Competency to Achievement – a Mindshift

Catherine Snell-Siddle   **Bridie Atkins**

UCOL
Palmerston North, NZ
c.snell-siddle@ucol.ac.nz

This poster is concerned with the reconstruction of an assessment methodology that required a shift from competency based assessment to criterion-referenced, standards based assessment with achievement described by grades.

The change was implemented due to feedback from IT degree students, lecturers, industry stakeholders and the external monitor for an IT degree.

The contributing factors for change included the prevalence of a resit culture; the necessity to compete with other institutes with similar degrees; and the lack of understanding by employers of competency based assessment.

A review of literature was conducted to determine current practice in other tertiary institutions and to further understand the process and planning required to implement these changes.

A visit to another institute, who had recently completed a similar process, was made as part of information gathering phase. This visit included discussions with staff and an examination of assessment resources and documentation.

Consultation with academic advisors provided institutional guidance and policy compliance throughout the process.

A staff workshop helped lecturers to change their assessment approach and design.

Curriculum and statute changes were made to provide for the implementation for the 2005 academic year.

Student resources, including assessment tools, were also updated to reflect this change in methodology. Ongoing collegial support and moderation is taking place to assist in the change in assessment philosophy.