

Making the case for programme-level assessment

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Every HE programme/course confronts the issue of designing an effective, efficient, inclusive and sustainable assessment strategy which can deliver key programme outcomes. However, broad strategic perspectives can easily be neglected in programme planning given the increasing pressures on academic staff and programme teams in HE. As a result, assessment strategies in programme documents are often weak or limited. The student experience suffers as a direct consequence. To improve student learning, programmes need more substantial and evidence-based assessment strategies. One way forward is to focus on programme-level rather than module level assessment.

This workshop will introduce and review major developments in programme-focussed assessment and discuss how they might be applied to your institutional and disciplinary context, using case studies and examples from national projects such as the PASS project - <http://www.pass.brad.ac.uk> - and TESTA – <https://www.testa.ac.uk> - and highlighting specific initiatives which have been able to demonstrate the impact of a programme-focussed approach, e.g. 'Integrated Programme Assessment' in Biosciences at Brunel, winners of an HEA CATE Award in 2016 - <https://www.heacademy.ac.uk/person-cate/brunel-london> - and the Pharmacy team at Bradford, winners of an HEA CATE Award in 2017 - <https://www.bradford.ac.uk/news/2017/cate-award.php>.

This workshop will review the main principles of PFA, introduce different approaches which have been adopted, and discuss both the advantages of and potential barriers to successful implementation. Delegates will have the opportunity to consider and contribute their views on the benefits and implications of PFA to their own programmes and context.