
Different Models for Student Assessment under Egyptian Constraints

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Weaknesses in Student Assessment Encountered in 16 Developmental Engagements

(Please refer to presentations by Dr Salwa and Dr Faisal)

- Individual rather than Faculty responsibility
 - Assessments not at appropriate level
 - Failure to assess many stated ILOs
 - Preponderance of testing of knowledge recall
 - Over-generous and non-systematic marking
 - High grades gained on coursework masking poor examination performance
 - Plagiarism in coursework on a large scale
 - Arbitrary raising of marks/grades to achieve an artificial target
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Weaknesses in Student Assessment Encountered in 16 Developmental Engagements (continued)

- Large student numbers causing marking difficulties
 - No reference to external reference points
 - No internal or external evaluation
 - Insecurity of assessment tasks
 - Coaching for known questions
 - Little formative assessment through structured feedback
 - Functions of examination committees unclear and not applied
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Remedies available

- Make the setting of the final written examination the responsibility of the Faculty through one named person, Dean/HOD.
 - **NOT** the responsibility of the individual faculty member
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The Dean/HOD would be responsible for ensuring that the syllabus and the relevant ILOs are covered in the paper

Establish a bank of questions covering the syllabus and ILOs for the course. This bank may contain five times the number of questions required for one paper.

The Dean/HOD selects the questions for the paper and only he/she would know the actual questions to be asked in any year

An External evaluator must be appointed, who together with the HOD/Dean, ensures the standards and appropriateness of the questions in the bank with respect to the assessment of the range of ILOs

The External evaluator only sees the paper after the examination and would be free to comment on its level and coverage.

The External evaluator agrees the questions in the bank, but does not know until after the examination which ones are in the paper in any year.

The External evaluator together with the HOD/Dean ensure that the ILOs which are not assessed in the written examination, are assessed in various forms of course work.

There is internal evaluation
(moderation) of marking of all
assessments (Anonymous, Double and
Blind) and External Evaluator must
agree final mark.

Require students to pass both of two elements of assessment for a course,

- i. Unseen time-limited examination, under examination conditions and
- ii) Overall coursework.

Coursework to be formative as well as summative.

Take a relaxed view over coursework plagiarism, since students cannot cheat on the compulsory requirement to pass the written examination.

For oral components of assessment

The HOD/Dean and External Evaluator carry out additional orals on a sample of students, whose identities are not known to those undertaking the first oral.

Model answers and detailed marking schemes must be provided for all examination questions in the bank.

The marking of students papers can then be delegated to junior staff or staff specially engaged and trained for the task, against model answers and marking schemes.

Samples to be scrutinised by HOD/Dean and External evaluator.

The HOD/Dean and the External evaluator then have to sign that the marking has been fair and reflects external/international standards of achievement.

Ensuring that system is working properly and that the Dean/HOD and External evaluator are fulfilling their assessment roles is the function of the QA and accreditation processes.
