



Memo

To Prof. Gert Jansen,
Program Director ReMa Molecular Medicine
From Education Committee Research Masters (ECRM)
Cc.
Concerning ECRM Advice - *Cum Laude* grading

Phone
E-mail educationcommitteeRM@erasmusmc.nl
Our reference 20230125-CumLaude
Date 25 januari 2023

Dear Prof. Jansen,

Thank you very much for your request for advice regarding the *cum laude* grading of ReMa students. The ECRM has discussed this issue in its monthly meeting on 21st December 2022 and 25th January 2023.

The ECRM appreciates that summative assessment may provide an overview of what a student has learnt over a particular study period, while formative assessment may be used to guide students during the course of their learning, and also potentially allows students to learn in a 'less competitive' environment.

The opinion of the ECRM is therefore two-fold:

Firstly, (and as you already mentioned in your request for advice), a *cum laude* award is frequently recognized internationally as a mark of excellence. However, the emphasis placed on a *cum laude* award may vary for different countries and individual professions. It is therefore recommended that program directors understand how important a *cum laude* award is perceived within their own profession and internationally. This knowledge may then be used to decide if a *cum laude* grade is relevant for a particular ReMa. If the *cum laude* grade is important for a ReMa, then information on how, and if, a *cum laude* grade is awarded should be freely available for potential applicants, for example via a ReMa website.

Secondly, it is extremely important when relying on formative assessment that students receive detailed feedback from teachers, including clear explanations of how students have performed, as well as the steps required by the student to increase their knowledge and skills relating to formative assignments. The ECRM feels that formative assessment provides a valuable contribution to ReMa courses, but that careful monitoring and recording of student feedback is required so that students are able to present detailed information regarding the ReMa learning progress and the types of skills acquired to future employers.

Finally, the ECRM feels that the balance between summative and formative assessment is a decision for the individual program directors themselves, remembering that formative assessments may provide feedback that helps students better understand and perform in summative learning assignments.

With kind regards,

A handwritten signature in black ink that reads 'J. P. Hays'.

Dr. John Hays
Chair Education Committee Research Masters