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Abstract

The main goal of this article is to present a comparative analysis of student assessment policies and procedures at institutional micro-level across a sample of selected HEIs. The analysis is based on qualitative research which took place across seven European countries: the Czech Republic, Latvia, the Netherlands, Poland, Portugal, Slovakia, and the United Kingdom in 2011. Four key themes were identified for the comparative analysis: general approaches (diagnostic, formative, summative) to student assessment, learning outcomes, student assessment and the role of academic staff and internal and external verification. (HRK / Abstract übernommen)