



Principles of Good Practice in Continuous Assessment

The following set of principles have been developed by the Vice-Principals for Teaching & Learning as part of ongoing reflection on assessment methodologies and practice in the modular curriculum. This reflection has included input from the Student's Union, College Committees and Programme Boards.

1. Submission dates and full details of each module's continuous assessments should be available and communicated to students at the start of the semester. At module level, information specifying timings of assessments should be captured in the module descriptors¹.
2. The submission of assignments should be permitted throughout the semester, but no later than week 11. This deadline will not apply if there is no terminal assessment in the module. However, it is understood that short tests may be appropriate at the end of tutorial or laboratory sessions in week 12.
3. No significant changes in the nature or timing of continuous assessments should occur once the semester has started, except in exceptional circumstances, in which case the changes should be signed off by the Programme Dean and the relevant VPTL.
4. It is the responsibility of Schools, in consultation with other Schools and the relevant Programme Board(s), to ensure a rational spread of continuous assessments across the duration of the semester and to avoid clumping of assessments wherever possible. Overview of assessment timing should form part of the annual review of modules at School/subject level prior to their online publication. Due to the flexibility of UCD Horizons and the variety of module choice offered to students, it is impossible to avoid all cases of clashing of submission dates for continuous assessments.
5. The use of increased levels of formative assessment and the provision of timely feedback to enhance student learning should be developed as a priority for Schools.
6. Schools should undertake regular audits of continuous assessment strategies used within their modules. In particular such audits should review the nature and amount of assessment demanded of students (i) within specific modules and (ii) in suites of modules comprising a particular Programme for which the School has responsibility. Focus should also be put on the alignment of appropriate assessment strategies to specified learning outcomes.

¹ Where assessments are linked to small-group teaching sessions e.g. laboratories or tutorials extending over the semester, it may be impractical to specify exact timing of all assessments on the module descriptor. However in such cases, every effort should be made to capture exact timings on Blackboard