

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

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Introduction

- A key principle of assessment is that it is a driver of learning (Brown, 2004; Bloxham et al., 2011; Race, 2019).
- Any change to assessment practice can have a major effect on both teaching and learning (Gibbs and Simpson, 2004; Carless and Zhou, 2015).
- PA is an example of an assessment methodology that can increase student engagement and offer enhanced learning (Adachi et al., 2018).
- The inclusion of PA in a programme's assessment strategy could be a major benefit to students (Topping, 1998; Tighe-Mooney et al., 2016).
- The study presented here is an 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.

Aim and Objectives

- The overall aim of this study is to develop a framework for the inclusion of Peer Assessment (PA) in Medical Science Undergraduate Education.
- Main objectives:
 - A comprehensive analysis of the published literature in area of assessment, with particular reference to PA.
 - Investigate the opinions and experience of the students on these programmes, with respect to assessment and feedback, both generally and with particular reference to PA.
 - Ascertain the assessment practice of the staff of the three programmes in relation to assessment and feedback, including the use of, and experiences with, PA.
 - Investigate the institute and the programme approach to assessment.

Methods and Key Findings

- This study utilised a mixed method approach that reports the experiences of students and staff with respect to assessment and PA, across three Medical/Biomedical Science programmes utilising:
 - Student and staff questionnaires,
 - Staff interviews
 - Documentary analysis
- **Literature Analysis demonstrated that:** 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).
- **Key Findings**
 - 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.

Peer Assessment Framework

- Combining my analysis of the data with the properties of PA distilled from the literature the below framework was developed: the Pragmatic Peer Assessment Framework (PPAF) (Fig 1).

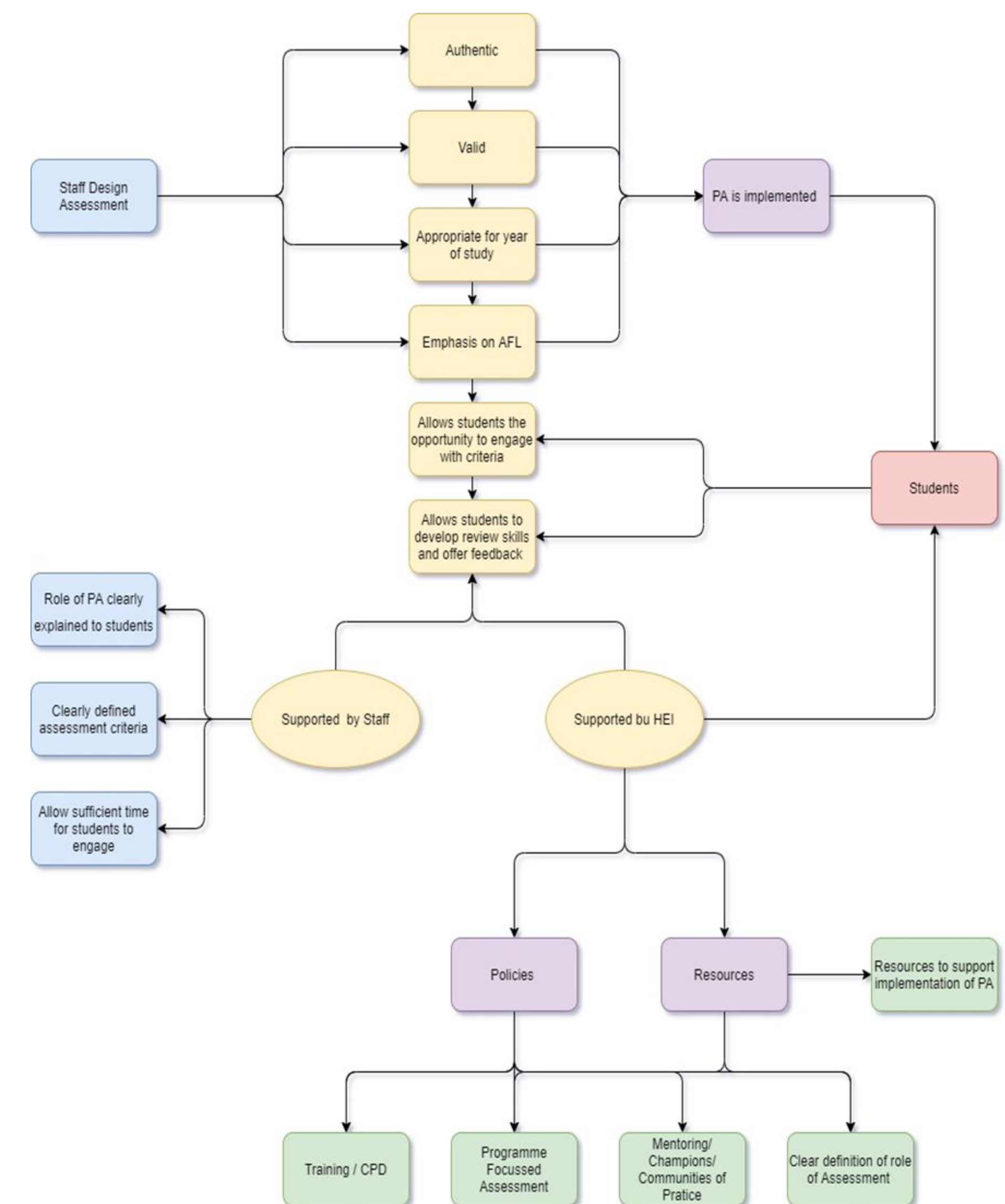


Figure 1: Pragmatic Peer Assessment Framework (PPAF)

- Figure 2 outlines a model of how the PPAF can be implemented by practitioners in HE programmes.

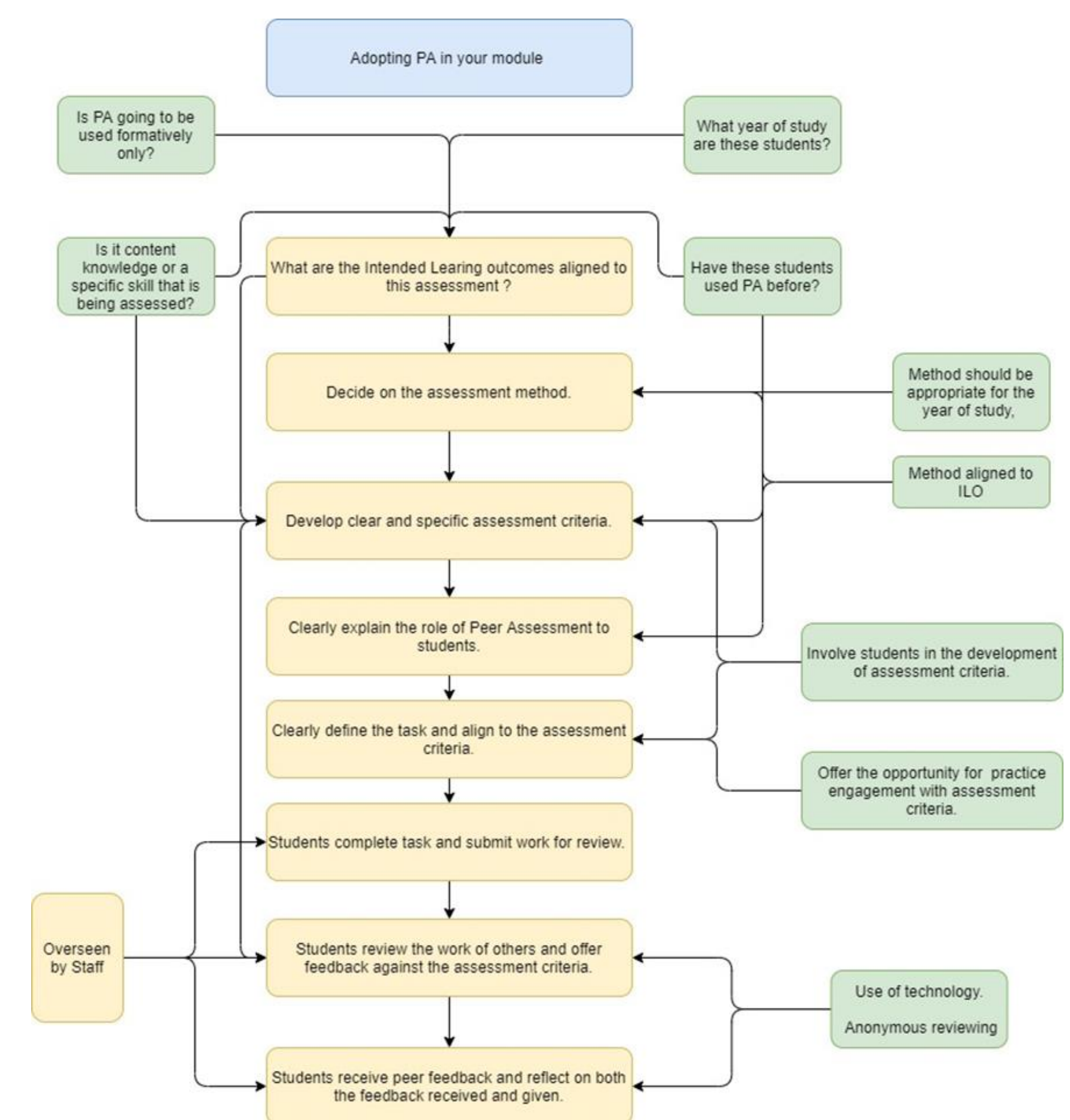


Figure 2: Model for adoption of the PPAF by HE practitioner.

Conclusion

- The adoption of PPAF in HE programmes allows practitioners to implement and embed formative learning strategies in their curricula and has the potential to enhance the educational experience for all learners.

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