

# Assessment of Programme Objectives

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ECDEAST Workshop on  
Curriculum Design

# **Assessment of Programme Objectives**

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# Assumptions

**The objectives of the programme and the learning outcomes (PLOs) have been decided and agreed.**

**The syllabus has been developed by experts.**

**The teaching modules have been designed.**

**Two questions arise.**

# Definition of Terms

**(as used by TPU in Computer Technologies for Design of Thermal Power Plants).**

**Programme Objectives: purpose of programme.**  
(programme aims)

**Programme Learning Outcomes: what to assess to decide if programme objectives are met.** (programme objectives)

**?Module Objectives?: purpose of module.** (module aims)

**?Module Learning Outcomes?: what to assess to decide if module objectives are met.** (module objectives)

# **Assumptions**

**The objectives of the programme and the learning outcomes (PLOs) have been decided and agreed.**

**The syllabus has been developed by experts.**

**The teaching modules have been designed.**

**Two questions arise.**

# Question 1.

**How do we confirm that the syllabus satisfies the PLOs?**

# Usual Answer

**Use a matrix of Modules and PLOs.**

**For each module assess which PLOs it makes a contribution to.**

**For each PLO combine the contribution of all the modules**

**Decide if the combination meets the PLO.**

**If not, change the content of modules until the PLO is met.**

**But student choice of modules is a complication.**

# Matrix

	<b>PLO 1</b>	<b>PLO 2</b>	<b>PLO 3</b>	<b>PLO4</b>	<b>etc</b>
<b>Module 1</b>	<b>X</b>				
<b>Module 2</b>		<b>X</b>			
<b>Module 3</b>		<b>X</b>	<b>X</b>	<b>0.4</b>	
<b>Module 4</b>		<b>X</b>			
<b>etc</b>					



# Usual Answer

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**For each module assess which PLOs it makes a contribution to.**

**For each PLO combine the contribution of all the modules**

**Decide if the combination meets the PLO.**

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**But student choice of modules is a complication.**

# Module Descriptor

**At University of Sheffield used module descriptors which specified all aspects of each module.**

- **Title,**
- **learning outcomes of the module,**
- **contribution to the PLOs,**
- **outline syllabus,**
- **teaching contact time,**
- **method of teaching,**
- **method of assessment,**
- **pre- and co-requisites.**
- **directed reading.**

## **Question 2**

**How do we decide if a student has satisfied every one of the PLOs?**

## **Question 2**

**How do we decide if a student has satisfied every one of the PLOs?**

**Ideally look at all of a student's assessments and decide if all of the PLOs have been separately met.**

**This ideal method is very demanding; recall that modules can contribute partially to meeting a PLO.**

**Two methods used to answer this question.**

# **Two possible answers**

- 1. Design assessment of each module so that a successful student will have met all PLOs.**
- 2. Design rules for combining assessment of each module so that a successful student will have met most of PLOs.**

**The second is the one used most frequently.**

# Performance Indicators

Mark (%)	Description	Characteristic of module assessment for short dissertation.
91-100	Outstanding	Possessing all the qualities....
81-90	Excellent	Exceptionally good....
71-80	Very good	Carefully constructed.....
61-70	Good	Good organisation....
51-60	Pass	Fair organisation....

# Characteristics

**Exceptionally good structuring of the material.**

**Obvious sense of progression and development as the work proceeds.**

**Excellent use of language provides an accessible, factual and direct account.**

**Clear assimilation and understanding of the evidence.**

**Well informed by a wide range of relevant ideas.**

**Excellent analyses, arguments and explanations.**

**Excellent insights and personal reflections.**

# Conclusions

**Assessment is subjective; it is based on judgement by an expert.**

**Develop systems, procedures and tools in order to reduce error.**

**Do not assume that your methods of assessment cannot be improved.**

**Learn from mistakes, particularly those made by others.**