

ASSESSMENT FESTIVAL

24-28 April • Online

No muddy fields, no queues and no broken tents... just a deep dive into all things assessment, not forgetting the launch of our shiny new Competence-Based Education Primer.

The festival takes place online over five days and colleagues are invited to register for all or individual sessions. We hope all QAA Members will see something of interest to them and the festival is likely to be especially useful for academics, student officers, senior leaders and quality professionals.

Let us know which days you will be attending by completing this short [registration form](#).

Day 1: 24 April 10:30-12:00

What if we abolished word counts?

Why do we use word counts as part of evidencing achievement, should we use them, and beyond that, how do we decide on word count equivalences for non-written work?

During this session we will:

- share different perspectives and practice about designing word count equivalences
- discuss how assessment regulations and criteria can drive word count equivalences, and how practice in this area could evolve
- explore the role of competencies and skills in designing assessment equivalences.

Day 2: 25 April 10:00-13:00

Celebrating our Collaborative Enhancement Projects

Three clusters will celebrate collaboration and quality enhancement in higher education around the following themes:

1. Creating inclusive assessment practice
2. Academic integrity
3. Building capability

The clusters will run sequentially with opportunities to hear from each project team, ask questions and share your own reflections.

Day 3: 26 April 10:30–11:30

Launch of QAA's Competence-Based Education Primer

Join us as we launch our latest teaching, learning and assessment resource – the Competence-Based Education Primer.

This session will highlight what competence-based education is, why it is important and how we can assess and ensure the quality of all competence-based education.

Day 4: 27 April 10:30–12:00

Reconsidering resits

Resits are often the forgotten element of teaching, learning and assessment discussion, but crucially important for student progression and achievement.

This interactive session will focus on resits, how they are assessed and managed, and the role institutional resit policies play in supporting student achievement.

The session will also:

- explore the role of resits in supporting student engagement, retention, continuation and progression
- examine the role of institutional policies in shaping resit process and practice.

Day 5: 28 April 10:30–12:00

'Liberating assessments so they are fit for the future not the past': A posthumanist perspective

Are our current assessment practices fit for the future?

We ask this question especially when the 'future' in higher education encompasses ChatGPT, academic integrity in digital settings, types of alternate assessment, inclusion of students as co-creators, the role of competences, and social-eco-justice movements – to name just a few.

In this session we will hear from our provocateurs who will share a posthumanist perspective on how we might reconsider assessment design practices, to make them future ready rather than dependent on past traditional practices.

The session aims to:

- explore a posthumanist theoretical underpinning for assessment design practice
- examine opportunities and challenges when considering the design of assessments through a posthumanist approach
- share practical suggestions to design assessments for the future.

Find out more and register via our [event booking site](#).

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