

# REDUCING THE ASSESSMENT BURDEN ON LEARNERS

## A strategic model

When it comes to assessment, it's not uncommon to hear students complain, 'why am I doing this again?' or, 'haven't I already done this?'

### Avoiding duplication

Duplication of assessment criteria happens often enough. One thing to bear in mind is that one learning outcome does not equal one assessment. This might be obvious to some but don't assume that an entire teaching team will feel the same way. Timetables lead to staff checking the units they'll be teaching, then heading to the awarding body website to pull the unit descriptors to find the learning outcomes. This, to me, is the reverse of how things should be.

If you lead on a curriculum, then start there and consider trying the following steps.

Haven't I already done this?



Yes, the projects will be big, and with a lot to cover but, to the learners, they will think there are less assessments throughout the year. We have been running this model successfully for several years across our courses and have seen the quality of the student work increase as well as student attainment within the qualification.

## APPROACH



### Consider trying the following steps:

- Take all the learning outcomes and write them down on index cards (learning outcomes on one side and the unit title on the other).
- Get your team in a room with no technology. I love technology. I've used technology to record the Mini Bite video and write this summary but for this, my advice is to ban any technology from the activity.
- Get your team to look at the outcomes without looking at the units. Ask them to arrange them in piles that go together and therefore create assessments or projects that make sense and avoid duplication.

(If you want to really reduce the assessment burden, ask them to create piles that are less than the total number of units the outcomes are all from.)