written work of a student and proofs of his/her dishonest writing on the work. After getting acquainted with the explanation of a student, head of academic division applies a penalty foreseen in the Study Regulation of the University

50. Every student has a right to get acquainted with the assessment comments of his knowledge and abilities. After announcing assessment results, lecturer of a course unit must inform students who are interested on the main disadvantages and mistakes of their work. A lecturer must assess student knowledge and abilities and refrain from comments, related to the character and personality of a student.

51. Data on the assessment of student knowledge and abilities are not to be provided to the persons who are not related to studies or organization of assessment.

52. After assessment lecturer of a course unit and administration of academic division have to give students a possibility to express their opinion on the teaching of the course unit and methods, form and order of assessment.

## **VIII. IMPLEMENTATION OF EXAMINATIONS AND OTHER TESTS**

53. Exams take place in the time set in the schedule of a session in a classroom. Those who are late are not allowed to take exam in a classroom if any student, who has participated in an exam has already left the classroom. Exam can be administered by a lecturer, employee of SMK administration or a commission of lecturers.

54. Those who take an exam must have a student card or any other document with a photo, which confirms his/her personality. The document is kept on a table during exam. Confirmation of identity of those students, who take exam at a distance is considered to be their authenticated login to the e-learning environment Moodle and/or presentation of a personal document with a photo when connecting by way of a video conference.

55. Students, who take an exam, sit following the instructions of a person, who administers examination. Their personal things (coats, jackets, pencil cases, bags, telephones, players, wallets, and et.) and measures, which are forbidden to use during examination, are left in a classroom, in a place indicated by a person, who administers examination. A student can have only writing tools, usage of other measures are set by a lecturer or a person, who administers examination.

56. Tasks for examinations of course units are prepared in order to assess the learning outcomes foreseen to achieve in the programme of a course unit/module. Tasks are formed so that when assessing their performance the level of achieving learning outcomes of a course unit/module can be determined. At least 50 percent of the volume of an examination aims at doing practical tasks and (or) analyzing practical situations.

57. Practical tasks are formed so that students, through application of theoretical knowledge and practical skills gained during studies, can demonstrate ability to analyze practical situations characteristic of their future professional activity and independently solve practical tasks and raised



problems. Every practical task consists of:

- Condition of a tasks or (and) description of a practical situation;
- Task questions or (and) a raised problem;

58. Various types of examinations are recommended:

58.1. *Examination-logical or practical task*, when a task is given for the solution of which a student must make a plan, algorithm, find ways of solution (orally or in written).

58.2. *Examination-test*, when questions and answers are given, only one or several of which is correct, or other tasks are formed.

58.3. *Complex examination*, when a professional problem, task is solved using interdisciplinary relations, knowledge of separate taught course units.

58.4. *Examination using cards (tickets)*, when the content of a taught course unit is divided into parts (questions). Usually the first question on a card is theoretical, the second – practical and the third can be a certain practical task.

59. A person who administers examination informs students of the duration of an examination. The time of examination is started to be counted when the students get tasks of an examination.

60. A student, who has violated academic ethics during examination is eliminated from the examination, sheet(s) of examination tasks is (are) taken from him/her or he/she is logged out of the e-learning environment and the results of an examination are annulled. After an examination, a person administering examination must inform the Department of Studies of the violation(s) of academic ethics by an official statement.

61. A person administering examination has a right to give a remark to a student taking an examination, asks to show and check personal things, documents and a seat, to seat a student in another place. A refusal of a student taking an examination to carry out the instructions of a person administering examination is considered to be a violation of academic ethics, and in the case of a violation of academic ethics – an aggravating circumstance.

62. After doing the tasks of an examination, a student must sign at the bottom of Examination sheet (Appendix 2 to the Order). After the time of an examination is over, sheet(s) of examination tasks are taken from the students taking an exam. Task sheet(s) of a student, who hasn't finished doing the tasks and delays or refuses to give the work back, are not accepted and it is considered that a student hasn't given back the work, provisions of Clause 62 of this Order are applied. If examination is organized in the e-learning environment, a signature of a student corresponds to a command of confirmation of exam submission by a student who has finished an examination.

63. After returning a sheet of examination tasks, students must refrain from questions or discussions until they leave the classroom of taking an examination.

64. Results of examination are announced by the Department of Studies in ADB system in 3 working days from the term of a grade sheet submission. A lecturer does not announce results of examination to students, but submit a grade sheet with results of an examination to the Department of Studies in 3 days after the day of an exam.

## **IX. FINAL PROVISIONS**

65. A student, who contradicts the final assessment of a course unit/module, has a right to submit an appeal no later than in 3 working days after the announcement of the final assessment of a course unit/module. The order of submission of appeals, formation of appellate commission, appeal hearing and decision making is regulated by the Provisions of the Commission of Appeal of the University.

66. This Descriptor is announced on the order of the Director and comes into force on the day of its confirmation.

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