

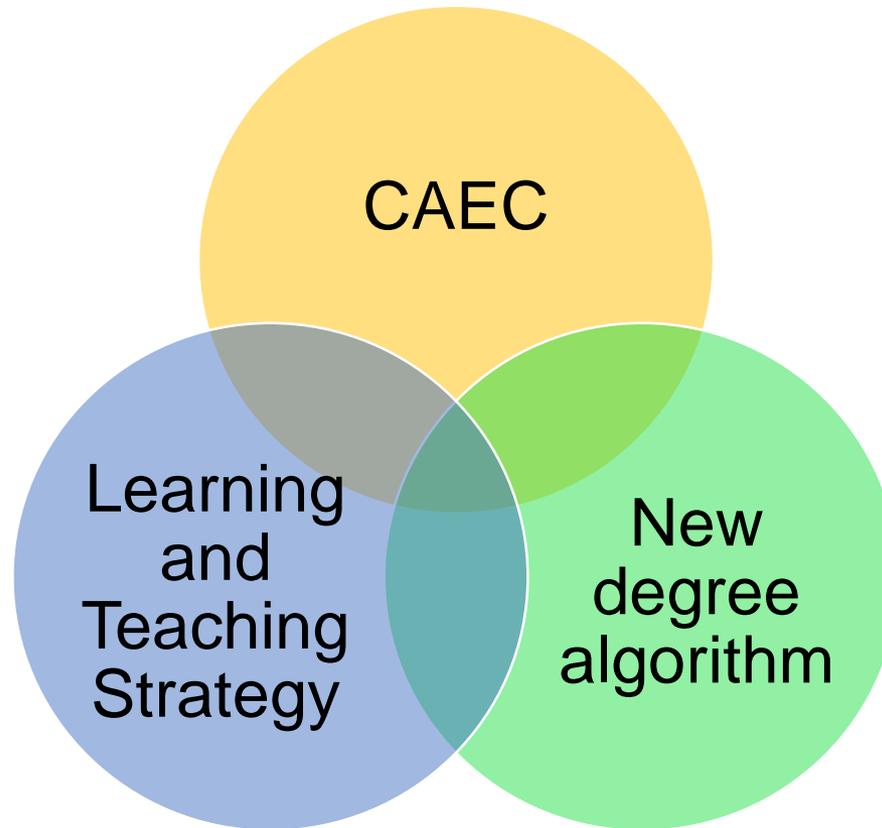
Assessment Design for Better Progression

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Introduction to this session

- Reflecting on what's new at UU
- Special Measures – an enhancement success
- Extending Special Measures in 18/19
- Progression and Attrition
- What's the problem in HE in FE
- Early Leavers
- Addressing Academic Failure – lots of detail on assessment rubrics

What's new at UU?



CAEC

Continuous Assurance of Enhancement Cycle (CAEC)

Active Monitoring

Courses in this category have not met baseline expectations and will be subject to specific and targeted monitoring activity at both University and Faculty level.

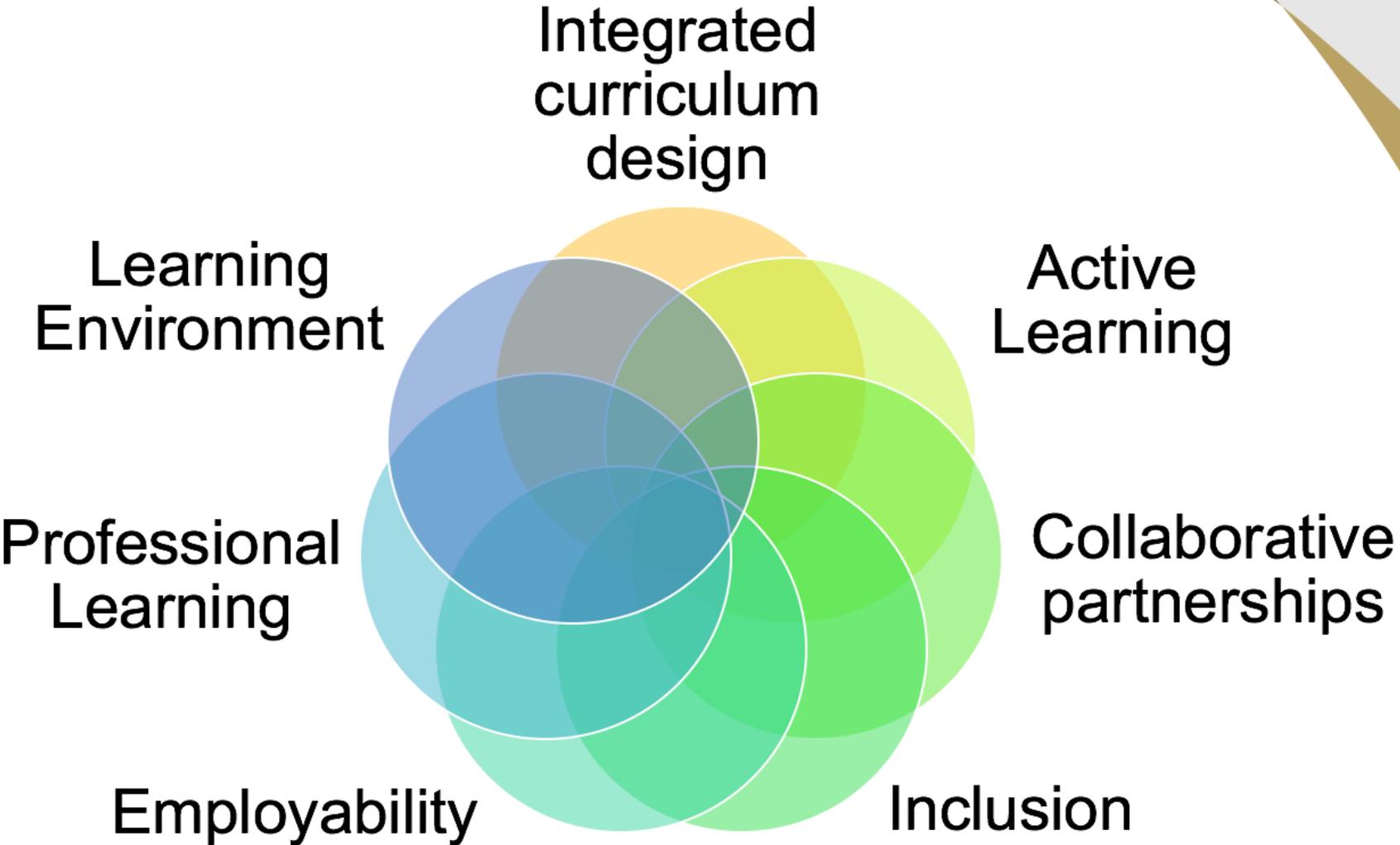
Local Enhancement

Courses in this category have met and will, in some cases have exceeded baseline expectations in one or more elements. They are progressing satisfactorily with some good practice evident but with scope for further enhancement activity

Academic Excellence

Courses in this category have exceeded the baseline expectations across all categories. They demonstrate consistently high student performance, outcomes and satisfaction and provide evidence of innovative learning and teaching practice.

Learning and Teaching Strategy



All of these have implications for progression

New degree algorithm

- From final year to 70/30
- Integrated Masters: 50/30/20
- Only Ulster Level 5 counts.
 - Where there is 60cr or more of Ulster credit at Level 5, Level 5 counts for 30% of the degree award.

First sit success at Level 5 becomes very important

Returning to CAEC

- 2017/18 – A Special Measures Success
- 34 Programmes in for NSS
- Over 240 separate interventions
- We went from 90th place to 23rd place

- This year we have extended the methodology to include retention and progression.
- 70 programmes across NSS, retention and progression
- 831 separate interventions planned

Progression and retention

- Broadly, we are interested in:
 - The percentage of students who progress successfully to the next year (or graduate)
 - Reasons they might not
 - Early leavers/non returners
 - Academic failure
 - At first sit
 - At re-sit

Early Leavers

- Wrong course (for them)
- Wrong time (for them)
- Wrong place (for them)

We need to manage their expectations and support them as best we can...

Non-returners

- Minimise retaking of years
- Keeping-warm communications
- Re-induction

We need to support them as best we can... Gain clarity early on.

Academic failure

- The importance of first sit success
 - New degree algorithm - capping
 - Freeing-up the summer
 - A good indicator of good assessment design

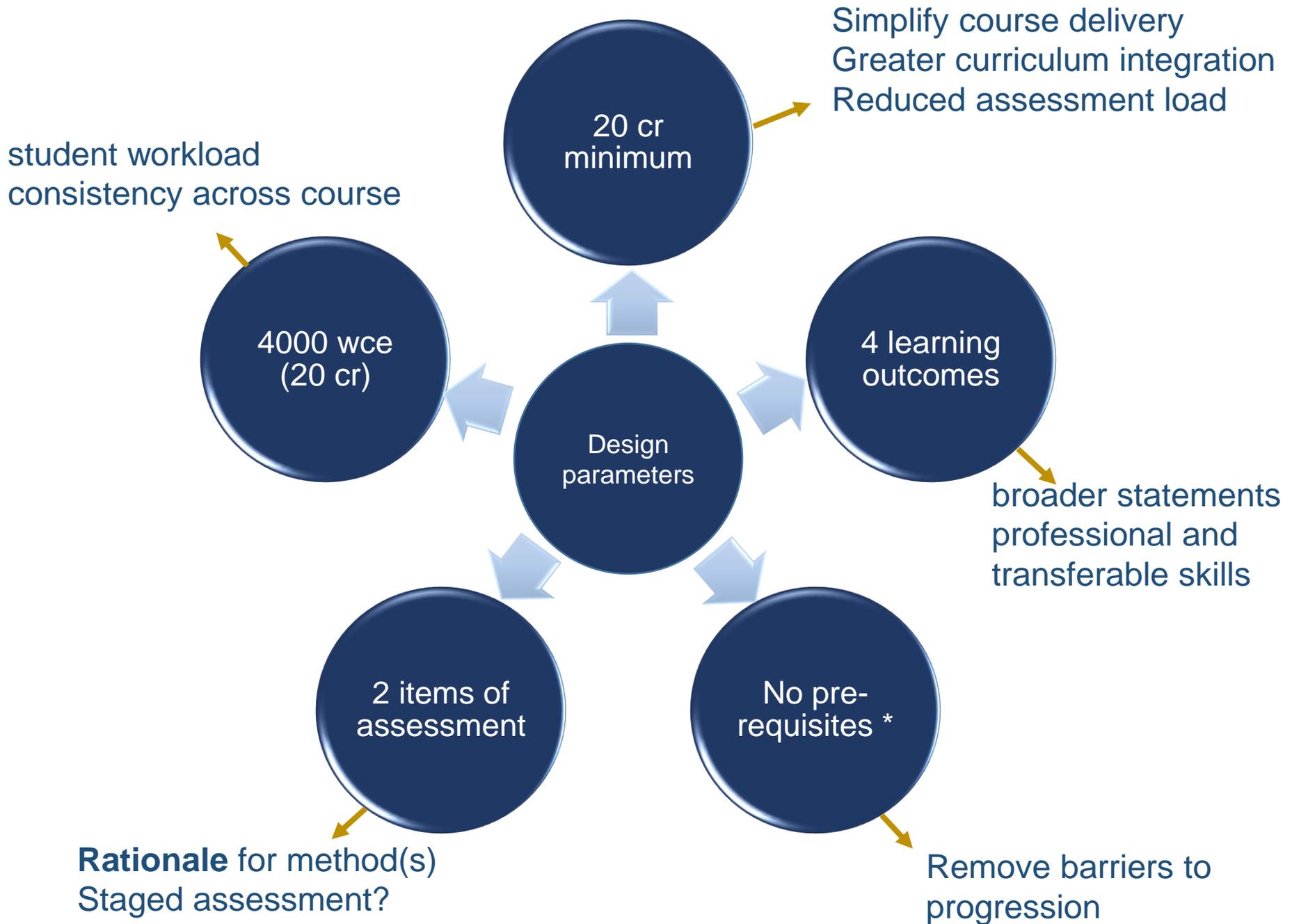
The focus of the rest of the session

What's the problem?

Full Time	Year 1	Compared to benchmark:	Year 2	Compared to benchmark:
BMC	59.5	-15.5%	61.8	-18.2%
CAFRE	67.2	-7.8%	66.7	-13.3%
NRC	63.0	-12%	64.4	-15.6%
NWRC	46.3	-28.7%	58.6	-21.4%
SERC	55.5	-19.5%	63.2	-16.8%
SRC	56.1	-18.9%	72.7	-7.3%
SWC	68.0	-7%	71.6	-8.4%

I know this will get better with the re-sit data, but nonetheless...

Revisiting some curriculum design principles



Word count equivalence examples

Assessment type	WCE	<u>Notional Work Hours</u>	Credits
Written essay	2000 words	20 hours	10
Exam / test	2 hour	20 hours	10
Reflective journal/log	2000 words	20 hours	10
Lab/practical report	1000 words	10 hours	5
Group assignment	750 words per member	10 hours	5
Poster presentation	15 minutes	20 hours	10
Viva	20-30 minutes	20 hours	10
Group presentation	10 minutes per member	20 hours	10
Portfolio of evidence	6000 words (?)	40 hours	20
Research proposal/ small project	4000 words	40 hours	20
Dissertation/project	8000 words	80 hours	40

Longitudinal Assessment – 20 credit example

1 item (3 elements) 100 %

Measures
all 4 outcomes

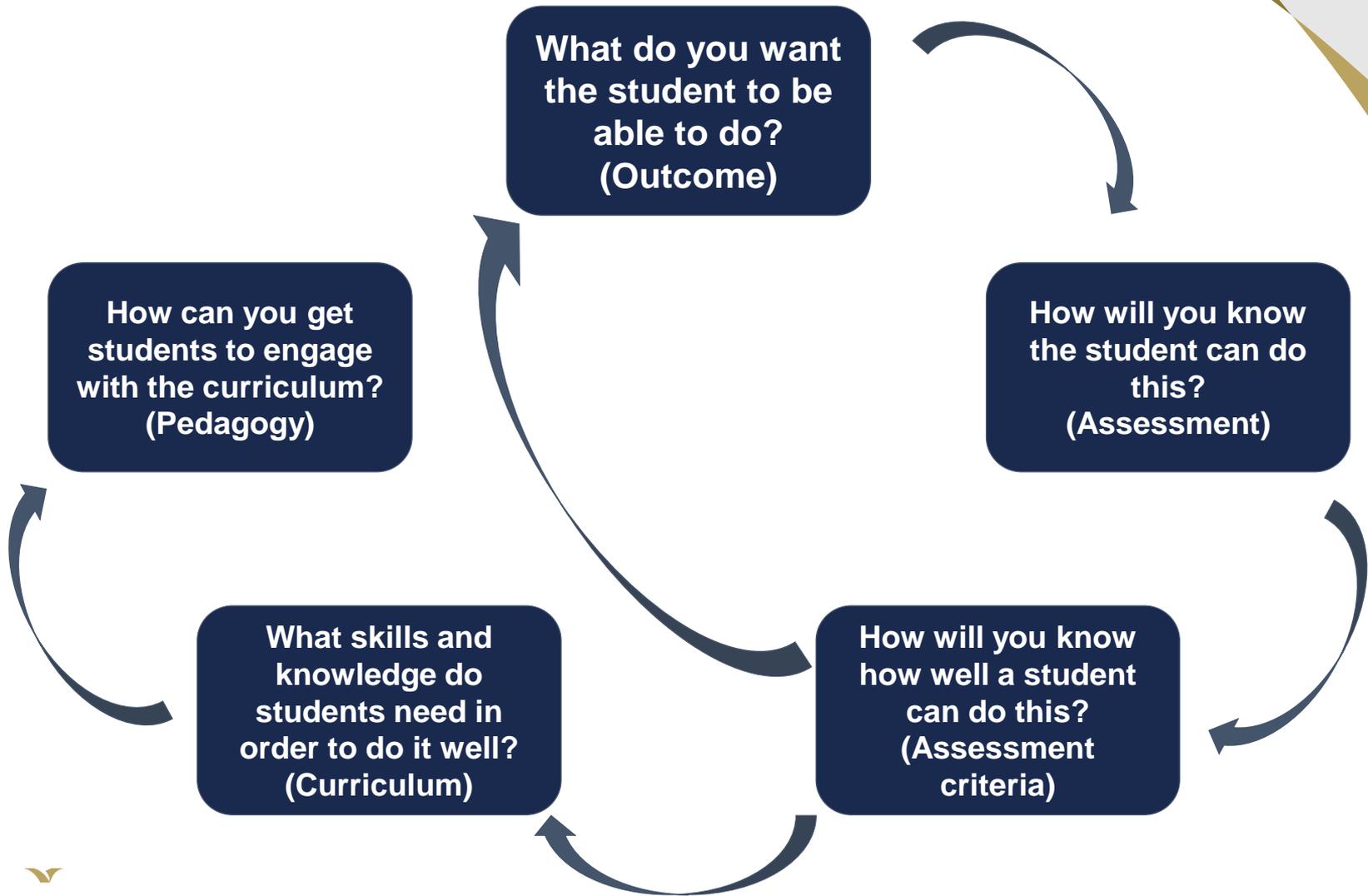


Foundation knowledge of subject

Reflections on practice

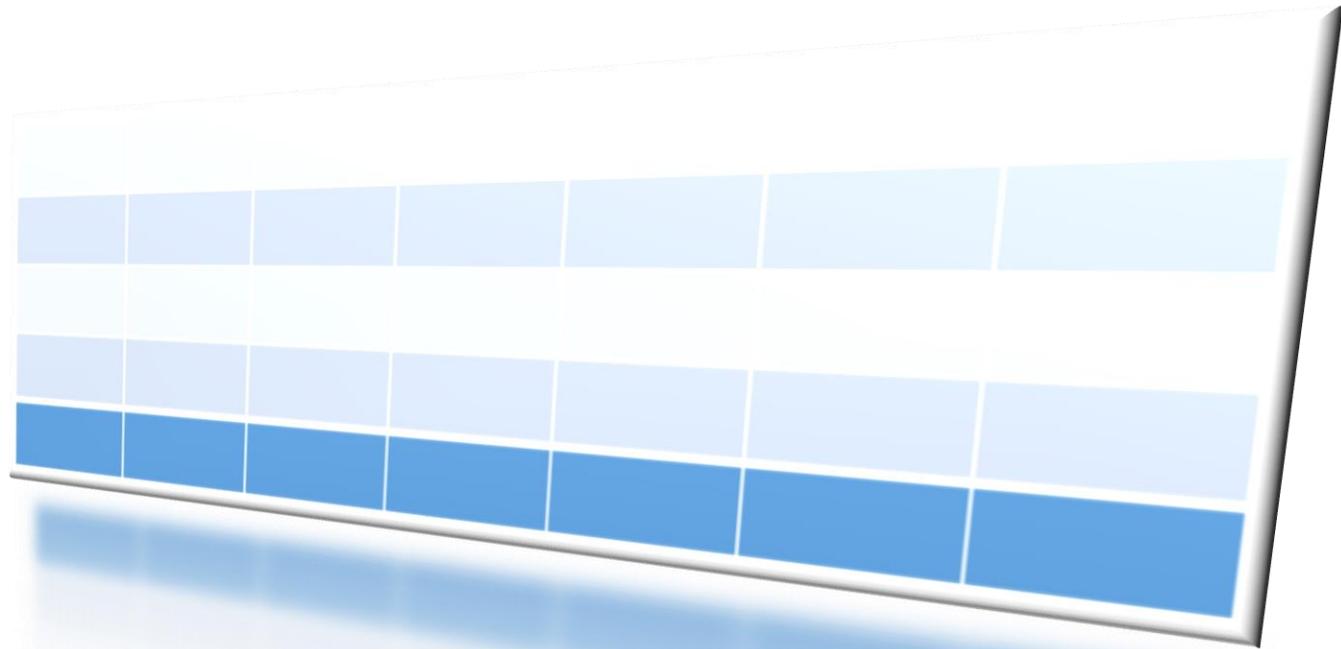
Synthesising application of theory to practice

The importance of good assessment criteria



Building Assessment Rubrics

(With apologies to those who already know how
– but I am covering some nuances)



Generic rubrics are problematic

How to author them:

	Fail <40%	Pass 40-49%	Good 50-59%	Very Good 60-69%	Outstanding 70-100%
Criterion 1	Not addressed	Just about addressed	Well addressed	Well addressed with flair	Goes above and beyond
Criterion 2					
Criterion 3					
Criterion 4					
Criterion 5					

Start here

	Fail <40%	Pass 40-49%	Good 50-59%	Very Good 60-69%	Outstanding 70-100%
Criterion 1	Not addressed	Just about addressed	Well addressed	Well addressed with flair	Goes above and beyond
Criterion 2					
Criterion 3					
Criterion 4					
Criterion 5					

A student who passes has met the learning outcomes as they apply to this assessment

A student who just passes has only just met the learning outcomes as they apply to this assessment

Assessing this presentation

- Criterion 1 – Communication with the audience
- 40%-49%
- The presenter is audible, even at the back of the room; slides are legible, even at the back of the room; the pace of delivery is about right.
- How does a 40% differ from a 49%?

This descriptor should map closely to a learning outcome: *By the end of the module the student will be able to narrate and present visual information effectively. (Care is needed)*

Assessing this presentation

- Criterion 1 – Communication with the audience
- 40%-49%
- The presenter is audible, even at the back of the room; slides are legible, even at the back of the room; the pace of delivery is about right.
- How does a 40% differ from a 49%?

If the above was for Level 4 - for Level 5, students would have to do more to pass. The descriptor would be harder for a threshold pass.

Then go here

	Fail <40%	Pass 40-49%	Good 50-59%	Very Good 60-69%	Outstanding 70-100%
Criterion 1	Not addressed	Just about addressed	Well addressed	Well addressed with flair	Goes above and beyond
Criterion 2					
Criterion 3					
Criterion 4					
Criterion 5					

This is now very easy.

Assessing this presentation

- Criterion 1 – Communication with the audience
- 0%-39%
- The presenter is not audible at the back of the room; slides are not legible at the back of the room; the pace of delivery is problematic.
- How does a 9% differ from a 39%?
 - Consider 0-20% and 21-39% descriptors? (Probably not)

Avoid the temptation of 'sending a message'

Then go here

	Fail <40%	Pass 40-49%	Good 50-59%	Very Good 60-69%	Outstanding 70-100%
Criterion 1	Not addressed	Just about addressed	Well addressed	Well addressed with flair	Goes above and beyond
Criterion 2					
Criterion 3					
Criterion 4					
Criterion 5					

What does great look like?

Assessing this presentation

- Criterion 1 – Communication with the audience
- 70%-100%
- The presenter is clearly audible at the back of the room; the slides are highly engaging, not cluttered and clearly legible at the back of the room; the pace of delivery is dynamic – the presenter uses pauses and speed for emphasis and has a very engaging style.
- How does a 70% differ from a 100%?
 - Consider 70-85 and 86+ descriptors? (Yes, I think so)

This descriptor tells you what you need to teach

Then you can go here

	Fail <40%	Pass 40-49%	Good 50-59%	Very Good 60-69%	Outstanding 70-100%
Criterion 1	Not addressed	Just about addressed	Well addressed	Well addressed with flair	Goes above and beyond
Criterion 2					
Criterion 3					
Criterion 4					
Criterion 5					

I won't go through them but they bridge the other two.

Weightings

	0-39	40-49 (42)	50-59 (55)	60-69 (69)	70-85	86-100
Criterion 1 40%			$0.4 \times 55 = 22$			
Criterion 2 30%		$0.3 \times 42 = 12.6$				
Criterion 3 20%			$0.2 \times 55 = 11$			
Criterion 4 10%				$0.1 \times 69 = 6.9$		

**Total – 52.5
53%**

The weightings should reflect the degree of alignment with the module learning outcomes

Why do good rubrics help students pass?

- They give them clear guidance of what a pass looks like, and what really good looks like.
- They help us align our teaching to the assessment and indeed the learning outcomes.
- Students should end up knowing more and being able to do more of the important stuff.

As a consequence, we are now expecting to see rubrics for all pieces of coursework at the point of validation or revalidation. Which is why I have spent so much time on this today.

Returning to Special Measures

- 70 Action Plans
- 831 actions/interventions
- Many are about assessment for better progression
- Ask your Partnership Managers to share examples of practice as appropriate/helpful

But, here's some other suggestions I made during the meetings...

Some quick-fire suggestions

- Attendance is important
 - The random mini-test
 - The student-generated open-book exam

Some quick-fire suggestions

- Combined group teaching
 - You can vary the assessment for different groups within the same module
 - Give them something that resonates with their own programme/subject

Some quick-fire suggestions

- Beware the hidden fail
 - Don't give a stem question, with a bunch of subsidiary questions
 - The student who doesn't know the first answer gets penalised multiple times.

Some quick-fire suggestions

- Take care with bunching
 - Review the total assessment load from a student perspective
 - Realise that an imminent deadline might impact on attendance elsewhere

Some quick-fire suggestions

- Assessment briefing documents are really, really important
 - You can still upgrade them now, for this year's modules
 - That includes detailed rubrics (they are better done at the point of design, but they can still help to inform students as to what good looks like)

Any questions?

