

# A Faculty-Wide Approach to embedding Assessment for Learning to Enhance Student Learning Experience

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This paper focuses on a Faculty-wide approach to enhancing student learning experience through the development of *assessment for learning*. Assessment plays a key role in the way students view the curriculum and make decisions about what they learn and how they learn it (Boud, 2002; Ramsden, 2003). Assessments which demand self-awareness, reflection and collaborative learning necessitate more student-centred pedagogical approaches than traditional types such as unseen examinations, and can contribute significantly to students' learning. Such approaches together with their integrated assessment strategies empower learners to take more responsibility which, in turn, leads to improved motivation and more effective learning (Bandura, 1977; Feuerstein, 1991; Ushioda, 1996). *Assessment for or as learning* can therefore enhance the student learning experience, and foster the development of autonomous lifelong learners.

This paper is a case study of how the Faculty of Organisation and Management at Sheffield Hallam University develops a faculty-wide approach to embedding *assessment for learning*. It reflects on the benefits of *Assessment for Learning* and issues surrounding its development within an HE context.

Following a description of the institutional context, this paper examines: the approach to embedding change; the nature and implication of the newly revalidated assessment programmes in relation to student support and curriculum design; and the initial findings of the 1<sup>st</sup> year qualitative review including student and module tutor feedback.