



Principle 10:

Assuring alignment with national, university and Professional, Statutory and Regulatory Body (PSRB) standards

What the principle means

Higher Education providers need to ensure that their standards are acceptable to quality assurers who accredit the qualifications, and/or to ensure that these are at a university, national/international or PSRB level.



Questions to consider with your course team and students

- ✓ Are you confident that when you mark work as a member of a team of assessors, you are all working broadly to seek the same standards of work for similar marks, assuring inter-assessor reliability?
- ✓ Are you confident that you are building a community of practice among assessors (HEA, 2012)? How do you assure this? It's far better to do this in advance of marking coming in, (or at least very early in the process), so you can agree what comprises a great piece of work worthy of a high mark, what looks as if it deserves a good mark, what work merits a good enough mark and what looks like work that is not good enough and below the pass mark.
- ✓ Have you got systems in place to ensure that members of your assessment team who are novices have training and support to help them through marking their first assignments?
- ✓ How well do you know and consider any professional, statutory or regulatory body requirements in relation to assessment?
- ✓ Are you fully cognisant of your own university regulations, particularly how much flexibility you have within the agreed framework, for example in terms of what can be changed without requiring major processes?

Setting goals for assessment and feedback enhancement

Having reviewed and discussed Principle 10, as a team can you identify areas that you know to be priorities for enhancing your programme assessment and feedback strategy in the coming three years? All areas are important, but selecting too many can make genuine actionable proposals unachievable which is demoralising. Concentrate on what is feasible.



Once you have agreed on the priorities, you may wish to use the table overleaf to record your plans for enhancement under Principle 10.



Principle 10 worksheet - Assuring alignment with national, university and Professional, Statutory and Regulatory Body (PSRB) standards

Principle focus	Specific actions you will take:	Responsible leader:	Help/resources needed to make this happen:	Milestones (timescale for implementation):	Performance indicators:
e.g. Working with PSRBs	e.g. Connecting with the PSRBs to discuss assessment	e.g. Dr Jolanta O'Neill	e.g. <ul style="list-style-type: none"> Professional learning in assessment. Establishing/Established relationships with PSRBs Time to work as a department team, with students and with PSRBs 	e.g. One academic year	e.g. <ul style="list-style-type: none"> Records of discussions about assessment across team with PSRBs. Greater understanding of the perspectives of PSRBs re assessment. Shared focus and draft plan for joint future work with PSRBs on assessment.



About this resource

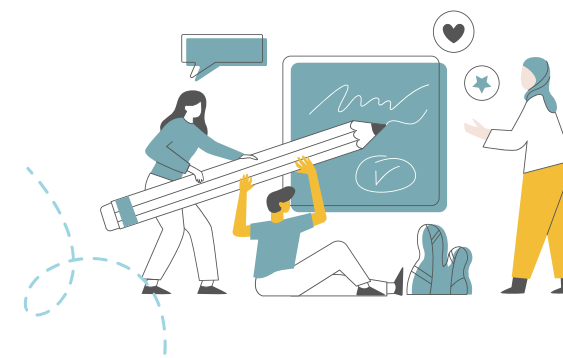
This resource is drawn from the *Principles-based Toolkit for Effective Assessment Design* (Brown and Sambell). This resource focuses on 'Principle 10 – Assuring alignment with national, university and Professional, Statutory and Regulatory Body (PSRB) standards'. The resource can be used by teams who wish to review how this principle is enacted in their work, and who wish to plan to enhance their practice regarding this principle. The resource can be used as a stand-alone thinking and planning tool for teams, as well as being considered in the context of the toolkit as a whole.

As part of the Maynooth University 'Assess for Success' project, Professor Sally Brown and Professor Kay Sambell designed a toolkit for effective assessment design. This toolkit has been designed to provide course teams at Maynooth University with guidance on periodical review of their assessment and feedback practices, in support of student success. The toolkit involves twelve principles which were proposed by Brown and Sambell, and shaped and modified by the Maynooth University 'Assess for Success' Advisory Group. The toolkit is available at in the Maynooth University [Assess for Success Hub](#).

The principles and the toolkit taken as a whole set a substantial agenda for action, but Brown and Sambell stress that the toolkit can primarily help local teams to set short- and longer-term prioritised targets to enhance assessment by focusing on activities that would help to ensure that assessment tasks, assignments and feedback could fully contribute to student engagement and positive outcomes.

References:

HEA (2012) *A Marked Improvement: transforming assessment in higher education*, York: Higher Education Academy. Available at: <https://www.advance-he.ac.uk/knowledge-hub/marked-improvement>



How to cite this resource:

Brown, S. and Sambell, K (2022) *A principles-based toolkit for effective assessment design. 'Principle 10 - Assuring alignment with national, university and Professional, Statutory and Regulatory Body (PSRB) standards' worksheet*, Maynooth: Maynooth University.

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