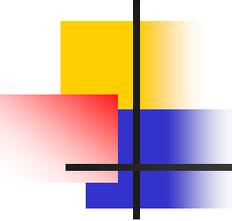# Assessment in HE: developing and implementing a programme focus

Prof Peter Hartley

profpeter1@me.com

1

This workshop aims to …

- Consider specific issues in assessment and analyse why we need new approaches to assessment.

- Review key concepts of and current approaches to programme-focussed assessment (PFA).

- Invite you to consider which of these ideas/approaches/techniques are most applicable to your own context.

Workshop structure

- Introductions/recap.
- Issues in assessment.
- PFA approaches.
- Case studies of PFA.
- Reviewing impact.
- Other inspirations.
- Over to you - review and next steps.

And today's moral panic?
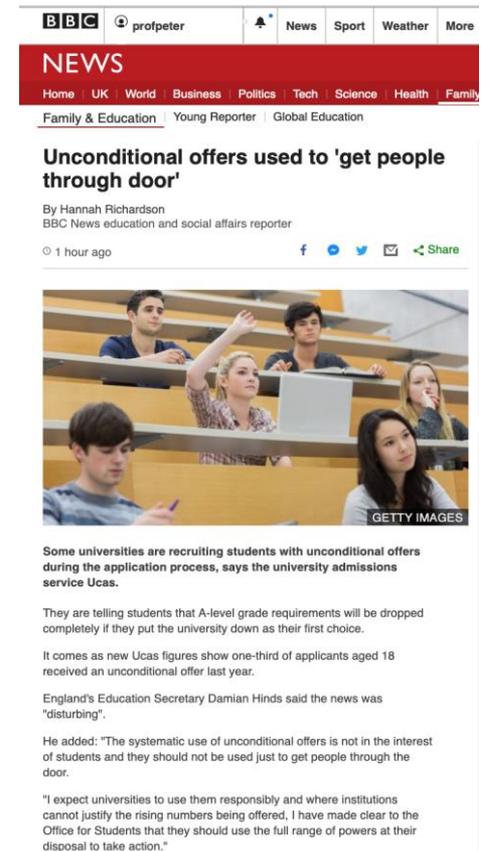
BBC NEWS

Home | UK | World | Business | Politics | Tech | Science | Health | Family

Family & Education | Young Reporter | Global Education

Unconditional offers used to 'get people through door'

By Hannah Richardson
BBC News education and social affairs reporter

1 hour ago

Some universities are recruiting students with unconditional offers during the application process, says the university admissions service Ucas.

They are telling students that A-level grade requirements will be dropped completely if they put the university down as their first choice.

It comes as new Ucas figures show one-third of applicants aged 18 received an unconditional offer last year.

England's Education Secretary Damian Hinds said the news was "disturbing".

He added: "The systematic use of unconditional offers is not in the interest of students and they should not be used just to get people through the door.

"I expect universities to use them responsibly and where institutions cannot justify the rising numbers being offered, I have made clear to the Office for Students that they should use the full range of powers at their disposal to take action."
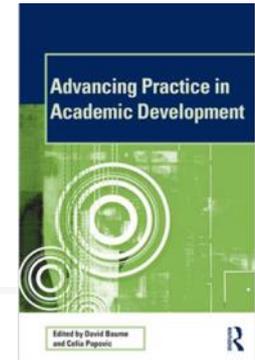
Peter Hartley

Now into my 3rd career:

- Career 1: lecturer. Academic in Communication Studies – from lecturer to department head to Professor of Communication..

- Career 2: educational developer. National Teaching Fellow. Professor of Education Development.

- Career 3: educational consultant. Visiting Professor at Edge Hill. External examiner and writer. Working/ed on: project evaluation, learning spaces, assessment strategies etc.
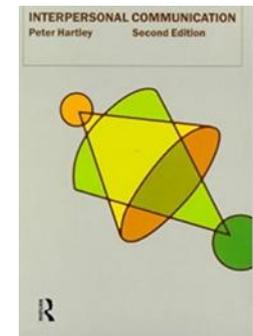
http://www.routledge.com/books/details/9780415640282/

https://he.palgrave.com/page/detail/Learning-Development-in-Higher-Education/?K=9780230241480

https://www.routledge.com/products/9781138854710

3rd edition, in development
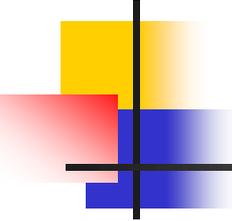with Sue Beckingham
Planned for 2019

Chapter with Ruth Whitfield in:

Supporting programme leaders and programme leadership
Edited by: Jenny Lawrence and Sam Ellis
2018 ISBN: 978-1-902435-61-9

SEDA Special 39

4

Personal assessment history.

- Practical innovation as lecturer, course leader.
- Writing regulations and strategies.
- E-portfolio implementation.
- Research (e.g. Higgins et al).
- Developing and establishing computer-aided assessment facility. (Jisc ITS4SEA project).
- Audio feedback. (Jisc ASEL project)
- PASS project (HEA NTFS project).
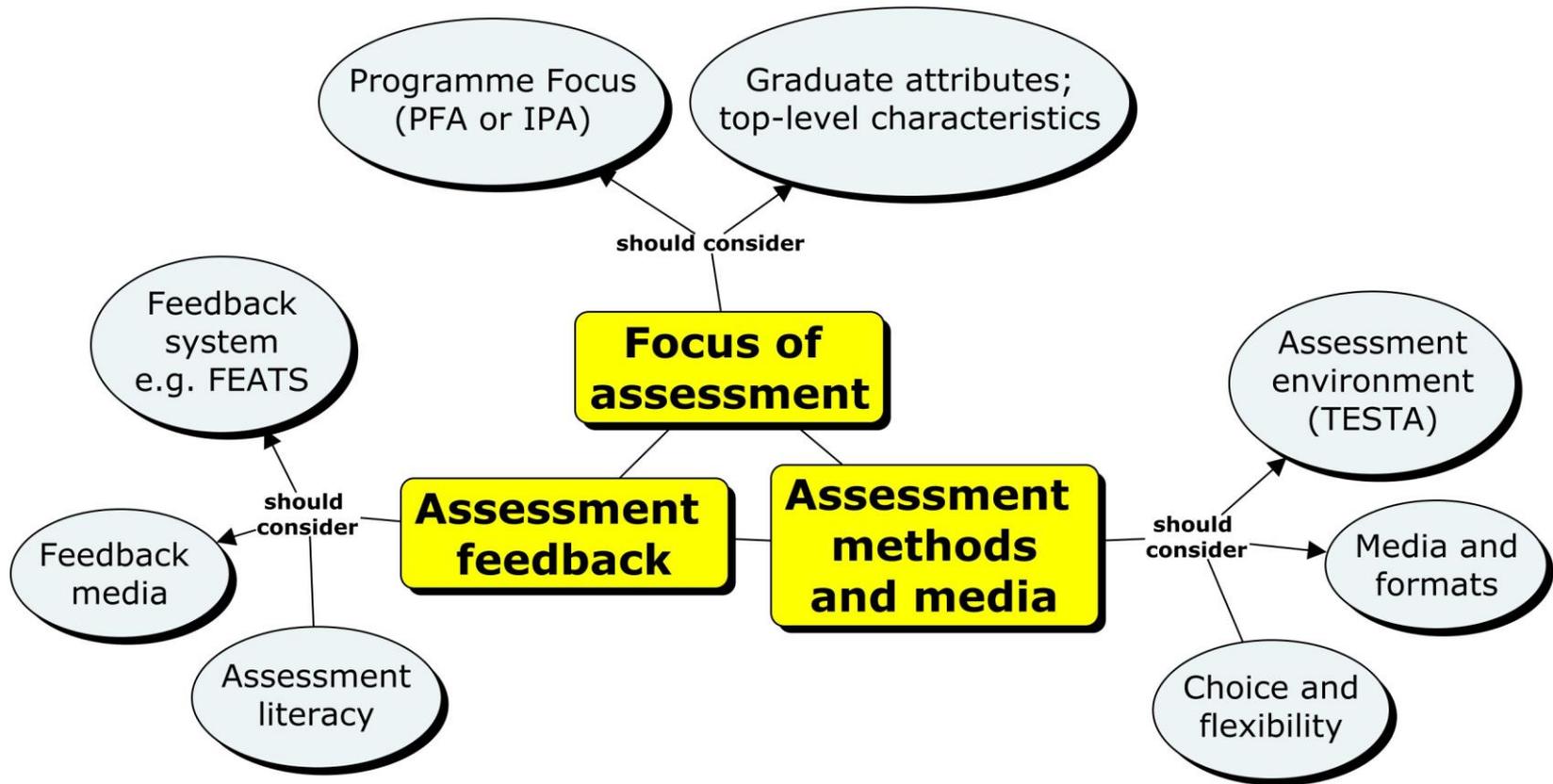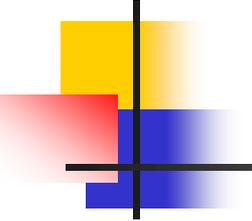
Recap 1: Looking back and forwards
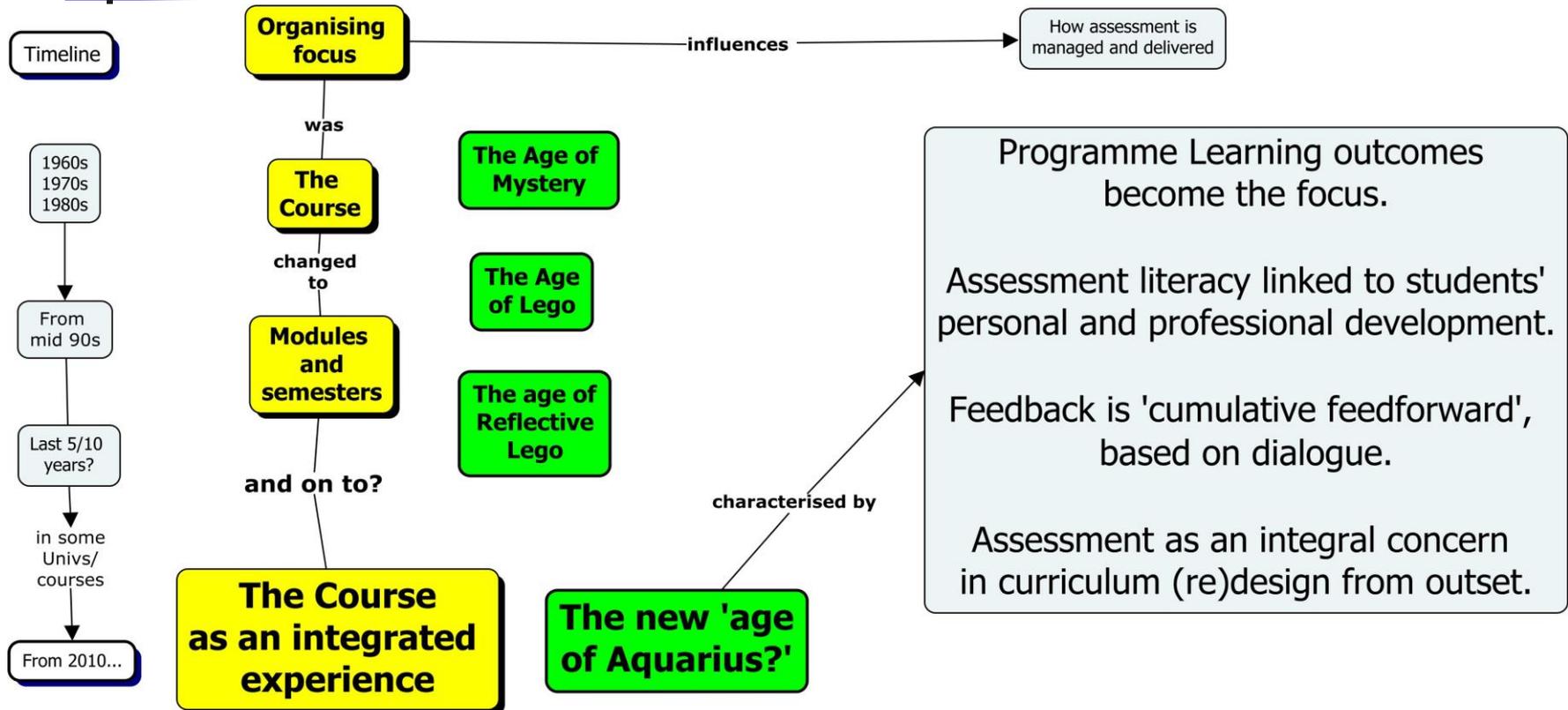
The changing context of assessment in UK HE: a speculative model
Peter Hartley and Ruth Whitfield, June 2018.

https://www.youtube.com/watch?v=tsxrGUJh-SY

Recap 2: Rejuvenating assessment strategy

# Recap 3: Reasons to be worried re assessment

- We tend to take for granted basic features of the assessment system (which actually date back centuries). Still fit for purpose?

- Different interpretations of assessment.

- Significant variations:
  - in policies and practices between institutions.
  - between disciplines.
  - between assessors.

- Need to respond to social change: 'sustainable assessment'.

Recap 4:
Sustainable assessment?
(Boud and Soler, 2016)

- Assessment 'that meets the needs of the present and [also] prepares students to meet their own future learning needs'
- The key elements of developing informed judgement from the perspective of the students were proposed as:
  - (1) identifying oneself as an active learner;
  - (2) identifying one's own level of knowledge and the gaps in this;
  - (3) practising testing and judging;
  - (4) developing these skills over time; and
  - (5) embodying reflexivity and commitment.
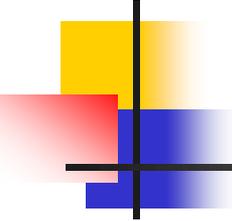
Recap finally: The big question?
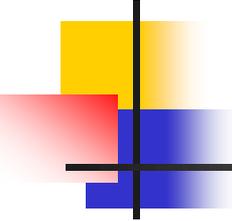
- Do students learn sufficiently from their assessment experience?

OR

- Do students predominantly learn the 'algorithms for degree success'?

The big question?

- Do students learn sufficiently from their assessment experience?

- As a result of their assessment and feedback experience, can/do they self-evaluate the qualities they may need for their future professional development?
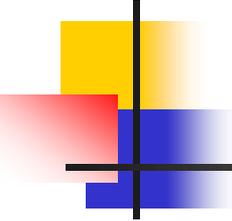
A possible recipe for change.

- Why worry?

- The road ahead

- *And then …*

- Defining your issues and problems.

- Different forms of programme focus/approach.

- *Identifying and resolving the detailed issues.*
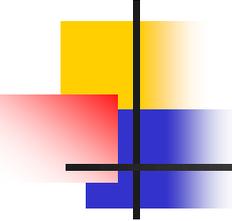
Recipe and questions: this session *with homework!*

- **Defining the problem(s).**

- **Deciding on Programme focus.**

- *Identifying and resolving the detailed issues.*

1. Where do our assessment traditions come from?
2. What specifically is there to worry about?

3. What should our assessment focus upon?

4. *How can we assess?*
5. *How consistent should/can we be in our practice?*
6. *What is your feedback system?*
7. *Where do (should) students fit in?*
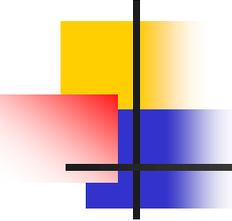
Q1: Where do our assessment traditions come from?

For example:

- degree classes
    - Where does the standard Honours classification come from?

- marking scales
    - Why do First Class marks begin at 70%
    - What do percentage marks actually mean?

- exam and resit schedules
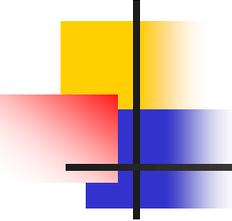
Q2: What are the specific assessment issues in HE?
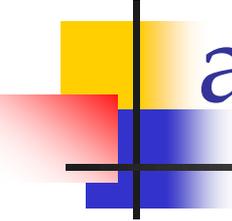
Issues in current assessment practice (PASS)

1. Failure to ensure the assessment of the espoused programme outcomes.

2. Atomisation of assessment: focused, at the micro-level, on what is easy to assess; failure to integrate and assess complex, higher-order learning; the sum of parts not making the intended whole.

3. Students and staff failing to see the links/coherence of the programme.
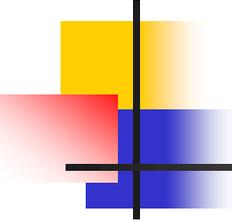
Issues in current assessment practice (PASS)

4. Modules are too short to focus and provide feedback on slowly learnt literacies and/or complex learning.

5. Students and staff adopting a 'tick-box' mentality, focused on marks, engendering a surface approach to learning which can 'encourage' plagiarism and 'game-playing'.
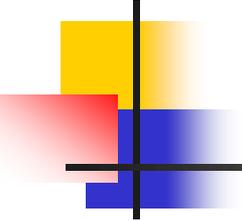
Issues in current assessment practice (PASS)

6. Tendency to assume that 'one size fits all' when it comes to module assessment (with implications regarding cultural differences and students with disabilities).

7. Overuse of (institutional) rules focused on standardisation that impede innovative development of progressive and integrative assessment.
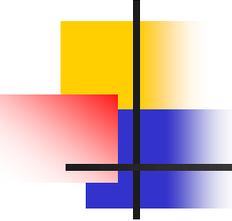
Issues in current assessment practice (PASS)

8. Too much summative assessment, leading to overworked staff, not enough formative assessment, and inability to 'see the wood for the trees' in the accumulated results.

Any other key issues for you? Discuss!
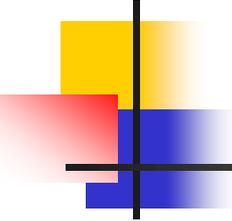
- Do you have additional or very specific issues with your assessment practices?
- Which of these issues resonate most with your experience?
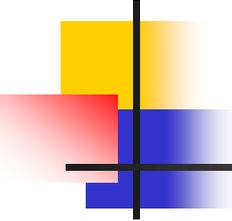
Recap – major problems/issues (from PASS)

1. Not assessing programme outcomes.

2. Atomisation of assessment.

3. Students and staff failing to see the links/coherence of the programme.

4. Modules too short for complex learning.

5. Surface learning and 'tick-box' mentality.

6. Inappropriate 'one-size-fits-all'.

7. Over-standardisation in regulations.

8. Too much summative – not enough formative.
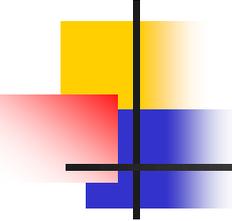
Q3: What should our assessment focus upon?

Investigating Assessment Strategy

PASS website:
https://www.bradford.ac.uk/pass/

TESTA website:
http://www.testa.ac.uk

The TESTA Methodology

75 PROGRAMME AUDITS

2000 ASSESSMENT EXPERIENCE QUESTIONNAIRES

90 FOCUS GROUPS

Case Study

Programme Team Meeting

3 of 46

TESTA SEDA Keynote Spring 2016

147 views

http://www.slideshare.net/Tansy1962/testa-seda-keynote-spring-2016

NB As well as this keynote from Tansy Jessop, see other examples of TESTA implementation/development in the Spring 2016 SEDA Conference Programme. And two other excellent keynotes by Margaret Price and Ian Pirie.
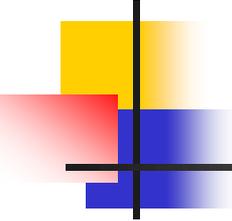
TESTA project findings include:

- "consistent relationships between characteristics of assessment and student learning responses, including a strong relationship between quantity and quality of feedback and a clear sense of goals and standards, and between both these scales and students' overall satisfaction."

  - Tansy Jessop, Yassein El Hakim & Graham Gibbs (2013): The whole is greater than the sum of its parts: a large-scale study of students' learning in response to different programme assessment patterns, *Assessment & Evaluation in Higher Education*.

Assessment environment: key dimensions

Characteristic	Range
Summative	
Formative	
Varieties of assessment	
Proportion of examinations	
Time to return marks & feedback	
Volume of oral feedback	
Volume of written feedback	

Assessment environment: range of variation

Characteristic	Range
Summative	12 -227
Formative	0 - 116
Varieties of assessment	5 - 21
Proportion of examinations	0% - 87%
Time to return marks & feedback	10 - 42 days
Volume of oral feedback	37 -1800 minutes
Volume of written feedback	936 - 22,000 words

Slide from Tansy Jessop keynote, SEDA 2016.

Assessment environment: is there an ideal?

Characteristic
Summative
Formative
Varieties of assessment
Proportion of examinations
Time to return marks & feedback
Volume of oral feedback
Volume of written feedback
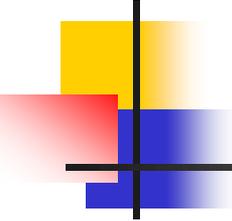
Programme-focussed assessment: PASS project

- NTFS group project over 3 years:
  - Two years of development and investigation and one year of implementation.
- Consortium:
  - Led by Bradford;
  - 2 CETLs – ASKE and AfL.
  - Plus Exeter, Plymouth and Leeds Met.
  - Plus critical friends.
    - www.pass.brad.ac.uk

The PASS project
What do we mean by PFA? #1
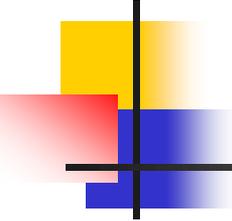
" the assessment is **specifically designed to address major programme outcomes** rather than very specific or isolated components of the course. It follows then that such assessment **is integrative in nature**, trying to bring together understanding and skills in ways which represent key programme aims. As a result, the assessment is likely to be more authentic and meaningful to students, staff and external stakeholders."

From the PASS Position Paper –

http://www.pass.brad.ac.uk/position-paper.pdf

Varieties of PFA

High

Extent to which assessment covers all the specified programme outcomes

Typical module assessment

Low ⟷ High

Weighting of the assessment in the final qualification

What do we mean by PFA? #3

High

Personal evidence against programme outcomes

Extent to which assessment covers all the specified programme outcomes

Final heavily weighted integrative assessment

Integrative level/ year assessment

Integrative semester/ term assessment

Low ⟷ High

Weighting of the assessment in the final qualification

32

Do you PASS?

specifically designed to address programme outcomes

demonstrate that course/programme outcomes have been achieved

overcome the issues associated with modular programmes

integrative

is

Programme-based/focussed Assessment

helps to

enhance both subject/disciplinary achievement and/or employability prospects

more meaningful for all stakeholders (including students, staff, professions, disciplinary community, employers etc.

can be achieved in different ways, including:

develop and maintain cohesive programmes

Submission of evidence (e.g.in portfolio) to demonstrate performance and/or critical reflection

Integrative assignments across time/stages and/or subject areas

integrative projects

Case study examples:
1. Peninsula Medical School

Includes:

- assessment modules that run through the 5 year undergraduate medical programme and are not linked directly to specific areas of teaching.

- focus on 'high-quality learning' (Mattick and Knight, 2007).
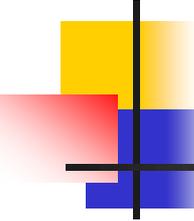
Peninsula Medical School

Ricketts & Bligh (2010) state; *"The assessment scheme needed to follow the same principles of integration and clinical relevance. Because of our desire to assess program outcomes rather than independent 'courses' we kept the final outcomes at the heart of the assessment program. These outcomes were defined as:*

- Applied knowledge of life and human sciences,
- Clinical skills,
- Personal and professional development.

From PASS Case Study report

Peninsula Medical School course structure
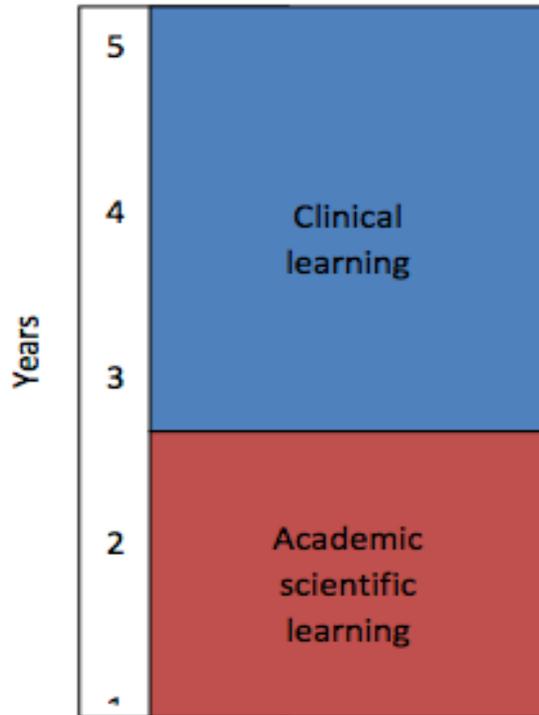
Figure 1: Traditional
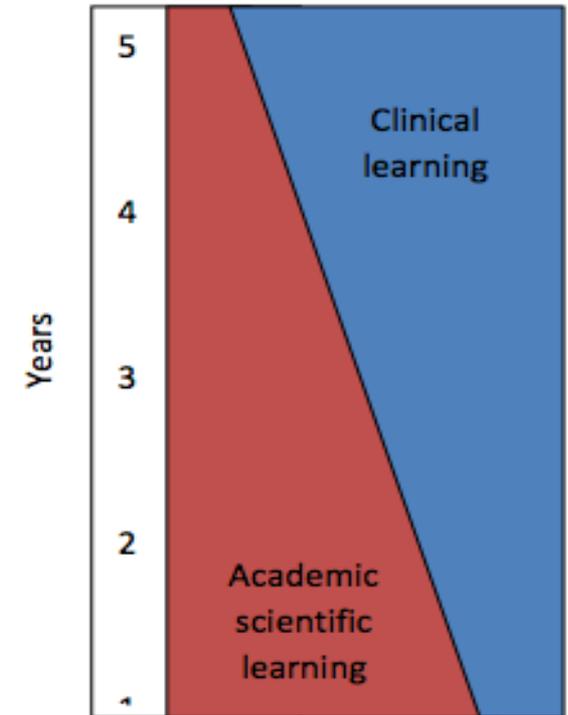
Figure 2: PMS

Peninsula Medical School: teaching & assessment
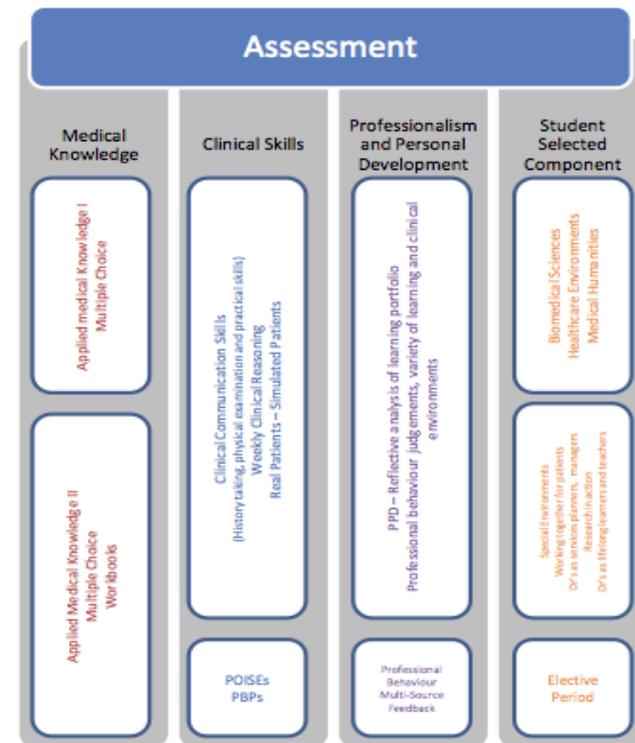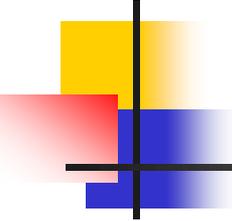
Peninsula Medical School: key features include …

- Use of the spiral curriculum.
- Progress tests and portfolio assessment.
- Final focus on 'patient presentations' for assessment.
- "In all five years the assessment was designed to address the programme level graduate outcomes."
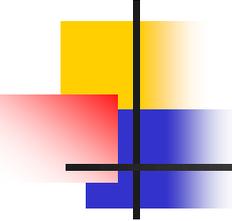
Possible discussion questions

- Are there any features of this case study which could be useful in your context?

- What could be the benefits?

- What are the potential issues?

- What are the implications for staff workload and student achievement?

- Would it work in your context?
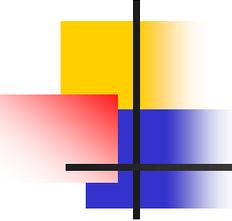
Case Study 2: Coventry Business Management

- Each year will have a unifying theme, focussing on a different sector exemplified by a local employer with a global reach or brand – 1st Year Cadburys/Kraft, 2nd Year Jaguar, 3rd Year Barclays.

- Second semester of each year, 50% assessment will be through a large integrative task, which will be designed to assess learning from all three modules.

- 50% of each module will be independently assessed, but other 50% will come from the assessment of the integrated task against different criteria appropriate to each module's different learning outcomes.
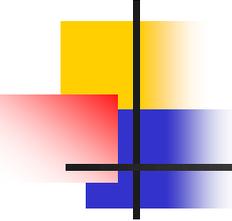
Possible discussion questions

- Are there any features of this case study which could be useful in your context?

- What could be the benefits?

- What are the potential issues?

- What are the implications for staff workload and student achievement?

- Would it work in your context?

Case Study 3: New regulations at Brunel

- 2009 Senate Regulations give almost total freedom in the design of Levels.
- Allows conventional modules (**modular blocks**) = study and assessment credit coterminous.
- Allows separate **assessment blocks** and **study blocks**.
- **Study blocks** = purely formative, no summative assessment. Study blocks can be any volume of study credits.
- **Assessment blocks can** summatively assess learning from more than one study block. Assessment blocks can be 5 - 40 credits.
- Each UG level = 120 study credits + 120 assess credits.
- **Study credits** = expected student study time.
- **Assessment credits** (no time) but reflect complexity and importance.
- Encourages **Level-based design** of study and assessment, as opposed to a module-based approach.

Flexible regulations allow new structures

Assessment Blocks (120 cr)	Research Skills & Communic-ation (20)	Practical Skills 1 - Microscopy(20)	Practical Skills 2 - Biochemical Analysis (20)	Practical Skills 3 - Molecular Analysis (20)	Exam 1: Biomedical Sciences 1 (20)	Exam 2: Synoptic Exam 1 (20)
Study Blocks (120 cr)	Anatomy & Physiology (20)	Bio-chemistry (20)	Biology of the Cell (40)		Critical Thinking 1 (5) / Research Skills (15)	Practical Skills (20)

BSc BioSciences Level 1 Structure
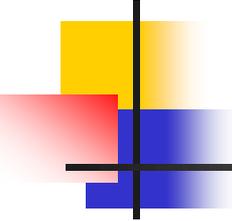
Examples from Brunel

- Biomedical Sciences
  - Study and assessment blocks in all years.
  - Cut assessment load by 2/3rds; generated more time for class contact.
  - Synoptic exam in all three years.
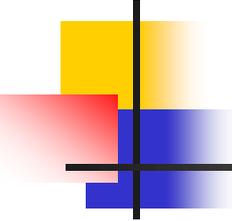
Examples from Brunel

- Mathematics
  - Conventional modules in final year only.
  - Improved understanding and 'carry-over' of 'the basics' into year 2.

Biosciences win CATE award

Brunel University London

A team of 16 academics teaching on the **BSc Biomedical Sciences** programmes came together to eliminate the compartmentalised approach to learning experienced by students on modular programmes and to reduce the assessment load for staff and students.

The team consisted of staff from all levels within Biosciences. Some were recently appointed probationary academics whilst others were more experienced senior lecturers, readers and professors. Integrated Programme Assessment (IPA) takes a holistic and authentic approach to assessment that requires links to be made between subject topics, facilitates integration and application of knowledge and ensures that graduates are able to evaluate, communicate and make use of complex information.
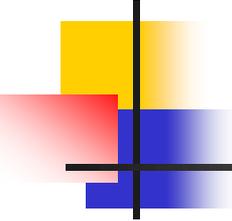
Impact of PFA (CATE summary)

The outcome of this approach is reflected in improved NSS scores, degree outcomes and graduate employment. IPA is recognised as good practice by PSRBs, and external examiners comment that:

"The methodology of separating assessment blocks from teaching blocks increase the abilities of students to synthesise material and develop critical thinking and should be commended."

IPA has resulted in a collegiate learning and teaching environment, and coherent programmes where all students demonstrate achievement of learning outcomes through common assessment blocks focusing on skills. The assessment load is reduced (by up to two-thirds), repeated skills testing avoided, and feedback quality has improved. For Brunel, IPA has demonstrated the feasibility and benefit of separating study and assessment leading to revision of regulations for post-graduate degrees. It has informed the revised institutional approach to programme design and development, serving as a driver for the introduction of Recognised Programme Developers and the formal inclusion of students in programme design teams and approval panels.
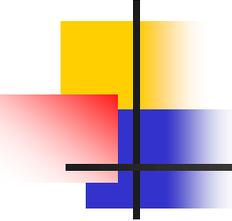
More detail on impact

Improved KPI metrics between 2013 (pre-change) and 2015 (all graduating students followed new assessment structures)

- NSS scores for Assessment and Feedback and Personal Development increased from 73 to 79% and from 82 to 87%, respectively, and the national subject ranking (2016) for Biosciences is 5th for Assessment and Feedback and 3rd for Personal Development;
- Students achieving good degrees increased by ~15%;
- Graduate-level employment increased by 18%;
- Students feel better prepared for employment.

Extract from https://www.brunel.ac.uk/about/awards/integrated-programme-assessment/About
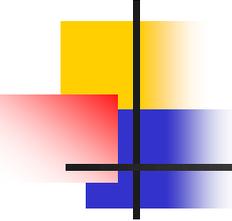
And now a practical guide

Integrated Programme Assessment

A Practical Guide

AMANDA HARVEY, DAVID TREE, MARIANN RAND-WEAVER

BRUNEL UNIVERSITY LONDON

- Includes:
  - useful workshop activities.
  - examples of integrated assignments.

    - https://www.brunel.ac.uk/about/awards/integrated-programme-assessment

Case Study 4: Pharmacy et al at Bradford

- Introduced elements of PFA into the new Mpharm.
- Benefits:
  - Reduction in assessment burden.
  - Truly assesses Programme outcomes.
  - Also introduced Team-Based-Learning which motivates and incentivises preparation through assessment for learning.

Team-based learning at Bradford

https://www.bradford.ac.uk/life-sciences/pharmacy-medical-sciences/courses/team-based-learning/

Team-based Learning: essential features

Out of class Usu. 30-50 pages	In class Usu. 1 to 1.5 hours	In class Usu. 3 to 5 class meetings
Readings for preparation	Readiness Assurance Process: Individual test → Same test completed as a team → Appeals → Mini-lecture	Application activities Teams work on a significant problem that requires them to make a significant choice. All teams work on the same problem and report simultaneously.

Structure of a team-based learning module

https://cft.vanderbilt.edu/guides-sub-pages/team-based-learning/
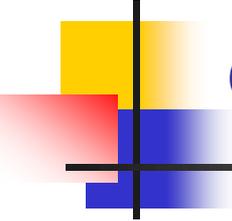
Team-based Learning: examples of application in the UK

University of Bradford

- Used TBL as the basic learning and teaching rationale in revised Pharmacy Programme.
- Have hosted national conference on TBL.
- See the work of Simon Tweddell and colleagues, e.g. http://slideplayer.com/slide/5842712/

University of Dundee

- Applied TBL to learning and teaching in medical education.
- Putting readiness tests online.
- See the work of Dr Shibab E Khigali and colleagues :http://www.researchgate.net/publication/266030802_Team-Based_Learning_in_a_UK_Medical_School_Using_Mobile_Friendly_Technology_to_Support_the_In-class_Individual_Readiness_Assurance_Test

5.10
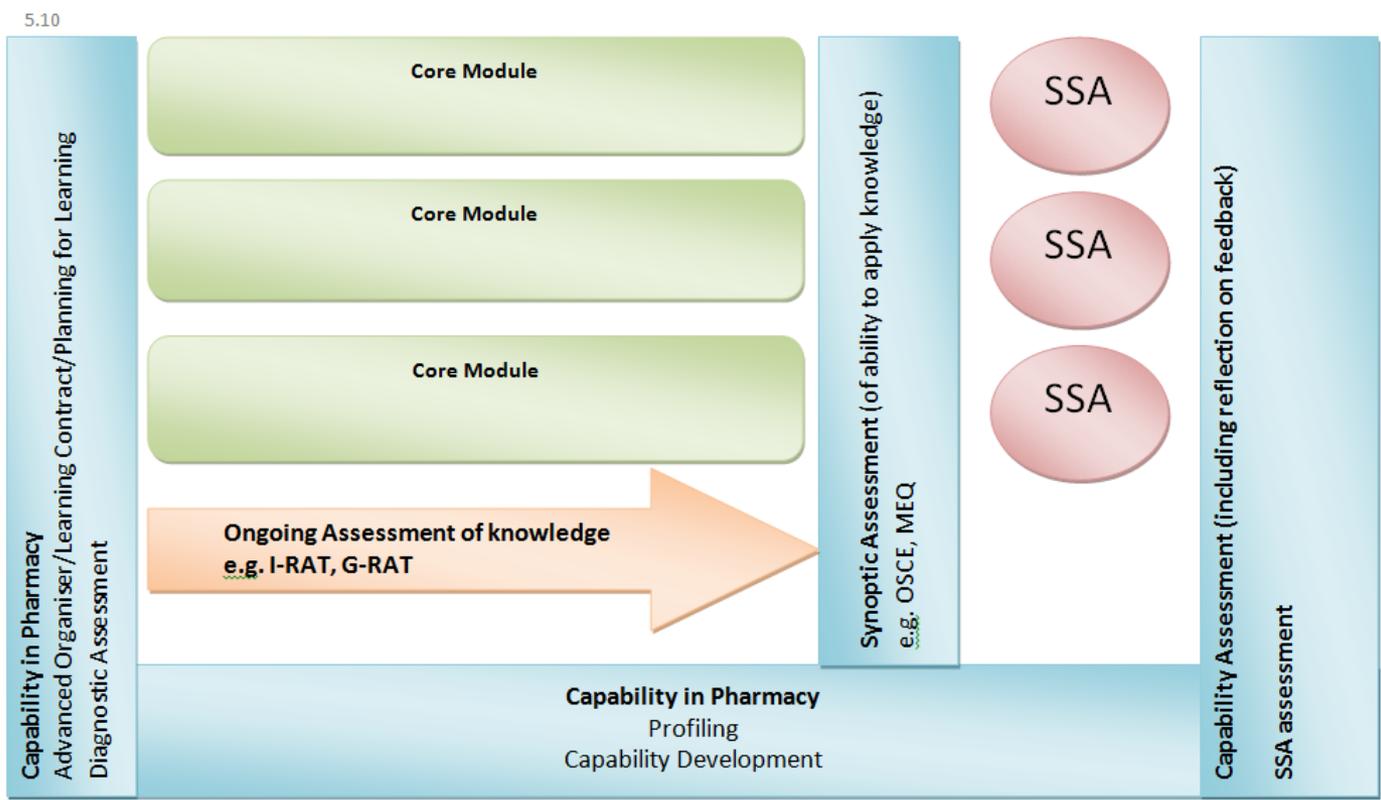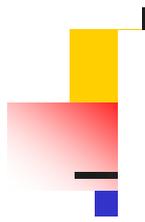
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Team-based learning at Anglia

SCALING UP (HEFCE project)

Thursday 9 March 2017

NTU and partners lead the way in demonstrating innovative teaching methods

Teaching in the Scale-Up fashion

A project to demonstrate how innovative teaching methods can be used by universities on a large scale to benefit students is to be led by Nottingham Trent University.

Around 100 lecturers at the university already practise the SCALE-UP teaching model which uses problem-solving group activities combined with a 'flipped-learning' approach. Flipped-learning reverses the usual study format so that video lectures are viewed by students at home before the class session, allowing discussions and activities to take place in group sessions.

Now, NTU is to lead a project with partners **Anglia Ruskin University** and **University of Bradford**, who have also demonstrated the value of team-based learning, to show how these active learning approaches can be used on a large scale across universities.

http://www4.ntu.ac.uk/apps/news/192812-15/NTU_and_partners_lead_the_way_in_demonstrating_innovative_teaching_methods.aspx

Developing a Long-Loop Assessment using TBL

Alison S Hartley, Josie A Fraser, John R Purvis, Simon J Tweddell
University of Bradford, Bradford, UK

BACKGROUND

- Bradford School of Pharmacy adopted TBL as its main instructional strategy for delivering a new MPharm Programme with a spiral curriculum[1] in September 2012.

- The core curriculum for Stage 1 of the programme is assessed in March each year, allowing time in April and May for completing student selected assignments.

- Stage 2 commences in September and builds on Stage 1 and requires students to reactivate the concepts learned the previous year. The time gap of 6-months was a concern for faculty.

DESCRIPTION

- Stage 1 students revised and revisited Stage 1 concepts in the summer vacation.

- In September students sat a 40 question iRAT drawn from questions previously sat in Stage 1, that were important to Stage 2 or that were particularly challenging.

- This was followed by a tRAT, where students answered the questions in their new Stage 2 teams.

- This long-loop assessment[2] is summative with marks contributing towards the Stage 2 final synoptic assessment.

RESULTS

- The assessment was perceived as a success by faculty and students.

- The discussions taking place in the tRAT clearly demonstrated that the assessment had served the purpose of engaging students in stage 1 concepts that were most relevant to stage 2.

- There was clear evidence of peer learning as faculty witnessed team members explaining some of the more difficult concepts to their team members.

STUDENT FEEDBACK

Purpose of this assessment was to test our knowledge on the weaker areas that people struggled in, which i think is a good idea

Not fair as we have to sacrifice holiday time revising when no one else does

If you study enough then it's sort of your foundation for things to come. Refreshes your memory. Helps you gain a better understanding

It can lead to stress and disapproval as it cuts into the end of the summer holiday but it is a worthwhile assessment that I find is useful.

REFLECTIONS

- Staff want to continue the long loop - though acknowledge it is time consuming

- Staff want to improve the paper and provide students with a list of core concepts learned in year 1 to guide their revision during the vacation

- Staff want to communicate and explain the purpose of the long loop further – though most students did understand, based on the data collected

- Data showed a range of time was spent preparing

CONCLUSION

- The long-loop assessment is a model that could be used in a spiral curriculum to reactivate knowledge from the previous stage.
- When delivered using TBL principles, this creates a motivational framework for students to prepare for the test, engage with and learn from their new teams and prepares students for the next stage of the programme.

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1. Effective Learning and Teaching in Medical, Dental & Veterinary Education, Ed: Huttly, S., Sweet, J., Taylor, I. 2003, Times Higher Educational Supplement.
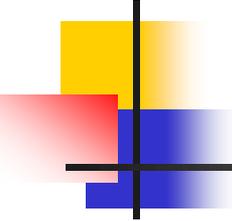
MPharm at Bradford: general challenges

- Initial lack of understanding of how it could work and what could be achieved through PFA
- Overcoming module obsession
- Overcoming regulations and systems
- Time to plan, explain and develop staff
- Reassessment challenges
- Large programme - over 50 teaching staff
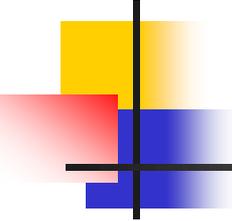
General reflections on PFA

- Benefits both staff and students.
- Needs cohesive course team.
- Needs management support.
- Needs a flexible approach to suit the course.
- Not a 'quick fix'.
- And you cannot just change assessment:
  - Implications for teaching/delivery.
  - Implications for regulatory framework.

What is the impact of Programme-focussed/based Assessment?

Programme-focussed/based Assessment?

depends on
- supportive and flexible institutional regulations
- creative use of assessment regulations
- new 'mindset'
- team approach to curriculum design
- maintaining focus on programme over time

can have positive impact on

other stakeholders

including:
- institution
- professional bodies

students including:
- performance
- satisfaction
- motivation/relevance
- validity/authenticity

staff including:
- better collaboration
- workload
- satisfaction

Reflections from Bradford #1: Curriculum Development Role

- PFA can be complex: explaining the vision.
- 'We are still very module-centric'.
- QA regulations/systems not set up for PFA.
- Investment in time needed to think outside the box in both planning & implementation.
- Quite a few programmes take modules from across departments and faculties that are used by multiple programmes.
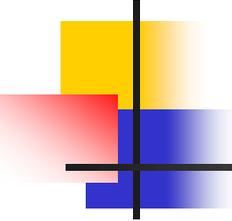
Reflections from Bradford #2: potential solutions/suggestions.

- Change/adapt institutional regulations e.g. the Brunel model.

- Work with Programme Leaders.

- Influence, inspire and develop PVC L&T to effect change.

- Start with a new small programme, e.g. as now done with physician associate programme.
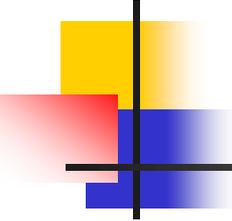
Follow-up survey – 2016. How useful was the PASS project?

The network created access to a wealth of information, ideas and development opportunities. It was wonderful to be part of a community of educators.
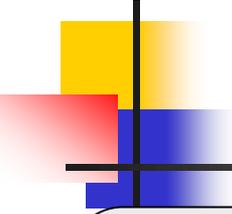
How have you used PFA?

Stage-based assessments (synoptic exams) on the MPharm

Integrated assessments at each level of study.

We try to persuade staff all the time to look at programme level assessment rather than silo based modular assessment

MSc eBusiness programme at the Department of Computing and Communication Technologies at OBU now has cross modular integrated programme level .

I have used programme focused assessment as a key principle in the design of the assessment strategy of a Leadership and Management Foundation Degree. I subsequently adopted a programme focus to all teaching and learning elements when designing a subsequent honours degree programme. I now use the term programme focus (PF) to direct my approach to all programme design and delivery.

What was the most successful use of PFA?

The fact that it has encouraged students to think 'beyond the module' to how things inter-relate in real practice; also the fact that it has allowed us to require students to repeat significant teaching blocks if the stage-based assessment suggests they aren't safely integrating their knowledge with a goal of patient safety.

Providing a means to encourage students to bring together different elements of their learning. Made some assessments more authentic than when artificially creating modular-based cases (health related degree programme)   The e-portfolio has the potential to be hugely successful in demonstrating genuinely programmed focused outcomes but I don't think we utilised this as well as we could have done.

It helped us to ensure that certain aspects of the curriculum were tested without dominating the assessment.

Forcing a more holistic view of the course.

What was the long-term impact of using PFA?

A slight improvement in student performance.

Strong cohort identity
100% student satisfaction!

Employer (Flybe Group PLC) reported improved performance from students in the workplace Final assessment (problem-based inquiry into workplace issue) added value for organisation Positive perception of programme among wider workforce (relevant / impactful)

An unexpected long-term impact of programme focused assessment was the facilitation of conversations between staff in designing assessments (which had previously not happened to the same extent).
Better prepares students for life long learning, passing of healthcare professional external assessments (which are similar).

Staff in the department are confident that the stage-based assessments are part of helping our students to integrate their knowledge. However, as the new assessments were initiated at the same time as a new teaching / learning strategy, it's not clear to us how much of the change is due to one vs the other.

What advice have you for anyone starting out on PFA?

Be clear on the goals/aims of your programme overall, and each stage of your programme and work back from there to a sensible assessment that does what you want academically, then talk to your administrators, not just academics!
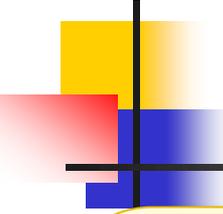
Use half day or day long sessions with whole programme teams to map student and staff activities and experiences and use PASS guidelines to foster a holistic

Work with colleagues in Academic Quality Units early and regularly throughout the programme design, development and implementation stages to consider all aspects of the assessment processes. Explain clearly, and repeatedly, to students (and staff) the rationale for the choices of assessment, focusing on preparing for future. Be prepared to raise challenges to institutional regulations/process barriers which could impede the implementation of such a strategy.

Get staff buy in first!

Try it out. Give it a few years to perfect the assessments. Involve students too.

Think about how you can change student behaviour and if this is feasible.

Other comments

Although we have been unable to implement programme-based assessment, the underlying approach has been useful in curriculum design and informed a course level evaluation of assessment and feedback.

Only programmes with programme focused assessment should pass QA because other courses cannot possibly guarantee that programme outcomes are being met!

David Boud was right - programme-focused assessment is one of the key challenges we face in HE L&T. Long live PASS!!

A great idea in theory, but in practice we were unable to change ingrained patterns of behaviour in students.

I fully support this ideological approach to assessment. It has however been challenging and I think we have a lot to learn from each other.
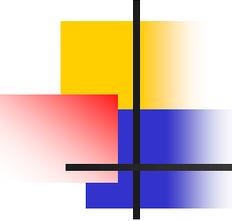
Further inspirations

- MCL and 'top-level' characteristics.
- Connected Curriculum.
- Work of David Carless.
- Institutional developments across the UK.
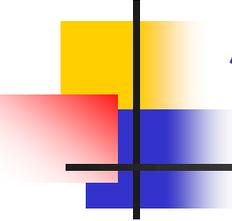
What are the 'top-level' characteristics?

Inspiration from the USA?

- The 'fall-out' from the work by Arum and Roksa (2011) – Academically Adrift – the 'Measuring College Learning' (MCL) project.

Developments in the UK

- HEFCE initiative on 'learning gain'
- Work on 'threshold concepts'
  - https://www.dkit.ie/ga/system/files/Threshold_Concepts__and_Troublesome_Knowledge_by_Professor_Ray_Land_0.pdf
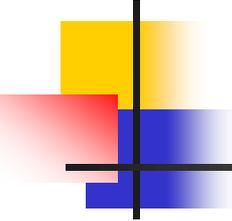
MCL – the History example

Essential concepts

- History as interpretive.
- Relationship of past and present.
- Historical evidence.
- Complex causality.
- Significance.

Essential competences

- Evaluate historical accounts.
- Interpret primary sources.
- Apply chronological reasoning.
- Contextualise.
- Construct acceptable historical accounts.

Another framework worth investigating

Dilly Fung

**A Connected Curriculum
for Higher Education**

ᴬ**UCL**PRESS
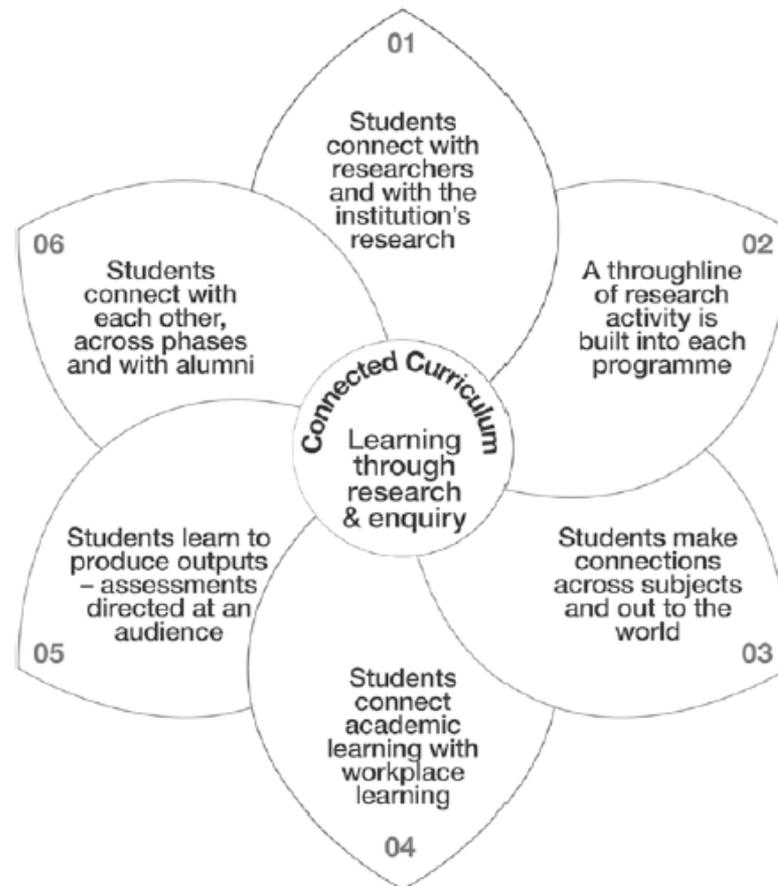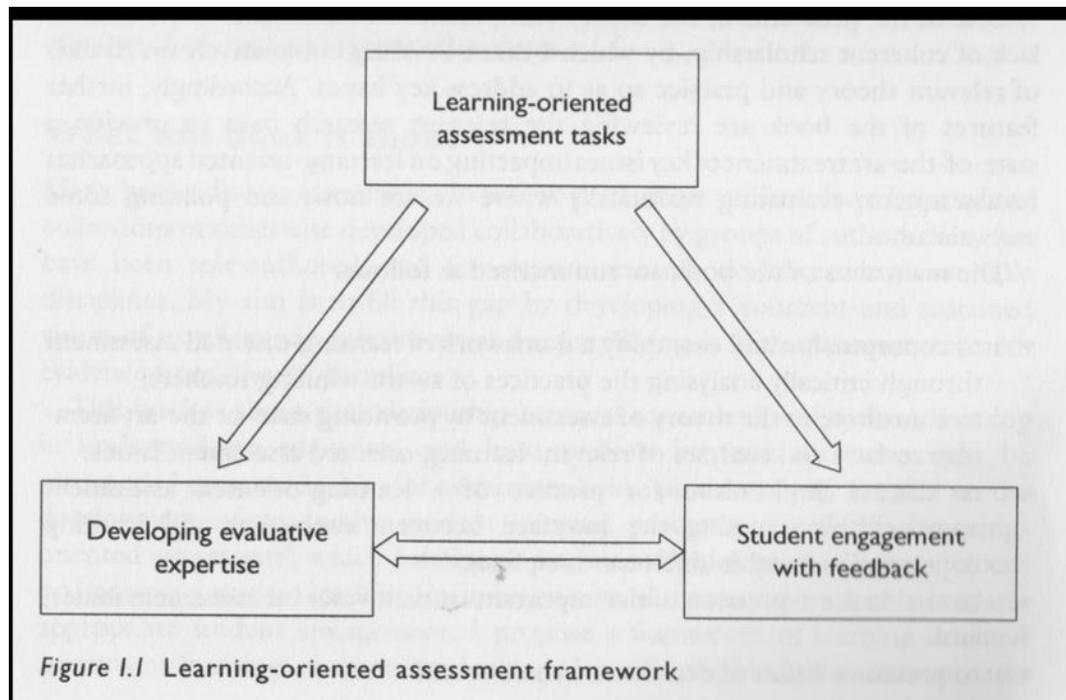
Connected Curriculum Framework

Fig. 1.1 The Connected Curriculum framework

Another useful framework (David Carless, 2015)

Figure 1.1 Learning-oriented assessment framework

See review at:

Analysing examples of 'best practice' (David Carless)

Table 12.2 Features of assessment in the cases

	Business	History	Geology	Architecture	Law
Real-life participation in discipline	Yes	Yes	Yes, to some extent	Yes	Yes
Effort spread evenly	Yes	Yes	Yes	Yes	Yes
Student choice and personal investment	Yes	Yes	Yes, to some extent	Yes	Yes
Integrated and coherent	Yes, to some extent	Yes, to some extent	Yes, to some extent	Yes	Yes, to some extent
Dialogic feedback	Yes	To some extent	To some extent	Yes	To some extent

Other UK examples

Strong public commitment, e.g. University of Sheffield

Exploring/piloting

Learning and Teaching Services

Home > LeTS > Professional Development > Conference > Learning and Teaching Conference 2018

Innovative Curriculum Design: Taking a programme level approach to enhance student experience

Introduction to the Learning and Teaching Conference 2018

Wyn Morgan introduces the theme for the Twelfth Annual Learning and Teaching Conference, which was held on Tuesday 9 January 2018 in the Students' Union Building.

Find out more →

- A number of UK universities are using the PASS resources to consider their assessment futures.

- We will be updating the PASS website with further developments over the next year.
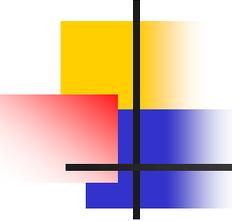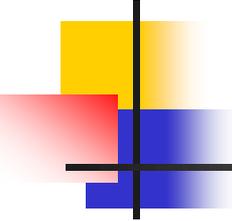
Some final implications and comments

Particular messages for Programme Leaders
(see slide 2 for reference)

- Not a single approach.

- Institutional regulations are critical.

- Importance of the course team.

- Not a quick fix.

- Implications for other systems..
  e.g. induction; timetabling.

- Needs to be managed –
  ideally you need a 'whole-course' approach.

# Finally: What are the 'real' 'top-level' characteristics?

- We do have an answer from Father Guido Sarducci
 - https://www.youtube.com/watch?v=kO8x8eoU3L4
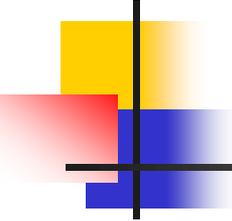
Your turn: Some key questions

- Which ideas and principles of PFA are most important and relevant to your context?

- How can you use PFA principles/techniques to develop your assessment practices?

- How/where are you going to start with PFA?

- What further support/info would be useful from initiatives like PASS?
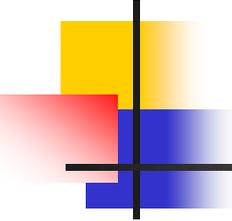
Thank you.

- Thank you for your participation.

- Please contact me if you have any further comments/questions/suggestions arising from this workshop.

  - Prof Peter Hartley
    profpeter@btinternet.com
    or
    profpeter1@me.com
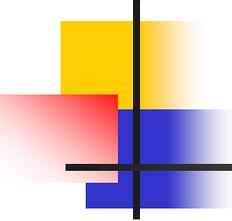
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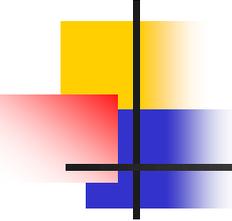
Selected references/sources #1

Some sources which have inspired/helped me, in addition to projects already mentioned like Testa.

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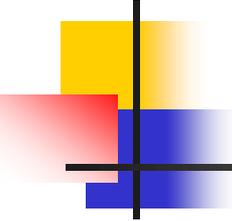
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Some final thoughts from me (PH)
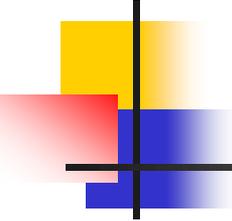
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