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**Enhancing students experience of their  
programme assessment and feedback journey:  
Lessons from a National and Institutional Project**

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Programme approaches to assessment and feedback are complex and require the collaboration of many stakeholders to move away from the isolated activity that can be associated with module design. So how can staff and students collaborate at National and institutional level to enhance students experience of their programme assessment and feedback journey?

*A National Forum for the Enhancement of Teaching and Learning* project was created to support national and regional conversations on assessment and feedback across Ireland. (entitled the *Assessment OF/FOR/AS Learning Enhancement Theme 2015-2017*). A key element of this project was bringing together experts to develop a national understanding of 'Assessment OF/FOR/AS Learning'. With a strong emphasises on student-as-partners the project also developed programme assessment and feedback commentaries, case studies, a national digital badge and an enabling policy approach.

This national work subsequently supported a strategic programme assessment and feedback project in my own institution, University College Dublin (2018-2020). Its aim is to facilitate key institutional stakeholders (staff and students) to develop a framework to support the articulation and implementation of a programme assessment and feedback strategy, underpinned by both national and institutional principles.

Using the lessons from this national and institutional work, in this session we will explore why this approach can be beneficial to students on their journey throughout the programme and what are the wider implications of its use.

## Biography



Associate Professor, Geraldine O'Neill is a Principal Fellow of the UK HEA and educational developer in *UCD Teaching & Learning*, University College Dublin. In her time in UCD, she has supported and evaluated many institutional teaching, learning and assessment projects. She is current working on an institutional approach to programme-focused assessment. In a recent 2-year secondment to the Irish National Forum for the Enhancement of Teaching and Learning, she coordinated the national [Assessment Enhancement theme \(Assessment of, for and as Learning\)](#). A key aspect of this national project was the shift towards empowering students in the assessment process. Having gained her PhD in Occupational Therapy in 1995, she has a track record of research dissemination, with her focus in the last 15 years on professional development, curriculum design and assessment.