

# Managing assessment

LIN Conference  
Marion Palmer IADT  
Marion.palmer@iadt.ie  
15 October 2009



# Outline of workshop

- Aim and learning outcomes
- Assessment
- Views of assessment
- HETAC Assessment and Standards
  - Important features
  - Implications for practice
- The assessment process
- Conclusion



## Aim and learning outcomes

- The aim of the workshop is to consider the HETAC Assessment Standards document and its implications for assessment practices.
  - HETAC (2009) Assessment and Standards. Dublin: HETAC. Retrieved 7 September 2009 from [http://www.hetac.ie/docs/Assessment\\_and\\_Standards\\_2009.pdf](http://www.hetac.ie/docs/Assessment_and_Standards_2009.pdf)
- At the end of the workshop you should be able to:
  - State some key features of the document
  - Identify some implications for your assessment practices



# Assessment

- Any process that aims to judge the extent of students' learning
  - comparison with a standard
  - based on evidence from students
- Key function of lecturers
- Fair and consistent assessment (Qualifications (Education and Training) Act, 1999, p. 26)



# Views of assessment

- Students
- Lecturers
- Programmes



# HETAC Assessment and Standards

- Revised framework for assessment
- Adopted April 2009
- Implementation 2010/2011
- Outline
  - principles
  - guidelines
  - sectoral conventions
  - protocols



# Focus of document

- National qualifications framework
  - Award standards
  - Outcomes based approach to learning, teaching & assessment
- Using assessment
  - For learning – formative
  - For progression and award – summative
- Clear assessment strategies



# Key features

- 6 principles of assessment
- Guidelines for assessment
  - Assessment procedures are based on intended learning outcomes both programme and module
  - Assessment tasks
  - Programme assessment strategy
  - Module assessment strategy
  - Assessment tasks are clear and accompanied by grading schemes
- Assessment is fair, consistent, valid, reliable and practical (authentic)



# The assessment process

- Designing assessment tasks
- Developing marking/grading schemes
- Communicating assessment tasks
- Marking and grading
- Evaluating assessment practices

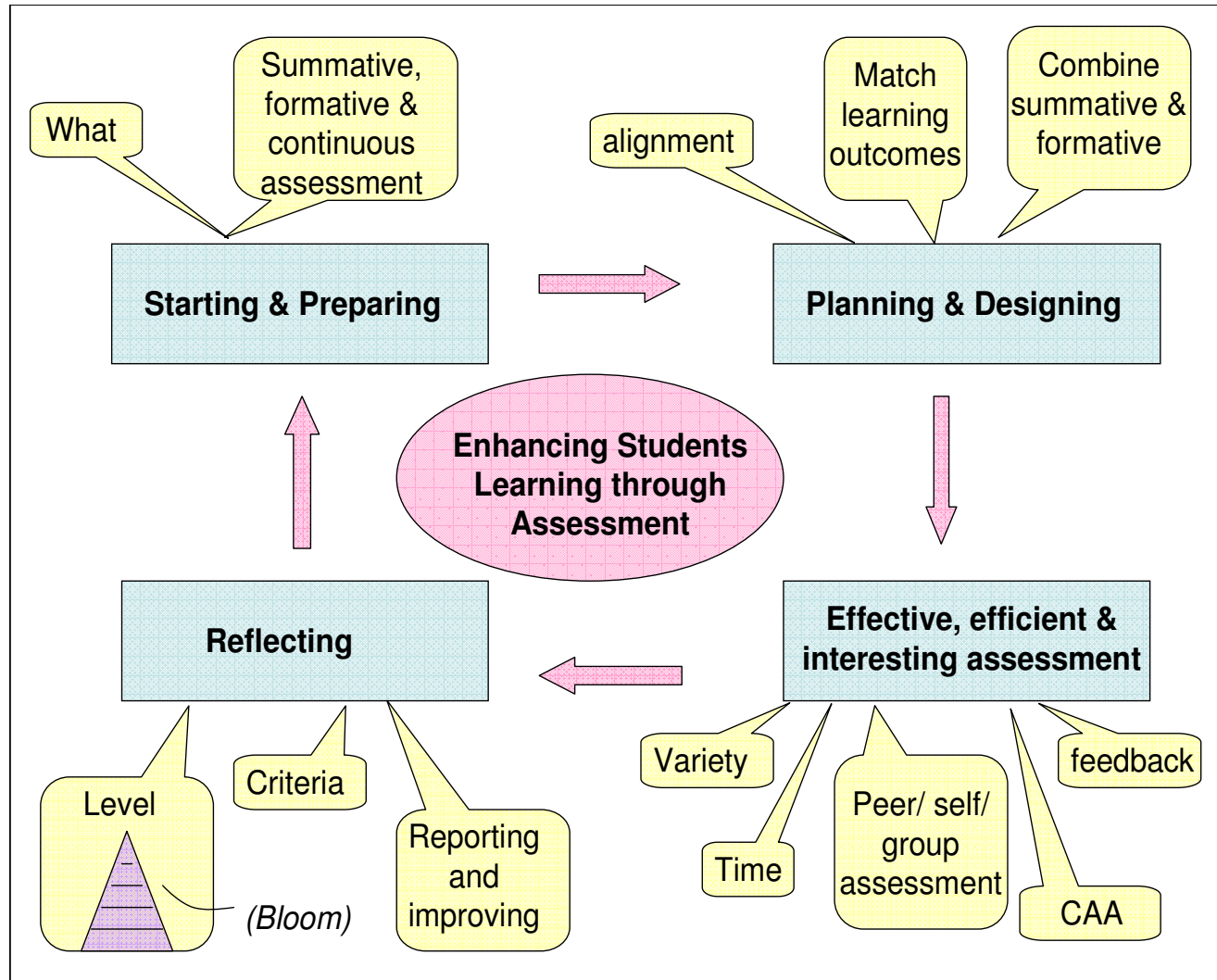
Source: Dunn, et al., (2004) pp. 205-282



# What does this mean?

- Review the intended learning outcomes
  - Programme and module
- Design the assessment task
  - Consider how it will be assessed
- How and when is it communicated to students
- Submission of assessment
- Assessment of student work
- Reporting to students, exam and programme boards
- Evaluating the assessment task





# Programme assessment strategy

- Audience
  - Students, programme team, programme validation panels
- Process
  - Develop at validation or programmatic review
  - Review regularly
  - Link programme intended learning outcomes to assessment instruments
  - State rationale for choice of assessment tasks in programme
  - Work as a team of lecturers and students



# Programme Assessment Strategy - elements

- Basic principles
  - Assessment of programme intended learning outcomes
  - Link to Institute's policies and procedures
- Rationale for assessment tasks
  - Match to programme intended learning outcomes
  - Link to programme teaching and learning strategy
  - Role of integrated and capstone assessments
- Procedures
  - Assessment assignments
    - Preparation, schedule, submission, late submissions, feedback on assignments
  - Examinations
  - Role of externs
  - Combination of grades



# Module assessment strategy

- Audience
  - students and colleagues on programme team
- Process
  - Review module and related programme intended learning outcomes
  - Plan assessment: assignments and exams and accompanying grading schemes
- Elements
  - Briefing sheet for students
  - Matching of assessment tasks to learning outcomes
  - Assignment briefs and grading schemes
  - Cover sheet, self-assessment sheet etc



# Conclusion

- HETAC Assessment and Standards
  - Implications for practice
- Programme assessment strategy
- Module assessment strategy
- Shift from individual lecturer working with students to programme team working with students



## References

- Bloxham, S. and Boyd, P. (2007) *Developing Effective Assessment in Higher Education: a practical guide*, Maidenhead, Open University Press.
- Dunn, L., Morgan, C., O'Reilly, M. and Parry, S. (2004) *The Student Assessment Handbook. New Directions in Traditional and Online Assessment*, London and New York, RoutledgeFalmer.
- HETAC (2009) Assessment and Standards. Dublin: HETAC. Retrieved 7 September 2009 from [http://www.hetac.ie/docs/Assessment and Standards 2009.pdf](http://www.hetac.ie/docs/Assessment_and_Standards_2009.pdf)
- O'Neill, G. (2009) *A programme-wide approach to assessment: a reflection on some curriculum mapping tools*, Presentation at AISHE Conference 2009 Valuing Complexity, NUI Maynooth, 27 August.

