

T R I B A L

**Your best practice guide to
improving student outcomes
while increasing assessor
productivity**

A GUIDE



EMPOWERING THE WORLD OF EDUCATION

Introduction

Research suggests that a core purpose of conducting assessments is to use the results to help improve student performance. There is no argument that student achievement is a core focus for most institutions and will ultimately have a flow on affect to institutional performance including the ability to recruit and retain high performing staff and students. So why is it such a challenge for institutions to effectively use assessments to support continuous learning and achievement?

Part of the challenge relates to an institution's and assessor's inability to create a culture that celebrates assessment, collaboration and continuous improvement. A continuous improvement and quality cycle will support the need to comply with regulatory requirements as well as support the philosophy and practice of quality management.

Another crucial factor relates to the adoption of technologies and processes to support a culture of improvement, as well as increase staff and student productivity and engagement. By adopting a process of action planning, an institution can better support its staff and students to improve assessment and learning and enable assessors to spend more productive time with their students.

The following guide will provide some thoughts on how an institution and assessor can use technology to support a culture that celebrates assessment, collaboration and improvement.

Plan

Once you've established a training and assessment strategy, an online ePortfolio system combined with an learning Management System (LMS) or Student Management System (SMS) can help you plan and streamline assessment management and processes.

These systems enable assessors to influence more positive learner outcomes,

manage and maintain learning content on and offline, all in one place or via mobile apps.

ePortfolio systems provide a ready-made caseload management tool to help get the most out of the assessment cycle. They also provide assessors with a visual and geographic view of the case load as well as the geography of your assessors so, if necessary, you can plan

to get the most out of their travelling time.



Assess

Assessor and student communication is an important part of the assessment and review process. A platform that enables ongoing and instant communication and collaboration between assessor and students in a secure environment will promote inclusion, improve engagement, facilitate collaboration and enhance student support.

From an institutional perspective, online systems can provide tools to

manage continuous quality improvement. These systems can construct and maintain a live robust, evidence-based self-assessment then record, assign and track actions within a quality improvement plan.

At the assessor level, using an ePortfolio tool can provide a simple and efficient way of assessing and verifying progress of students. It can enable assessors to accurately establish learners' progress, plan reviews, upload and/or assess supporting

evidence on mapped qualification criteria. An ePortfolio system can handle the entire process in one place with single sign-on for assessors and learners.



Review

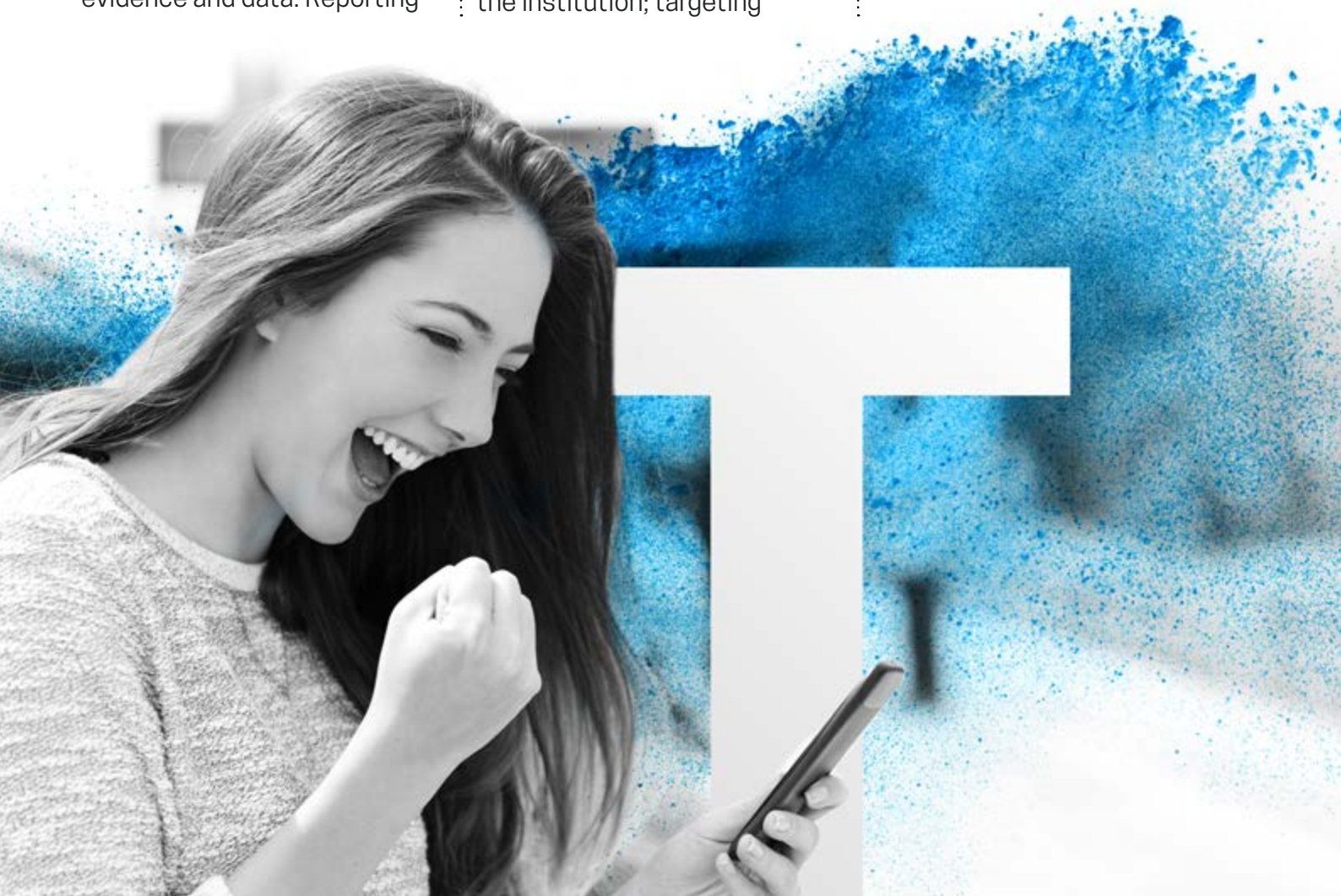
Review and reflection is the most important part of the assessment cycle as it provides an opportunity to share experiences with other students and assessors and use what has been learned to improve student performance, institutional programmes and courses. The learnings at this phase should be used to inform planning at the beginning of the cycle.

Review and reflection needs to begin with the review of evidence and data. Reporting

tools can give assessors and managers perfect, live visibility to review learner progress and engagement; and give senior management dashboards to better manage assessor performance.

At a course and programme level predictive analytics tools can help assessors to optimise student performance by monitoring student non-continuation, academic performance risk and outcomes at all levels across the institution; targeting

more strategic interventions. These systems aggregate and interrogate data from your SMS, LMS, Library and other data sources to predict which students may benefit from intervention.



Summary

In summary, good assessment practices begin at an institutional level with a clearly articulated mission that flows through to aligned objectives and goals at the programme and course level. Furthermore, a continuous improvement and quality assurance policy will support the need to comply with regulatory requirements and support the philosophy and practice of quality management.

Having the right technologies and processes in place to support your assessment and quality management framework will help to improve engagement and retention, increase productivity and create efficiencies that will save your institution time and money.

If you're interested in finding out more about how technologies & systems can support your institution and student success - you can contact us [here](#).



T R I B A L