



Assessment Guidelines

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Approval

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Name	Title	Date

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1. Introduction

Assessment is a systematic process for facilitating and evaluating student learning. The process includes the design, development and implementation of assessment tasks, and the judgement and reporting of student performance.

The purpose of assessment is to both facilitate and certify the achievement of specified learning outcomes, including graduate capabilities. Assessment is integral to the curriculum as it drives student learning and achievement.

This document begins by giving an overview of assessment, asking why we assess and for whom do we assess. The different forms of assessment are presented with reference to the importance of alignment and design, both at module and programme level.

Both programme and module assessment strategies are explored with recommendations, rationale and accompanying tools presented. The importance of feedback is integral to these strategies. Feedback has many forms - each of which require careful consideration.

It is envisaged that these guidelines will inform all future planning, delivery and reconciliation of assessment within GMIT and will apply to:

- assessment in all undergraduate and taught postgraduate programmes, minor awards and Special Purpose Awards offered by GMIT.
- all students, staff and others associated with, or contracted by, GMIT who are responsible for assessment in these programmes.

2. Overview of Assessment

2.1 Why do we Assess?

We assess student work so both lecturers and learners can see what students know and what they need to know in order to improve. For this reason, "Assessment as Learning" is a core principle. That is, assessment is integral to the everyday processes of learning and teaching throughout a course, rather than something that just happens at the end to measure student performance. The *GMIT Teaching and Learning Guide* (Ginty, 2017) highlights that we assess to:

- Determine that the intended learning outcomes of the course are being achieved.
- Provide feedback to students on their learning, enabling them to improve their performance.
- Motivate students to undertake appropriate work.
- Support and guide learning and teaching.
- Describe student attainment, informing decisions on progression and awards.
- Demonstrate that appropriate standards are being maintained.
- Evaluate the effectiveness of teaching.

2.2 Assessment OF, FOR and AS Learning

Assessment OF Learning: completing assessment to demonstrate learning

Assessment OF Learning is the classic approach to assessing students' learning in order to ensure that they have achieved the learning outcomes and have met a specified standard. Designed to provide evidence of achievement, Assessment OF Learning is the assessment that becomes public and results in statements or symbols about how well students are learning; it often contributes to pivotal decisions that will affect students' futures (Earl & Katz, 2006). It is important, therefore, that students 'produce sufficient information to support credible and defensible statements about the nature and the quality of their learning, so that others can use the results in appropriate ways' (Earl & Katz, 2006, p57).

Assessment FOR Learning: using assessment to give feedback on teaching and student learning

Assessment FOR Learning involves teachers taking the lead in exploring and understanding student progress, in order to enhance teaching approaches. It focuses on how teachers can use information about students' knowledge, understanding and skills to inform their teaching strategies and their students' learning. Assessment FOR Learning is strongly formative in nature, as, in addition to giving feedback to staff, it is also used as the basis for providing descriptive feedback to students.

Assessment AS Learning: student empowerment and engagement to become a better learner.

The process of students actively engaging in self-monitoring or self-regulating their own learning is often described as Assessment AS Learning. This has some overlap with Assessment FOR Learning and it is also described as formative assessment (O'Shea et. al, 2016). It is 'characterized by students reflecting on their own learning and making adjustments so that they achieve deeper understanding' (Earl & Katz, 2006, p.41).

2.3 Formative and Summative Assessment

Summative assessment (National Forum, 2017) is also termed 'Assessment OF learning'. This emphasises its nature as assessment of an activity that has occurred [i.e. after a period of learning]. The term also implies a numeral aspect and it is often associated with a number or letter grade. Where this number or grade gets high weighting, or has significant consequences for progression, it can be termed 'high stakes assessment'. In some programmes grading is based on a PASS/FAIL model.

Formative Assessment (National Forum, 2017) is related to the concept of 'feedback' on learning. The importance of learning, as a result of feedback to students, has led to the use in some contexts of the term Assessment FOR Learning, which emphasises the 'learning' aspect. Figure 1 is a useful diagram developed by the National Forum (2017) presenting the role of the teacher and the student in the formative and summative assessment process, the interrelationship between assessment and feedback, and the overlap between each assessment of, for and as learning.

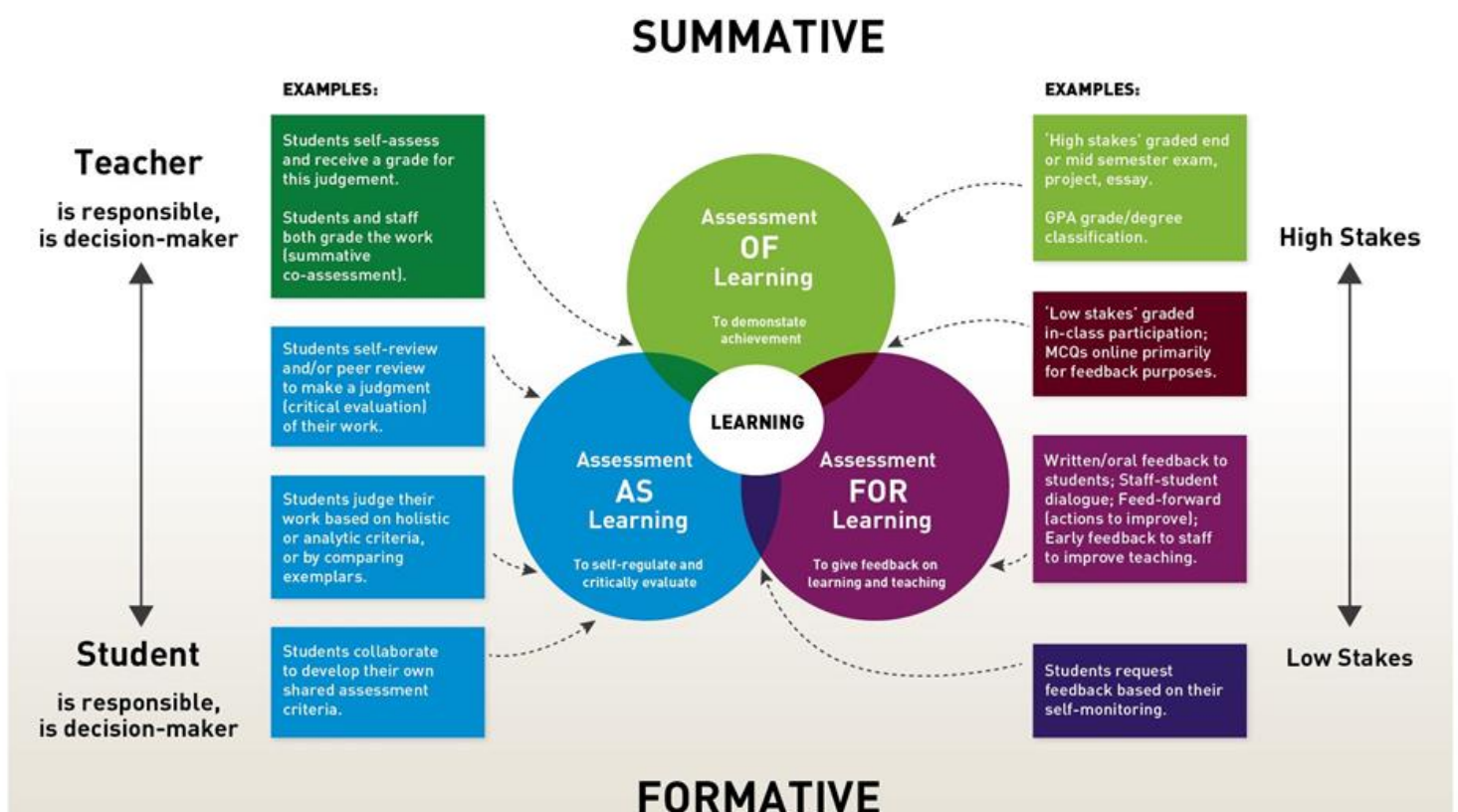


Figure 1. The role of the teacher and the student in the formative and summative assessment process (Source: National Forum 2017)

There are many terms associated with assessment, the most common of which are contained in the glossary in Appendix A.

2.4 Assessment Principles

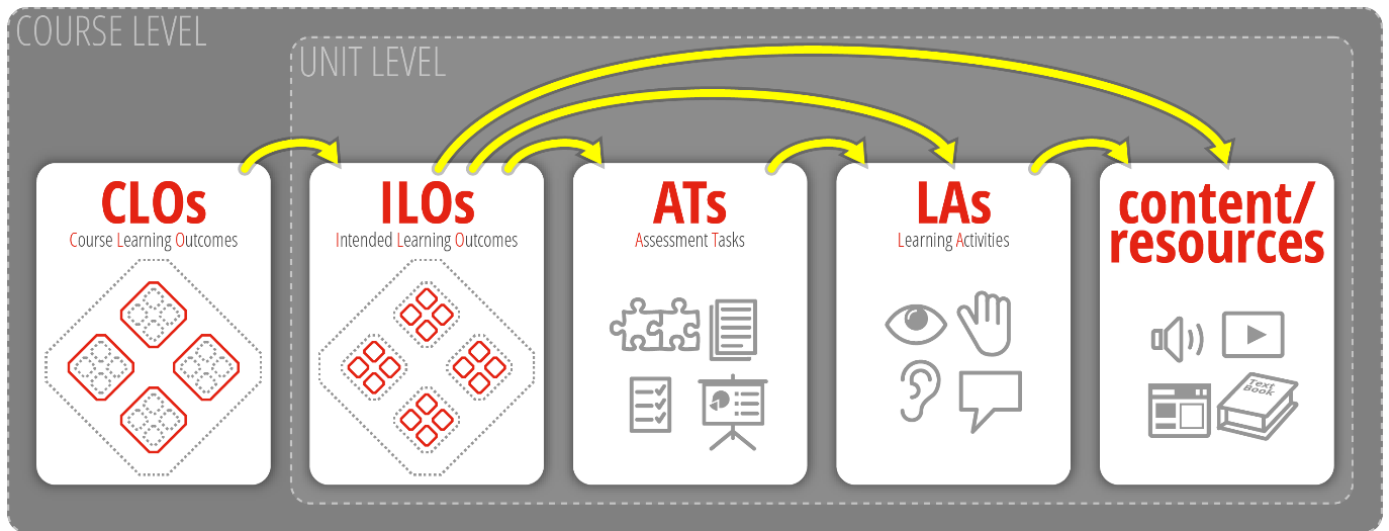
The following principles apply to all assessment tasks including those that contribute to awards and those that are part of a learning activity.

- **Assessment is designed to guide and enhance student learning.**
Assessment has a strong influence on what students learn. Assessment tasks are designed so that student learning is directed to the learning outcomes. Feedback informs students about their current level of achievement and supports future learning. Feedback should accompany all assessment tasks in a format that is suitable for the assessment task.
- **Student learning is assessed against learning outcomes and expected standards of performance.**
Judgements about student learning are made by reference to both learning outcomes and performance standards. Assessment criteria for a specific assessment task reflect what students are expected to learn and marking descriptors reflect the expected standards of performance for the assessment criteria.
- **Assessment provides credible information on student achievement.**
The assessment process provides trustworthy information to confidently judge student performance. Assessment results relate to the intended focus of student learning and assessors' judgements are a reflection of student performance. Administrative processes assure the security, equity and integrity of assessment and results.
- **Assessment is fair and provides all students with an impartial opportunity to demonstrate their learning.**
All students are entitled to fair assessments to demonstrate their learning. Information about assessment requirements, assessment criteria and expectations of performance is clear. The assessment load is manageable for students, lecturers and support services. Assessment tasks are designed to minimise bias and allow for reasonable adjustments.
- **Assessment develops students' abilities to evaluate their own and peers' work.**
It is through engagement with the assessment process that students develop peer and self-assessment skills and take responsibility for their learning as they progress through a programme. Over the duration of the programme, assessment processes can provide opportunities for students to play a role in formulating their assessment tasks, to assess their own and peers' work, and to reflect on feedback and demonstrate subsequent action to improve future performance.

2.5 Constructive Alignment

Constructive Alignment (Biggs, 2003) is an approach to curriculum design that indicates the relationship between learning outcomes, teaching and learning activities and assessment. Constructive alignment starts with the notion that the learner constructs their own learning through relevant learning activities. The teacher's job is to create a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes. The

key is that all components in the teaching system - the curriculum and its intended outcomes, the teaching methods used, the assessment tasks - are aligned to each other (Biggs, 2003).



"Constructive alignment diagram" is licensed under the Creative Commons Attribution-Share Alike 4.0 International license. Creators: Beale Gurney (Beale.Gurney@utas.edu.au) & Nell Rundle (Nell.Rundle@utas.edu.au), University of Tasmania Source: <http://bit.ly/2sWmTrO>

Figure 2. Constructive Alignment (Source: Biggs & Tang, 2007)

Biggs (2003), see Figure 2, describes four steps in setting up an aligned system, namely:

1. Defining the intended learning outcomes (ILOs).
2. Choosing teaching/learning activities likely to lead to the ILOs.
3. Assessing students' actual learning outcomes to see how well they match what was intended.
4. Arriving at a final grade.

Assessment, rather than curriculum or what is covered in class, dictates what students learn, thus the lecturer needs to ensure that the assessment tasks mirror the intended learning outcomes (Biggs, 2003).

3. Programme Assessment Strategy

The consideration of assessment for a module in an isolated manner may result in students not seeing linkages to other modules, being over-assessed and experiencing a narrow range of assessments thereby impacting on the development of their transferable skills.

Each programme should have a programme assessment strategy, devised by the Programme Board. It should be contextualised for the programme, the discipline, the student cohort and the learning environment. The assessment strategy should be influenced by the programme's learning outcomes and should aim to demonstrate that students have achieved these.

3.1 Programme Approach

The National Forum for the Enhancement of Teaching and Learning (2017) suggests that the benefits of a programme approach to assessment and feedback are that:

- It allows for a more effective and efficient use of resources in balancing the requirements of both high stakes assessment that is reliable and valid assessment that measures complex learning (Knight, 2000).
- Multiple, unconnected modular assessments can put student assessment efforts in one module in competition with efforts in parallel modules, potentially resulting in a focus on the immediate rather than on the important.
- A programme view of assessment and feedback allows staff to plan for a diversity of assessments across the programme, both familiar and unfamiliar.
- Coherent and integrative approaches to programme assessment have the potential to support students to develop complex understanding and challenge their learning by building on learning in previous and parallel modules.
- Institutional and student reputations, affected by plagiarism and cheating, are best addressed through a multi-pronged approach at programme and institutional level (Bretag & Harper, 2016).
- The design and positioning of assessment and feedback within a programme is key to the integration of learning from different modules in ways that prepare students to apply their learning successfully within their lives and work.

3.2 Functions of Programme Assessment Strategy

QQI's Assessments and Standards (2013) state that a programme assessment strategy should:

- Link a programme's assessment instruments (summative and formative, including continuous assessment and repeat assessment) to the minimum (and any other) intended programme learning outcomes as well as intended module and stage learning outcomes.
- Describe and provide a rationale for the choice of assessment tasks, criteria and procedures. It should also address their fairness and consistency, specifically their validity, reliability and authenticity.
- Describe any special regulations (e.g. learners may be required to pass some key modules outright and not rely on pass by compensation).
- Regulate, build upon and integrate the module assessment strategies and (where used) stage assessment strategies.

- Provide contingent strategy for cases where learners claim exemption from modules, including for recognition of prior learning.
- Match the programme's assessment instruments to the requirements of the institutional grading system, particularly concerning the recording and combination of module grades/marks (i.e. provide clear criteria for grading/markings).
- Ensure that the programme's continuous assessment workload is appropriately balanced.
- Relate to the programme's teaching and learning strategy.

3.3 Considerations in Programme Assessment Strategies

The Programme Board may wish to consider the following:

- Use of formative and summative assessment.
- Use of and balance between continuous assessment, projects, practicals, final examinations.
- Variety of assessment methodologies.
- How transferable skills will be developed and assessed throughout the programme.
- Student workload and volume of assessment.
- Special regulations e.g. 'must pass', non-compensatable modules.
- Integrated assessment opportunities.
- Contingency strategies e.g. alternative to placements.
- Grading approach including the grading of group work.
- Repeat assessment opportunities.
- Communication of assessments and assessment criteria to students.

Each Programme Board should develop an assessment strategy with a schedule of assessments, bearing in mind student workload (see Appendix B - Assessment Workload Guidelines), to be distributed to students at the start of each semester/stage. An integrated assessment approach is encouraged (See Appendix C – Programme Assessment Mapping Tool). A sample assessment schedule template is included in Appendix D. A lot of assessment due at the same time may lead to surface rather than deep learning. Interim deadlines for high stakes assessments, particularly for students in earlier years, will assist them in spreading their workload.

Programme Boards should be cognisant of the importance of providing a smooth and supportive induction and transition experience for first year college students when designing the assessment strategy for this cohort. The Programme Board should consider early low stakes assessment for first year students to assist with their transition to higher education. This can have the desired impact of communicating the work ethos required on the programme, motivating students at an early stage, building confidence and aiding learning through the provision of early feedback. Similarly, group assessments can assist with the socialisation of students, and the latter has been strongly linked with student retention.

4. Module Assessment Strategy

4.1 Assessment Design

Assessment design (see Figure 3) should be determined by the intended module learning outcomes. All module learning outcomes must be assessed within the module, but care should be taken not to over assess students. Assessment design should also keep the marking workload for lecturers manageable. The lecturer needs to determine how students can best show that they have achieved the module learning outcomes. This may require more than one assessment task. It is important to choose appropriate assessment methods and specify clear assessment criteria. At this stage consideration must also be given to how and when students will receive feedback.

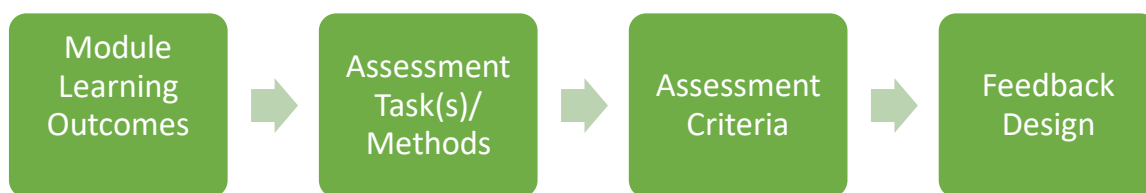


Figure 3. Assessment Design Stages

For an assessment to be valid, it must measure what it claims to measure and it needs to be aligned with learning outcomes. For example, for a learning outcome stating that students will “develop *professional* communication skills”, assessment tasks that focus only on *academic* communication skills cannot be regarded as valid. The critical review questions in Appendix E may be useful in designing assessments.

When considering assessment design, the lecturer should consider whether authentic assessment could be used. Villarroel et al. (2018) comment that “*Authentic assessment aims to integrate what happens in the classroom with employment, replicating the tasks and performance standards typically faced by professionals in the world of work*” (Villarroel et al., 2018, p. 841). Traditional assessment methods (e.g. formal examinations) measure students’ knowledge, but at most are only able to indirectly demonstrate whether students would be able to apply this in real world settings. Authentic assessment replicates or simulates situations in the workplace (see Figure 4).

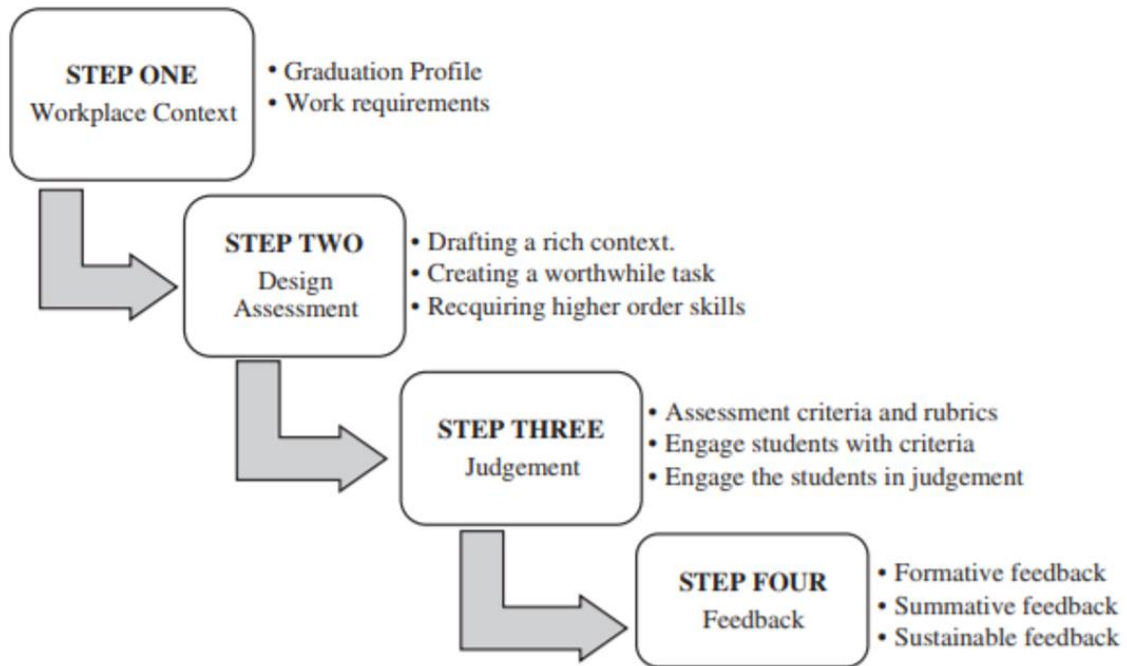


Figure 4. Model to Build Authentic Assessment (Source: Villarroel et al., 2018)

4.2 Indicative Assessment Workload

To ensure that you do not overload your students with assessment it is important to have a guideline for an appropriate workload per ECTS. In the absence of this, an overload of assessment, both at module and programme level, may result in students engaging in only surface learning and prevent you from being able to give meaningful and timely feedback. Remember that your module is only one of several modules that students are undertaking.

The National Forum (2017) study on assessment found, on average, students complete a much higher number of assessments per ECTS credit in single-semester 5 ECTS modules than in full-year 10 ECTS+ modules. For example, the average number of assessments in two single-semester 5-ECTS module was 5.2; the average number of assessments in a full-year 10-ECTS module was 2.8. In effect, this means that a typical student enrolled in a full-year 10-ECTS module could expect to complete an average of 2.8 assessments throughout the year, while a student enrolled in two single-semester 5-ECTS credit modules during the same period could expect to complete an average of 5.2 assessments. The modular system has been criticised for compartmentalising assessment, resulting in recent moves to develop more integrative approaches to assessments. Therefore the planning of module level assessment should be part of a programme level approach.

Overall student workload is linked to the ECTS for the module e.g. a 5-credit module has a total workload in the region of 125 hours for a semester. Students typically undertake 30 credits per semester, so this equates to a total indicative workload of 750 hours, which over a 15-week semester is approximately 50 hours per week - 18-23 of which is generally scheduled class time.

When planning the appropriate workload for an assessment or assignment please consider the weighting for your assessment when determining the size of the assessment versus the number of ECTS credits for the module. For example, if the weighting for a 5-credit module at stage 1 of a level 6 programme is 50% CA and 50% exam, then its assessment workload will be no more than half that of a 10-credit module at stage 1 of a level 6 with a breakdown of 50% CA and 50% exam. Another factor to consider is that elements of workload should be meaningful. Normally a piece of assessment should be equivalent to at least 1 ECTS.

In discipline areas where there is a large practical element, such as Science, Engineering, Culinary, Hotel, etc.; the CA element of a module may be assigned to regular in-class or online assessments such as MCQs (Multiple Choice Questions). Some modules may have a large proportion of the CA appropriated to Class Participation to encourage attendance, as is the case in the Hotel School. It is important therefore for module and programme designers to consider the collective workload of modules and how this workload translates in terms of the time required by a student to engage with and complete the respective assessments.

The guide provided in Appendix D may be useful in determining appropriate workloads for written assessments and/or a combination of other forms of assessment, and exams.

4.3 Co-creation of Assessment

In addition to assigning the appropriate workload for assessments on individual modules, it may be also beneficial to explore the possibility of co-creation of assessment across modules at the same stage of the same programme. For example, an assessment that includes a presentation in one module could also incorporate an assessment of presentation skills on a communications module. Co-creation of assessment can greatly minimise surface learning as it reduces the collective workload while increasing the expectation of a greater quality of work from the same joint assessment. This can help to motivate students to improve their focus and effort as assessments are partially joint across modules. Co-creation of assessment across modules is particularly appropriate when planning a programme level assessment strategy.

4.4 Assessment Methods

There are a wide variety of assessment methods beyond the traditional examination that can be used to assess students' learning. The method(s) of assessment chosen should be appropriate to the learning outcome(s) being assessed (see Figure 5).

Types of Learning: Learning outcomes	What is required from students?	Examples of Assessment
Thinking critically and making judgments	Development of arguments, reflection, judgment, evaluation.	Essay Report Book review
Solving problems/developing plans	Identify problems, define problems, analyse data, review, design experiments, plan, apply information.	Problem scenario Group Work Work-based problem Analyse a case Conference paper (or notes for a conference paper plus annotated bibliography)
Performing procedures and demonstrating techniques	Take readings, use equipment, follow laboratory procedures, follow protocols, carry out instructions.	Demonstration Role Play Make a video (write script and produce/make a video) Produce a poster Lab report
Demonstrating knowledge and understanding (can be assessed in conjunction with the above types of learning)	Recall, describe, report, identify, recognise, recount, relate etc.	Written examination Oral examination MCQs Essays Reports Short answer questions Mini tests
Managing/developing oneself	Work co-operatively and, independently, be self-directed, manage time, manage tasks.	Learning journal Portfolio Learning Contracts Self-evaluation Group projects Peer assessment
Designing, creating, performing	Design, create, perform, produce, etc.	Design project Portfolio Presentation Performance
Assessing and managing information	Information search and retrieval, investigate, interpret, review information.	Annotated bibliographies Use of bibliographic software Library research assignment Data based project
Communicating	Written, oral, visual and technical skills.	Written presentation Oral presentation Discussions /Debates/ Role Plays Group work

Figure 5. Matching Learning Outcomes to Assessment Types
(Source: Adapted from Nightingale et al., 1996)

As students have different learning preferences, a variety of assessment types should be used within a programme. A list of potential methodologies is available in Appendix F.

4.5 Group Assessment

Assessments may be undertaken as individuals or in groups. Group assessments may allow for larger authentic assignments to be undertaken and facilitate the development of communication, groupwork and leadership skills. However, complications and frustrations can arise due to freeloaders. The design of the assessment and the preparation of students for group assessments should be carefully considered to alleviate this. Appendix G contains considerations in designing and assessing group projects.

4.6 Who Assesses?

The assessor is normally the lecturer/module leader, or perhaps a team of lecturers on a joint module such as languages, dissertations, placements etc. However, it must be noted that other assessors may include the student themselves and/or their peers may also be included in the assessment process.

4.6.1 Peer Assessment

Peer assessment is the assessment of students' work by other students of equal status. Students often undertake peer assessment in conjunction with formal self-assessment. They reflect on their own efforts and extend and enrich this reflection by exchanging feedback on their own and their peers' work.

Peer assessment is a powerful meta-cognitive tool. It engages students in the learning process and develops their capacity to reflect on and critically evaluate their own learning and skill development. It supports the development of critical thinking, interpersonal and other skills, as well as enhancing understanding within the field of knowledge of a discipline. Peer and group assessment are also often undertaken together. Typically, the members of a group assess the performance of their peers in terms of their contribution to the group's work.

Some guidance in relation to implementing peer assessment is included in Appendix H.

4.6.2 Self-Assessment

Student self-assessment occurs when learners assess their own performance. With practice, they learn to:

1. objectively reflect on and critically evaluate their own progress and skill development.
2. identify gaps in their understanding and capabilities.
3. discern how to improve their performance.
4. learn independently and think critically.

Use self-assessment to develop the learning skills students will need for professional competence, and to make them aware of and more responsible for their own learning processes.

Sometimes lecturers use self-assessment and peer assessment together. For example, they might require students to use a rubric to provide critique on the work of their peers, and then to apply the same criteria to their own work. Nulty (2011) argues that students must first learn to peer-assess if they are to self-assess effectively.

Skilled self-assessment can be as reliable as other forms of assessment, but lecturers must provide students with training and practice if they want results to closely align with other assessors' results. A sample self-assessment form for self-assessment of an oral presentation is contained in Appendix I.

4.6.3 Double Marking

Double marking is the process whereby an assessment is marked by two markers, who agree a final mark (or marks). In some instances it may be 'double blind' marking, in which case neither marker are aware of the mark awarded by the other in reaching a conclusion on the merit of the piece of work. Double marking or double-blind marking may be appropriate for pieces of assessment with a large credit weighting e.g. dissertation.

4.7 Assessment Communication

Students should receive clear and comprehensive communication at each stage of the assessment process.

- Students should receive the module descriptor at the start of each module showing the breakdown of marks between continuous assessment, practical work, projects and final examinations, as relevant. Students should be made aware of any special regulations in relation to pass marks, compensation or failed elements.
- The Programme Board should prepare a schedule of assessments prior to the commencement of each semester. The assessment schedule should be prepared giving cognisance to student workload and ensuring the range of assessment methodologies meet the Programme Learning Outcomes. Any changes to the communicated assessment schedule should consider student workload and be notified in reasonable time to students.
- At the beginning of the module, students should be provided with details of the assessment strategy aligned with the learning objectives, and the assessment strategy used by the lecturer. Students should be provided with detailed guidance on the weighting of assessment, marking criteria, grading methodology, deadlines/dates, time/place of assessment/submission, special regulations (e.g. Failed Elements), and, if an assessment can be repeated, how and when this will be facilitated.
- The instructions provided for each assessment must provide the student with clear guidance as to the criteria which will be used to assess their performance. The CA template in Appendix J provides a consistent and comprehensive approach to issuing CA guidelines.
- Each student shall be provided with their provisional results of continuous assessment performance on a timely basis. Where there is a terminal examination or other module final assessment the results shall be provided to the student normally no later than one

week before the terminal examination. Communication of results will respect the confidentiality of the marks for each student, or in the case of group work the confidentiality of the group mark.

4.8 Marking

Marking is the process of interpreting student learning products and performance to:

- Reflect where students stand in relation to an orderly development of competence.
- Inform both student and lecturer not only the current level of students' learning, but also what needs to be done to improve that position.
- Meet administrative requirements for awarding levels according to student performance.

Marking is a high stakes activity; the results of which students use to define themselves as learners. It is also a highly subjective activity of interpretation that relies heavily on wisdom of practice. Interpreting and marking student learning relies upon careful upfront planning and can be significantly enhanced when students become agents of the assessment process, as Self Assessors or Peer Assessors. To be effective students need to be formally trained in this process. Facilitated in-class test or dummy runs are needed to ensure good assessment alignment prior to doing a formal CA self/peer assessment. A threefold process of self/peer/tutor assessment, where marks can be compared by all three, is most appropriate. This facilitates growth in metacognition, accurate judgements and critical thinking.

Expert assessors are highly skilled in interpreting and grading students' performances and products. They need to:

1. possess detailed knowledge of their discipline, of curriculum intentions and of learners and their diverse backgrounds.
2. have detailed knowledge of assessment options and understand the limitations of these options.
3. be very clear as to the purposes of the assessment.
4. have access to a repertoire of meaningful approaches that have been intentionally developed for the interpretation of students' learning performances.
5. be aware of contextual influences on their practice, the limitations of their own interpretations and judgments, and the ethical and practical implications of the way they conduct marking.
6. be aware of special education needs (SEN) or special needs accommodations and the professional and sensitive handling of same.

4.8.1 Using Assessment Rubrics

A rubric for assessment, usually in the form of a matrix or grid, is a tool used to interpret and grade students' work against criteria and standards. Rubrics are sometimes called criteria sheets, grading schemes or scoring guides. Rubrics can be designed for any content domain. Sample rubrics are contained in Appendix K.

A rubric makes explicit a range of assessment criteria and expected performance standards. Assessors evaluate a student's performance against all of these, rather than assigning a single subjective score. A rubric:

1. handed out to students during an assessment task briefing, makes students aware of all expectations related to the assessment task and helps them evaluate their own work as it progresses.
2. helps teachers apply consistent standards when assessing qualitative tasks and promotes consistency in shared marking.

Rubrics can assist in structuring discussions with students about different levels of performance on an assessment task. Students can employ the rubric during peer assessment and self-assessment, to generate and justify assessments. Once familiarised with the idea of rubrics, students can assist in the rubric design process thus taking more responsibility for their own learning.

4.8.2 Marking Class Participation

Lecturers often include the assessment of classroom participation - or classroom contribution, as it is sometimes called — in an assessment strategy to encourage students to participate in class discussion/challenges and to motivate students to do the background reading and preparation for a class session. By assessing participation in classroom discussion/challenges, lecturers encourage and reward the development of oral skills and group skills such as interacting and co-operating with peers and the lecturer. Classroom participation can encompass active learning in a lab, studio, tutorial, team or group, online (e.g. in ePortfolios and in *Moodle*) or in role-plays and simulations.

4.9 Academic Integrity

Students at GMIT are expected to demonstrate academic integrity in their work. All students should be made aware of GMIT's Policy on Plagiarism. Therefore, it is the responsibility of academic staff to ensure that students are fully informed in relation to plagiarism, and appropriately trained in referencing skills (for literature texts, images, etc.). All students must sign the plagiarism disclaimer form when submitting assignments. Sample Assignment Cover Sheets, for both individual and group assignments, that contain this disclaimer can be found in Appendix L.

There are many reasons students might use other people's work as if it were their own.

1. They may be unaware of referencing conventions or lack experience in referencing.
2. They may not have understood what an assignment required them to do.
3. They may lack confidence in their own use of language.
4. If they have used others' work before, and their use of it has not been questioned, they may be under the impression that the usage is generally condoned in an academic setting.
5. If such usage has gone undetected, they may assume that there are no measures in place to detect plagiarism.
6. Sometimes students manage their time poorly and copy material from another source to meet a deadline.

The 'Student Success' course which deals with Academic Integrity is available as a plug-in to Moodle.

4.9.1. Assessment Design and Plagiarism

Assessment design can reduce the opportunity for students to plagiarise. The following suggestions (JISC, 2006) may be useful in this regard:

- **Assess the process** – Asking students to submit work-in-progress reports, review notes, drafts or revisions are all strategies that will help students to manage their time more effectively and avoid any last-minute panics that might lead to plagiarism.
- **Personalise the assessment** – Adding context to an assignment by inviting students to draw on their own experience or select a personally relevant research topic within a theme, or specific framework will encourage original work.
- **Harness the research process** – Requiring students to provide written reviews or photocopied extracts of the sources used is helpful in showing students what plagiarism means and how to use sources properly (Brown & McDowell, revd Duggan 2003).
- **Emphasise the value of analysis** – Design assessments that move beyond asking students to find the ‘right answer’ to requiring them to analyse, evaluate and synthesise the work of others.
- **Use peer assessment** – There is no mileage in cheating or plagiarism when it is one’s peers who are monitoring performance and students have little chance of ‘pulling the wool’ over their peers’ eyes (Brown & McDowell, revd Duggan 2003).
- **Create a supportive environment** – Use formative assessment tasks to provide regular feedback and help students understand that learning from their mistakes is a valuable part of their academic experience.
- **Discourage the use of pre-written assignments** – Changing elements of the assessment task each year or specifying particular types of resources that must be included in the analysis reduce the possibility of submission of a paper downloaded from an essay bank.

4.10 Assessment Administration

4.10.1 Notification of Absence

There may be instances where students need to provide notification of legitimate verifiable absence from assessment or late submission of assessment.

- Students should be provided with guidance on dates/deadlines and penalties for missing them. This should include the timeframe within which students must notify and provide evidence of the reasons for their absence and/or missing an assessment deadline. Schools/Department/Programmes may choose to adopt a consistent approach to this.
- Procedures in relation to applying for an examination deferral are covered in Code of Practice No. 3 (Marks and Standards).
- Procedures in relation to notification of personal circumstances impacting on performance in assessment is covered in Code of Practice No. 3 (Marks and Standards).

4.10.2 Exam Materials and Records

- Lecturers must maintain accurate records of continuous assessment and examination results and enter results on the Institute's Academic Information System as per Institute arrangements. A result must be recorded on *Web-For-Faculty* for all students.
- Lecturers must submit for safekeeping and archiving, in accordance with the local departmental arrangements, all examination papers, marking schemes, and all continuous assessment material, where appropriate, with supporting documentation.
- The retention period for assessment/examination material should be in accordance with the Institute policy. Currently, the retention period is nine months.

4.11 Reasonable Accommodations

GMIT has a large number of students with disabilities including specific learning difficulties (SLD including dyslexia). These students are registered with the Institute's Access and Disability Office and are legally entitled to reasonable accommodations. Reasonable accommodations may include additional assessment/examination time, spelling and grammar waiver, reading software, alternative assessment formats or other forms of accommodations. The Access and Disability Office determines the students' entitlements. It produces a spreadsheet of the accommodations for SLD students in each Department, and this is communicated to individual lecturers by the Head of Department. For students with high needs and other disabilities individualised learning statements are issued and sent to the Head of Department for circulation to relevant lecturers. You should be mindful of the requirements of these students and ensure that they are provided with the accommodations they are entitled to. It is important to remember that these accommodations are not designed to advantage the student but merely to level the playing pitch.

You should consider building 'Universal Design for Learning' into your curriculum so that reasonable accommodations become unnecessary. According to Ahead 'Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn, including Students with Disabilities. UDL aims to improve the educational experience of all students by introducing more flexible methods of teaching, assessment and service provision to cater for the diversity of learners in our classrooms. This approach is underpinned by research in the field of neuroscience and is designed to improve the learning experience and outcomes for all students.' <https://www.ahead.ie/udl>

5. Principles of Feedback

Feedback is the response to the student work. It may include a grade or mark, written or oral comments and can be based on formative or summative assessment. Feedback can originate from a number of sources including self, peers, placement supervisors, external examiners and lecturers and can be provided individually or to a group, orally or in writing, personally or using technology. Feedback is central to learning, allowing students to reflect, draw conclusions and subsequently improve performance. Feedback has a significant impact on learning; it has been described as "the most powerful single moderator that enhances achievement" (Hattie, 1999).

The main objectives of feedback are to:

- justify to students how their mark or grade was derived.
- identify and reward specific qualities in student work.
- guide students on what steps to take to improve.
- motivate them to act on their assessment.
- develop their capability to monitor, evaluate and regulate their own learning (Nicol, 2010).

Feedback is valuable when it is received, understood and acted on. How students analyse, discuss and act on feedback is as important as the quality of the feedback itself (Nicol, 2010). Through the interaction students have with feedback, they come to understand how to develop their learning. Therefore, feedback should be comprehensive and go beyond the easy to give feedback such as grammar, spelling and presentation. It should be linked to the assessment criteria and module learning outcomes. It is recognised that large class sizes make providing individualised feedback in a timely manner difficult. Appendix M provides a list of potential feedback mechanisms.

To benefit student learning, feedback needs to be:

- **Constructive:** As well as highlighting the strengths and weaknesses of a given piece of work, it should set out ways in which the student can improve the work.
- **Timely:** Give feedback while the assessed work is still fresh in a student's mind, before the student moves on to subsequent tasks. Students should be advised of the results of their continuous assessment within four weeks of the completion of the assessment/practical and should be at least one-week prior to sitting any semester terminal examination, and at least two weeks prior to sitting any terminal examination for year-long modules.
- **Meaningful:** It should target individual needs, be linked to specific assessment criteria, and be received by a student in time to benefit subsequent work.

6. Conclusion

These assessment guidelines are for both lecturers and programme board associated with taught programmes in GMIT. It is envisaged that these guidelines will ensure that each student can have a full and fair opportunity to excel in their chosen discipline by being presented with the opportunity to engage with appropriate assessments throughout their studies.

Appendix N provides a bibliography for additional resources for those who wish to delve deeper into assessment related topics.

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Appendices

Appendix A: Assessment Glossary

Assessment Literacy:

Assessment - Evaluation of student learning on a module or programme (ref COP 3).

Assessment strategy – The approach that a module or a programme takes in aligning the learning outcomes with the assessment tools being used. An assessment strategy should take into account the methods, timing of assessment activities, the learning outcomes being assessed and the type of assessment as indicated in the module descriptor.

Authentic Assessment – Authentic assessment aims to integrate what happens in the classroom with employment, replicating the tasks and performance standards typically faced by professionals in the world of work.

Continuous assessment – Assessment of material that students complete to meet (in whole/part) the learning outcomes of a module (ref COP3).

Criterion reference marking - Student achievement is measured against specific criteria that are linked to the specific learning outcomes/objectives of the module.

Diagnostic assessment – Assessment that is designed to identify specific abilities, competencies or knowledge of a student. The results may be used in the design of supports of pathways of learning for student involved.

Exemplar - Examples of work that can be used in preparation of assessment activities.

Feedback – A key element of assessment. Information that is given to the students about their work or their progress. Effective feedback allows students to apply the information in current or future work / learning.

Formative assessment - Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

Graduate attributes - Key skills and competencies that graduates of a programme are expected to have achieved.

Learning outcomes – Specific objectives that the student will have achieved on completion of a period of study – outcomes must be measurable or observable to demonstrate the learning that has occurred.

Norm-referenced – Assessment that measures student performance against the standard of the group rather than against a pre-determined standard, assessment that ranks students on their spread about the norm (or results from a test graded and ranked).

Peer assessment – Assessment activity where students evaluate the work of others.

Reliability - Reliable assessments are ones where the same marker reaches the same conclusion on different occasions and different markers reach the same conclusion when presented with similar evidence.

Self-assessment – Assessment where the students evaluate their own work or learning,

Summative assessment – Summative assessments are used to evaluate student learning, skill acquisition and academic achievement at the conclusion of a defined instructional period— typically at the end of a project, unit, course, semester, programme or school year.

Validity - a valid assessment is one that measures what it claims to measure (and what is important to measure).

Adapted from Freeman, R. and Lewis, R. (1998) Planning and Implementing Assessment, London, Kogan Page, pp. 314-317.

Appendix B: Assessment Workload Guidelines

Take note of the following for any written assessment assigned within a module. It is important to consider the stage of the programme and the level of ECTS. See word count guidelines per ECTS below:

Max Word Count Guidelines					
Level	Stage	ECTS	Indicative Workload - C.A. - Maximum length essays/ reports/portfolios	Maximum (workload per ECTS * 5 ECTS)	Maximum (workload per ECTS * 10 ECTS)
6/7/8	1	1	500	2500	5000
6/7/8	2	1	500	2500	5000
7/8	3	1	750	3750	7500
8	4	1	1000	5000	10000

The following is an example of workload guideline for each stage of a programme for **5 credit** modules with **100% CA**:

Assessment Workload Guidelines					
Level	Stage	ECTS	Continuous Assessment (C.A.)	Indicative Workload - C.A. - Maximum length essays/ reports/portfolios	Other – presentations, poster, performance, in-class tests, other artefact
6/7/8	1	5	100% C.A.	2500 words (1 artefact)	
6/7/8	1	5	100% C.A.	1250 words (2 artefacts or 1 artefact plus)	One other assessment, e.g. presentation, in-class or online test or poster etc.
6/7/8	1	5	100% C.A.		Two assessments, e.g. presentation, in-class and online test or poster etc.
6/7/8	2	5	100% C.A.	2500 words (1 artefact)	
6/7/8	2	5	100% C.A.	1250 words (2 artefacts or 1 artefact plus)	One other assessment, e.g. presentation, in-class or online test or poster etc.
6/7/8	2	5	100% C.A.		Two assessments, e.g. presentation, in-class and online test or poster etc.
7/8	3	5	100% C.A.	3750 words (1 artefact)	
7/8	3	5	100% C.A.	1875 words (2 artefacts or 1 artefact plus)	One other assessment, e.g. presentation, in-class or online test or poster etc.
7/8	3	5	100% C.A.		Two assessments, e.g. presentation, in-class and online test or poster etc.
8	4	5	100% C.A.	5000 words (1 artefact)	

8	4	5	100% C.A.	2500 words (2 artefacts or 1 artefact plus)	One other assessment, e.g. presentation, in-class or online test or poster etc.
8	4	5	100% C.A.		Two assessments, e.g. presentation, in-class and online test or poster etc.

The following is an example of workload guideline for each stage of a programme for **10 credit** modules with **100% CA**:

Assessment Workload Guidelines					
Level	Stage	ECTS	Continuous Assessment (C.A.)	Indicative Workload - C.A. - Maximum length essays/ reports/portfolios	Other – presentations, poster, performance, in-class tests, other artefact
6/7/8	1	10	100% C.A.	5000 words (1 artefact)	
6/7/8	1	10	100% C.A.	2500 words (2 artefacts or 1 artefact plus)	One other assessment, e.g. presentation, in-class or online test or poster etc.
6/7/8	1	10	100% C.A.		Two assessments, one in each semester, e.g. presentation, in-class and online test or poster etc.
6/7/8	2	10	100% C.A.	5000 words (1 artefact)	
6/7/8	2	10	100% C.A.	2500 words (2 artefacts or 1 artefact plus)	One other assessment, e.g. presentation, in-class or online test or poster etc.
6/7/8	2	10	100% C.A.		Two assessments, one in each semester, e.g. presentation, in-class and online test or poster etc.
7/8	3	10	100% C.A.	7500 words (1 artefact)	
7/8	3	10	100% C.A.	3250 words (2 artefacts or 1 artefact plus)	One other assessment, e.g. presentation, in-class or online test or poster etc.
7/8	3	10	100% C.A.		Two assessments, one in each semester, e.g. presentation, in-class and online test or poster etc.
8	4	10	100% C.A.	10,000 words (1 artefact)	

8	4	10	100% C.A.	5000 words (2 artefacts or 1 artefact plus)	One other assessment, e.g. presentation, in-class or online test or poster etc.
8	4	10	100% C.A.		Two assessments, one in each semester, e.g. presentation, in-class and online test or poster etc.

The following is an example of workload guideline for each stage of a programme for **5 credit** modules with a split assessment strategy of **50% CA plus 50 exam%**:

Assessment Workload Guidelines							
Level	Stage	ECTS	Continuous Assessment (C.A.)	Indicative Workload - C.A. - Maximum length essays/reports/portfolios	Other – presentations, poster, performance, in-class tests, other artefact	Examination	Maximum Length - Examination
6/7/8	1	5	50% C.A.	1750 words (1 artefact or)		50% Exam	2 hours
6/7/8	1	5	50% C.A.		Other assessment, e.g. presentation, in-class or online test or poster etc.	50% Exam	2 hours
6/7/8	2	5	50% C.A.	1750 words (1 artefact or)		50% Exam	2 hours
6/7/8	2	5	50% C.A.		Other assessment, e.g. presentation, in-class or online test or poster etc.	50% Exam	2 hours
7/8	3	5	50% C.A.	1875 words (1 artefact or)		50% Exam	2 hours
7/8	3	5	50% C.A.		Other assessment, e.g. presentation, in-class or online test or poster etc.	50% Exam	2 hours
8	4	5	50% C.A.	2500 words (1 artefact or)		50% Exam	2 hours

8	4	5	50% C.A.		Other assessment, e.g. presentation, in-class or online test or poster etc.	50% Exam	2 hours
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Please note: if the weighting differs, refer to the ECTS credit per word count guide.

The following is an example of workload guideline for each stage of a programme for **10 credit** modules with a split assessment strategy of **50% CA and 50% exam**:

Assessment Workload Guidelines							
Level	Stage	ECTS	Continuous Assessment (C.A.)	Indicative Workload - C.A. - Maximum length essays/ reports/portfolios	Other – presentations, poster, performance, in-class tests, other artefact	Examination	Maximum Length - Examination
6/7/8	1	10	50% C.A.	2500 words (1 artefact)		50% Exam	2 hours
6/7/8	1	10	50% C.A.	1750 words (1 artefact plus)	One other assessment, e.g. presentation, in-class or online test or poster etc.	50% Exam	2 hours
6/7/8	1	10	50% C.A.		Two smaller assessments, one in each semester, e.g. presentation, in-class and online test or poster etc.	50% Exam	2 hours
6/7/8	2	10	50% C.A.	2500 words (1 artefact)		50% Exam	2 hours
6/7/8	2	10	50% C.A.	1750 words (1 artefact plus)	One other assessment, e.g. presentation, in-class or online test or poster etc.	50% Exam	2 hours
6/7/8	2	10	50% C.A.		Two assessments, one in each semester, e.g. presentation, in-class and	50% Exam	2 hours

					online test or poster etc.		
7/8	3	10	50% C.A.	3250 words (1 artefact)		50% Exam	2 hours
7/8	3	10	50% C.A.	1625 words (1 artefact plus)	One other assessment, e.g. presentation, in-class or online test or poster etc.	50% Exam	2 hours
7/8	3	10	50% C.A.		Two assessments, one in each semester, e.g. presentation, in-class and online test or poster, etc.	50% Exam	2 hours
8	4	10	50% C.A.	5000 words (1 artefact)		50% Exam	3 hours
8	4	10	50% C.A.	2500 words (2 artefacts or 1 artefact plus)	One other assessment, e.g. presentation, in-class or online test or poster, etc.	50% Exam	3 hours
8	4	10	50% C.A.		Two assessments, one in each semester, e.g. presentation, in-class and online test or poster, etc.	50% Exam	3 hours

Please note: if the weighting differs, refer to the ECTS credit per word count guide.

Appendix C: Programme Assessment Mapping Tool

Programme Assessment Mapping Tool (Note: this is an Excel tool and it is completed as part of a T&L workshop with tlo@gmit.ie)

Note: Programme board members who complete this mapping exercise with colleagues can also count towards meeting a National Forum Digital Badge on 'Programme-Focused Assessment'.

Assessment Map - Sample Template (vary module sizes as appropriate)												Total x Number	Total x type	
	10 ECTS		10 ECTS		10 ECTS		10 ECTS		10 ECTS		10 ECTS			
Year 1	Module code		Module code		Module code		Module code		Module code		Module code			
	Module Name		Module Name		Module Name		Module Name		Module Name		Module Name			
	Exam = 3 hours (60%)		Exam 1.5 hours (60%)		Exam = 3 hours (70%)		Exam = 3 hours (70%)		Exam = 3 hours (35%)		Exam 3 hours (100%)			
	Case Study 15%		Test (20%)		Test 1.5 hours (10%)		1st term Essay (10%)		MCC 1st term (7.5%)					
	Essay 15%		Assignment 1 (10%)		Test 1.5 hours (10%)		2nd term Essay (10%)		MCC 2nd term (7.5%)					
	Attendance and Participation 10%		Mid-term Assignment 2		Team project 10%		HT Assignment (10%)		Oral exam (25%)					
									Poster presentation 25%					
Total x number	4		4		4		4		5		1		22	
Total x ttype	4		3		3		3		5		1			
	5 ECTS	5 ECTS	5 ECTS	5 ECTS	5 ECTS	5 ECTS	10 ECTS		10 ECTS		10 ECTS			
Year 2	Module code	Module code	Module code	Module code	Module code	Module code	Module code		Module code		Module code			
	Module Name	Module Name	Module Name	Module Name	Module Name	Module Name	Module Name		Module Name		Module Name			
	Exam 1.5hr (70%)	Exam 1.5 hours (70%)	Exam 1.5 hour (75%)	Exam 1.5 hours (65%)	Exam (70%)	Class and mentor-meeting	Written exam (35%)		Written exam (65%)		Exam (70%)			
	2nd term test 1hr (30%)	Group Assignment (30%)	1st term test week 8 1.5 hour	Online test (10%)	1st term test week 8 (10%)	Discipline-specific idea group report	Videoclip (20%)		Group Project 1st term (10%)		1st term test week 8 (15%)			
				Group Assignment (25%)	2nd term test week 8 (15%)	Reflective writing (indiv subm) 30%	Oral presentation and questions		Group Project 2nd term (15%)		2nd term test week 8 (15%)			
					MCC 5%		Tutorial attendance (5%)		Learner Journal (5%)					
							Essay (15%)		MCC 5%					
Total x number	2	2	2	3	4	3	5		5		3		29	
Total x ttype	2	2	2	3	3	3	5		4		2			
	5 ECTS	5 ECTS	5 ECTS	5 ECTS	5 ECTS	5 ECTS	10 ECTS		10 ECTS		10 ECTS			
Year 3	Module code	Module code	Module code	Module code	Module code	Module code	Module code		Module code		Module code			
	Module Name	Module Name	Module Name	Module Name	Module Name	Module Name	Module Name		Module Name		Module Name			
	Exam 3 hour (70%)	Exam 3 hour (80%)	Exam 3 hour (60%)	Exam 2 hour 75%	Exam 1.5 hour (60%)	Exam 2 hour (70%)	Exam 1.5 hour (60%)		Exam 2 hours (50%)		Exam 2 hours (70%)			
	1st term Test WK 8; 1.5 Hour 15%	1st term Test WK 8; 1.5 Hour 20%	1st term Individual Written Assignment 3,000	Group "Pitch a Discipline-specific Ideas" project 25%	Group Assign/essay 40%	2nd term Essay (30%)	2nd term Essay (30%)		Individual assignment (25%)		Group assignment (30%)			
	2nd term Test 1.5 Hour 15%		1st term Group Assignment 10%			Group Assignment (30%)	Contribution to 5 discussion boards		Group project (25%)					
Total x number	3	2	3	2	2	3	3		3		2		23	
Total x ttype	2	2	3	2	2	3	3		3		2			
	10 ECTS		15 ECTS			15 ECTS			20 ECTS					
Year 4	Module code		Module code			Module code			Module code					
	Module Name		Module Name			Module Name			Module Name					
	Exam 3 hour (65%)		Exam 3 hour (50%)			Exam 3 hour (40%)			Project Portfolio Individual (70%)					
	Term test WB, (15%)		Assignment 1 (20%)			Participation 15%			Group portfolio (30%)					
	Assignment 20%		Assignment 2 (20%)			Assignment 45%								
			Assignment 3 (10%)											
Total x number	3		4			3			2				12	
Total x ttype	3		2			2			2					

Source: National Forum, 2017.

Appendix D: Sample Assessment Schedule

Bachelor of Year 1 – Semester

Continuous Assessment Schedule

(X indicates the week assessment will take place or assignment is due)

Year 1, Semester 1	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Module 1	Ongoing										
Module 2			x								x
Module 3						x					
Module 4		x					x				
Module 5		x				x		x		x	
Module 6											x

Continuous Assessment Details

<p>Module 1 5 credits</p> <p>100% Continuous Assessment</p>	<p>Assessment Details: Weekly Lab Reports (10 x 10%)</p> <p>Repeat Mechanism: 2 hour practical examination at Autumn sitting</p>
<p>Module 2 5 credits</p> <p>30% Continuous Assessment 70% End of Semester Examination</p>	<p>Assessment Details: Essay (30%)</p> <p>End of Semester Examination: 2 hour written exam</p>

	<p>Repeat Mechanism: 2 hour written examination at Autumn sitting</p>
<p>Module 3 5 credits</p> <p>100% Continuous Assessment</p>	<p>Assessment Details: In-class test (30%)</p> <p>End of Semester Examination: 2 hour written exam</p> <p>Repeat Mechanism: 2 hour written examination at Autumn sitting</p>
<p>Module 4 5 credits</p> <p>30% Continuous Assessment 70% End of Semester Examination</p>	<p>Assessment Details: MCQ (15%) Week 4 MCQ (15%) Week 8</p> <p>End of Semester Examination: 2 hour written exam</p> <p>Repeat Mechanism: 2 hour written examination at Autumn sitting</p>
<p>Module 5 5 credits</p> <p>100% Continuous Assessment</p>	<p>Assessment Details: Portfolio (100%)</p> <p>Repeat Mechanism: Repeat failed elements of portfolio</p>
Module 6	Assessment Details:

5 credits 100% Continuous Assessment	Repeat Mechanism:
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Notes:

Dates indicated are the dates on which assessments will take place or assignments will be due. These dates are guides to assist students in planning their study. Occasionally, lecturers may have to change these dates. Full details of assessment methodologies and times will be communicated to students by each lecturer.

Students missing assessments will be awarded a mark of zero. In the case of some skills-based assessments, students will be required to retake the assessment on the next occasion that the module is delivered. This may have implications for progression.

Late submission of assignments will incur a penalty of 20% for missing the deadline, and 10% of marks for each subsequent day late e.g. a project which receives a mark of 70% was submitted three days late, so therefore 40% of the marks will be deducted i.e. 70% less 28% = 42%. ***(Please note that this is an example of what a lecturer may deem is fair for late submission. It is at the discretion of the lecturer to set the parameters of late submission.)***

Students who miss assessment should provide medical certificates or other evidence of the reason for having missed continuous assessments within seven working days of the date of the assessment. Failure to do so will result in a mark of zero for the assessment.

Students who miss an exam or have impaired performance in an examination for reasons other than personal culpability should refer to and follow the procedures outlined in the Code of Student Conduct.

Appendix E: Assessment Planning Critical Review Questions

When planning an assessment ask oneself the following questions:

1. How authentic are the assessment tasks? Do they relate to the skills and attributes required of students in the workplace?
2. Do the tasks facilitate the development, not just measurement, of students' learning?
3. Could you explain to students the rationale for your choice of assessment tasks?
4. How do your assessment tasks link to the overall programme learning outcomes/ graduate attributes?
5. How do your assessment tasks enable students to develop the capacity to evaluate their own work and the work of others?
6. What skills do your assessment tasks help to build in students?
7. Will students have the opportunity to practice elements of the task and receive feedback, if the task is not something they are very familiar with?
8. Does the sequencing of assessment tasks enable students to use feedback from prior tasks to inform their approach to current tasks?
9. Does the sequencing of assessment tasks support productive learning strategies, rather than cramming or plagiarism?
10. How will the assessment tasks influence students and their learning beyond your own module or unit?

An assessment strategy checklist when designing or redesigning a module or programme

Assessment is any process that aims to judge the extent of students' learning.

Checklist for assessment	Yes/No
1. Are the learning outcomes a description of the learning to be achieved?	
2. Does the module include continuous assessment – assessment that takes place at more than one point a module?	
3. Does the module have a final assessment – assessment that takes place at the end of a course?	
4. Is the assessment for the module valid – one that measures what it claims to measure?	
5. Is the assessment for the module reliable - one where the same marker reaches the same conclusion on different occasions and different	

markers reach the same conclusion when presented with similar evidence?	
6. Have opportunities to provide formative assessment been included - assessment designed to provide information to students on how they can improve their work?	
7. Is the module only assessed with a final summative assessment – assessment that counts towards or constitutes a final grade or qualification?	
8. Is the assessment criterion referenced – assessment that assesses how far students meet or match criteria?	
9. Has peer assessment been considered – learners making judgements about one another’s work, requiring them to give and/or receive feedback?	
10. Has self-assessment been considered - assessment where the student makes judgements on their own learning	

Adapted from Freeman, R. and Lewis, R. (1998) *Planning and Implementing Assessment*, London, Kogan Page, pp.314-317.

Appendix F: Assessment Definitions and Methods

Assessment Types Definitions

The following is a summary of assessment methods that has been adapted from Brown's, "Assessment: A Guide for Lecturers" (2001), a useful starting point to consider the variety of assessments possible:

- **Exams:** Traditional fixed-time unseen exams.
- **Open-book exams / open note exams:** tests ability to find, recognise and apply information rather than reproduce knowledge.
- **Project work:** Independent research and work on a question, problem or topic which produces a written text, performance, thesis, art-work etc.
- **Vivas / Oral exams:** Questioning of student by single examiner or panel.
- **Practicals/lab-based learning/ Experimental write-ups:** Following experimental protocol: assessment based on lab skills, results, data analysis and presentation.
- **Multiple-choice questions:** Problem with list of suggested answers, one of which is correct. Others (distractors) can be designed to specifically address learning outcomes rather than just being 'incorrect'. <https://cft.vanderbilt.edu/guides-sub-pages/writing-good-multiple-choice-test-questions/>
- **Clickers (credit bearing):** Handheld device or smart phone App used to answer MCQs in real time - linked to Blackboard if desired.
- **Problem-based learning /Case studies:** Students collaboratively solve problems from real-life situations and reflect on their experiences. <https://teaching.unsw.edu.au/assessment-case-studies-and-scenarios>
- **Literature reviews:** Critical written evaluation of the published literature on a specific topic or research area.
- **Oral presentations:** Individual or group presentation with or without presentation aids such as *PowerPoint*, *Prezi* etc.
- **Poster sessions:** Students present results of research in poster format; session attendees quiz students on work in person and award marks based on this interaction and the poster.
- **Self-assessment:** Formative assessment during which students reflect on the quality of their work, judge the degree to which it reflects explicitly stated goals or criteria and revise accordingly.
- **Peer review:** Students evaluate each other's work using guidelines provided by instructor http://www.cwsei.ubc.ca/resources/files/Student-Peer-Review_Resources.pdf
- **Group work:** Collaborative work in which both end product and process is assessed; can include group and individual assessment. <http://www.cmu.edu/teaching/assessment/howto/assesslearning/groupWork.html>
- **Wiki:** A webpage that anyone can edit thus easily allowing for collaborative work.
- **Blog:** An informal, diary-style article published online and publicly available. Can be marked as written piece.

- **Reflective writing:** Writing that explores the student's own experience and thoughts on a topic and on the learning experience.
- **Online group assignments:** Online collaborative work which allows the instructor to monitor individuals' contribution. Journal club Student-led discussion of paper on selected topic <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1959203/>
- **Discussions /Debates/ Role plays:** Performance Marks awarded individually for contribution to these class events.

Assessment Methods

Assessment Method	Definition
Cases and open problems	An intensive analysis of a specific example.
Technology device/Web-based assessments	Office 365 Apps, VLE tools, Blogs, create a website, TEL tools, video production, etc.
Essays	Written work in which students try out ideas and arguments supported by evidence.
Learning logs/ diaries Blogs	Wide variety of formats ranging from an unstructured account of each day to a structured form based on tasks.
Mini-practical's	A series of short practical examinations undertaken under timed conditions. Assessment of practical skills in an authentic setting.
Modified Essay Questions (MEQs)	A sequence of questions based on a case study. After students have answered one question, further information and a question are given.
Multiple Choice Questions (MCQs)	Select the correct answers – available on Moodle Quiz tools.
Orals	Verbal interaction between assessor and assessed.
Objective Structured Clinical Examinations (OSCEs)	Candidates measured under examination conditions on their reaction to a series of short, practical, real-life situations.
e-Portfolios	Systematic collections of educational or work products that are typically collected over time. Wide variety of types from a collection of assignments to reflections upon critical incidents. All of this can be developed on web-based platforms such as WEEBLY.
Poster Sessions	Display of results from an investigative project – a range of online poster tools to support creative process.
Presentations	Oral reports on projects or other investigative activities.
Problems	Measures application, analysis and problem-solving strategies.
Group Projects and Dissertations	Assessment by a tutor/lecturer of the products of student group work.
Questionnaires and report forms	One or more questions presented and answered together.

Reflective Practice Assignments	Measures capacity to analyse and evaluate experience in the light of theories and research evidence.
Report on Practicals	Methodically written account of a practical investigation
Self-assessed questions based on open learning (distance learning materials and computer-based approaches)	Strictly speaking, a method of learning not of assessment. A process by which an assessment instrument is self-administered for the specific purpose of providing performance feedback, diagnosis and prescription recommendations rather than a pass/fail decision.
Short answer questions	Brief answers that can measure analysis, application of knowledge, problem-solving and evaluative skills.
Simulated interviews	Useful for assessing oral communication skills.
Single Essay Examination	Usually three hours on prepared topic.
Work-based Assessment	Variety of methods possible including learning logs, portfolios, projects, structured reports from supervisors or mentors.
Assessment with TEL Tools and Apps	For a variety of methods and approaches, check out Dr Mark Glynn's website https://enhancingteaching.com/ and Dr Frances Boylan's 12 Apps Website at http://www.dit.ie/ltec/elearning/12appsofchristmas/

Source: GMIT First Steps in Teaching and Learning, (Ginty, 2017). Adapted from Brown's, "Assessment: A Guide for Lecturers" (2001)

Appendix G: Group Project Assessment Guidelines

Group project assessments may potentially offer lecturers a lot of benefits including reduction of marking workload, the opportunity to conduct larger projects, the assessment of a wider variety of outcomes, authentic assessment opportunities and the development of deeper learning. From the student perspective, group assessment work allows the development of group work skills, provides the opportunity of learning from each other and fosters better preparation for employment. Yet, group project assessments are not without their disadvantages and may be met with reluctance from students who have had bad experiences with group work and are cynical about group grading procedures. To maximise the benefits of group work, the assessment needs to be carefully planned, designed and implemented taking account of good practice. The following guidelines offer suggestions in this regard.

Extent of Use of Group Project Assessments

- Programme Boards should plan to avoid group work overload within any academic stage and should carefully consider the extent of group marks awarded in an award stage.
- Group work assessments may be used during all years of a programme. Group work assessments should seek to progressively develop group work skills and feedback on skills should be an integral part of the assessment design.
- The suitability of group work should be considered in relation to the subject matter, and its appropriateness for assessing the desired learning outcomes.
- Group work should be used for formative as well as summative assessment purposes.

Assessment of Product or Process

- The lecturer should decide whether they intend to assess the group product or process or both.
- The product and/or process and their subcomponents should be weighted for assessment purposes. The weighting will reflect lecturer/programme values and the student education/training received. Given the importance of group skills, it is suggested that at least 20% of the marks available should be awarded to group processes.
- Assessment of the group process may include, but not exclusively, items such as
 - quality of participation
 - quantity of participation
 - attendance at meetings
 - preparation for meetings
 - interpersonal skills
 - exhibition of leadership qualities
 - provision of direction
 - involvement in execution

- support of others
- suggestion of solutions
- presenting the group's work
- as in the project
- contribution of ideas for the task
- reading and researching material for the task
- organising and analysing the material
- practical contribution to the end product

Instructing Students

It is good practice to provide students with instructions in relation to:

- the purpose of the assessment
- the benefits of group work
- the desired group processes
- how groups will be formed
- how groups will be monitored
- importance of individual accountability
- what groups experiencing difficulties should do
- how records of all meetings and communications between group members should be maintained
- the method of grading to be used (i.e. group, individual or combination)
- the assessment criteria to be used
- who will conduct the assessment
- penalties pertaining to non-completion, late-completion, free-riding etc

Formation of Groups

Groups should generally consist of 2 – 4 students, to maximise the variety of skills and ideas, while enabling efficient operation and monitoring.

Groups can be formed in the following ways:

- a. students form groups
- b. lecturer forms group alphabetically
- c. lecturer forms group randomly
- d. lecturer 'engineers' group according to student characteristics

Forming groups alphabetically should be avoided as students end up in many groups with the same individuals, limiting their exposure to a variety of group contexts. For the same reason, and to avoid social isolation and discrimination, it may be best that the lecturer forms groups on a random basis. 'Engineering' groups is time consuming but may be feasible for small classes. Factors such as ability, availability of common times to meet outside class and first language could be considered.

All members in a group should be asked to exchange contact details and information on suitable times for meetings.

Preparing Students

Where students have not previously or recently received training in group work skills, lecturers should devote some class time to this and/or provide access to relevant information.

In particular students should receive guidance in relation to problems they are likely to encounter e.g. dealing with 'free-riders', 'the sucker effect', dealing with dominant group members. Other topics which might be covered include the stages of group development, communication within a group, group roles, conflict resolution, negotiation, problem solving/decision making, giving and receiving feedback, task planning and coordination, time management and running meetings. Students could be encouraged to develop their own 'team contracts' or ground rules to establish group expectations. These could cover topics such as member expectations, communication processes for the group and how meetings will operate.

Monitoring Groups

Lecturers should develop and utilise a process for monitoring the behaviour and progress of groups. This could take the form of regular meetings with each group, communicating consultation hours and/or devoting some class time to group work. It is good practice for the lecturer to keep records of all meetings with groups.

Each group should be asked to provide a report on their progress at an early stage, so that difficulties can be identified early in the process. This report should contain information on progress in relation to the group product, and how the group is functioning. Each group should receive feedback to allow them improve their group products and/or processes.

Lecturers should facilitate groups experiencing difficulties in solving their problems. In instances of irresolvable difficulties firing and quitting could be allowed, if this has been communicated to groups from the start and the appropriate processes have been followed.

Lecturers should try to ensure individual accountability, using methods such as:

- keeping group size small
- individually testing each student
- randomly examining students orally
- requiring groups to keep minutes of meetings
- asking each member to write a reflective piece on their experience/learning
- requiring the group to identify the contributions of each person
- requiring individual summary from each student
- getting the group to do the groundwork, but each individual produces their own work from that
- getting each individual to keep a research diary

- asking each student to produce a piece of work evaluating the group processes

Assessing and Grading Group Projects

The lecturer should consider who will assess the group project. Assessors may include the lecturer, student, peers in the group, classmates, other lecturers and employers.

Where self- and/or peer-assessment are being used students should receive training and practice in the assessment process and be familiar with the assessment criteria.

Lecturers may choose from a number of different grading alternatives, including:

- All students get the same grade for the group project.
- All students get separate tasks within a group project, which are assessed separately
- Group members agree the proportion of work that they completed, and marks are allocated accordingly.
- All students get the same mark for the product of the group and then peers assess contributions to process out of an additional specified number of marks.
- All students get the same mark for the original task and then get different marks for an additional task.
- All get the same group mark for the product, then get individual marks for performance in a group oral examination.
- All get the same mark for the original task, but differentiation is achieved in an exam task based on the group work.

It is important to carefully consider the following when assigning grades:

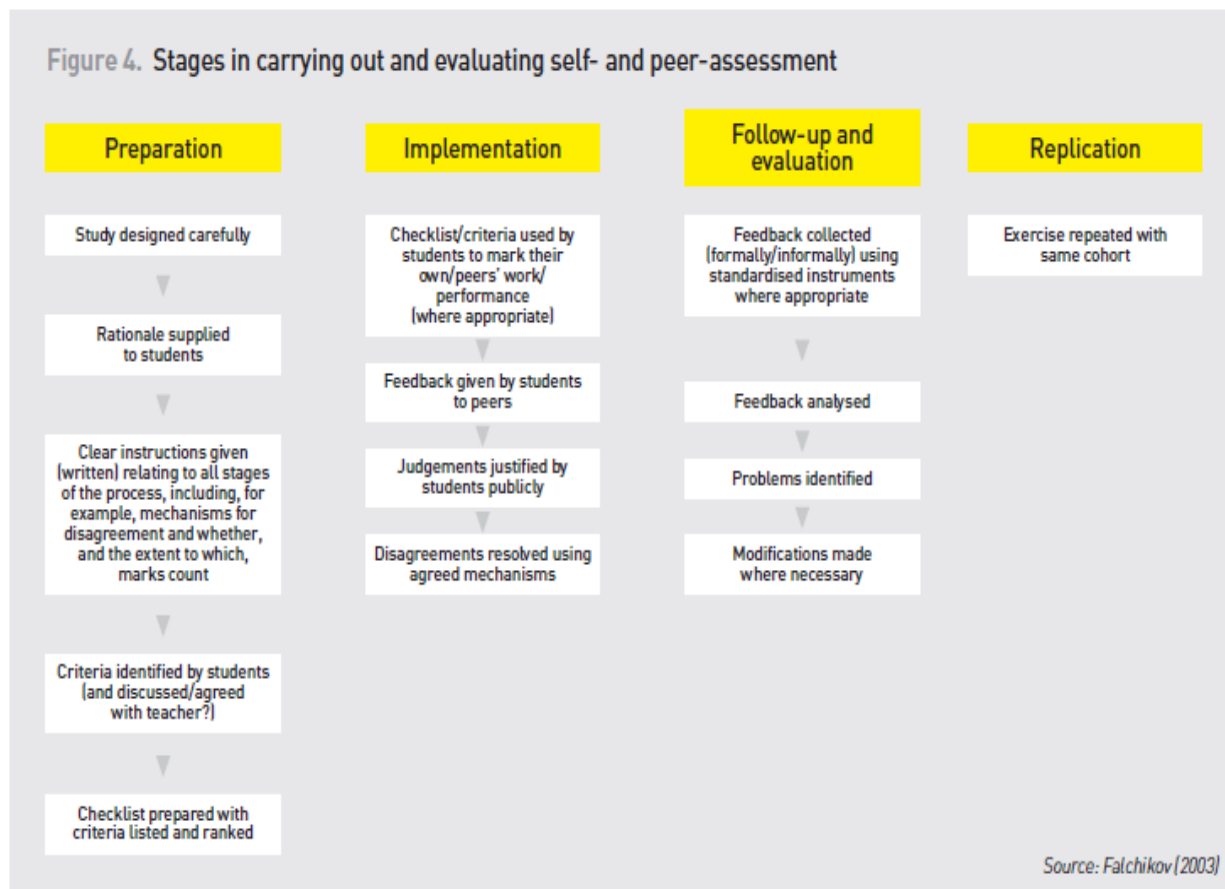
- giving all students the same grade for the group project raises questions of validity.
- assigning different parts (of equal complexity) of the project to individual students is permissible where the work of each individual is identifiable, however the lecturer should try to ensure that all the students are familiar with all aspects of the project through their assessment methodology, and that the group develops a cohesive end product.
- allocating marks according to the proportion of work each member agrees they contributed may encourage competition, in situations where the lecturer seeks to develop cooperation. All other methods involve an element of group and individual marks. The appropriate method should be chosen in relation to the specified learning outcomes of the assessment.

If the lecturer needs to intervene in relation to individual member marks, for example due to 'free-riding', evidence is required. Therefore, the lecturer should insist that students record minutes of meetings, and communications to 'free-riders.' Prompt feedback in relation to the product and/or process should be provided. Penalties in relation to non-completion, late completion etc. should be applied consistently.

Evaluating Group Work

To engage in a process of continuous improvement, it is good practice to ask students to evaluate the group project assessment and incorporate feedback into future assessment designs. A group assessment evaluation form should be developed for this purpose.

Appendix H: Peer Assessment



Roadmap for using Peer Assessment

(Race, Brown & Smith 2005, Nulty, 2011, Langan & Wheeler, 2012, p. 2, Topping, 2009, p. 25/26.)

1. Introduce peer assessment on a small scale to begin.
2. Keep students and staff in the picture.
3. Provide mark-free rehearsal opportunities.
4. Provide or (ideally), negotiate really clear assessment criteria.
5. Make peer and self-assessment marks meaningful.
6. Moderate self and peer assessment marks.
7. Keep the system simple.
8. Allow plenty of time.
9. Make peer and self-assessment an integral element of learning.
10. Consider what no-one but students can really assess.
11. Emphasise the crucial relationship between criteria, evidence and self-evaluation.
12. Encourage students to engage in a range of self-reflective activities.
13. Support students in peer and self-assessment.
14. Review procedure.
15. Ensure feedback is valid.

Develop peer assessment criteria with students

Race (2019) outlines a four staged process for developing criteria.

1. Divide the class into small groups (of three or more).
2. Students present to their group a short draft of their work to date.
3. Group give informal feedback to their peers on their progress.
4. Group can also provide a formal assessment on how well points are supported by evidence.

Appendix I: Self-assessment: Oral Presentation



Self-assessment: Oral Presentation

Name:

Date:.....

Topic:.....

Student No:.....

1 = Not shown; not satisfactory

2 = I did this to some extent

3 = I did this well.

4 = I did this very well.

Preparation	1	2	3	4
<input type="checkbox"/> I found and prepared relevant information about my topic.				
<input type="checkbox"/> I rehearsed my presentation.				
<input type="checkbox"/> I used feedback from the lecturer or classmates to improve my presentation.				
Presentation structure	1	2	3	4
<input type="checkbox"/> I introduced my topic and made my purpose clear.				
<input type="checkbox"/> I gave an outline of the key points of my presentation.				
<input type="checkbox"/> I organised my information in a suitable way for the presentation.				
<input type="checkbox"/> I included a conclusion in my presentation, where I summed up key points.				
Development of topic	1	2	3	4
<input type="checkbox"/> I made links and connections between ideas.				
<input type="checkbox"/> I presented details about each point.				
<input type="checkbox"/> My information was relevant.				
<input type="checkbox"/> I expressed information in my own words.				
<input type="checkbox"/> I successfully informed / interested / entertained the audience.				
Ability to engage and involve audience	1	2	3	4
<input type="checkbox"/> I made eye contact with the audience.				
<input type="checkbox"/> I took an interesting or original approach to the topic.				
<input type="checkbox"/> I used visual aids or props.				
<input type="checkbox"/> I included humour, anecdotes or unusual facts.				
<input type="checkbox"/> I included a 'hands-on' activity for the audience.				
Use of Voice	1	2	3	4
<input type="checkbox"/> I spoke clearly and at a good pace.				
<input type="checkbox"/> My pronunciation was correct.				
Vocabulary, sentence structure, grammar	1	2	3	4
<input type="checkbox"/> I used a range of relevant vocabulary in my presentation.				
<input type="checkbox"/> My grammar and sentence structure was correct.				
Cultural awareness	1	2	3	4
<input type="checkbox"/> My greetings, eye contact and body language were appropriate.				
Answering questions from audience	1	2	3	4
<input type="checkbox"/> I answered questions about my topic.				

Appendix J: Template for Communicating Assignment Details



Insert School Name HERE

Insert Academic Year HERE

Continuous Assessment

Programme:	
Stage:	
Module:	
Module Credits:	
CA Weighting (%):	
Internal Examiner(s):	
External Examiner(s):	

Submission:

Assignment Issue Date:	
Submission Date, Time and Place:	

Unless accompanied by a signed absence sheet, late submission will not be marked.

Instructions to Candidates:

-
-
-

Assignment Learning Outcomes:
Assignment Requirements:
Assessment Criteria & Marking Scheme:
Submission Details:
Appendix:

Lecturer guidelines on how to complete this template:

Module Credits

The number of credits awarded for the module according to the APS.

CA Weighting

The % awarded for the CA out of 100% e.g. 20% out of 100% or 50% out of 100%.

Assignment Issue Date

Date on which lecturer issues the assignment.

Submission Date, Time & Place

Exact date, time and place of submission or upload details.

Instructions to Candidates

e.g. Hard copy and softcopy of assignment must be provided, Students should keep a copy for own records, Read Questions carefully, Exam Duration, All questions carry equal marks.

Assessment Aims

Outlines the specific module learning outcomes, and/or any additional competences and skills to be assessed.

Assignment Requirements

This would include the task, different steps and processes, materials, guidelines etc. The task should be precise, short and clear. Detailed instructions on assessment should be included in the appendix. Written assignments should specify maximum length and any style requirements e.g. font, line spacing, referencing style.

Assessment Criteria & Marking Scheme

List main criteria and corresponding percentages, e.g.

Quality of manufacture:	% criteria
Surfaces	25%
Chamfers	20%
Filletted corners	10%
Quality of butt joints	20%
Preparations for surface finish	15%
Applied finish	10%
Total	100%

Include further details for group submissions i.e. how marks for each group member will be determined.

Submission Details

Repeat submission date, time and place as per front cover, and provide further instructions e.g. email, hardbound, ring-bound, upload on *Moodle*, number of copies etc. Specify the need to attach and sign the GMIT Plagiarism Disclaimer.

Appendix

Any additional information to support the assignment should be included here e.g. work schedule, drawings, reading lists, report writing or presentation guidelines

Appendix K: Sample Rubrics

Sample one, assessment criteria: The following sample rubric will be used to assess a literature review:

Criteria and qualities	Poor	Good	Excellent	Point Value
Introducing the idea: Problem statement	Neither implicit nor explicit reference is made to the topic that is to be examined.	Readers are aware of the overall problem, challenge, or topic that is to be examined.	The topic is introduced, and groundwork is laid as to the direction of the report.	Up to 10 points
Body: Flow of the report	The report appears to have no direction, with subtopics appearing disjointed.	There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order.	The report goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs.	Up to 20 points
Coverage of content	Major sections of pertinent content have been omitted or greatly run-on. The topic is of little significance to the educational/training field.	All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to educational/training field is evident.	The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance is unquestionable. The report is between 1,000 and 2,000 words.	Up to 20 points
Clarity of writing and writing technique	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive.	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. The use of pronouns, modifiers, parallel construction, and non-sexist language are appropriate.	Up to 20 points
Conclusion: A synthesis of ideas and hypothesis or research question	There is no indication the author tried to synthesize the information or make a conclusion based on the literature under review. No hypothesis or research question is provided.	The author provides concluding remarks that show an analysis and synthesis of ideas occurred. Some of the conclusions, however, were not supported in the body of the report. The hypothesis or research question is stated.	The author was able to make succinct and precise conclusions based on the review. Insights into the problem are appropriate. Conclusions and the hypothesis or research question are strongly supported in the report.	Up to 10 points
Citations/References: Proper APA format	Citations for statements included in the report were not present, or references which were included were not found in the text.	Citations within the body of the report and a corresponding reference list were presented. Some formatting problems exist, or components were missing.	All needed citations were included in the report. References matched the citations, and all were encoded in APA format.	Up to 10 points

Source: <http://edweb.sdsu.edu/>

Sample 2 - assessment rubric for a report/paper:

Participant Name _____

Assignment 1	Well achieved	Achieved	Not Achieved
Research Method & Plan	Research methods and plan are comprehensive and clearly outlined and evidence of learning.	Research methods and plan are outlined and evidence of learning.	Research methods and plan are not stated.
Findings and Feedback	Well planned and evidence of analysis, reflection and feedback provided including excellent use of tools.	Good plan and evidence of analysis, reflection and feedback provided.	Poor planning and feedback. No evidence of analysis provided.
Literature Review	Outcome of the literature review evident and critical review and reflection.	Outcome of literature review evident clear and suitable.	Outcome not clear. Literature review either not submitted or not appropriate.
Argument	Argument clear throughout in relation to tasks set.	Key points developed from reading and applied to practice in assessment.	Lack of reference to mentoring practice
Academic Writing	Well-structured paper. Paper is required length.	Paper has a clear structure.	Paper lacks structure.
<ul style="list-style-type: none"> • Structure • Length of paper • Referencing 	Clear references in correct format, references cited well	Paper is required length References satisfactory, use of citation	Paper is too short or too long. Referencing not in correct format, poor citation of references
Presentation	Adheres to presentation guidelines in module handbook	Conforms to presentation guidelines in module handbook	Paper does not conform to presentation guidelines in module handbook
Overall comments/feedback			

Source: GMIT First Steps in Teaching and Learning, (Ginty, 2017).

Sample three, Student Presentation Feedback Sheet:

Presentation title			
Grade Criterion	Well achieved	Achieved	Not achieved
Presentation & style			
Quality of presentation			
Presentation skills			
Use of presentation software			
Content & knowledge			
Presentation topic			
Theory			
Evidence of reading			
Case example			
References			
Ideas/innovation			
Thinking/ analysis/conclusions			
Learning about the topic			
Overall Comment			

Source: GMIT First Steps in Teaching and Learning, (Ginty, 2017).

Appendix L: Sample Assignment Cover Sheets



INSERT School Name HERE
Assessment Cover Sheet – Individual

Student Number:			
Programme:			
Year:			
Module:		Module CRN:	
Lecturer			
Assignment Title:			
No. of Pages (excl. cover):			
Word Count:			
Due Date:			
Date Submitted:			
Additional Information:			
<p>Plagiarism Disclaimer (student to sign below on submission of assessment)::</p> <p>I understand that plagiarism is a serious academic offence, and that GMIT deals with it according to the GMIT Policy on Plagiarism.</p> <p>I have read and understand the GMIT Policy on Plagiarism and I agree to the requirements set out therein in relation to plagiarism and referencing. I confirm that I have referenced and acknowledged properly all sources used in preparation of this assignment. I understand that if I plagiarise, or if I assist others in doing so, that I will be subject to investigation as outlined in the GMIT Policy on Plagiarism.</p> <p>I understand and agree that plagiarism detection software may be used on my assignment. I declare that, except where appropriately referenced, this assignment is entirely my own work based on my personal study and/or research. I further declare that I have not engaged the services of another to either assist in or complete this assignment.</p>			
Student Number:			
Date:			
Please note: Students MUST retain a hard/soft copy of all assignments.			
For Lecturer Use Only:			
Mark Awarded:			
Mark Available			



INSERT School Name HERE
Assessment Cover Sheet – Group

1. Student No.			
2. Student No.			
3. Student No.			
4. Student No.			
5. Student No.			
Programme:			
Year:			
Module:		Module CRN:	
Lecturer			
Assignment Title:			
No. of Pages (excl. cover):			
Word Count:			
Due Date:			
Date Submitted:			
Additional Information:			
<p>Plagiarism Disclaimer (by submitting this assessment, it is taken that each student is in agreement with this disclaimer):</p> <p>I understand that plagiarism is a serious academic offence, and that GMIT deals with it according to the GMIT Policy on Plagiarism.</p> <p>I have read and understand the GMIT Policy on Plagiarism and I agree to the requirements set out therein in relation to plagiarism and referencing. I confirm that I have referenced and acknowledged properly all sources used in preparation of this assignment. I understand that if I plagiarise, or if I assist others in doing so, that I will be subject to investigation as outlined in the GMIT Policy on Plagiarism.</p> <p>I understand and agree that plagiarism detection software may be used on my assignment.</p> <p>I declare that, except where appropriately referenced, this assignment is entirely my own work based on my personal study and/or research. I further declare that I have not engaged the services of another to either assist in or complete this assignment.</p>			
Please note: Students MUST retain a hard/soft copy of all assignments.			
For Lecturer Use Only:			
Mark Awarded:			
Mark Available:			

Appendix M: Feedback Mechanisms

1 Specific, targeted, tutor feedback

- Tutor written summative comments on a piece of work.
- Tutor on-script comments on individual work.
- Indication of achievement against various criteria on a marking grid.
- Individual feedback using a departmental feedback form.
- Oral feedback - of overall comments or in-line for specific points.
- Comments with Gradebooks or their equivalent in a VLE.

2 Generic tutor feedback

- Whole group feedback.
- Printed responses to exercises.
- Coverage of topics within class sessions.

3 Automated feedback

- Tests within a VLE.
- Self-assessment tasks.

4 Feedback from people other than the tutor

- Fellow students commenting on each other's work.
- Self-feedback - students' own evaluation of their work.
- Feedback from PDP Tutors.

5 Informal feedback

- Comments from the tutor made in the corridor.
- Comments from the tutor within the VLE.
- Reference to assessed work as 'asides' within a lecture.

Source: https://www.heacademy.ac.uk/system/files/resources/feedback_toolkit_whole1.pdf

Appendix N: Useful Resources

GMIT Specific Resources:

Create an account on www.cpdlearnonline.ie (GMIT Teaching and Learning Office range of online courses and resources for staff teaching in HE) and access a range of resources under the Programme Design and First Steps in Teaching and Learning Course. Resources include:

- Checklist for Assessment Design (there is an online e-tivity tool on cpdlearnonline.ie on the First Steps course that covers this and a mapping tool).
- Programme Design and Evaluation Tools.
- A guide to designing learning outcomes and an assessment strategy is covered in GMIT First Steps in Teaching and Learning.
- Programme and Assessment Design workshops can be booked directly with tlo@gmit.ie (see www.gmit.ie/teachingandlearning)

Further Teaching, Learning and Assessment Resource Links & References:

Online Resources:

- **Register for First Steps in Teaching and Learning** and get access to a variety of resources to support teaching and learning - [click here](#)
- **National Student Led Learning (SLL) Group** – developed free educational resources for higher education, further education and second level schools to support student engagement, retention and the transition to higher education and beyond - [click here](#)
- **National Forum for the Enhancement of Learning and Teaching:**
 - National Forum Teaching and Learning Insight Papers - [click here](#)
 - National Forum Publications - [click here](#)
 - National Forum Resources - [click here](#)
- **Programme Approaches to Assessment and Feedback** – resources online at <http://www.teachingandlearning.ie/priority-themes/enhancement-theme-2016-2018/sharing-good-practices-policies-phase-5/programme-approaches-to-assessment-and-feedback-overview/>
- **Enhancing Feedback in First Year using Digital Technologies** - [click here](#)
- <https://www.teachingandlearning.ie/wp-content/uploads/NF-2017-Insight-Profile-of-Assessment-Practices-in-Irish-Higher-Education.pdf>
- <https://www.teachingandlearning.ie/wp-content/uploads/NF-2017-Authentic-Assessment-in-Irish-Higher-Education.pdf>
- <https://www.teachingandlearning.ie/wp-content/uploads/NF-2017-Expanding-our-Understanding-of-Assessment-and-Feedback-in-Irish-Higher-Education.pdf>

Policy Documents:

QQI (2013) Assessment and Standards. Dublin: QQI.
https://www.qqi.ie/Publications/Publications/Assessment_and_Standards%20Revised%202013.pdf

AHEAD (2009) Charter for Inclusive Teaching and Learning. Dublin: AHEAD.

<https://www.ahead.ie/userfiles/files/shop/free/Charter4InclusiveTeachingAndLearning.pdf>

Feedback

HEA Feedback Toolkit (2013)

https://www.heacademy.ac.uk/system/files/resources/feedback_toolkit_whole1.pdf

Teaching and Learning Journals:

- The WAC Clearing House Journals - [click here](#)
- Journal of Online Learning and Teaching - [click here](#)
- The Adult Learner Journal Ireland - [click here](#)
- Brookes eJournal of Learning and Teaching - [click here](#)
- The International HETL Review - [click here](#)
- Journal of Learning Development in Higher Education - [click here](#)
- The Teaching Council (registered teachers only) – Research page including access to some education databases - [click here](#)
- AISHE- J: The All Ireland Journal of Teaching and Learning in Higher Education - [click here](#)
- Educational Leadership - [click here](#)
- ERIC Journal list (some full text) - [click here](#)

Useful websites promoting or supporting teaching and learning:

- National Forum for Teaching and Learning - [click here](#)
- NCCA - [click here](#)
- PDST - [click here](#)
- Centre for School Leadership - [click here](#)
- QQI - [click here](#)
- HEA - [click here](#)
- Higher Education Academy (UK) - [click here](#)
- AISHE - [click here](#)
- The Irish Learning Technology Association - [click here](#)
- ERIC Education Resources Information Centre - [click here](#)
- JISC - [click here](#)
- SEDA - [click here](#)
- BERA - [click here](#)
- Research ED - [click here](#)
- HETL portal - [click here](#)
- The Observatory on Borderless Higher Education - [click here](#)
- Atherton, J. (2013). Learning and teaching. <http://www.learningandteaching.info/>
- Faculty Development. (N.D.) Teaching Tips Index. Honolulu Community College. <http://www.honolulu.hawaii.edu/facdev/>
- UCD Teaching and Learning (n.d.). Welcome to Teaching and Learning/Resources. <http://www.ucd.ie/teaching/resources/>
- University of the Arts London (2014) Assessment. <http://www.arts.ac.uk/assessment/>
- UK Centre for Bioscience (2011) Resources for New Lecturers. https://www.heacademy.ac.uk/sites/default/files/new-lecturers-full-download_0.pdf/