A Pragmatic Peer Assessment Framework for the Inclusion of Peer Assessment in HE programmes.

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Presentation Overview

- Introduction and Context
- Aim and Objectives
- Literature Analysis
- Main Data Collection & Findings
- The Pragmatic Peer Assessment Framework (PPAF)
- Model to adopt the PPAF
- Closing Comments

Introduction and Context

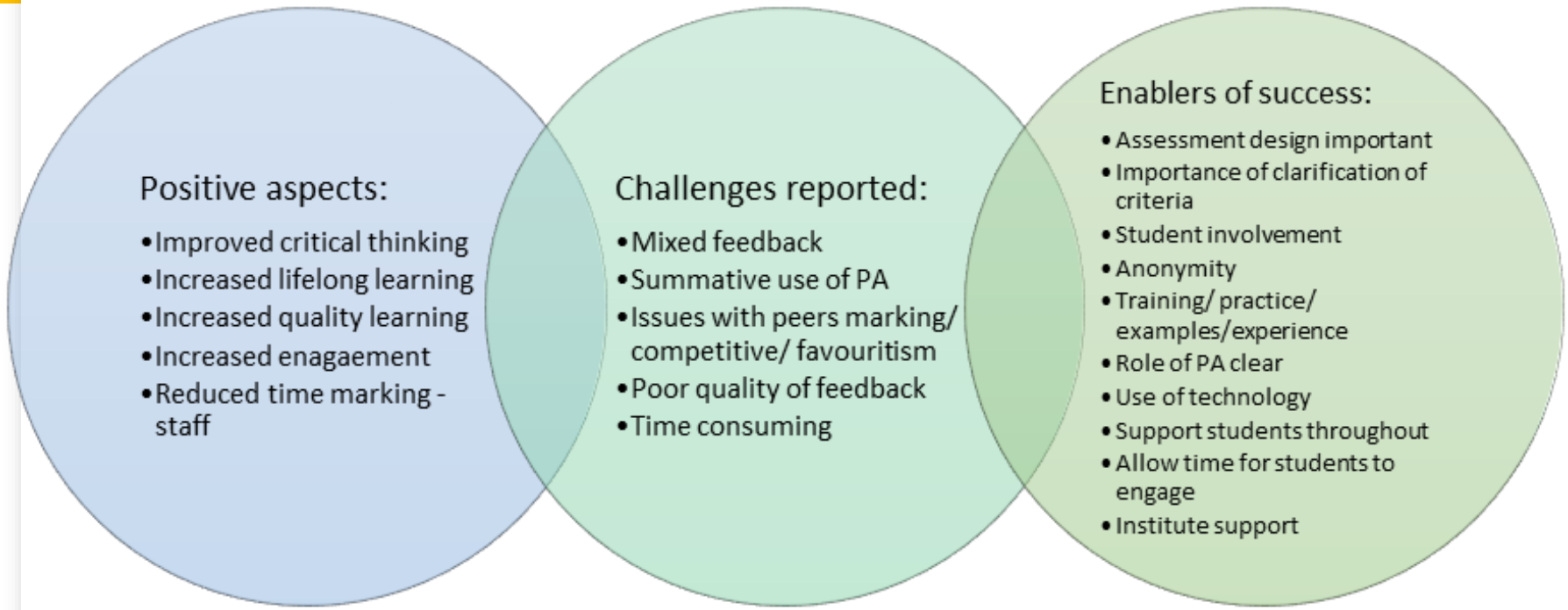
- Investigation into current assessment practice in undergraduate medical science education in the Republic of Ireland (RoI).
- The focus of this study is three specific programmes in the RoI, the graduates of which are eligible to enter into the medical science profession.
- The overall aim of this study is to develop a framework for the inclusion of Peer Assessment (PA).

Aim and Objectives

- AIM: The overall aim of this study is to develop a framework for the inclusion of Peer Assessment (PA) in Medical Science Undergraduate Education.

- OBJECTIVES:

- Literature Analysis.
- Opinions and Experiences of Students.
- Opinions and Experiences of Staff.
- Institute and Programme Approach to Assessment.



Key Findings from Analysis of **Literature** on **PA Practice**

In order to be effective PA must:

- Be Authentic,
- Be Valid,
- Be Appropriate (for the level of study students are currently at),
- Have an emphasis on assessment for and as learning (with lesser emphasis on summative assessment),
- Allow students the opportunity to engage with assessment criteria,
- Allow students to develop skills of reviewing and offering constructive feedback,
- Be supported (by Staff and HEI).

Main Data Collection:

- In order to address research questions the methods used to collect data across the three HEIs were:

- Student Questionnaire; n= 172

- Staff Questionnaire; n= 35

- Staff Interviews; n = 13

- Documentation Analysis – Module descriptors, HEI's policies and Professional bodies requirements.

Summary Findings from Main Data Collection

Assessment of learning predominates.

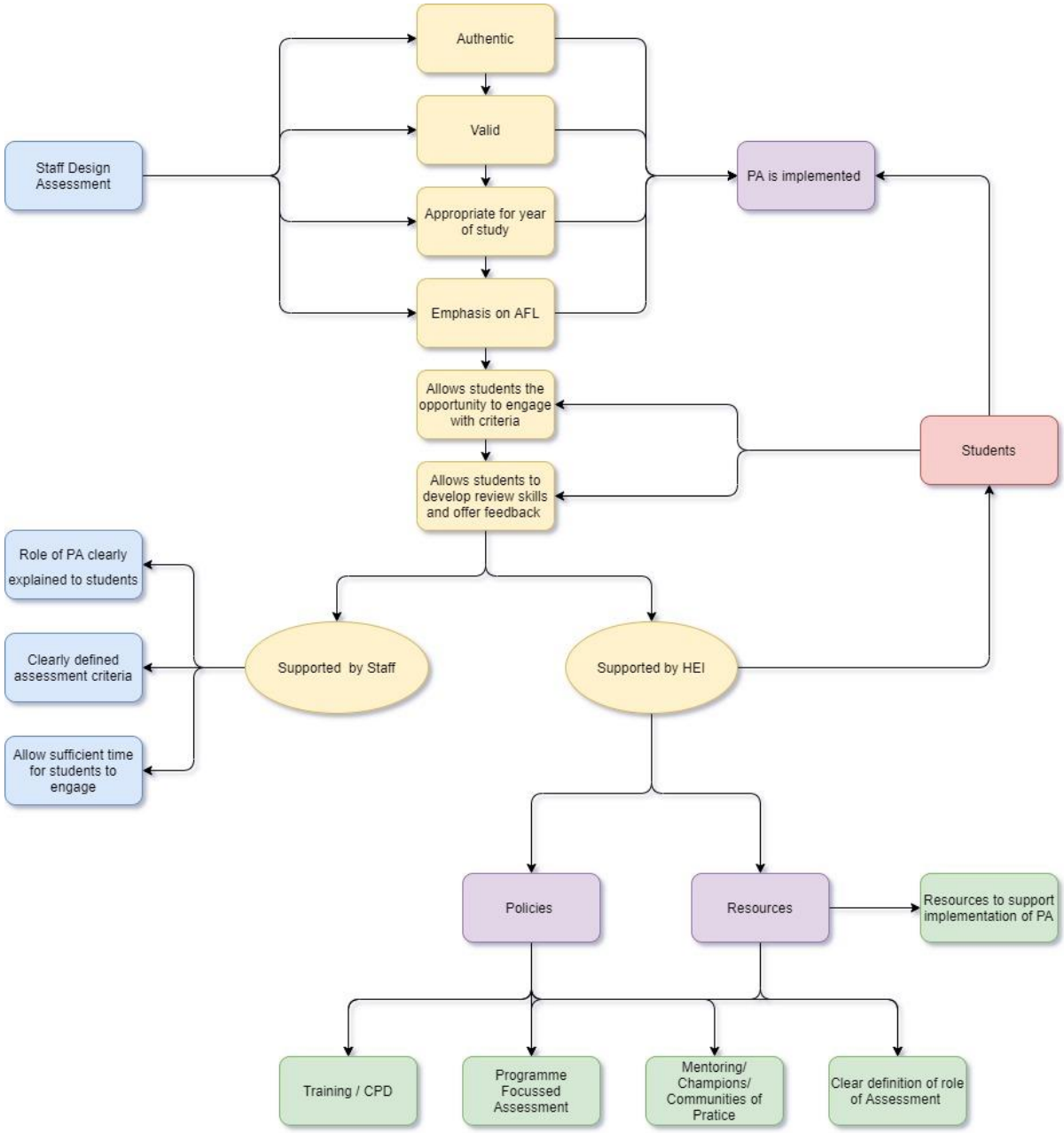
Unclear understanding of terminology associated with assessment.

Feedback, reported as being useful but room for improvement.

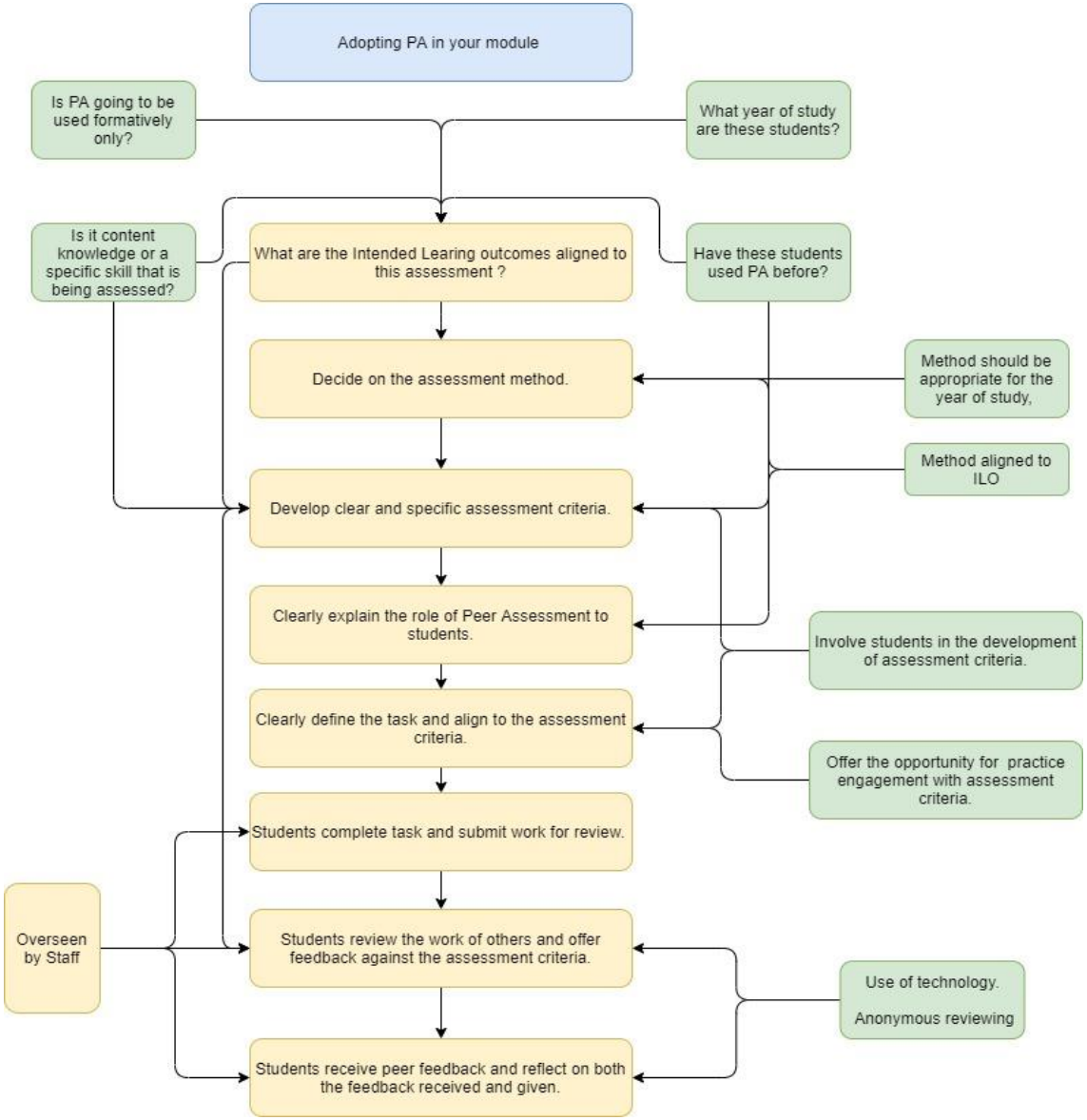
PA is in use, positives and negatives reported.

Documentation supports role of assessment in certification and QA.

- Framework Developed



Model For PA Inclusion



To close

- The Pragmatic Peer Assessment Framework (PPAF) has been developed for practitioners or institutes to guide them in the successful use of PA.
- The model presented can be implemented for the inclusion of peer assessment in any undergraduate module.
- Peer Assessment, when implemented correctly, can enhance any programme's assessment strategy.

Thank You

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