

## Suggestion for a model of a workshop on assessment procedures and standards

The Polifonia Working Group on Assessment and Standards has organized two seminars in the course of its project period. These seminars were meant to engage AEC colleagues involved in assessing and policy makers in higher music education institutions in dialogue around principles and processes of assessment in music and to explore specific issues in relation to the use of criteria in assessing, the role of external examiners, the issue of grading and the understanding of the concept of 'standards' across institutions. The seminar incorporated practical exercises in assessment along, keynote presentations and opportunities for participants to present examples of innovative practice in assessment along with time for group reflection and discussion.

The seminars were very well received by the participants while at the same time offering a great source of information to the WG itself.

The WG would like to suggest to institutions interested in reflecting their own assessment procedures and standards to use the model developed here. From our experience the strengths of this model are:

- Practical exercises that derive directly from every day work of the teachers make the participants instantly interested and provide long lasting effects
- Examples of assessment situations on DVD provided by an institution that is not present at the workshop let's participants talk openly about their own standards without the fear of discrediting anybody present
- By varying the material provided for marking, grading or simply commenting on the level of student work, assessment or grading criteria can be introduced, tested or evaluated by the peer group who uses them or will be using them
- While doing the exercise, the peer group can start to calibrate standards within their own subject area and their institution
- It simply offers an efficient and structured way to reflect on assessment procedures and standards and can be used on a small or larger scale

What you need for it:

- A maximum of 25 participants (panels of 5 people are feasible)
- A skilled moderator who moderates the process
- 3 performances of students at the same level (e.g. Bachelor final year recital or similar) on DVD
- Scores for the pieces performed

- A moderation kit with colored paper clips, markers, pin-boards ect.
- A conference room that gives small groups a bit of privacy for discussions while at the same time offering space for everybody to follow the plenary presentations and performances (DVD)
- At deliberation:
  - some colleagues willing to act as observers
  - keynote speakers on aspects of assessment in music (researchers, policy makers, QA staff, ...)

The following programmes (p. x-x) are examples of the seminars held by the group. The material following on pages x-x the programmes was used as well in the seminars by the WG.

The AEC offers also the possibility to connect interested institutions to the members of the WG for further advise. If institutions are interested in inviting a WG member to such a seminar/workshop, please contact the AEC office.

## Example 1: Programme EXTENDED VERSION OF SEMINAR

Friday, xxx		
Time	Topic	Place
14.00	<b>Opening</b>	
14.45	<b>Introduction to the topic</b>	
15.30 Parallel session 1	<b>“Panel assessments of student achievement”</b> Introduction to the practical assessment task Division into two parallel working groups: <b>A</b> Performance and <b>B</b> Instrumental/Vocal Teacher Education	
15.45	<i>Coffee break</i>	
16.10 Parallel session 2	<b>Practical exercise 1</b> <b>A</b> Performance <b>B</b> Instrumental/Vocal Teacher Education	
17.45 Parallel session 3	<b>Reflective process</b> Small group discussion on the aspects/parameters to be assessed and the contextual factors to consider	
18.45 – 19.30 Parallel session 4	<b>Feedback session</b> Discussion based on the previous two sessions: assessment in the performance/pedagogical areas– characteristics and challenges	
19.30 – 21:30	<i>Dinner</i>	

<b>Saturday, xxx</b>		
9.30	<b>Observers report back to plenary</b>	
10.15	<b>Keynote 1</b>	
11.15	<i>Coffee break</i>	
11.45	<b>Keynote 2</b>	
12.45	<i>Lunch</i>	
14.00  Parallel session 5	<p><b>Group discussions</b></p> <p>Continuation of the Friday discussions. Parallel sessions</p> <p><b>A - Performance</b></p> <p>Discussion on issues arising regarding assessment processes and standards</p> <p><b>B – Instrumental/Vocal Pedagogy</b></p> <p>Ideas of future collaboration in developing Instrumental/Vocal Teacher Education.</p>	
16.00	<i>Coffee break</i>	
16.30	<b>Plenary with observers' reports followed by discussion</b>	
17.15	<p><b>Examples of innovative practice in assessment in HME</b></p> <p>Short presentations by participants, outlining examples of innovative practice in assessment in their own institutions.</p>	
18.00	<b>Closing Session with final statements</b>	

## Example 2: Programme SHORT VERSION OF SEMINAR

Thursday, xxx	
09:15- 09:30	<b>Registration</b>
09:30- 10:30	<b>Opening and Introduction</b> <b>Keynote 1 Assessment, Standards and Institutional Policy: What? When? Who?</b>
10:30- 11:00	<i>Coffee break</i>
11:00- 12:30	<b>Practical exercise:</b> <b>Assessing Music Performance: Focusing on the Assessment Process</b> Division into small assessment panels
12:30- 13:30	<i>Lunch</i>
13:30- 15:00	<b>Plenary Discussion</b> <b>Reflecting on Assessment Processes and Standards: Issues and Concerns</b> including individual group feedback from the morning session
15:00- 15:30	<i>Coffee break</i>
15:30- 16:00	<b>The Quest for European Standards in Assessment Processes in Higher Music Education: Future Pathways?</b> Discussion based on the previous two sessions and topics introduced in the morning
16:30	Closing remarks

## **Material used**

List of material we used in the seminar (forms and criteria) to be added