



PROF-ASSESS

Contact:

Derek.Dodd@TUDublin.ie

nicole.oneill@tudublin.ie

The **Prof-ASSESS Project**:
Developing a learner and
programme-focussed approach
to **authentic assessment** in
consultation with Professional,
Statutory and Regulatory
Bodies (**PSRBs**).

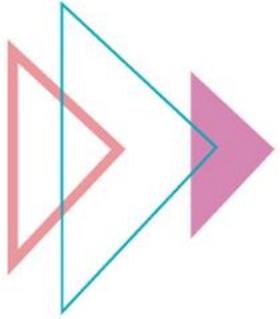


FUNDED BY

**Dearbhú Cáilíochta
agus Cáilíochtaí Éireann**
Quality and
Qualifications Ireland

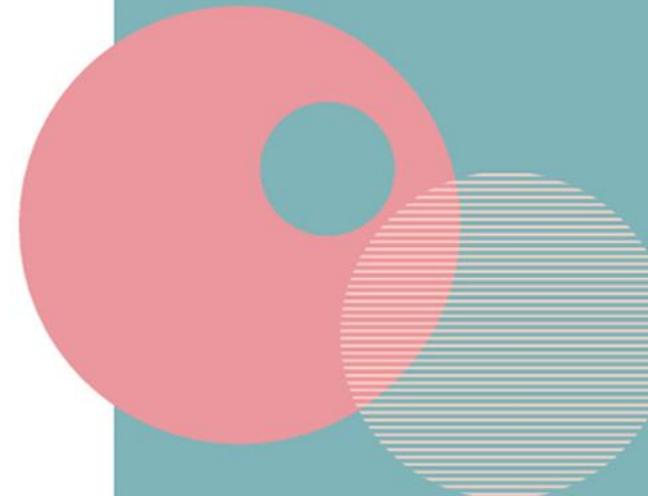
Prof-ASSESS Objectives

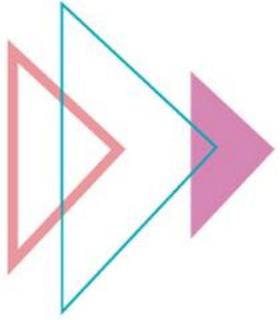
- To build on institutional relationships with PSRBs to advance authentic assessment at TU Dublin
- To collaborate with programme teams and partners to develop a programme-focussed approach to authentic assessment design and development
- To create a TU Dublin authentic assessment ‘toolkit’ aligned to a CPD framework for staff, and an associated digital badge



Context

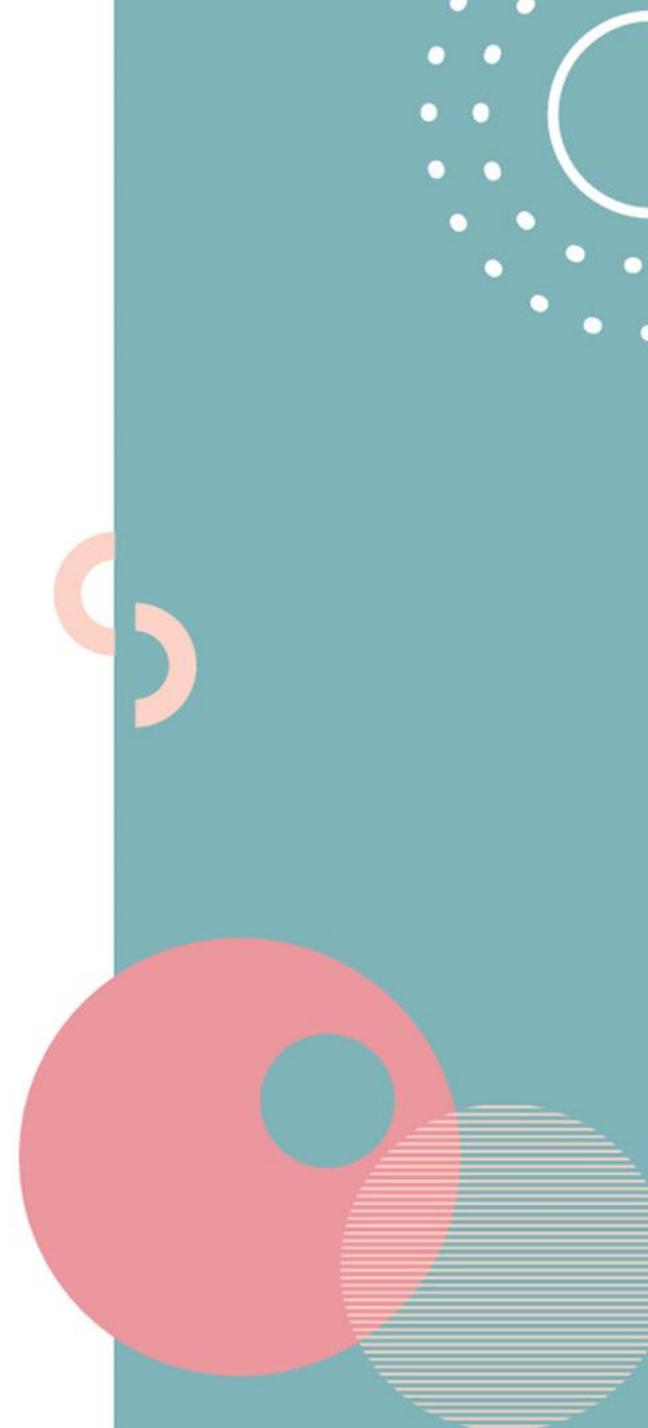
- Established in 2019 with the merger of three Institutes of Technology, with 130 years of history, TU Dublin was Ireland's first Technological University with approx. 30,000 enrolled learners
- TU Dublin is a leader in STEM nationally with a broad range of disciplines and fields of study
- Prof-ASESS Built upon earlier 'scholars and supporters' authentic assessment redesign bursary scheme

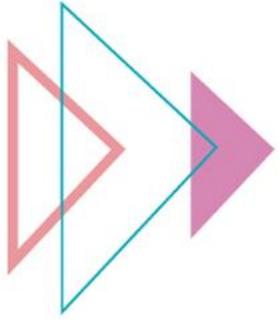




Barriers to Implementation

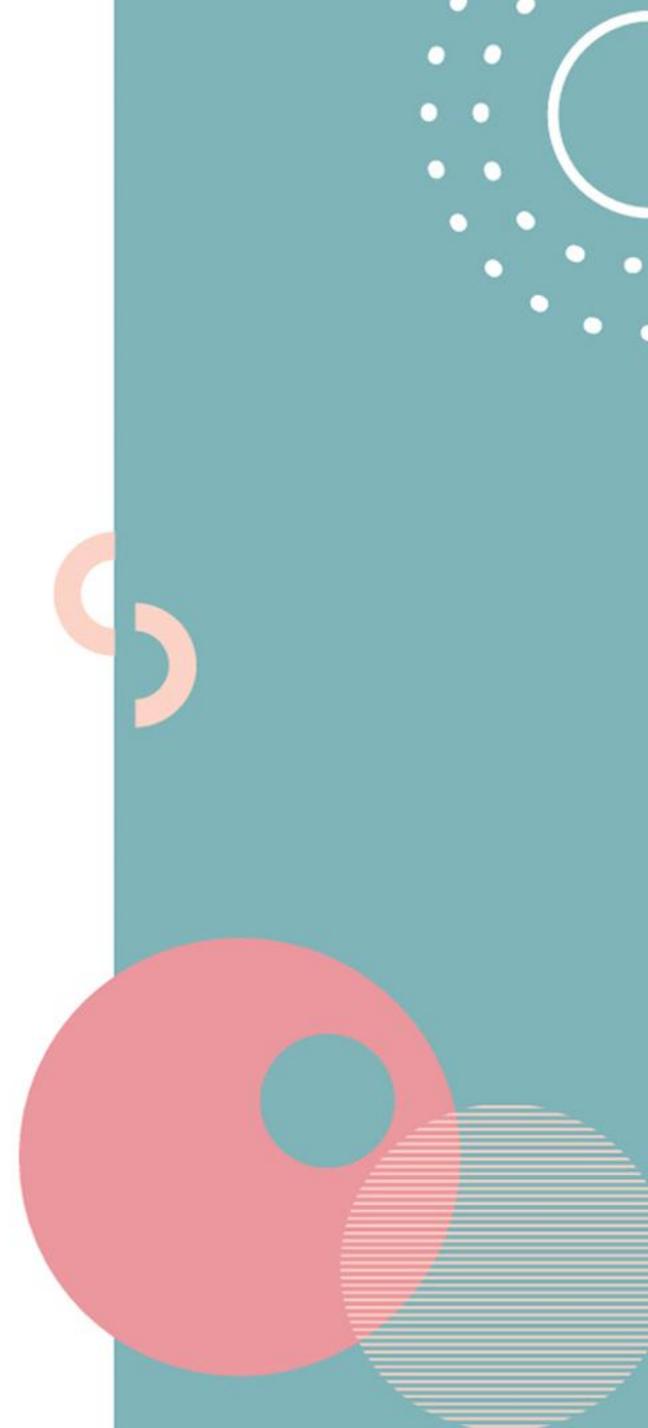
- Perceptions of conservatism in PSRBs
- Modularisation, over-assessment, bunching etc and lack of structured opportunities to discuss assessment practice and curriculum development with colleagues
- Difficulty formally changing assessment practices (perceptions of ‘bureaucracy and red tape’, other contextual factors including departmental culture,)
- Lack of support (guidance, resources, CPD, time)

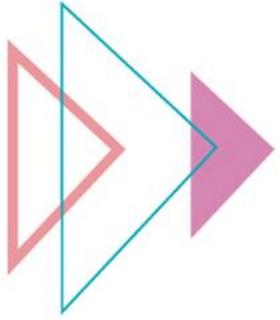




Barriers to Implementation

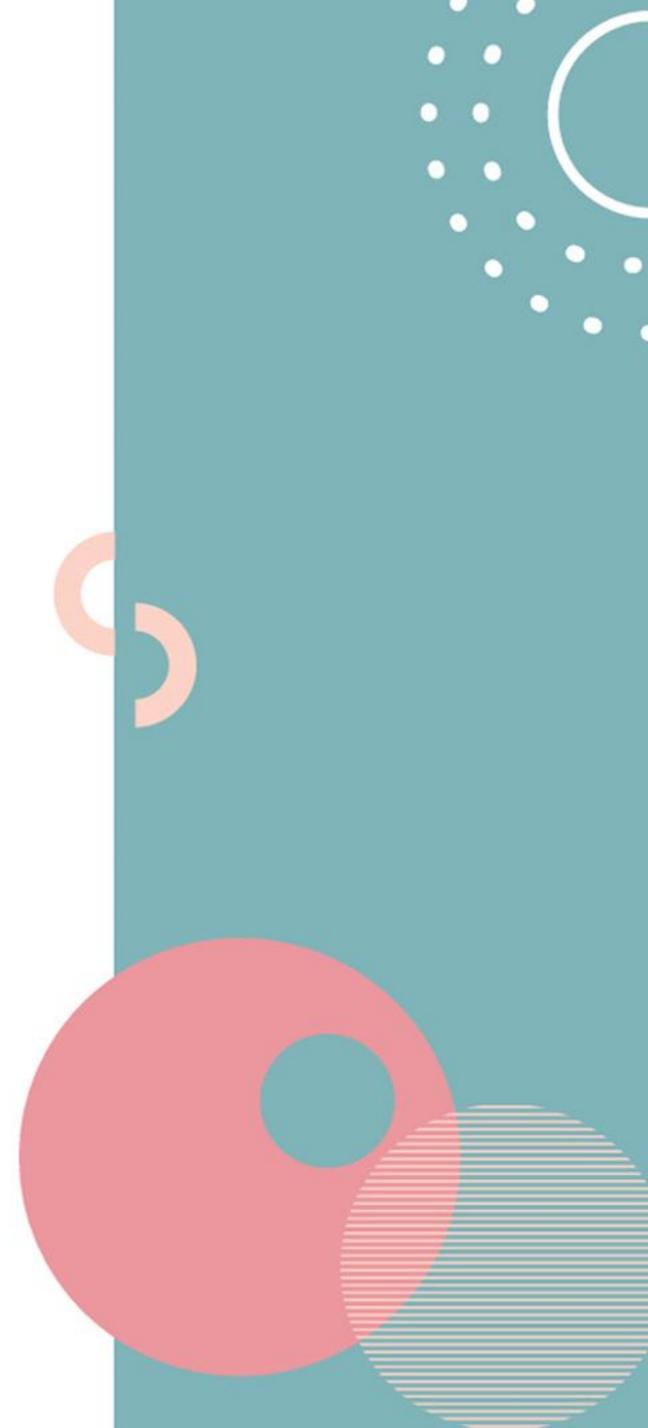
- Perceptions of conservatism in PSRBs
- Modularisation, over-assessment, bunching etc and lack of structured opportunities to discuss assessment practice and curriculum development with colleagues
- Difficulty formally changing assessment practices (perceptions of ‘bureaucracy and red tape’, other contextual factors including departmental culture,)
- Lack of support (guidance, resources, CPD, time)





Modular Silos?

- Assessment design decisions are predominantly made at the individual, ‘pedagogical’ rather than ‘Curriculum’ level (ADDE, Bearman *et al*, 2014)
- Trend towards Module Sharing: Making Common Modules that fit multiple programmes
- Our teaching and learning community commonly report a lack of structured opportunities – outside of cycles of validation – to collaborate with programme teams on developing coherent programme-focussed assessment strategies



Prof-ASSESS Participants



- **Bachelor** of Architecture
- **Bachelor** of Engineering Technology in Electrical and Control Engineering
- **Bachelor** of Science in Optometry
- **Bachelor** of Laws



Appreciative Inquiry

- Working collaboratively with participating programmes to identify and build on existing strengths in authentic assessment practice & stakeholder engagement

Partnership Approach

- Building relationships, promoting practice-sharing and developing resources that support collaborative assessment design and evaluation

Programme Focused

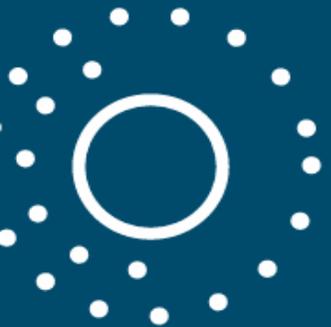
- Supporting staff to develop programme-level approaches to authentic assessment that are learner-centred, balanced and integrated

Activities & Deliverables

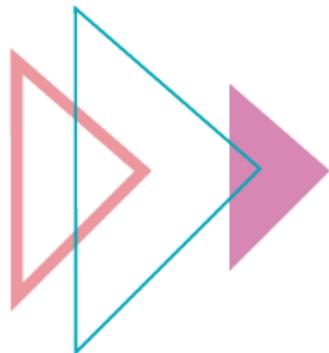
The main outputs developed from this project are:

- An agreed TU Definition of Authentic Assessment
- An Authentic Assessment Framework
- An Authentic Assessment Toolkit*
- The development of an Authentic Assessment Digital Badge

* Toolkit materials include guides and workshop activities for evaluating existing assessments and building in authenticity, reusable workshop slidedecks, and a podcast 'mini-series'.



Authentic Assessment Definition



Authentic Assessments



Meaningful challenging assessments designed to develop the attributes, capabilities and professional skills that prepare our students to become effective life-wide learners and responsible global citizens



TU Dublin Authentic Assessment Framework

POSITION LEARNERS

within realistic situations or relevant scenarios that mirror and prepare them for professional, disciplinary contexts or life outside college.

CHALLENGE LEARNERS

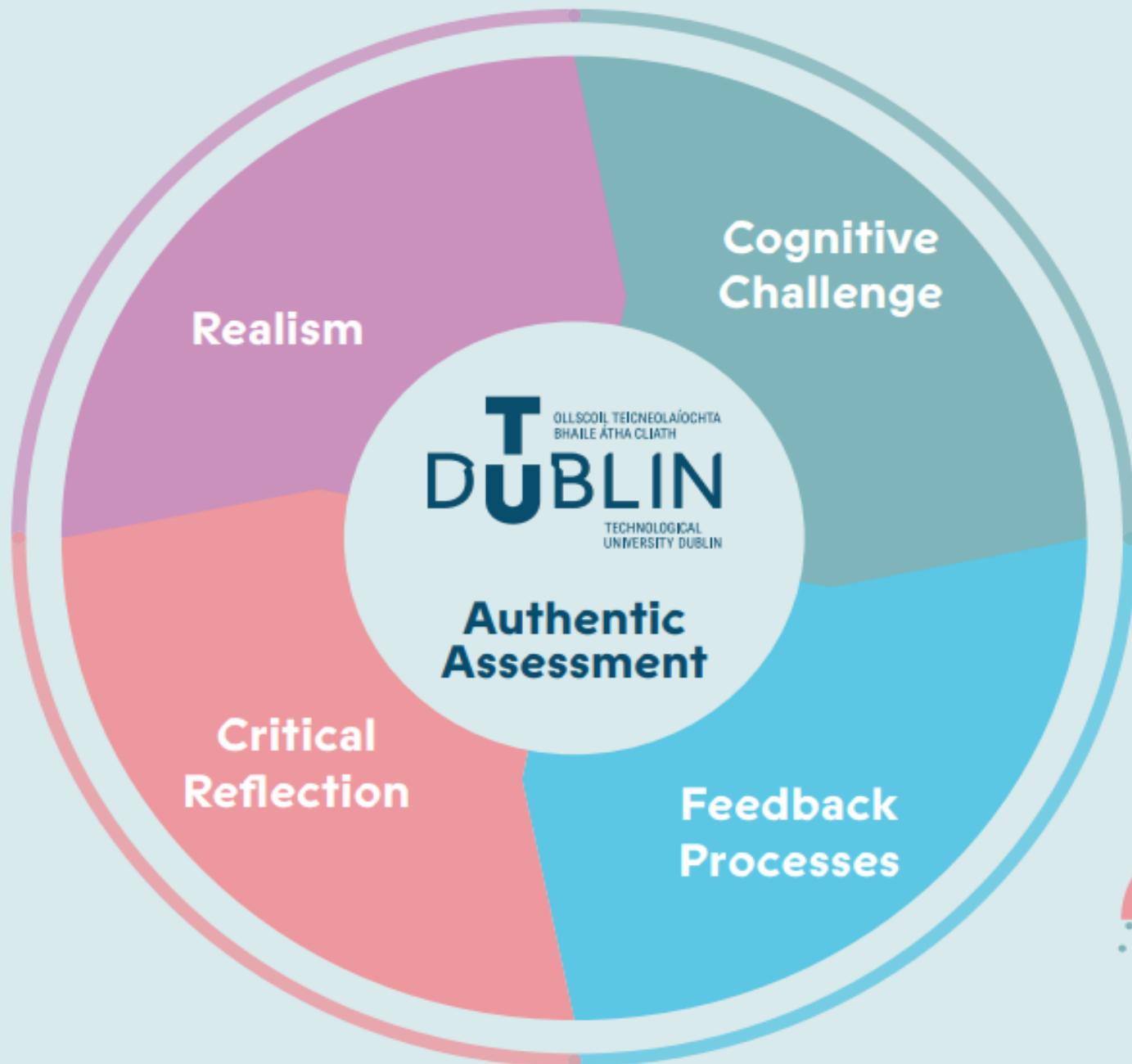
to use their higher-order cognitive abilities to apply and develop their knowledge and skills to complex problems and tasks as individuals and in groups.

EMPOWER LEARNERS

to develop their evaluative judgement and personal autonomy through making informed choices and reflection on their capabilities and achievements.

ENABLE LEARNERS

to provide, receive, engage with and enact feedback, from diverse sources, and in a variety of contexts.



Authentic Assessment Toolkit

Radars

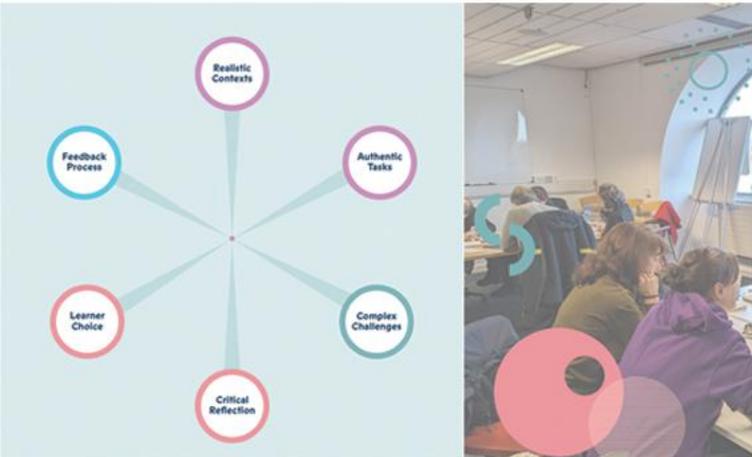
position or problem professional college.

CHALLENGE
ask learners abilities to and skills, to individuals or as

FEEDBACK
provide learners personal reflection on performance and

PROCESSES
engage learners, receiving, feedback sources.

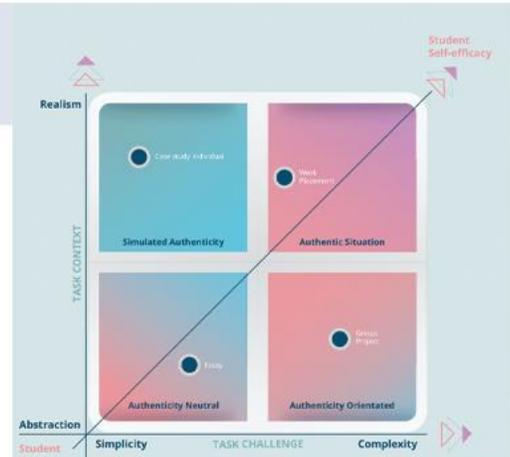
IN
ESS



00:36

1

Episode One Introducing Authentic Assessment



Prof-ASSESS Design Sprint

The Prof-Assess toolkit includes a customizable resource intended for programme teams to prototype authentic assessment strategies collaboratively through a streamlined 'design sprint' workshop process.

This template, taken from our design sprint slidedeck, is used by teams to ideate authentic assessment strategies for their modules and programmes.

Full instructions, with a downloadable version of this template, are available from the TU Dublin Authentic Assessment website.

<https://www.tudublin.ie/authentic-assessment-toolkit>



Prioritized Skill

Assessment Task(s)

Realism

Cognitive Challenge

What will learners do?

Critical Reflection

Feedback Process



Competency Matching Exercise

Overview

Workgroups are given a set of Professional Competencies Cards and a set of Assessment Cards and asked to select the assessment types that best develop and measure the professional competency.

Purpose

This is a great exercise for stimulating discussion on the types of assessment and generating ideas for assessment that can be developed further by programme teams after the workshop.

Further Details

Full instructions and a downloadable set of cards are available on the TU Dublin Authentic Assessment Website.

<https://www.tudublin.ie/authentic-assessment-toolkit>



Competencies sources from review of PRSB websites: April 2023.

Authentic Assessment Workshops

Authentic Assessment Design Sprint

April 2024



Authentic Assessment

'Lightning Decision Jam'
1st November 2024



Authentic Assessment Podcasts

Episode One

Introducing Authentic Assessment



- With our AA experts Profs Sally Brown, Kay Sambell, and Lydia Arnold.

Episode Two

Employing Authentic Assessment



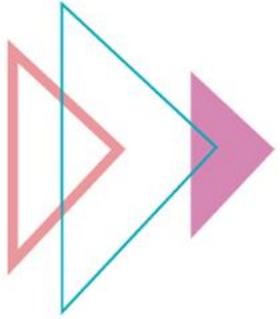
- With TU Dublin academics in Architecture, Engineering, and Law.

Episode Three

Partnering on Authentic Assessment



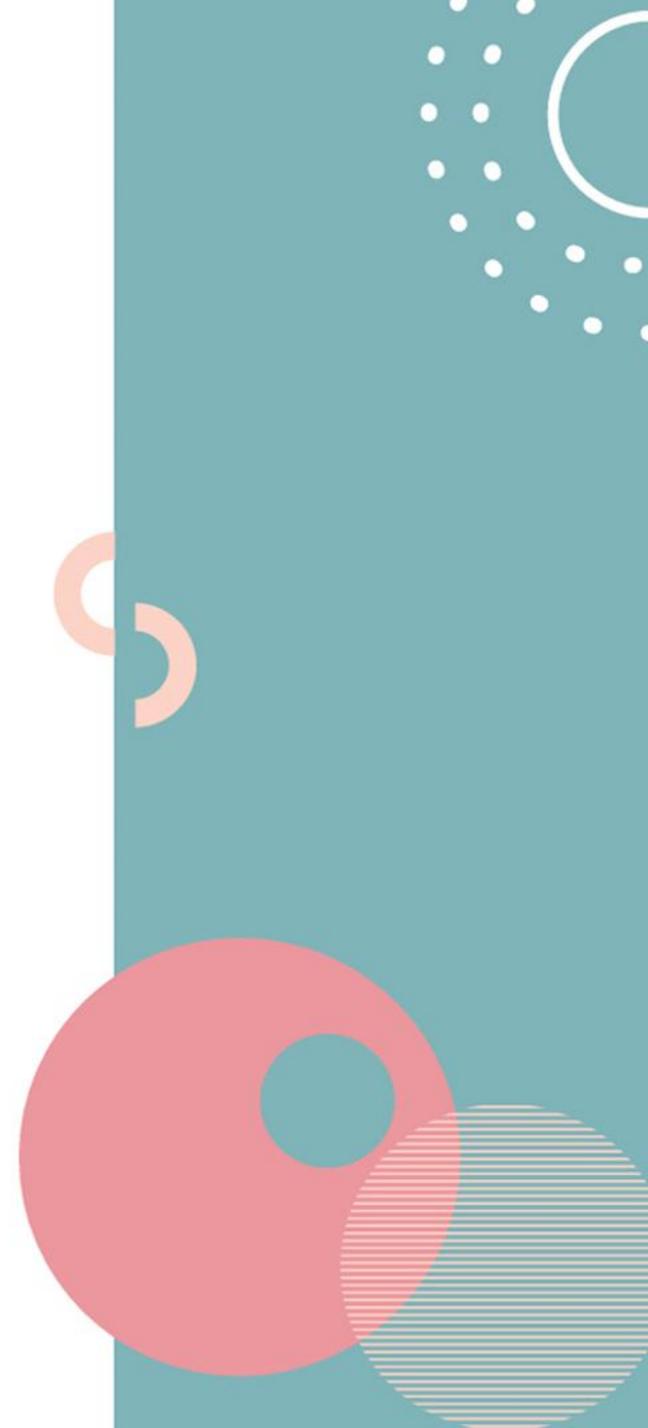
- With our AA Experts and reps from engineers Ireland, King's Inn and SCSl.



Conclusions and Implication

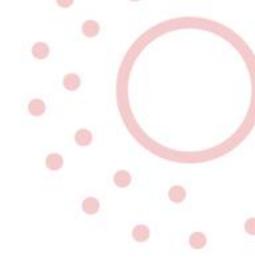
Shared agreement/preference amongst participants for:

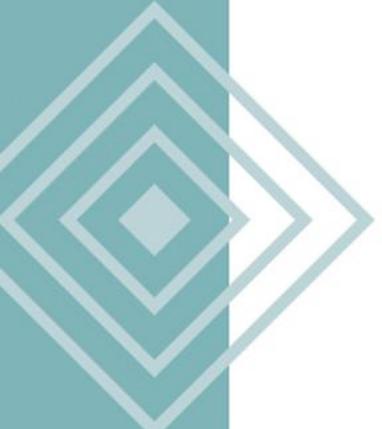
- Need to assess/develop professional and transversal skills and competencies in learners
- Requirement for a diverse range of complementary assessment types across programmes and programme-focussed approach
- A more holistic and learner-centred understanding of authenticity in assessment
- Guidance on partnership and consultation between programme teams and PSRBs
- Support, resources and CPD for staff





Next Steps



- 
- 
- Digital Badge, launching Spring 2025
 - Launch of AA toolkit as public-facing OER
 - ‘Design Sprint’ and ‘Lightning Decision Jam’ Workshops – ongoing road-testing and refinement with programme teams’
 - Further socialisation and development of authentic assessment definition and framework and embedding in institutional policy (aligned with new TU Dublin ‘educational model’)
 - PSRB Consultation Guide (in development)



Thank you for listening



FUNDED BY

Dearbhú Cáilíochta
agus Cáilíochtaí Éireann
Quality and
Qualifications Ireland