

## Programme Review and Assessment Design Resources



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## Programme Review and Assessment Design Checklists

The resources provided in this guidebook will help in the development of your teaching and support you during the programmatic review process. It is recommended programme boards work together in a team and engage with the range of checklists and resources provided and this will help inform enhancements and changes to a module or programme design.

**In addition, the following teaching and learning workshops are available to academic colleagues / programme boards to support the design of modules and programmes (approx. 90 minutes each workshop).**

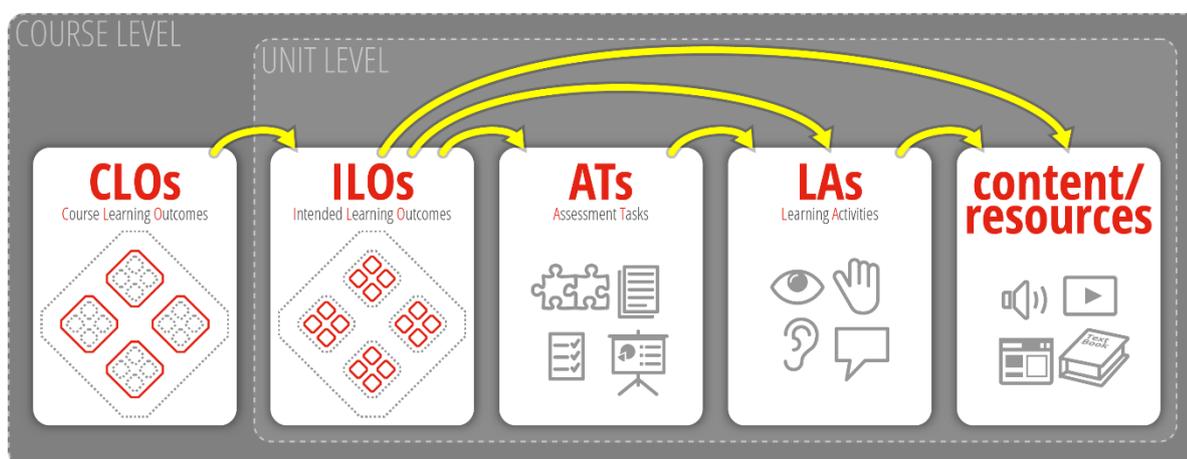
- **Workshop Option A:** ABC Learning Design for Modules or Programmes (Online, Blended or Classroom based) – a 90 minute workshop to design a new module or transform an existing module you teach.
- **Workshop Option B:** T-PACK Workshop – Combining Technology, Pedagogy and Content – Designing and Delivering a Module and Programme.
- **Workshop Option C:** Curriculum Design – Designing an Integrated Approach to Assessment
- **Workshop Option D:** Managing Assessment and Student Feedback.
- **Workshop Option E:** Writing Learning Outcomes and Assessment Alignment.

Group workshop sessions can be booked by contacting GMIT Teaching and Learning Office at [TLO@gmit.ie](mailto:TLO@gmit.ie)

## Section 1: Assessment

### 1.1 Introduction to Assessment

Assessment is a key function of lecturers. Assessment tasks are developed through constructive alignment of learning outcomes, learning and teaching strategies and assessment.



"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>

Source: Biggs, J., & Tang, C. (2007). *Teaching for quality learning at university* (3<sup>rd</sup> ed.). New York: OUP.

1. Assessment procedures are fair, consistent and fit for purpose, and subject to regular review.
  2. Assessment tasks are clear, accompanied by grading schemes and communicated to students appropriately.
  3. Assessment procedures are flexible to meet individual circumstances within the limits of the Institute's and Faculty's assessment policies i.e. they are capable of reasonable accommodation.
- **The key document for assessment is the QCI *Assessment and Standards 2013* available at [https://www.qqi.ie/Publications/Publications/Assessment\\_and\\_Standards%20Revised%202013.pdf](https://www.qqi.ie/Publications/Publications/Assessment_and_Standards%20Revised%202013.pdf)**
  - **Assessment is guided by GMIT policies available at: <http://www.gmit.ie/general/quality-assurance-framework>**
  - **Further reading on Assessment published by the National Forum for the Enhancement of Teaching and Learning is available at <http://www.teachingandlearning.ie/wp-content/uploads/2017/01/Profile-of-Assessment-Practices-Final-1.pdf>**

Each programme has a programme assessment strategy; this is a requirement of *Assessment and Standards* (QCI, 2013). The programme assessment strategy complements the programme document and informs students and staff about assessment on a programme.

### **Why do we assess?**

If questioned, lecturers would say that we assess for the following reasons:

- To determine that the intended learning outcomes of the course are being achieved.
- To provide feedback to students on their learning, enabling them to improve their performance.
- To motivate students to undertake appropriate work.
- To support and guide learning.
- To describe student attainment, informing decisions on progression and awards.
- To demonstrate that appropriate standards are being maintained.
- To evaluate the effectiveness of teaching.

**Assessment is integral to the curriculum as it drives approaches to student learning and achievement. Assessment may, for example, be used to:**

- determine entitlement to a qualification (e.g. summative assessment);
- confirm learning progress (by the learner or by another);
- to determine a learner's 'learning' competence;
- identify gaps in learning (to, e.g., enable and inform the development of formative feedback to the learner or to adapt learning strategy);
- help determine special educational or training needs (e.g. diagnostic assessment);
- provide a learning opportunity;
- inform the evaluation of the quality of a programme of education and training;
- recognise experiential learning;
- support the learner to monitor their own progress;
- determine eligibility to enrol on a programme;

- place a person at a level in a language programme.

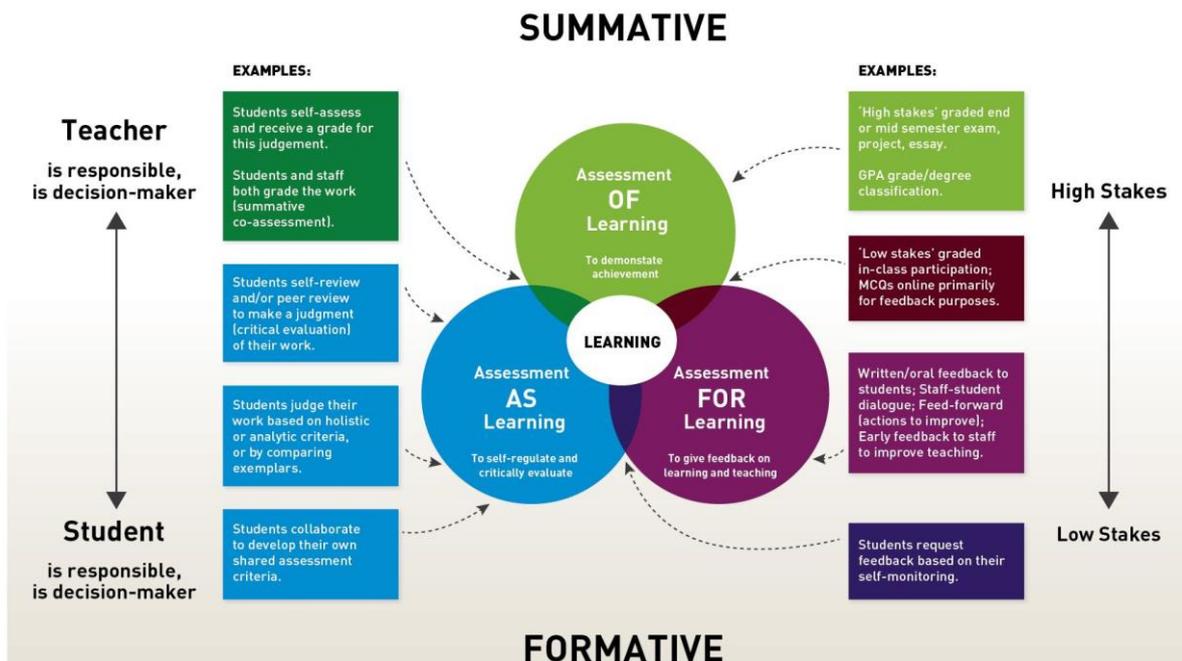
The primary purpose of assessment *of* learning is the demonstration of the achievement of student learning, generally presented as an exam, project or essay, and the outcome contributes towards a GPA grade or degree classification.

Overlap with assessment *for* learning may be achieved if assessment is low stakes, prioritises in-class participation and is primarily for feedback purposes e.g. MCQs online.

Overlap with assessment *as* learning may be achieved if for example, students self-assess and receive a grade for this judgement or if students and staff both grade the work (summative co-assessment).

As the primary purpose of assessment *for* learning is to give feedback on learning and teaching, examples, many of which mirror the work by Price and Winstone (2017), include

- written/ oral feedback to students;
- staff-student dialogue; feed forward (actions to improve for future assessment) and
- early feedback to staff to improve teaching



Source: National Forum (2016)

In addition to the interrelationship between assessment and feedback, there is also overlap between each of assessment *for*, *of* and *as* learning and, as a result, other terms help distinguish them among these are the terms 'summative' and 'formative' assessment:

**Summative assessment (NF, 2016):**

- a) is also termed 'Assessment of learning'. This emphasises its nature of assessment of an activity that **has** occurred [i.e. after a period of learning].
- b) The term also emphasises a numeral aspect and it is often associated with a number or letter grade.
- c) Where this number or grade gets high weighting, or has significant consequences for progression, it can be termed 'high stakes assessment'.

**Formative Assessment (NF, 2016):**

- a) 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.
- b) Many authors stress that it should be referred to as feedback only if it has an impact on student learning (Evans 2012) dialogue between students and teachers is an important part of this process (Nicol, 2010).

**The teacher is most responsible in summative assessment for which he/she is the key decision-maker whereas in formative assessment, especially in Assessment AS learning, it is the student who becomes more empowered, is more responsible and can become the key decision-maker.**

**1.2 Making assessment more effective, efficient and interesting for you and your students**

All too often assessment is an end-product, a non-avoidable chore that is used to evaluate, measure and box students. But there is more to the process of assessment than this. This section will draw attention to the benefits, for both you and your students, of adopting more innovative forms of student assessment.

**Provide a variety of different assessments**

When referring to methods of assessment, we mean the approach used to assess learning. While there is some varied and innovative practice of assessment within higher level education, it must be said that many programmes and modules in higher education select assessment methods from a fairly narrow range.

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:

<b>Cases and open problems</b>	An intensive analysis of a specific example.
<b>Technology device/Web-based assessments</b>	Office 365 Apps, VLE tools, Blogs, create a website, TEL tools, video production, etc.
<b>Essays</b>	Written work in which students try out ideas and arguments supported by evidence.
<b>Learning logs/ diaries Blogs</b>	Wide variety of formats ranging from an unstructured account of each day to a structured form based on tasks.

<b>Mini-practicals</b>	A series of short practical examinations undertaken under timed conditions. Assessment of practical skills in an authentic setting.
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<b>Modified Essay Questions (MEQs)</b>	A sequence of questions based on a case study. After students have answered one question, further information and a question are given.
<b>Multiple Choice Questions (MCQs)</b>	Select the correct answers – available on Moodle Quiz tools.
<b>Orals</b>	Verbal interaction between assessor and assessed.
<b>Objective Structured Clinical Examinations (OSCEs)</b>	Candidates measured under examination conditions on their reaction to a series of short, practical, real-life situations.
<b>e-Portfolios</b>	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.

<b>Poster Sessions</b>	Display of results from an investigative project – a range of online poster tools to support creative process.
<b>Presentations</b>	Oral reports on projects or other investigative activities.
<b>Problems</b>	Measures application, analysis and problem-solving strategies.
<b>Group Projects and Dissertations</b>	Assessment by a tutor/lecturer of the products of student group work.
<b>Questionnaires and report forms</b>	One or more questions presented and answered together.
<b>Reflective Practice Assignments</b>	Measures capacity to analyse and evaluate experience in the light of theories and research evidence.

<b>Report on Practicals</b>	Methodically written account of a practical investigation
<b>Self-assessed questions based on open learning (distance learning materials and computer-based approaches)</b>	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.
<b>Short answer questions</b>	Brief answers that can measure analysis, application of knowledge, problem-solving and evaluative skills.
<b>Simulated interviews</b>	Useful for assessing oral communication skills.
<b>Single Essay Examination</b>	Usually three hours on prepared topic.
<b>Work based Assessment</b>	Variety of methods possible including learning logs, portfolios, projects, structured reports from supervisors or mentors.
<b>Assessment with TEL Tools and Apps</b>	For a variety of methods and approaches, check out Dr Mark Glynn’s website <a href="https://enhancingteaching.com/">https://enhancingteaching.com/</a> and Dr Frances Boylan’s 12 Apps Website at <a href="http://www.dit.ie/lttc/elearning/12appsofchristmas/">http://www.dit.ie/lttc/elearning/12appsofchristmas/</a>

## Assessment Tip!

### How much time should be spent on assessment?

As lecturers and course designers we should make reasoned and conscious decisions on how much time we should spend setting and correcting assessment and giving feedback. Obviously, with economies of time, assessment needs to be efficient as well as productive, and should achieve its various purposes (returning reliable marks, giving feedback, generating appropriate student activity, and motivating learning) in a way that makes best use of staff and student time, and other resources. Assessment can consume a large amount of staff and student resources, so it needs to yield a high return in order to be efficient.

### Involve others in the assessment process

Traditionally, the role of the assessor usually falls to the lecturer/tutor. However, it is often worthwhile to consider involving others in the assessment process. For example, Industry experts can be a valuable resource when creating and marking assessments. Or consider involving students in their own assessment. Effective and appropriate use of involving others in the assessment practice can enhance the learning experience, enrich the teaching experience, and reduce the marking burden placed on staff. It worth remembering that giving informed, meaningful feedback can be an effective use of class teaching time. One way of increasing the efficiency of assessment is to allow students play a role in assessing themselves or each other. This is called self-assessment or peer assessment, two sources of assessment that can be used with a variety of methods of assessment.

Source: O'Farrell C. (2015), Assessment Toolkit, TCD.

## 1.3 Assessment Terms - the vocabulary of assessment.

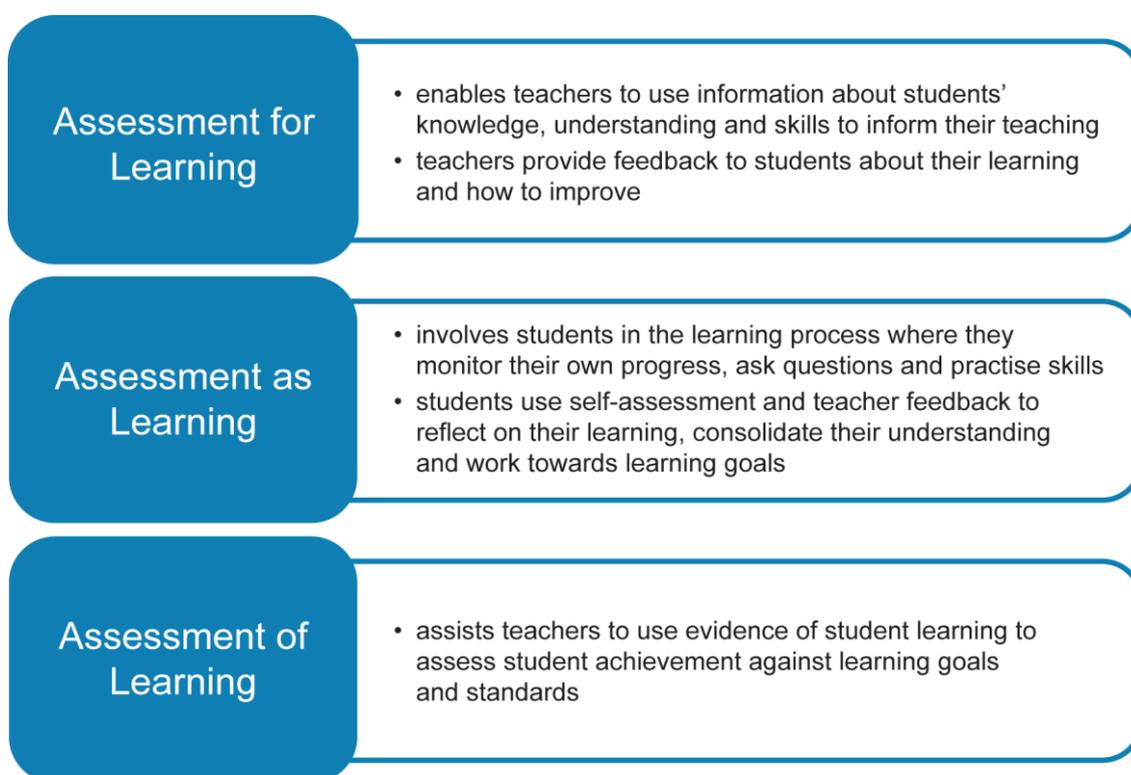
**Assessment** is any process that aims to judge the extent of students' learning. **Feedback** is any information that a learner receives as a result of assessment, it may be written or oral, stated or implied.

- **Learning outcome** – a description of the learning to be achieved.
- **Continuous assessment** - assessment that takes place at more than one point in a course.
- **Final assessment** - assessment that takes place at the end of a course.
- **Validity** - a valid assessment is one that measures what it claims to measure (and what is important to measure).
- **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.
- **Formative assessment** - assessment designed to provide information (feedback) to students so that they can improve their work.
- **Summative assessment** - assessment that counts towards or constitutes a final grade or qualification.
- **Norm-referenced** – assessment that measures learner 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).

- **Criterion referenced** - assessment that assesses how far students meet or match criteria.
- **Peer assessment** – learners make judgements about one another’s work. This requires them to give and/or receive feedback.
- **Self-assessment** – 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.

### Summary: Understanding assessment for, as and of Learning:



For further reading and resources on **Assessment and Programme Design**, enrol on the course online called *First Steps in Teaching and Learning and Programme Evaluation and Assessment*. Go to [www.cpdlearnonline.ie](http://www.cpdlearnonline.ie) and create an account.



CPD Learn Online is an online learning platform for teaching professionals in higher education. It is an ideal flexible learning platform for lecturers in GMIT to develop their teaching and learning skills.

CPDLearnonline.ie is designed and managed by GMIT Teaching and Learning Office and it is hosted with the HEANet.

## 1.4 Marking Scheme

This is a general marking scheme for the alpha grade system.

Grade	Percentage Band	Indicative Quality of Performance
A	80-100	<b>Excellent</b> Shows extensive and detailed knowledge of an area with a superior ability to organise, analyse and integrate ideas.
B+	70-79	<b>Very Good</b> Shows good detailed knowledge of an area with a more than adequate ability to organise and examine the material in a critical and constructive manner. Not as good as an A in some areas, e.g., has good ideas but not well-organised ones
B	60-69	<b>Good</b> Shows detailed knowledge but also contains omissions. Adequate ability to examine the material in a critical and constructive manner. Answers at this level should contain no errors.
B-	55-59	<b>Above Acceptable</b> Shows detailed knowledge but also contains omissions. Higher marks the fewer and more minor the omissions and lower marks for the more frequent and major ones. Answers should not contain major misconceptions and should be reasonably well structured.
C+	50-54	<b>Fair</b> Shows less detailed knowledge and not as well presented as the higher marks. Higher marks the fewer and more minor the omissions and lower marks for the more frequent and major ones, similarly misconceptions.
C	40-49	<b>Pass</b> Patchy knowledge poorly presented but showing some grasp of the area. Not as good as a C+ in most areas, with more frequent and major omissions and misconceptions.
D	35-39	<b>Poor</b> Minimally acceptable. Little knowledge of the area with major misconceptions, incomplete answers and/or poorly presented. However, shows some basic awareness of the area.
F	<35	<b>Fail</b> Inadequate. Mentions only one or two aspects of the area, major misconceptions and/or unacceptable presentation.

Source: IADT (2015) Teaching Induction Guide

## 1.5 Using Assignment Grids and Assessment Rubrics

Scoring grids or assessment rubrics are an example of timely, efficient assessment practice. They are used by markers to assess fairly and efficiently, can be used to develop and enhance student feedback, but should also be given to students to guide and inform their assessment preparation.

Margaret Price and Chris Rust, of Oxford Brookes University have developed an excellent assessment grid for staff which provides a comprehensive list of criteria that can be tailored to suit your modules (see following sections). Simply select the criteria/descriptors you wish to use for an assessment relevant for your module and create your grid.

Providing learners with an assessment criteria, or even helping them devise their own, is another effective assessment practice. Negotiating the assessment criteria with the student group in advance, has proven to be a very effective ‘students as partners’ approach and impacts a learner’s engagement with their programme positively (see Rust (2014), [https://www.dkit.ie/system/files/Chris%20Rust%20-%20Improving%20Students%20Learning%20-%20powerpoint%20presentation\\_1.pdf](https://www.dkit.ie/system/files/Chris%20Rust%20-%20Improving%20Students%20Learning%20-%20powerpoint%20presentation_1.pdf)).

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

Criteria and qualities	Poor	Good	Excellent	Point Value
<b>Introducing the idea: Problem statement</b>	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
<b>Body: Flow of the report</b>	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
<b>Coverage of content</b>	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
<b>Clarity of writing and writing technique</b>	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
<b>Conclusion: A synthesis of ideas and hypothesis or research question</b>	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
<b>Citations/References: Proper APA format</b>	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 two, an assessment rubric for a report/paper:

Participant Name \_\_\_\_\_

Assignment 1	Well achieved	Achieved	Not Achieved
<b>Research Method &amp; Plan</b>	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.
<b>Findings and Feedback</b>	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.
<b>Literature Review</b>	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.
<b>Argument</b>	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
<b>Academic Writing</b>	Well-structured paper. Paper is required length. Clear references in correct format, references cited well	Paper has a clear structure. Paper is required length References satisfactory, use of citation	Paper lacks structure. Paper is too short or too long. Referencing not in correct format, poor citation of references
<b>Presentation</b>	Adheres to presentation guidelines in module handbook	Conforms to presentation guidelines in module handbook	Paper does not conform to presentation guidelines in module handbook
<b>Overall comments/feedback</b>			

**Sample three, student presentation feedback sheet:**

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

**Sample four, assessment rubric for a portfolio**

Eportfolio Ireland was established in 2017 as practitioner-led professional learning network with aim of sharing and developing eportfolio research and practice in Irish higher and further education . Eportfolio Ireland holds professional development events and has recently produced a crowdsourced open access online book called Eportfolio based assessment: Inspiring exploration & supporting evaluation for practitioners. They also have published a rubric for assessment of portfolios. Check out the range of resources available to HE staff at:

<https://eportfolioireland.wordpress.com/resources/>

**Source: Lisa Donaldson, DCU.**

## 1.6 Assessment Lexicon

This is a useful tool for developing feedback on assignments/projects for both lecturers and students. It enables you to match the feedback to the grade you assign to the work.

QUALITY	Excellent		Good		Satisfactory		Unsatisfactory		
AWARD	1st		2:1	2.2		3rd		(Condoned Fail)	Fail
GPV	4	3.5	3	2.75	2.5	2	2	1.5	0
ALPHA	A	B+	B	B-	C+	C	C	D	F
	sophisticated	refined	thoughtful	tested	established	unadventurous	derivative	partial	incomplete
	rigorous	finesse	accomplished	thorough	competent	capable	superficial	clumsy	deficient
	incisive	flair	skilful	accurate	conventional	inconsistent	initiated	unclear	unable
	scrupulous	dynamic	assured	grounded	clear	straightforward	threshold	inappropriate	absent
	penetrating	lucid	dextrous	consistent	appropriate	hesitant	sufficient	misconstrued	erroneous
	insightful	distinctive	analysed	coordinated	coherent	outline	adequate	unconsidered	wrong
	astute	inventive	critical	imaginative	reliable	charted	unimaginative	careless	mistaken
	innovative	comprehensive	decisive	independent	cautious	tentative	inaccurate	curtailed	formless
	perceptive	expert	convincing	synthesised	resolved	provisional	unresolved	faltering	unstructured
	challenging	perceptive	developed	effective	evidenced	uncertain	indistinct	basic	shapeless
	definitive	cogent	fluent	complete	summary	indicative	imprecise	undisciplined	
	authoritative	systematic	confident	logical	solid	interim	inexact	disorderly	
	commanding		robust	proficient	reliable			Vague	

Source: IADT (2015), Teaching Induction Guide.

## 1.7 This checklist can be used 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.

## 1.8 Assessment Method Survey and Assessment Options

<b>Assessment Method Survey</b> (Based on Trinity education Fellows resource: Marples & Nic Bhaird, 2017)	I have used this method		Method used by others in programme		
	Yes	No	Yes	No	Don't know
Exams					
Short answer questions					
Multiple choice questions (written)					
MCQs with Clickers (credit bearing)					
Open-book exams / open note exams					
Practicals/lab-based learning/ Experimental write-ups					
Literature reviews					
Blogs					
Reflective writing					
Essays					
Project work					
Vivas / Oral exams					
Oral presentations					
Poster sessions					
Problem-based learning					
Problem-solving in real time					
Online group assignments					
Self-assessment					
Peer review					
Group work					
Wiki					
Journal club					
Discussions /Debates/ role plays / Performance					
<b>Other –please list</b>					

## Assessment Types/Definitions

**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)** Hand held 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](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. Andrade and Valtcheva 2009 Theory into practice **48** 12-19

**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 options to consider under six learning type activities:

Learning types activities , V- Visible learning A - can be assessed (F or S)

Investigation	Practice	Production
<p>Web search (forum, wiki) V                      OER resources (external)                      Literature reviews and critiques (forum/blog/wiki/RSS) V                      Field/lab observations (media/blog/wiki) V                      Action research V                      Authentic research / data analysis – write a paper V                      Lead a group project V</p>	<p>MCQs - formative with automatic feedback V/A                      Online role play (forum, virtual classroom)                      Reflective tasks – group or individual (forum) V/A                      Case studies (forum, lesson) V/A                      Rapid-fire exam questions (forum) V/A                      Advanced role play – you are the consultant etc. V</p>	<p>Interview an expert (video/forum/chat) V                      Literature reviews and critiques (forum/blog/wiki/RSS) V/A                      MCQs - formative with automatic feedback V/A                      Develop a shared resource library (database/glossary/wiki) V/A                      Shows/demonstrates learning (displays, posters, presentations) V/A                      Portfolios (MyPortfolio) V/A                      Case studies (forum, lesson) V/A                      Summarisation tasks (upload texts – individual or group) V/A                      Rapid-fire exam questions (forum) V/A                      Concept mapping (external) V                      Create video of performance (media) V/A                      Audio commentary of performance (media) V/A                      Skype or virtual classroom 'viva' V/A                      Make and give a presentation (external) V/A                      Video blog (external) V/A                      Write a report (external) V/A                      Make an analysis (external) V/A                      Case studies V/A                      Advanced role play – you are the consultant etc. V                      Action plan for workplace V/A                      Action plan for further study V/A                      Authentic research / data analysis – write a paper V/A                      Prepare professional briefing V/A                      Create, make a case (study) V/A                      Create podcast (media) V/A                      Work assignment (blog/report) V/A                      Interview professional colleagues V/A                      Lead a group project V/A</p>
Acquisition	Collaboration	Discussion
<p>Guided readings (library resources)                      OER resources (external)                      Podcast (media) V if students do it                      Webinars (virtual classroom) V                      Q&amp;A forum (forum, where teachers answer student questions) V                      Video lectures (webcast),                      YouTube videos (external)                      Field/lab observations (media/blog/wiki) V                      MCQs - formative with automatic feedback V                      Portfolios (MyPortfolio) V</p>	<p>Collaborative wiki - what do we know about ...? V/A                      Develop a shared resource library (database/glossary/wiki) V                      Social networking – participate (external) V                      Special interest groups - share on a topic (forum) V                      Mentor other learners V</p>	<p>Interview an expert (forum/chat) V                      Webinars (virtual classroom) V                      Model answers/examples of previous work (forum)                      Analyse chat text (in course or uploaded) V                      Job/professional reflections (blog) V/A                      Group discussions on the topic, problem, reading (chat/blog/wiki) V/A                      Social networking – participate (external) V                      Reflective tasks – group or individual (forum) V/A                      Special interest groups - share on a topic (forum) V                      Lead a group project V/A</p>



Source: University College London (UCL), 2018, ABC Learning Design, Erasmus HE Project.

To book a workshop on this learning and assessment design method contact [TLO@gmit.ie](mailto:TLO@gmit.ie)

## 1.9 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](mailto: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'.

<b>Assessment Map - Sample Template ( vary module sizes as appropriate )</b>											Total x Number	Total x type
<b>Year 1</b>	<b>10 ECTS</b>		<b>10 ECTS</b>		<b>10 ECTS</b>		<b>10 ECTS</b>		<b>10 ECTS</b>			
	Module code		Module code		Module code		Module code		Module code			
	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%)			
	Case Study 15%		Test (20%)		Test 1.5 hours (10%)		1st term Essay (10%)		MCQ 1st term (7.5%)			
	Essay 15%		Assignment 1 (10%)		Test 1.5 hours (10%)		2nd term Essay (10%)		MCQ 2nd term (7.5%)			
	Attendance and Participation 10%		Mid-term Assignment 2		Team project 10%		HT Assignment (10%)		Oral exam (25%)			
									Poster presentation 25%			
<b>Total x number</b>	4		4		4		4		5		1	22
<b>Total x type</b>	4		3		3		3		5		1	
<b>Year 2</b>	<b>5 ECTS</b>	<b>5 ECTS</b>	<b>5 ECTS</b>	<b>5 ECTS</b>	<b>5 ECTS</b>	<b>5 ECTS</b>	<b>10 ECTS</b>		<b>10 ECTS</b>		<b>10 ECTS</b>	
	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 hours (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%)	
					MCQ 5%		Tutorial attendance (5%)		Learner Journal (5%)			
							Essay (15%)		MCQ 5%			
<b>Total x number</b>	2	2	2	3	4	3	5		5		3	29
<b>Total x type</b>	2	2	2	3	3	3	5		4		2	
<b>Year 3</b>	<b>5 ECTS</b>	<b>5 ECTS</b>	<b>5 ECTS</b>	<b>5 ECTS</b>	<b>5 ECTS</b>	<b>5 ECTS</b>	<b>10 ECTS</b>		<b>10 ECTS</b>		<b>10 ECTS</b>	
	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 idea" 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%)			
<b>Total x number</b>	3	2	3	2	2	3	3		3		2	23
<b>Total x type</b>	2	2	3	2	2	3	3		3		2	
<b>Year 4</b>	<b>10 ECTS</b>		<b>15 ECTS</b>			<b>15 ECTS</b>			<b>20 ECTS</b>			
	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 W8, (15%)		Assignment 1 (20%)			Participation 15%			Group portfolio (30%)			
	Assignment 20%		Assignment 2 (20%)			Assignment 45%						
			Assignment 3 (10%)									
<b>Total x number</b>	3		4			3			2			12
<b>Total x type</b>	3		2			2			2			

## Section 2: Learning Outcomes

### 2.1 Learning Outcomes Quick Guide

#### Definition

Learning outcomes are clear statements of learning achievements for students, stating what it is the student should be able to demonstrate at the end of a period of learning. In general learning outcomes must be capable of being assessed and easily understood by the student.

#### Format

On successful completion of this programme/module the learner will/should be able to:

Learning outcome 1

Learning outcome 2

Learning outcome 3

Etc. (4 – 8 max.)

*Learning Outcome – action verb + phrase*

*(analyse) + (the active ingredients of ...)*

#### Guidelines

Learning outcomes should:

- Be general enough to describe essential learning.
- Be specific enough to be measurable.
- Clearly focus on the learner.
- Be easy to understand (from the student's perspective).
- Be clearly linked (aligned) to teaching and learning activities (see section 3).
- Be clearly aligned to assessment (see section 1).
- Be assessed at least once during a programme. Please note multiple learning outcomes can link to one assessment. It is not necessary to create an assessment for each learning outcome (see section 1).

#### Programme level

What should a graduate of this programme be able to do?

Bear in mind the general know-how of the discipline, generic and transferable skills.

#### Module level

What is the essential learning for this module?

Bear in mind the learning outcomes must link to the assessment strategy (see section 1). Think about how students will demonstrate their learning (see section 1).

## 2.2 Learning Outcome Checklist

A recommended six stage process for aligning learning outcomes:

1. Define intended **learning outcomes**.
2. Choose **teaching and learning activities** likely to facilitate the achievement of these outcomes (see section 3).
3. **Engage** students in these activities.
4. **Identify** appropriate assessment techniques to allow students to demonstrate achievement of learning outcomes (see section 1). Give Formative feedback to enable students to improve their learning.
5. **Evaluate** how well the cycle has worked
6. **Review and** refine learning outcomes, teaching and learning activities and assessment tools as appropriate (see checklist below, to help with this process).

A recommended checklist that can be used when designing or redesigning a module learning outcomes:

Checklist for writing learning outcomes for modules:	Yes/No
Have I begun each outcome with an active verb? Active? Clearly describing things that students will do?	
Have I avoided terms like <i>know, understand, learn, be familiar with, be exposed to, be acquainted with, be aware of and appreciate</i> ?	
Have I included learning outcomes across the range of levels of Bloom's Taxonomy?	
Are my outcomes observable and measurable - assessable; validly, reliably & economically of your time?	
Do all the outcomes fit within the aims and content of the module?	
Appropriate to the subject and level, and to students' goals?	
Attainable in module hours by most students who do the work?	
Understandable to students on the programme or other stakeholders and/prospective students?	

Adapted from:

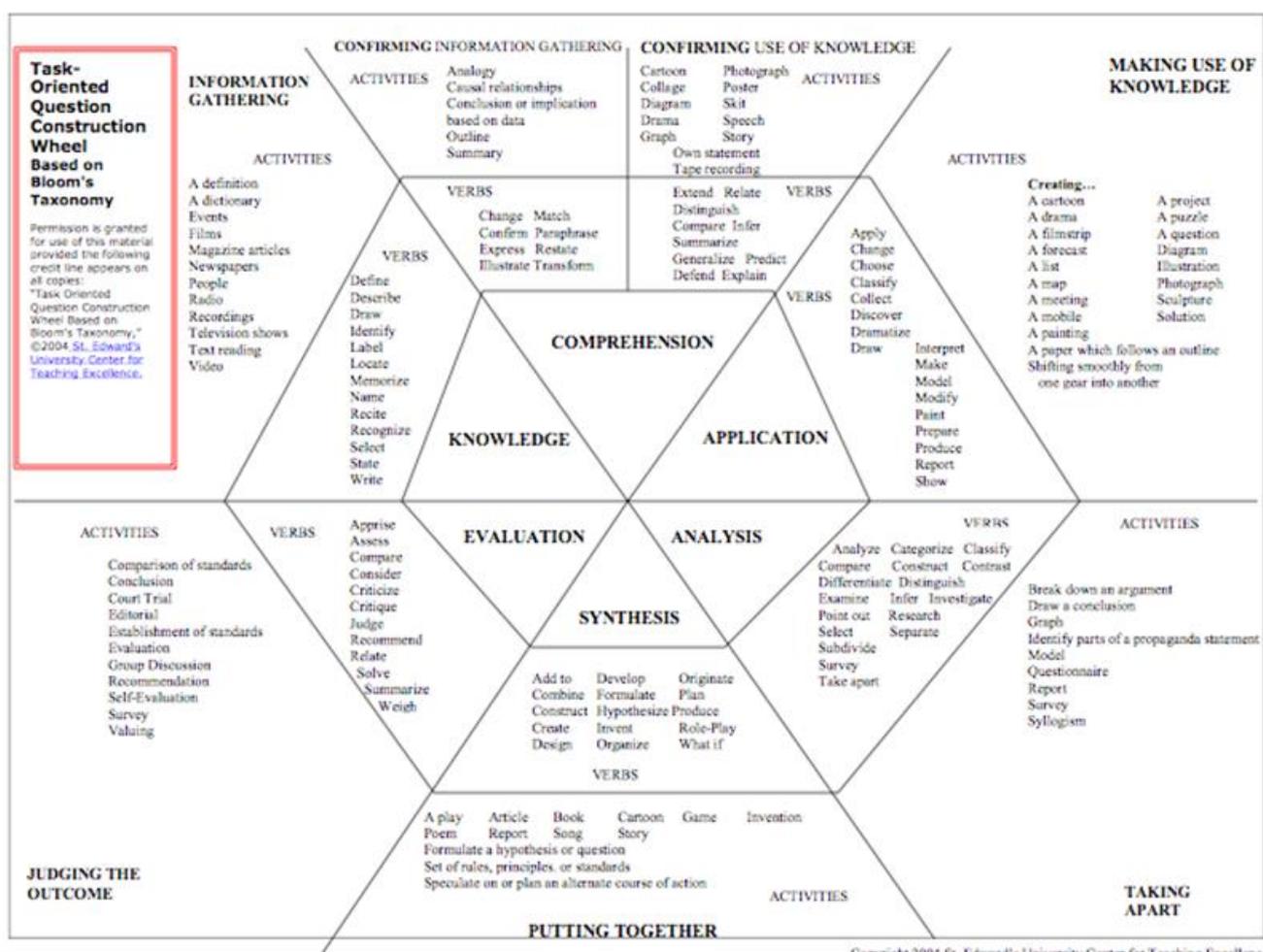
Kennedy, D. (2007) *Writing and Using Learning Outcomes*, UCC, Cork

Baume, D. (2009) *Writing and Using Good Learning Outcomes*, Leeds Metropolitan University, Leeds.

## 2.3 Taxonomies

To aid the design of learning outcomes at module level, it is useful to consult learning taxonomies, such as those proposed by Bloom (1956), Biggs & Tang (2007), Biggs & Collis (1982) or Fink (2003). The taxonomies attempt to describe learning in terms of stages of development and can be useful when determining what we expect of our students. The construction wheel below developed at St. Edward's University, is based on Bloom's Taxonomy of learning objectives.

- Within the **central wheel** are listed levels of learning.
- Verbs that can be useful for writing learning outcomes are in the **middle wheel**.
- **The outer wheel** suggests activities that can be engaged in to help promote or foster such levels of learning.





## Recommended Teaching, Learning and Assessment Resources and Readings:

### Useful Resource Links:

- **Teaching in Higher Education News Blog and Podcasts:** <https://teachinginhighered.com/>
- **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** – develops 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](#)

### Policy Documents:

- **QQI (2013) Assessment and Standards. Dublin: QQI.**  
[https://www.qqi.ie/Publications/Publications/Assessment\\_and\\_Standards%20Revised%202013.pdf](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>

### 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](#)

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### 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](#)
- Teaching Higher Education Reading Lists <https://teachingandlearninginhighered.org/reading-lists/>
- 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/](https://www.heacademy.ac.uk/sites/default/files/new-lecturers-full-download_0.pdf/)

## Appendix

### National Framework of Qualifications - Grid of Level of Indicators

[www.gqi.ie](http://www.gqi.ie) and [www.nfq-gqi.com/index.html](http://www.nfq-gqi.com/index.html)

	Level 6	Level 7	Level 8	Level 9	Level 10
Knowledge - Breadth	Specialised knowledge of a broad area	Specialised knowledge across a variety of areas	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning	A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning	A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of a field of learning
Knowledge - Kind	Some theoretical concepts and abstract thinking, with significant underpinning theory	Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas	Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)	A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning	The creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy review by peers
Know-how and Skill - Range	Demonstrate comprehensive range of specialised skills and tools	Demonstrate specialised technical, creative or conceptual skills and tools across an area of study	Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity	Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry	Demonstrate a significant range of the principal skills, techniques, tools, practices and/or materials which are associated with a field of learning; develop new skills, techniques, tools, practices and/or materials
Know-how and Skill - Selectivity	Formulate responses to well-defined abstract problems	Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes	Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing	Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques	Respond to abstract problems that expand and redefine existing procedural knowledge
Competence - Context	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts	Display mastery Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts	Act in a wide and often unpredictable variety of professional levels and ill defined contexts	Exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent contexts
Competence - Role	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups	Accept accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the work of others in defined areas of work	Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups	Take significant responsibility for the work of individuals and groups; lead and initiate activity	Communicate results of research and innovation to peers; engage in critical dialogue; lead and originate complex social processes
Competence - Learning to Learn	Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs	Take initiative to identify and address learning needs and interact effectively in a learning group	Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically	Learn to self-evaluate and take responsibility for continuing academic/professional development	Learn to critique the broader implications of applying knowledge to particular contexts
Competence - Insight	Express an internalised, personal world view, reflecting engagement with others	Express an internalised, personal world view, manifesting solidarity with others	Express a comprehensive, internalised, personal world view manifesting solidarity with others	Scrutinise and reflect on social norms and relationships and act to change them	Scrutinise and reflect on social norms and relationships and lead action to change them