
Assessment Design and its relationship to NARS and ILOs

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Outline

- The Context
 - Fitness for Purpose
 - The Design Criteria
 - Matching assessment to NARS and ILOs
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The Context

- The current reform programme in Egypt
 - International trends in quality assurance
 - Institutions are responsible for the academic standards of their awards
 - The priority attached to the level of confidence in academic standards
 - The identified need to improve methods and procedures for the assessment of students' performance and achievements
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Reform measures in focus in Egypt

- The implementation of programme specifications including Intended Learning Outcomes (ILOs)
 - The use of internal quality assurance, systematic monitoring, review and reporting
 - The development and application of assessment processes and procedures
 - The establishment of National Academic Reference Standards
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Fitness for Purpose Model

- To ensure and demonstrate that academic standards are appropriate for the award
 - To have in place assessment instruments that fairly assess the range of specified Intended Learning Outcomes, including knowledge, skills and ability to apply them
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Design of Assessment should satisfy:

- Universities can assure and maintain academic standards across higher education awards
 - Assessment is valid in indicating the level of achievements
 - The Accreditation Criteria are met
 - Assessment is efficient, fair and transparent
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Accreditation Criteria relating to Student Assessment I

“There is an appropriate range of assessment methods that enables the students to demonstrate the attainment of all intended learning outcomes.”

Accreditation Criteria relating to Student Assessment II

“The students are well-informed on the criteria by which they are assessed and given appropriate, structured feedback that supports their continuing learning.”

Accreditation Criteria relating to Student Assessment III

“Levels of students’ achievements are maintained with due regard to the use of external reference points, moderation and evaluation of achievement.”

Key areas for design

- Defining powers of examination committees
 - Matching NARS to ILOs and ILOs to learning and assessment
 - Adopting criterion-referenced model to match outcome-related ILOs
 - Marking and Grading
 - Using the range of assessment tools
 - Development of internal and external evaluation
 - Security of examinations
 - Recording, documentation and publication of outcomes of assessment
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Matching assessment to NARS and ILOs

- Balance knowledge and skills
 - Promote intellectual skills rather than knowledge recall
 - Develop LEARNING and ASSESSMENT processes together
 - Consider developing a bank of NARS standard questions
 - Check, for every ILO, where is the test of achievement?
 - Check use of the range of assessment methods*
 - Check levels of achievement against internal and external reference points
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Matching assessment to NARS and ILOs: Check use of the range of assessment methods

- Written, closed book, time-constrained examinations
 - Written, open book, unseen, time constrained
 - Written, seen, time constrained
 - Oral examinations
 - Practicals
 - Self-assessment
 - Computerised simulations
 - Assignments, individual or group
 - Projects, individual or group
 - Work-based learning
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To Do – I

Operational Considerations

- Address the range of ILOs
 - Move from “control” of papers and scripts to “quality assurance” of assessments
 - Identify and use the available resources to support a greater investment in assessment
 - Provide staff development and training.
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To Do – II

Policy Considerations

- Establish a realistic time frame
 - Use a pilot study for the code of practice
 - Reform where necessary (e.g. norm-referenced pass rates) the by-laws and regulations
 - Take steps to develop and implement the code of practice for student assessment in all institutions.
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Conclusion

- Student assessment must change to keep up with the wider reforms
 - The criteria for design are clear
 - Key areas need to be addressed
 - There are challenges to be faced at operational and policy level
 - There are also examples of good practice and ready solutions
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