

Title: **Changing practice: Can quality assurance processes really drive quality enhancement?**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Discuss a programme assessment quality assurance and enhancement Toolkit
- Identify and discuss strategies for embedding change using QA/QE processes

Session Outline

While assessment and feedback are commonly identified as areas for enhancement, efforts to develop inclusive assessment regimes which are time efficient while effectively delivering sustainable assessment are challenging. NSS scores and student feedback from TESTA-style reviews support anecdotal reports that assessment and feedback are inconsistent across programmes and of variable quality within modules and seminars.

In response to staff and student concerns about assessment, a practical enhancement Toolkit based on assessment 'design cycle' principles was made available online in 2014 (<http://www.kent.ac.uk/teaching/assessment/index.html?tab=toolkit>). The Toolkit further identified three sources of assessment concern: assessment volume, timing and method. An interactive mapping tool to visualise these three aspects of assessment was developed and incorporated into the Toolkit as a problem-solving resource (<http://www.kent.ac.uk/teaching/assessment/documents/Sample-Interactive-Programme-Map.xlsx>).

By linking sound design principles with a resource to target areas of concern, it was anticipated that the Toolkit would engage staff with the quality enhancement of assessment in new and existing programmes (leaflet <http://www.kent.ac.uk/teaching/assessment/documents/Managing-Programme-Assessment-leaflet.pdf>).

While the Assessment Toolkit originated from a quality enhancement initiative, it became evident during a quality assurance review of assessment processes in 2014/2015 that elements within the toolkit could meet QA needs in the updating and management of module and programme documentation. This aspect of meeting QA needs engaged School

Administrators, who then broadened the application of the interactive tool in innovative and unexpected ways.

The Assessment Toolkit is being piloted in Social Sciences, with interest also being expressed by Humanities. By the time of the SEDA conference in May 2016, it is anticipated that we will be able to discuss the impact of the Toolkit, reflect on the inter-dependence of assurance and enhancement activities, and highlight the unexpected benefits which can arise when engaging both academic and support staff in embedding change initiatives.

Session Activities and Approximate Timings

The outline of the workshop is as follows;

1. Introduce project and context
2. Demonstrate interactive tool and the link between the QA/QE aspects of the assessment map
3. Group discussion and questions:
 - a. How can the Assessment Toolkit be adapted/improved?
 - b. What can be done to further encourage adoption

References

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