



TESTA@Dundee
The Case Study
Another Brick in the Assessment Wall

Lynn Boyle
l.y.boyle@dundee.ac.uk
@boyledsweetie



Whole Programme Audit to inform a case study

The Transforming the Experience of Students through Assessment (TESTA) employs three methods of data collection

- Programme audit – an assessment mapping exercise which gathers information on assessment across an entire programme.
- Assessment Experience Questionnaire (AEQ) – a 28 item questionnaire grouped into nine scales, administered to students in their final year of study in order to obtain quantitative data relating to study behaviors and how the programme influences this behavior.
- Student Focus Groups – to help interpret data gathered from the programme audit and the AEQ, one or more focus groups are conducted with final year students from a programme.



TESTA@Dundee—Case Study

School of Education & Social Work
BA *****

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Programme Audit - The Bricks

Tansy Jessop

8 steps: The TESTA Audit



Eight steps to auditing a programme's assessment: The TESTA Audit

Rationale

The programme audit is intended to map assessment patterns across a programme. It looks back across modules over a three year degree programme to chart the typical student experience of assessment. The features it maps include the volume of formative and summative assessment, its variety, the percentage derived from coursework and exams, the volume of written and oral feedback, and how criteria contribute to student clarity about goals and standards.

Resources

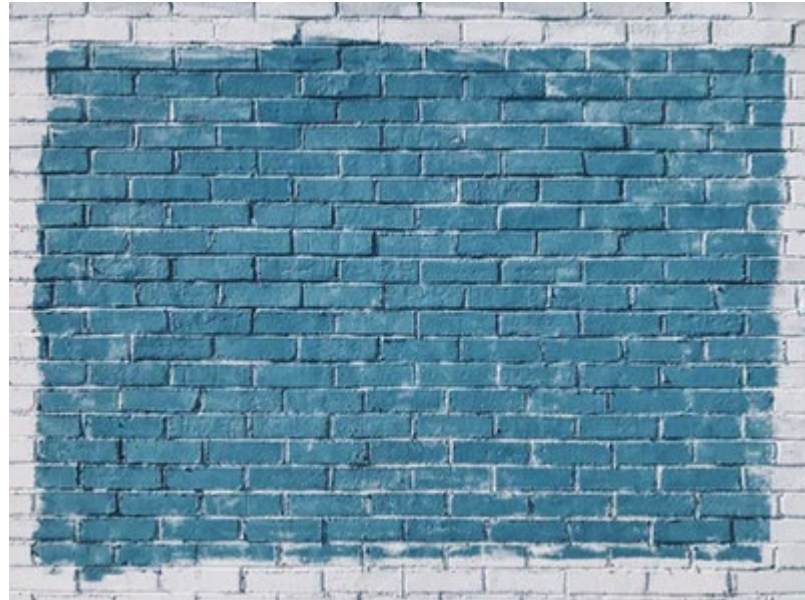
Essentials to conduct a programme audit:

- 1 x programme leader
- 1 x researcher
- 1 x notebook
- 1 x flipchart
- 1 x document describing the programme
- 2 x hours and 1 x room

Ready, steady, go... in eight steps

STEP 1

On the flipchart, quantify the typical single honours cohort on the programme - how many first, second and third years. You may want to get additional information about the typical kind of student the degree recruits – in terms of previous educational experience, tariffs, career aspirations etc.





Programme Name	Module title: Brief Module Outline (2 lines)	
Module code	Module delivery period(s) Mode of Delivery e.g. Blackboard	Summative assessment type(s)
SCQF credits	University Week of formative assessment(s)	University Week of summative assessment deadlines
Average written feedback turnaround time School average 3 weeks	Minutes/hours oral feedback School Average 30 mins per student per module	

Dentistry Map





Medical Education Map





Assessment Patterns

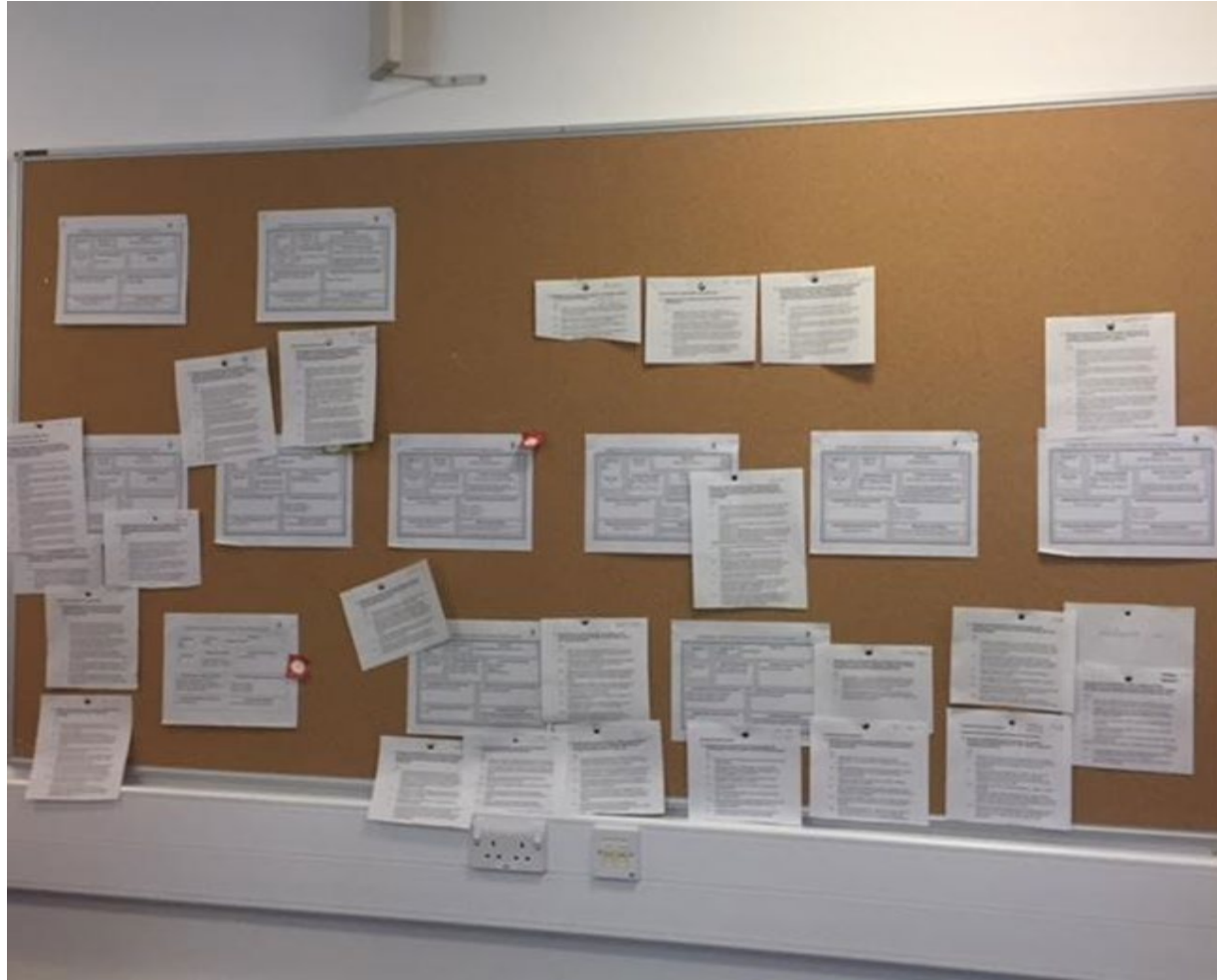
The overwhelming pattern is for modules to be assessed by one piece of coursework (usually just after the reading week in week 6 of the semester) and then an exam. This bunching of assessments is deliberate policy to enable students to prepare for them during the reading week, rather than preparation for each assessment being a distraction from classes (as was our experience when we tried spreading assessments more evenly throughout the semester). Students thus have three pieces of coursework each semester at levels 1 and 2 and two per semester at levels 3 and 4.

Categories	Programme	TESTA Comparison*
Total number of assessments	104	n/a
Summative assessments	88	High
Formative-only assessments	16a	Low
Variety of types	12b	High
Average timeliness	2-3 weeks	Low
Volume of oral feedback	180+ hours	High

* Dimensions derived from previous research conducted as part of original TESTA project and in comparison to UOD TESTA findings



Example of a Follow Up Activity



BA Childhood Practice Activity
Matching Programme Learning
Outcomes Holistically



Activity – Creating a Programme Wall

1. Each Group will be given a ‘brick’, make up the elements required from current (or fantasy) modules!
2. Once we have 1st – 4th year bricks we will create our ‘wall’
3. Groups can discuss what they see and gather some comments
4. This is an imaginary programme but we will look at it together to demonstrate a ‘bricks’ meeting