

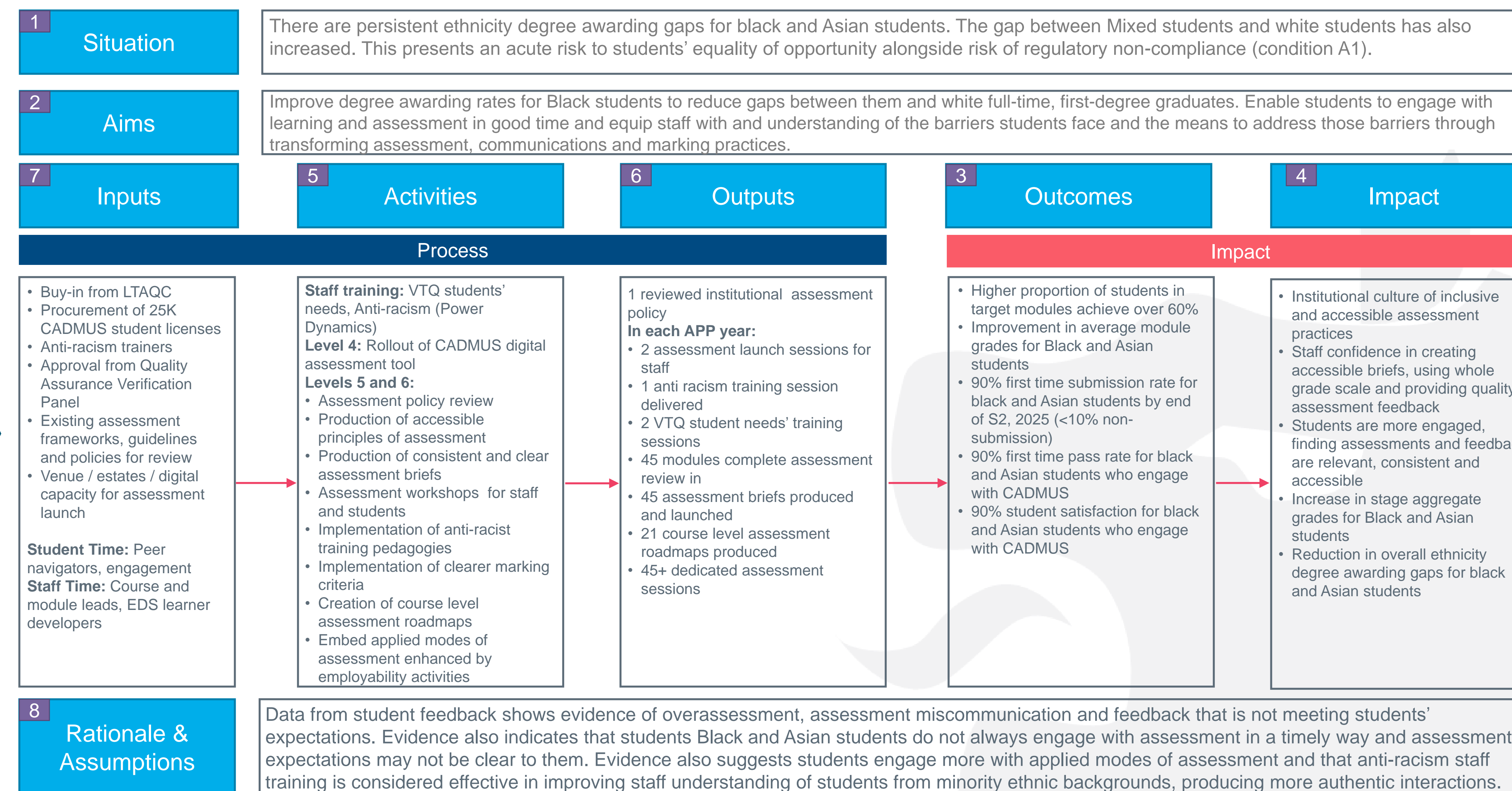
Delivering Fair Outcomes for Students Through Changes in Assessment Practice

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Theory of Change



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The APP Assessment Workstream pilot delivered two major interventions:

1. The implementation of a Package of Assessment Design and Delivery to modules at levels 5 and 6 of study. 45 modules have been targeted for assessment redesign in 2024/2025, impacting over 1,700 students. Activities included assessment redesign, boosting student confidence through added support, empowering staff to understand the needs of students entering HE with different qualifications, and facilitating the use of the full range of available marks.

2. The rollout of the Cadmus online assessment submission environment to modules at level 4 of study. 22 modules implemented Cadmus in 2024/2025, impacting over 2,500 students. Engendering early engagement with assessment and automatic reminders to students are amongst the highlights.

Evaluation of outcomes was rigorously built into both interventions, allowing a good understanding of the impact of activity.

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Some stats on the reach of the project

1. Package of Assessment Design and Delivery

- Focused on Assessment Design and Briefs, Communication of Assessment to Students, Dedicated Sessions to Support Students with Assessment, Formative Activity)
- 45 modules have been targeted for assessment redesign in AY2024/2025, but only those delivered to students in S1 and All Year have been included in this analysis
- Data indicates implementation confirmed in all but one module for 2024/2025 (RAD5066)
- 28 modules were targeted in S1 (S1 and All Year modules) 2024/2025
- 1,735 students expected to be impacted
- 1,619 of impacted students had one or more APP characteristics (96.0% of activity reach)

2. Cadmus online assessment submission

- Module leads for 43 Level 4 modules with a coursework element were invited to adopt CADMUS
- Modules were targeted using a new measure – variation from weighted average. Those with high proportions of students achieving below their weighted average in 2023/2024 were shortlisted for CADMUS rollout in 2024/2025
- 22 implemented CADMUS in Semester 1 2024/2025
- 21 declined (for a variety of reasons, including suitability of assessment elements) to use CADMUS, forming a self-selected control group for impact evaluation
- 2023/2024 and 2024/2025 module performance will be compared as part of the impact evaluation
- 2,511 students were reached via 3,331 'encounters' with CADMUS
- 1,711 students in APP priority groups (67.1% of CADMUS reach)

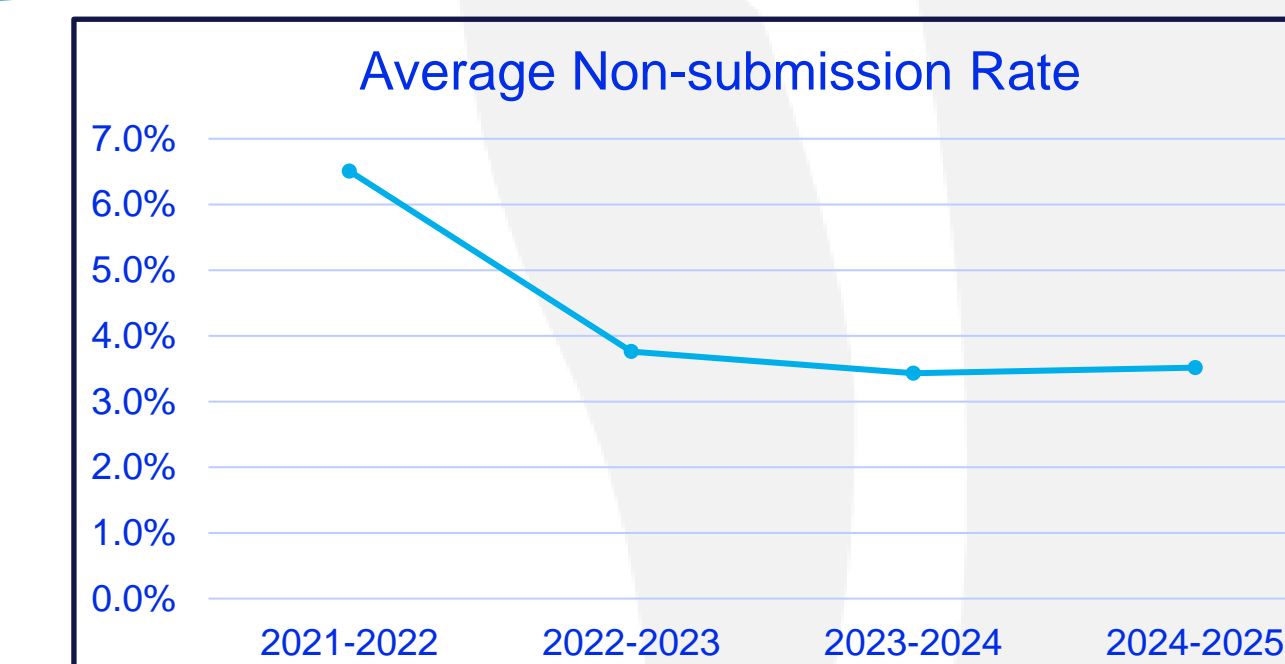
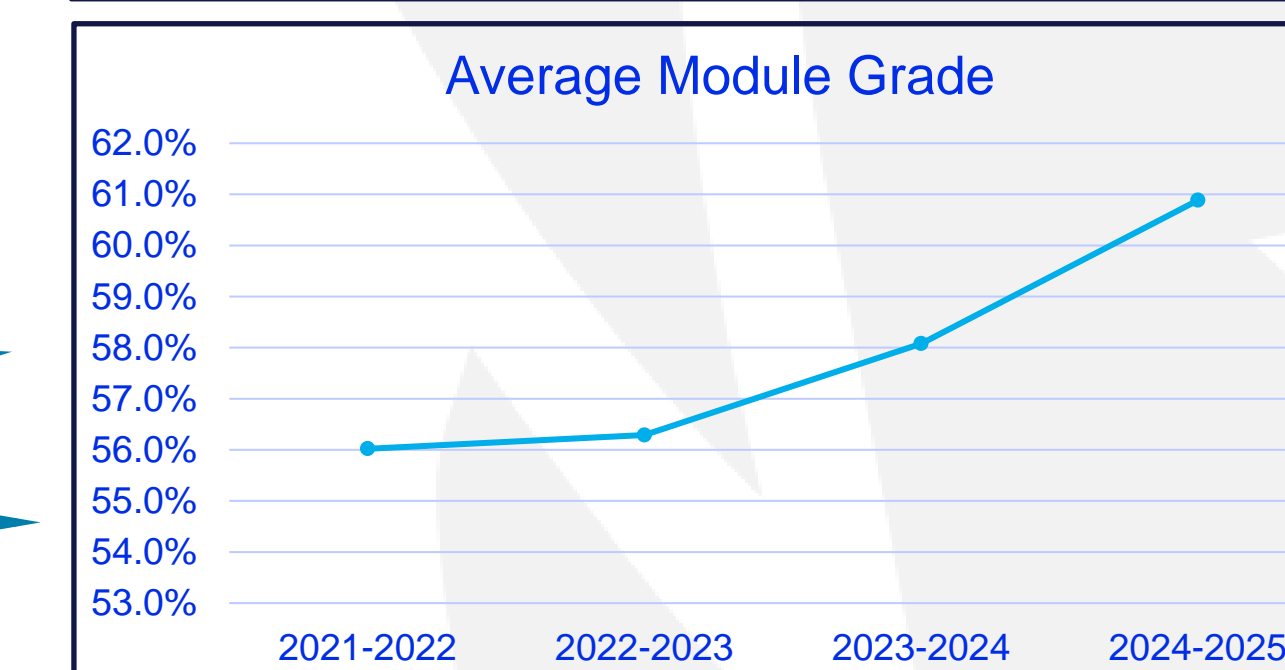
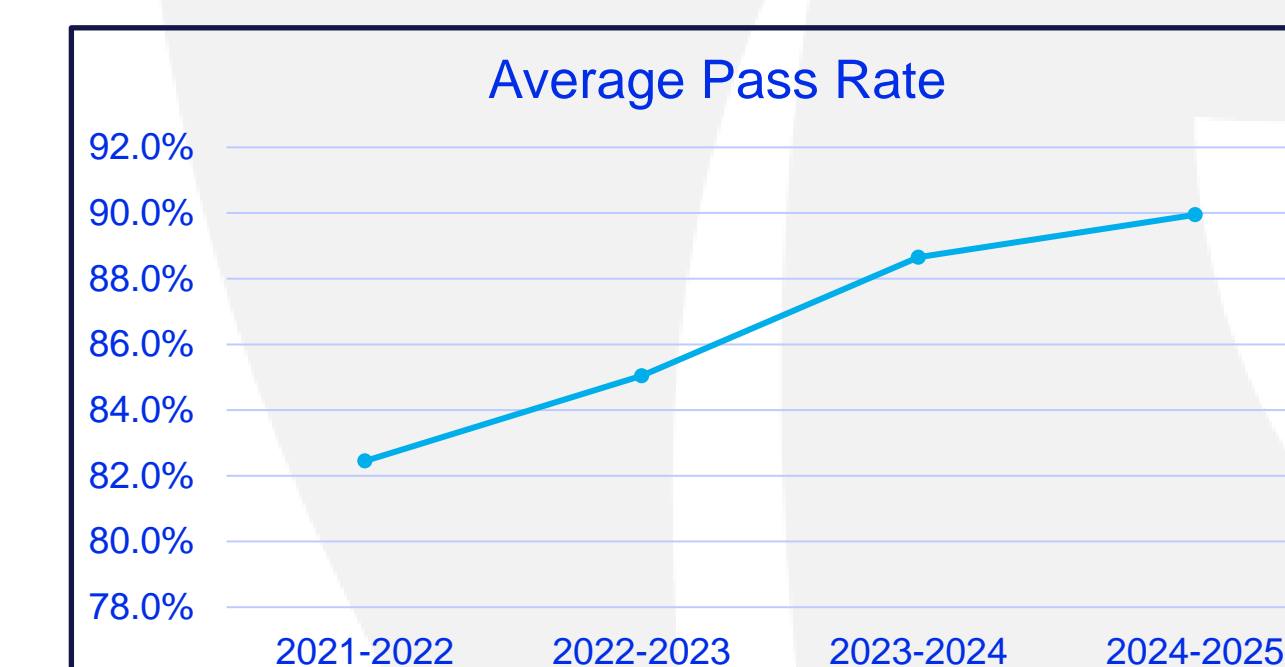
Previous work for context

Our authentic assessment redesign was the focus of a TASO funded ethnicity degree awarding gap project, producing a core and enhanced Theory of Change and Evaluation Plan (available on the TASO website) with expert evaluators from Staffordshire University and Advance HE.

This poster builds on that work and includes recommendations for future activity.

Early results: Package of Assessment Design and Delivery

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Early results: Cadmus



83.9%

First-Time Submission Rate

First-Time submission rate across all completed assessments in 2024/2025.

90.9%

First-Time Pass Rate

First-Time Pass Rate was 90.9% for undergraduate students and 68% for post-graduate students.

+22.6%

Submission Rate Increase

when working in Cadmus (90.3%) vs. when working externally and submitting in Cadmus (67.6%)

74.4%

Enhanced Understanding

74.4% of student respondents said they had a better understanding of the process for completing this type of assessment.

79.1%

Ease of Use

79.1% of student respondents agreed it was easy to understand how to complete the assessment.

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What we think worked!

- Working with all faculties and observing practice in different areas.
- Uncovering issues in assessment practice that are illustrative of current BCU status.
- Training in person of colleagues in Package of Assessment Design and Delivery.
- Training for Cadmus, with requests for in person training in HELS.
- The creation of templates and guidance for colleagues to use.
- Working with the EDS team to support Assessment Briefs reviews and Observation of Dedicated Assessment Sessions.
- Working with the PPD team on evaluation.

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Challenges?

- This workstream has uncovered significant poor assessment practice in all subject areas. Basic understanding of assessment design and supporting students in their assessment journey is lacking in many areas.
- In the context of the overall intervention strategy aims (e.g. to improve the awarding rate for Black and Asian students), how and when are the activities going to be evaluated?
- Semester 1 impact evaluation for both sub streams to commence once boards complete. Module performance and awarding gaps evaluated directly from SITS data. Awaiting full evaluation.
- Cadmus - Qualitative evidence has already been collected via the platform, initially indicating overall positive student experience.