

Assessment Reduction & maybe some other “dirty” words!

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Reduction in Assessment – Why?

- Senior Management objective
- Student engagement
 - are students too “points means prizes” orientated?
- Over assessment – does it affect progression
 - or allow second opportunities => safety net?
- Is Civil Engineering out of phase with other subjects?

How Addressed at NTU

Full Curriculum Review 2011/12

- Full rationalisation of course provision & assessment
 - Whole-course design of assessment rather than module led
 - Regular small formative tasks, often in class
 - Frequent feedback, with greater use of peer- and self- assessment
 - ***One or fewer*** summative assessments per module!
 - Limited range of assessment types
 - Integrative 'Capstone' project in final year
 - Introduction of 17 point Grade Based Assessment scheme

General Civil Eng. Teaching Staff Reaction

- Blinkered, ve
- Set multiple a
- students!

- Only one sun
- Will students

- Unsure of for
- If giving feed

- Appreciate as



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Implementation (1)

- Staff challenged to gain their appreciation of total student assessment load
 - average response 12 – 14 points of assessment/year
- “Post-It” exercise
 - Average 24 summative assessment points per year
 - Repetition of assessment of LO within and across modules
 - Definite reluctance from a small number of staff to change
 - Must assess to force students to do/engage

Implementation (2)

- Staff directed to review module vs. course assessment
 - Review, reflect, refine across subject team
- Repeated “Post-It” exercise 1 month later
 - Mixed staff response to reducing assessment (must love marking!)
 - Average reduced to 16/17 summative assessments per year
 - Change in formative/summative assessment balance
 - More use of peer/self assessment
 - Cross module assessment – one assignment assessing LO across a number of modules

Outcomes

- Still work to do
 - Assess student and staff feedback
 - Increase focus on formative assessment
 - More holistic assessment process through GBA scheme?
- Further review, reflection, refinement required
 - Need to move to nearer 10-12 **or less** summative assessments per year
 - How will assessment reduction be received by JBM?

Your thoughts/ideas/experience welcomed

