

# PASS Case Study 6

## Summary

Variety of PFA	An integrative assessment task each year, assessing the outcomes of a group of modules
Courses	Two degree programmes: Business Management, and Sport Management
Faculty and institution	Coventry Business School Coventry University
Type/duration	Both 3 year undergraduate full-time
Timing	Sport Management: introduced September 2011 Business Management: currently being developed for introduction in 2012

## Overview

We are still waiting for the detail of how the Sport Management programme has implemented this, and this case-study will be updated as soon as this information is received.

In the Business Management programmes, the intention is that each year will have a unifying theme focussing on a different sector as exemplified by a local employer, but one with a global reach or brand – 1st Year Cadburys, 2nd Year Jaguar, 3rd Year Barclays. In the second semester of each year assessment will be through a large integrative task, which will be designed to assess the learning from three modules. The three 1st Year modules involved concern the following three areas – foundations of management, quantitative skills for management, and basic management affairs, which is essentially an introduction to law for business.

### Update October 2012

It now looks very likely that only the level 1 integrated assessment will run this academic year with the level 2 rolling out the following year and (possibly) the level 3 assessment the year after that. This is to give both staff and students the opportunity to get accustomed to how Integrated Assessment works.

## Main objectives

- Integrative assessment of the intended programme outcomes.
- Opportunity for a larger, more complex, 'real-world' assessment task.

## PFA format

- 'Real-world' integrative project, assessing three concurrent modules.

## Assessment Overview

**Level/year 1** – Modules formerly known as: Business Process Management; Quantitative Management Analysis; Business Management Affairs will be the focus. The background case study for this level/year will be Cadbury's.

**Level/year 2** – Modules formerly known as: e-commerce; Business Management and Decision Making; Supply Chain Management will be the focus. The background case study for this level/year will be Jaguar Land Rover.

Effectively, from 2012, the volume of subject-specific assessment on each of these modules will be reduced by 50%. The volume of assessment removed (primarily the written coursework elements) from each module will be replaced by the mark gained from the integrated assessment. One single mark (from the integrated assessment) will be fed back into each of the three modules following completion.

Subject-specific Assessment will be developed by module leaders. It will take the form of phase-tests/class tests etc. which will embed the key theories. Lengthy or complex coursework should be avoided.

### Level 2 Integrated Assessment (IA) Overview

Students will form groups at the beginning of the academic year to work on one business problem. Assessment will be launched in Semester 1. Submission of IA1 will be at the beginning of semester 2. Submission of IA2 will be at the end of semester 2 (allowing time for resubmission within the academic year).

**IA1** - 80% of the Integrated Assessment mark (i.e. 40% of the assessment mark in each of the modules) will come from an individual written contribution to a group report.

**IA2** - 20% of the Integrated Assessment mark (i.e. 10% of the assessment mark in each of the modules) will come from a 15 minute 'live' presentation (powerpoint or other format of the students' choosing) OR a video presentation.

**NOTE** that the best of these will go forward to an internal competition (Dragon's Den style)

### Notes for the level 2 Integrated Assessment

Students need to be in groups of 6 (divisible by the 3 core subjects) and will research as a group. 6 is the preference as it provides some security for the students if there is illness or absence of group members. A group reduced to 5 will still be able to cover all three elements in their project.

The focus of the project will be the development of an add-on product for the car industry. This could be an app or a tangible product.

**IA1 (written project)** will have 6 questions (2 with an e-commerce focus, 2 with a supply chain focus, 2 with a business theory focus). Students will each select a question. Students will each submit a 1500 word response to their question but the projects must be submitted as a whole ( a small percentage of their final mark will be for editing/written style/presentation).

If a student group can only submit answers to 5 questions then the marking should be proportionally adjusted by the markers.

Students will get individual marks. It is possible for one student to fail IA1 whilst other group members pass.

Regardless of which question focus a student chooses their mark will count towards each of the three core modules.

### IA2 (presentation or video)

Assessment will be intensive and will need careful planning so that the workload is spread out between several members of staff.

The most coherent and viable presentations will be put forward for a Dragon's Den style competition with an award (cup and cash prize). It would be helpful to engage JLR early on so that they can involve a Senior Manager or two in the judging.

### Key assessment framework/regulations

- Course is implemented within standard University regulations.
- A significant impetus has been provided by university policy that more assessment should be integrative.

### Main impact on staff

- In terms of planning and assessment design a major problem has been finding times to get the staff from the different modules together.
- In terms of implementation it is too early to say; however, there have been teething problems in getting staff engaged and getting the resources (ie staff time) in order to develop this properly.
- A potential additional issue with level 2 IA is that one of the modules gains students accreditation with the Chartered Institute of Purchasing and Supply; therefore, approval from CIPS is required before level 2 can be put in place.

### Main Impact on students

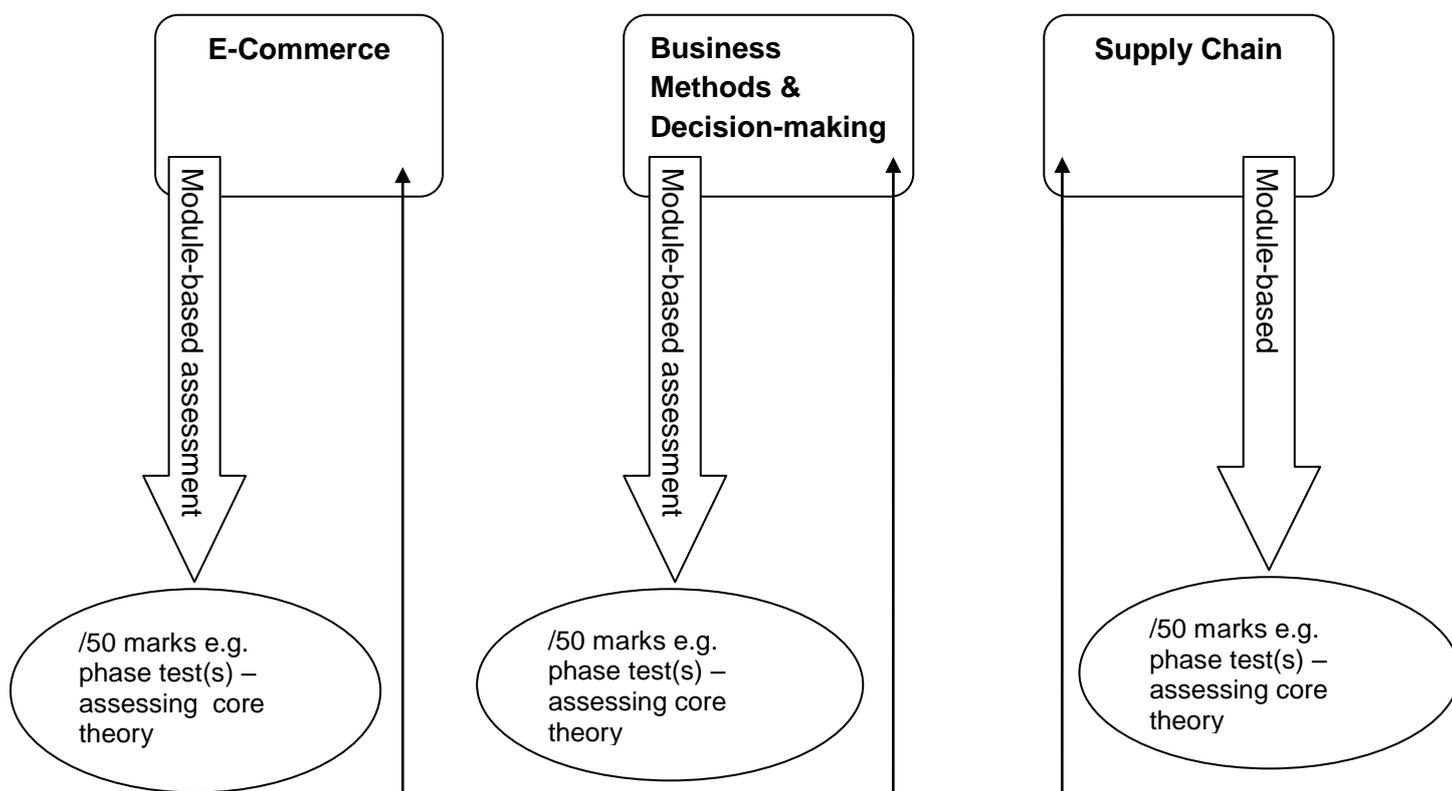
- It is intended to update this case-study with the reactions of current students on the Sport management programmes later this year.
- Students who have been involved in consultations over the programme redesign have been generally supportive.

### Further details

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Further information	<i>To be added as these programmes are developed</i>



## Example Scenario for 2012



**Integrated Assessment** /50 (comprised of 10 marks for video/presentation and 40 marks for report)

Report split into 6 sections (2 from e-commerce, 2 from business decisions, 2 from supply chain) presented as one coherent document.

Each individual selects ONE question/section to complete. Each section is marked separately and awarded to the individual (/40). Presentations will be given one group mark (/10 marks).

Single mark feeds back into all three modules: total marks module based assessment and integrated assessment: /100 marks

### Worked Examples

#### Student A and B are in the same group

**Student A** achieves 40/50 in e-commerce, 30/50 in BMDM, 20/50 in Supply Chain. For Integrated Assessment student chooses one of the Supply Chain questions to complete and achieves 32/40. For their group presentation they achieve 8/10. (IA2 mark of 40/50).

Final e-commerce mark will be 80/100, BMDM will be 70/100 and Supply Chain will be 60/100

**Student B** achieves 35/50 in e-commerce, 25/50 in BMDM, 35/50 in Supply Chain. For integrated Assessment student chooses one of the e-commerce questions to complete and achieves 29/40. For their group presentation they achieve 8/10. (IA2 mark of 37/50).

Final e-commerce mark will be 72/100, BMDM will be 62/100, Supply Chain 72/100.