



# PASS – PROGRAMME ASSESSMENT STRATEGIES

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# Introducing PASS

- NTFS group project over 3 years:
  - One year of investigation and analysis and then two years of development and implementation.
- Consortium:
  - Led by Bradford;
  - 2 CETLs – ASKE and AfL;
  - Plus Exeter, Plymouth and Leeds Met.



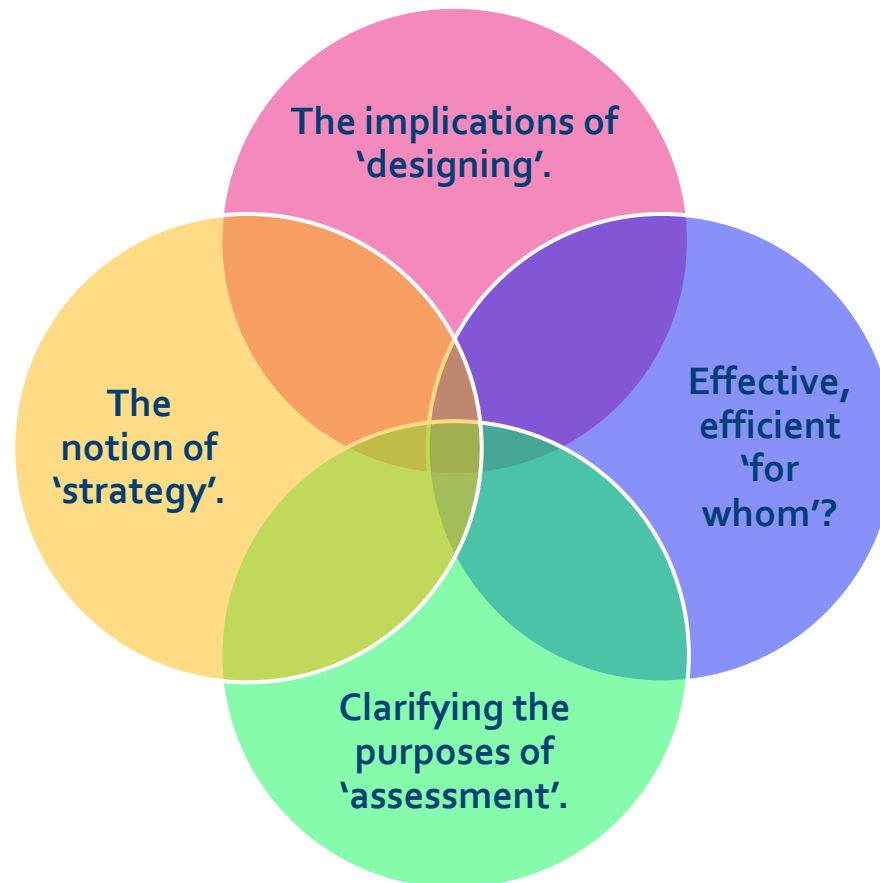
# What problem are we trying to resolve?

How to design an effective, efficient, inclusive and sustainable assessment strategy that delivers the key course/programme outcomes.



# Why are we investigating this?

- Consider the elements buried in the project aim:





# And from what perspective?

- Adopting a Programme perspective
  - programme-based



# What are the issues?

See the PASS  
Issues Paper:

Please comment/  
feedback and use.

Would highlight:

**Assessment  
'drives and  
channels'.**

**What/why are  
we measuring:  
the 'slowly  
learnt'.**

**Limitations of  
grading systems  
(e.g. marks are  
not numbers).**

**Implications for  
course  
structures/  
regulations.**



# What do we hope to deliver?



approaches to PBA;



'choice and consequence' guides;



workshop and resources for local implementation;



case studies from different disciplines.



# Outputs to date

- General literature review;
- Students' view of assessment strategies;
- Assessment issues;
- Medical school case study;
- Inclusive assessment;
- Survey of practice across the UK & international perspective;
- Survey of staff attitudes.





# Outputs in progress

- Assessment types at professional level;
- Further case studies.



# Issues to disentangle include:

- Purposes and functions of assessment;
- Assessment environments and their impact  
NB links with TESTA;
- Defining 'programme-based' assessment;
- Student perceptions and expectations;
- The need for a strategic approach;
- Grading and credit.



# Defining assessment: a challenge

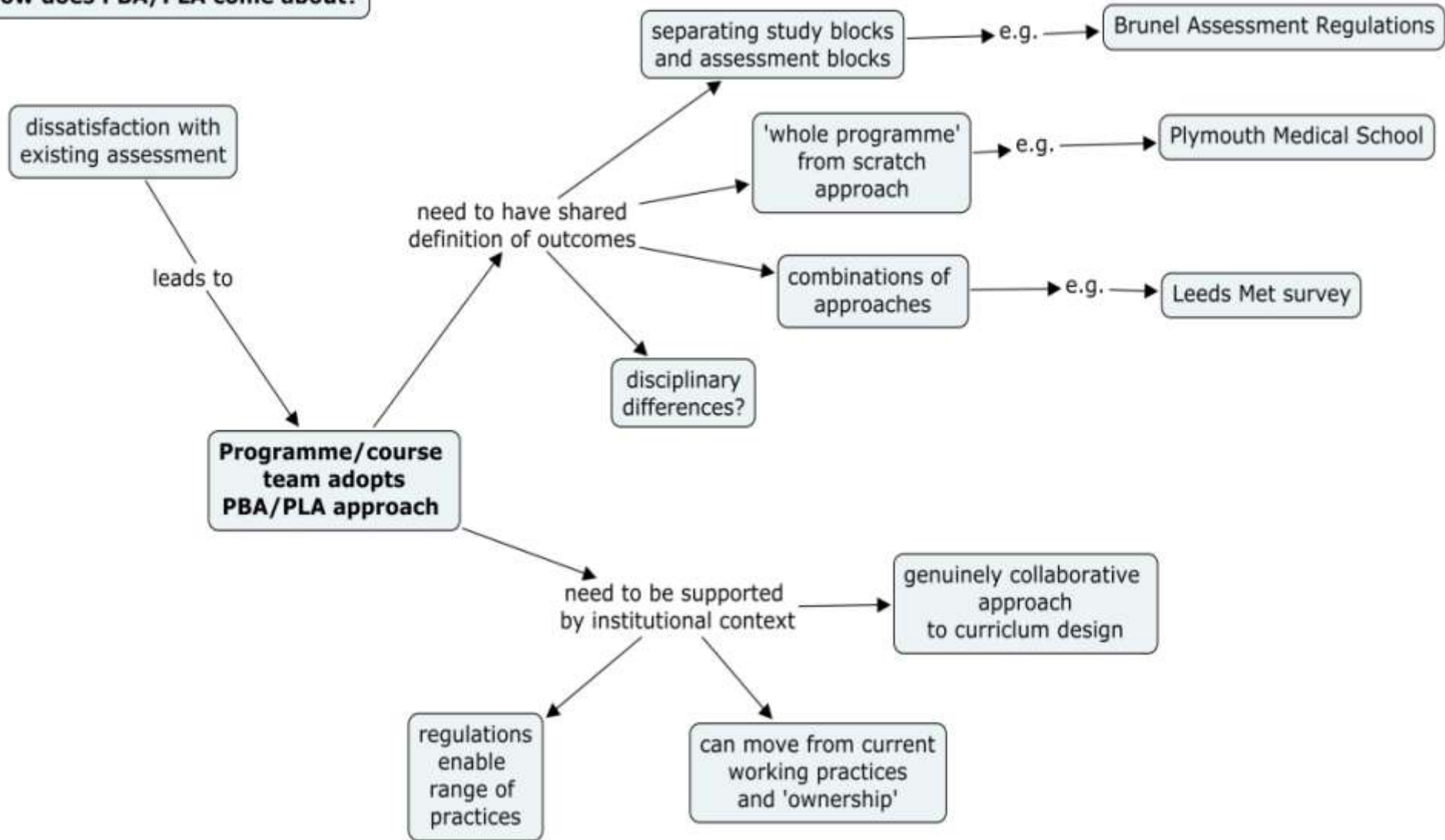
- program outcomes “need to be assessed in complex, multidimensional student performances”
- “Multidimensional performance entails the whole dynamic nexus of the individual’s intentions, thoughts, feelings, and construals in a dynamic line of action and his or her entanglement in an evolving situation and its broader context. Such a context may be within or across work, family, civic, or other settings.”

(Rogers, Mentkowski, & Reisetter Hart, 2006, p. 498).



# Starting to define PBA

How does PBA/PLA come about?





### Different varieties of PBA?

**Programme/course team adopts PBA/PLA approach**

adopt appropriate variety/range of different social and working practices

staff translate programme outcomes into module outcomes in a more systematic way

integrated project

strategy re different forms of assessment

more use of synoptic assessment

student-centred submission of evidence to satisfy the main learning outcomes

e.g.

assessing 80 pts of a 120 credit year through one assessment 'package'

assessing the general outcomes from the specific stage of the programme (focus upon stage-based assessment)

starting from the practical problem of constructing a course from pre-established modules

e.g.

taking the module but replace or augment the assessment

often

portfolio

can involve

choice of assessment methods



# Typical student perceptions and concerns

- perceptions of 'the course' are variable;
- assessment experienced as 'fragmented';
- anxieties re move to more integrated assessment – perceived risk in terms of performance;
- concerns about feedback and timing.



# An example: Peninsula Medical School

- NB Case study forthcoming from PASS
- Includes:
  - four 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)



# Issues re grading and credit

- Teaching/assessment links;
- The assessment/credit link;
- Credit cf accreditation;
- Threshold cf grades in performance.





# Where next?



**Planning meeting  
27 September 2010;**



**Expanding case studies/examples;**



**Developing an initial set of “choice  
and consequence” guides;**



**Working with pilot programmes to  
inform guides and develop  
workshops.**



# And finally ...

- Visit the web site:
  - [www.pass.brad.ac.uk](http://www.pass.brad.ac.uk)
- Contact us at:
  - [pass@bradford.ac.uk](mailto:pass@bradford.ac.uk)