Three Facts for Staff about Assessment at Trinity

1. The Trinity Education Assessment Framework supports academic staff in developing fewer, more meaningful assessments.

The Framework does not intend that you simply replace some exams with a similar number of other assessments, such as continuous assessment. It encourages you to think about how students can be assessed less often and in more diverse ways. This should result in students and staff having fewer assessments to manage without compromising the integrity of the assessment process.

2. Planning for fewer, more meaningful assessments requires taking a programmatic or subject-level view of assessment with staff in different modules mapping and discussing their assessment practices.

Some key steps include the following:
- Consider the number and type of assessments for each module to ensure that they are appropriate for the module credit load.
- Ensure that any choice of assessment method is aligned with the learning outcomes/graduate attributes to be achieved.
- Consider programme and learning outcomes to identify any gaps in assessment or duplication of learning outcomes.
- Identify if and where the number of assessments can be reduced across a year/programme/subject.
- Review the timing of assessments so that they are spread across each semester.

3. Improvements to assessment practices can be implemented one step at a time.

- The most important first step is to review together with colleagues the overall number and timing of assessments, as appropriate.
- It will then be possible to work together to further enhance assessment approaches by, for example, ensuring a purposeful variety of assessments.

There is support available to staff to assist you as you implement the Framework. The TEP website contains resources for staff including templates, step-by-step guides and examples of good practice.