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Jon Yorke is the Academic Registrar and Acting Associate Deputy Vice Chancellor Learning and Teaching at Curtin University. Prior to taking up the role of Registrar in 2016 he was located within Curtin Learning & Teaching initially as the Manager, Assessment and then later as the Director, Assessment and Quality Learning. His research interests and publications span policies and practices within the domains of assessment, learning and teaching in higher education, with a particular focus on academic integrity. Jon moved to Australia in 2008, joining Curtin from the University of Plymouth (UK), where he was the Educational Development and Learning Technologies (EDaLT) Program Director for academic development programs for new and experienced staff.

Keynote address

Does assessment have a voice in our vision for the future?

Assessment is important, and contentious. The many practices of assessment serve multiple purposes, including the 'double duty' (as David Boud put it) of improving learning as well as measuring it. At various times, and in different parts of the world, student assessment outcomes have also been put forward as potential markers of institutional quality, sometimes to the extent that university funding becomes partly contingent on comparative measures of student performance and/or progression. Whilst these moves have (so far) been resisted in Australia, pressures on assessment have not abated. In the light of increased competition (between students and institutions) it is argued that these pressures on assessment are becoming more intense. Within this presentation, I will examine some of these important issues in assessment, drawing attention to some of the deeply entrenched and contemporary problems that we must address if assessment is to have a voice in the universities of the future.