

UCL Education Conference
6th April 2022

An institutional approach to align assessment and learning design

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Rationale



End-to-end
support
process



Supports consensus and early
engagement with academic and
professional service teams



Helps to
facilitate
discussion and
planning



Co-design
process with
student input



Helps to visualise
aspects (assessment,
employability,
sustainability, skills etc,
at programme level



Explores
effective
educational
approaches



Helps creation of
PMAP approval
documentation
creation



Aligns with
current
approval stages

Recent activity 2020-present

30 Programme Design workshops 2020-21

25 Programme Design workshops **2021-22** (so far)

7 student quality reviewers workshops 2020-21

11 student quality reviewers workshops **in 2022**

37 ABC module design workshops (online format)

1 Assessment hackathon

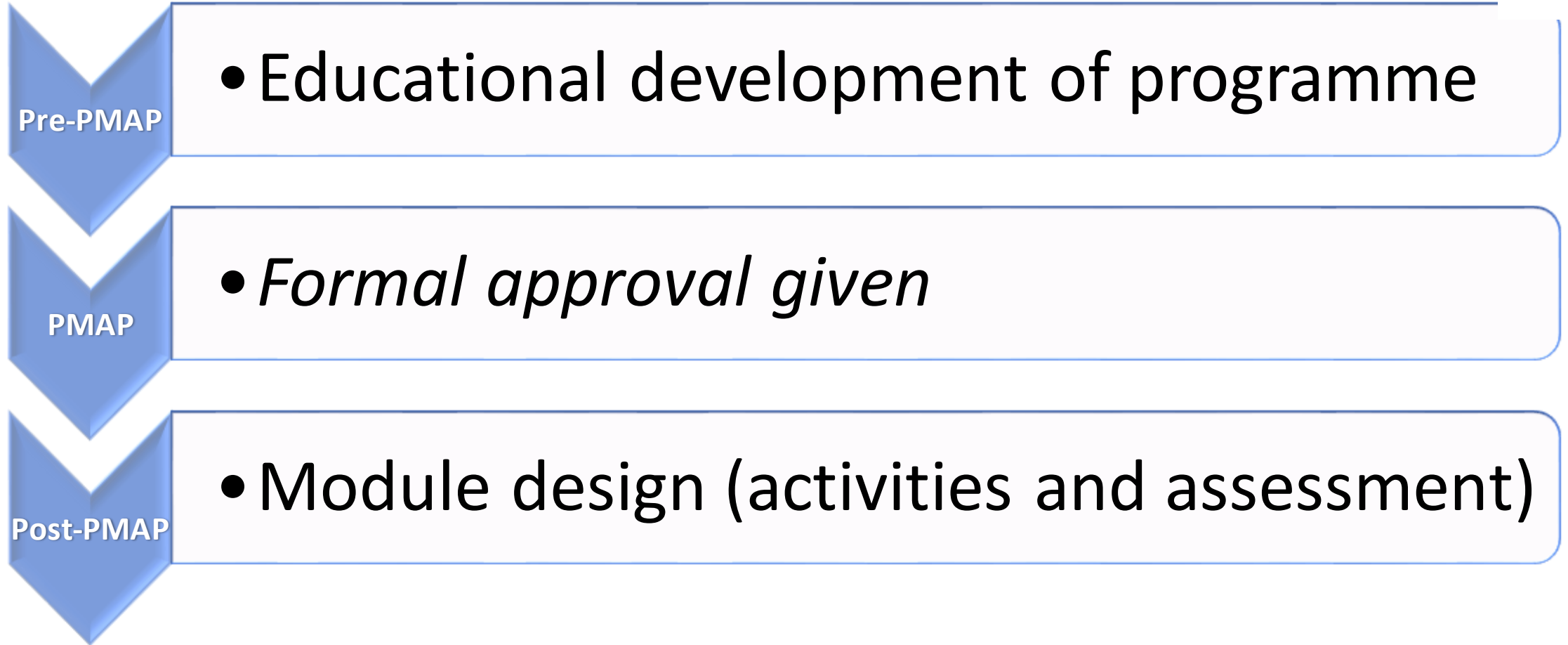
“Very engaging, great way to brainstorm / pull thoughts together. fantastic support from the tutors and very clear focused direction.”

“Thanks to you all for this and the VERY helpful session you have just so kindly provided me with. This had really helped moved things on for me and I am most grateful!”

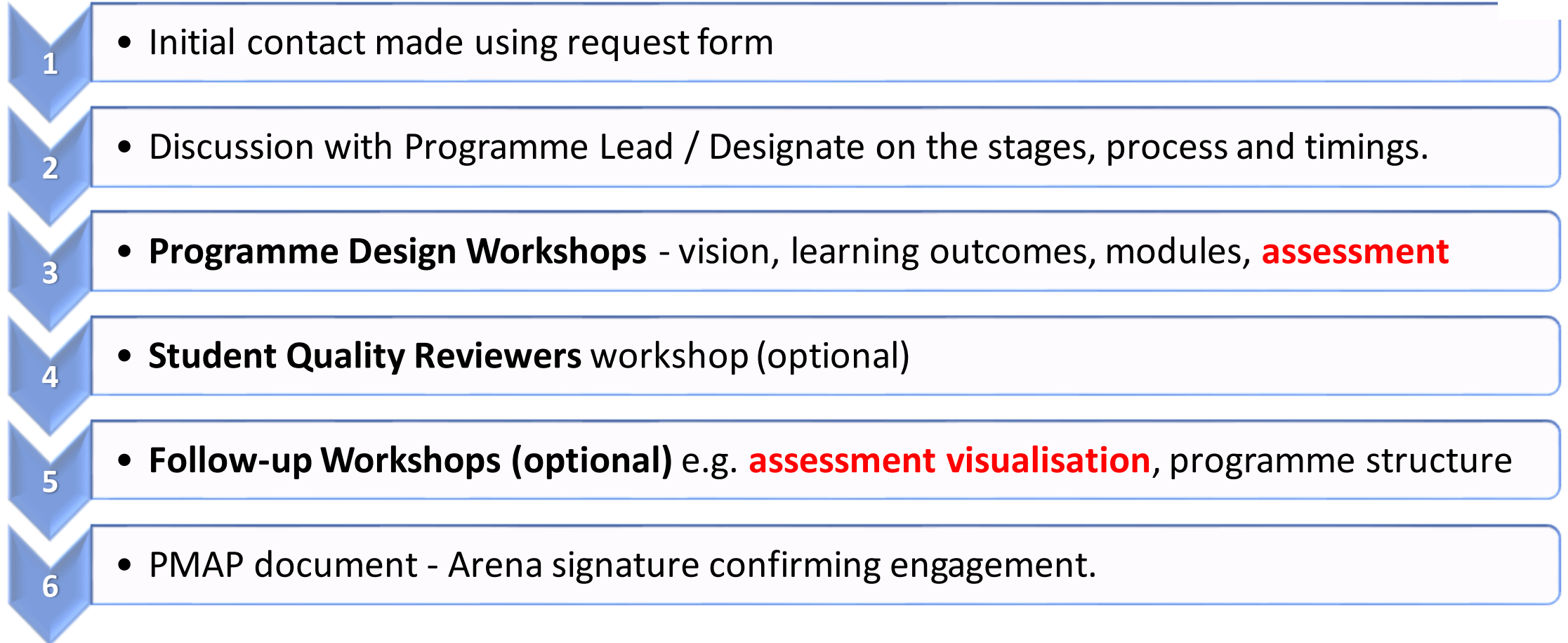
Feedback from Programme Leads

“The activity we did was really useful, and it was particularly useful to work in pairs as there was a real opportunity for thinking collaboratively, especially working with someone from a different programme.”

Programme design support (F2F/online)



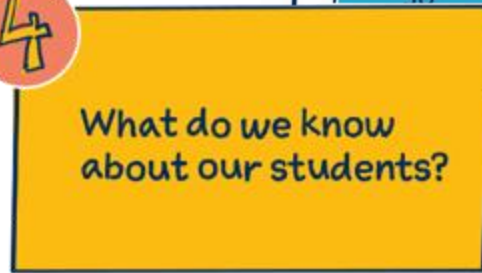
Pre-PMAP stages



Example programme design workshop activities

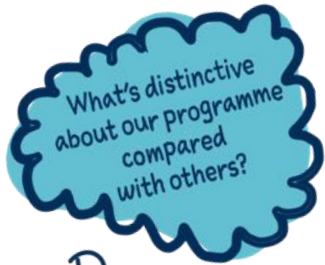
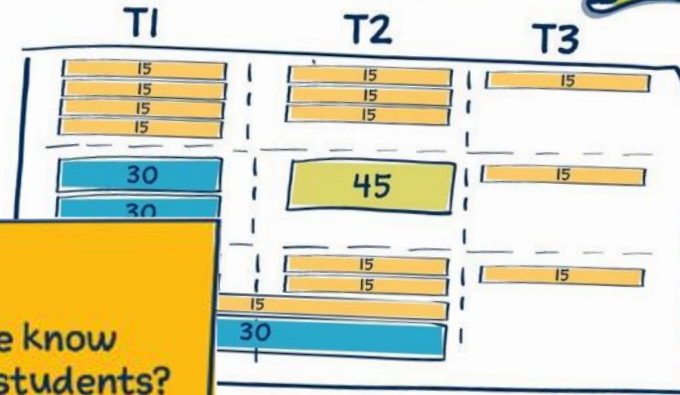


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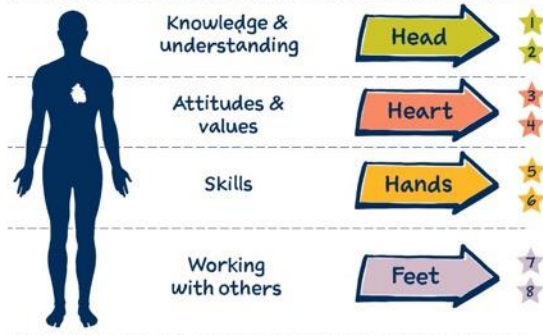
8

ACADEMIC YEAR STRUCTURES

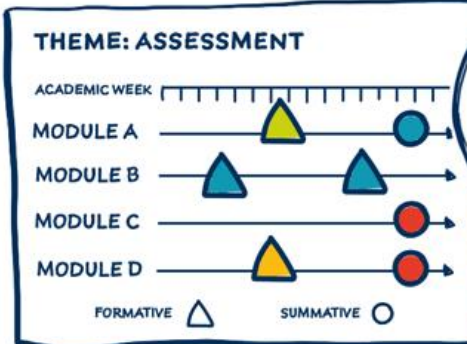


7

IDENTIFYING PROGRAMME OUTCOMES



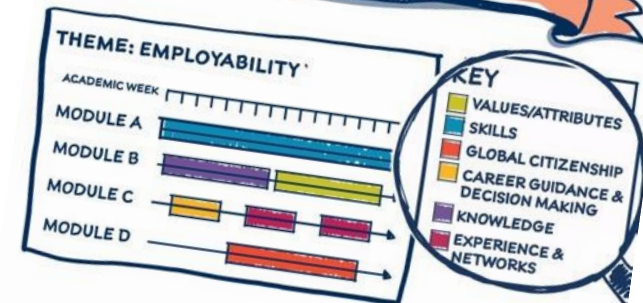
IDENTIFYING SIGNIFICANT ASSESSMENT ACTIVITIES.



KEY
PRESENTATION
REPORT
EXAM
BLOG

10

IDENTIFYING SIGNIFICANT AREAS OF EMPLOYABILITY



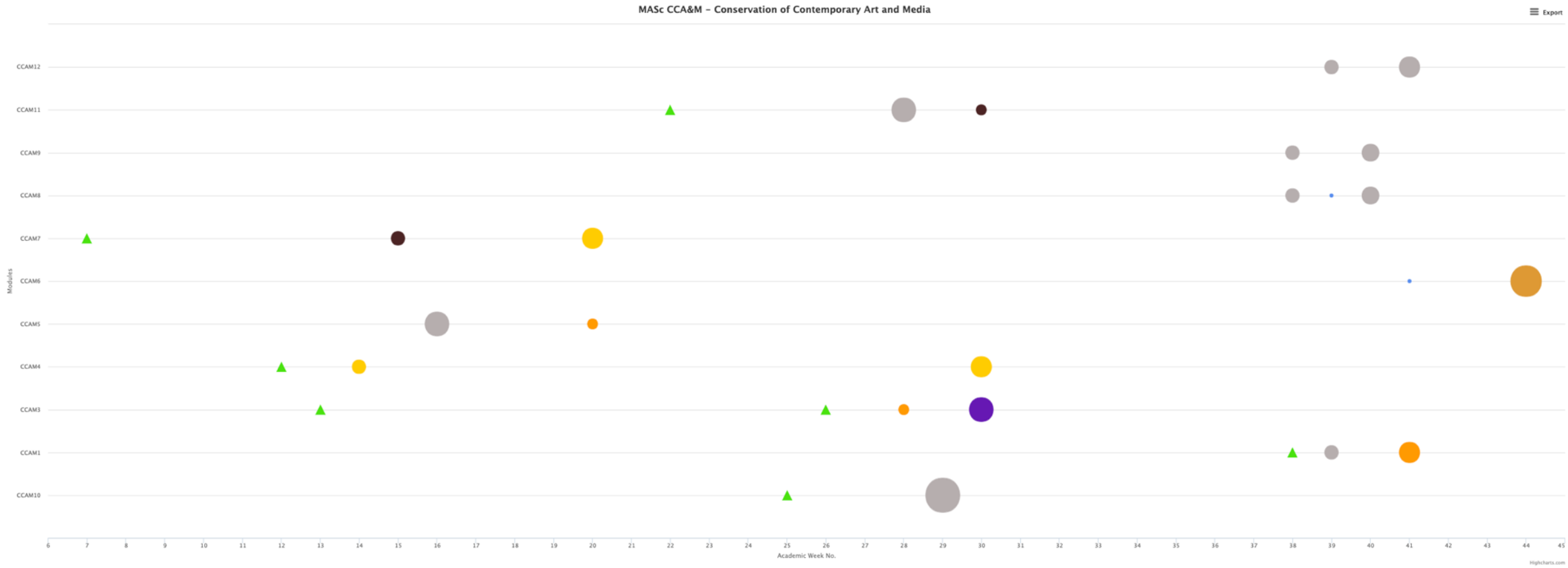
KEY
VALUES/ATTRIBUTES
SKILLS
GLOBAL CITIZENSHIP
CAREER GUIDANCE & DECISION MAKING
KNOWLEDGE
EXPERIENCE & NETWORKS



CHART (CONNECTED CURRICULUM - DIMENSION 5)

[HOME](#)
[PROGRAMME CHARTS](#)
[MY CHARTS](#)
[CREATE A CHART](#)
[RESOURCES](#)
[MY PROFILE](#)
[LOGOUT](#)

Hover and/or click on the interactive points for more information about each assessment.
 These deadline dates are indicative.



KEY

- 5000 WORDS ESSAY
- ACADEMIC ESSAY
- ARTIFACTS/CREATIVE
- AUTHENTIC ASSESSMENT
- BLOG
- CLINICAL EXAMINATION
- COURSEWORK (CASE)
- DISSERTATION
- ELECTRONIC POSTER
- EMPLOYABILITY SKILLS
- EXAM
- EXPERIMENTAL DESIGN
- FLOW CHART
- FORMATIVE ASSESSMENT

GROUP PRESENTATION (VIDEO)GROUPWORK REPORTIN-CLASS TESTLAB REPORTLITERATURE REVIEWLOGBOOKMCQ TESTMCQ TEST / ESSAYONLINE TASKOSCEPEER-TO-PEER FEEDBACKPERFORMANCEPORTFOLIOPOSTER PRESENTATIONPRACTICALPRESENTATION - GROUPPRESENTATION/ORALPRESENTATION/ORAL, WRITTEN COURSEWORKPRESENTATION/ORAL, WRITTEN REPORTPROFESSIONAL/PROGRAMME REQUIREMENTSPROJECTPROJECT/DISSERTATIONQUIZREFLECTION / PEER EVALUATIONSUMMATIVE ASSESSEMENTSUPERVISOR ASSESSMENTTAKE-HOME EXAMTIMED ESSAY QUESTIONTIMED SBA PAPERVIDEO LOG (VLOG)WRITTEN COURSEWORKWRITTEN REPORT

Post-PMAP stages

1

- Discussion with Programme Lead on the stages, process and timings.

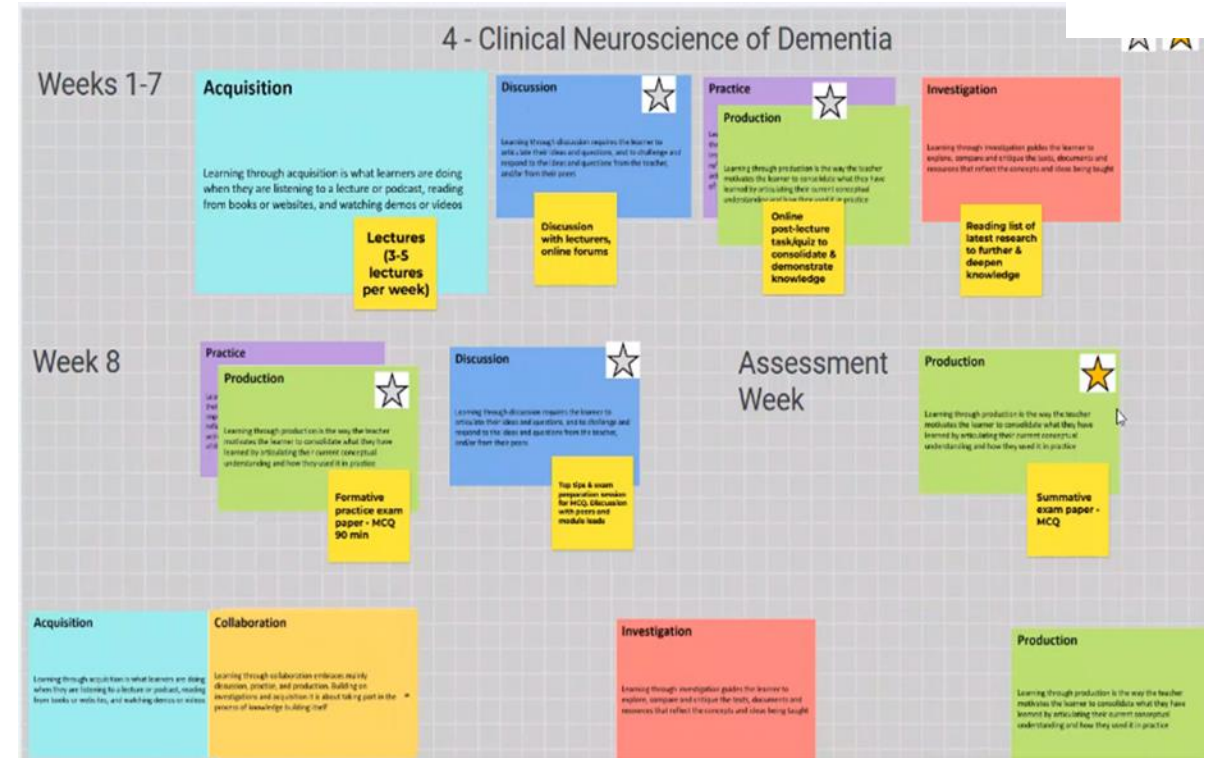
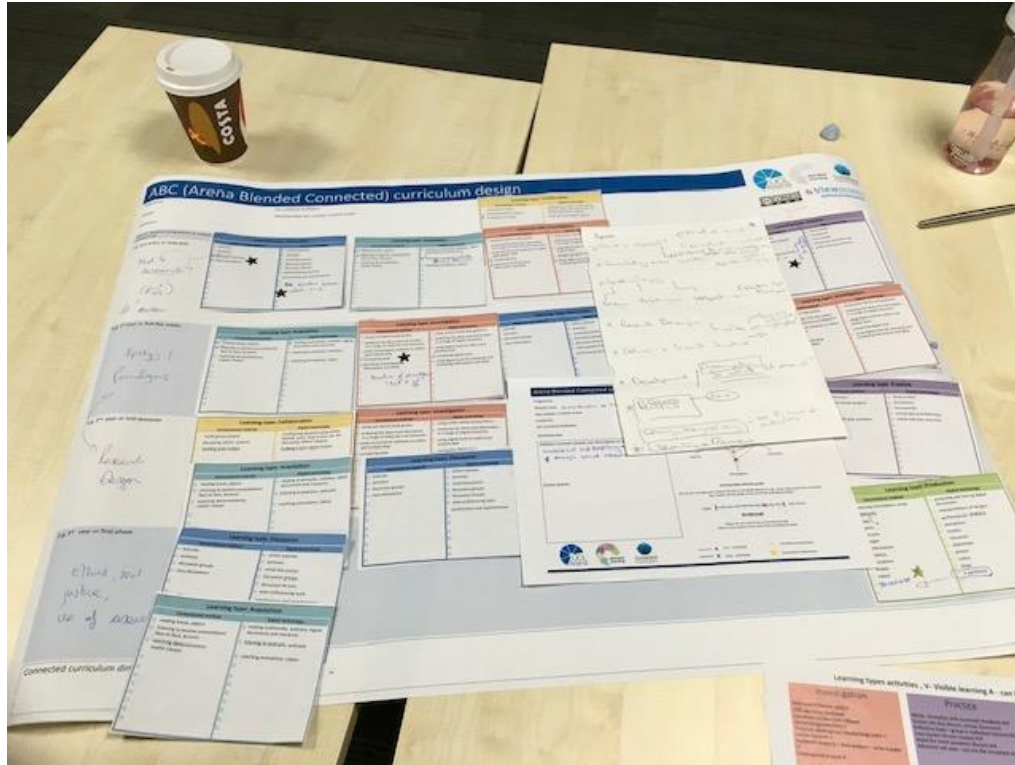
2

- **ABC Design Workshop** – module storyboarding, **assessment**, map against Prog LOs, action plans

3

- **Follow-up** – further workshops/support as agreed e.g. assessment

ABC Design Workshop – ‘storyboarding’



Sequence and combination of learner activities,
aligned with programme/module outcomes and assessment

<https://www.ucl.ac.uk/learning-designer/index.php>

A visually structured approach to learning design

to think through and support your students' learning

Sign up today

Adapt/Create

The Browser screen categorises existing designs according to pedagogic approach, education sector, topic area, and project needs. You can also search by keyword. When you select a design and turn editing on it becomes yours to edit and adapt, stored in 'My designs'. Or you go to the Designer screen to design from scratch.

The screenshot displays the 'Learning Designer' interface. At the top, there's a navigation bar with 'Home', 'Browser', and 'Designer' tabs. The 'Designer' tab is active, showing a form for creating a new design. The form includes fields for 'Name' (ABC LD Luxembourg session), 'Topic' (empty), 'Learning time' (3 hours 20 minutes), 'Designed learning ti...' (2 hours 59 minutes), 'Size of class' (20), and 'Description' (empty). There are also dropdowns for 'Mode of delivery' (Wholly online) and 'Aims' (introduce ABC LD method). Below these are 'Outcomes' with a list of activities: 'Use', 'Produce', and 'Evaluate'. To the right of the form is a pie chart with four segments labeled 'Pro', 'Ass', 'Dis', and 'Inq'. Below the form is a toolbar with buttons: '+ Add TLA', 'Expand notes', 'New design', 'Import design', 'Export design', 'Share', and 'Save'. At the bottom, there are three design canvas panels. The first panel is titled 'workshop Part 1 - ABC' and contains a 'Read Watch Listen' activity with a duration of 5 minutes. The second panel is titled 'Part 2 - Learning Designs' and contains a 'Discuss' activity with a duration of 10 minutes. The third panel is titled 'Part 3 - Learning Design Changes' and contains a 'Discuss' activity with a duration of 5 minutes. Each panel has a toolbar with icons for editing and saving.



SSMENT HACKA

17th March



Neur0004 - core, 1 year module.

Martina, Fiona, Sam,
Abbie, Eliot, Noëlla,

6x interm assessments

1x exam - research scenario
- real data
- 5/6 short questions.
Students want an exam.

blog

video
podcasts
programming

expectations
Workload.
Cheating.

- Capstone? - variability
- difficult to mark
- reweighting the exams.

central resources

NatSci - learn from other programmes

Foundational skills in curriculum.

Support

ech is relatively simple - Moodle or Wise

medical
assessments
now favour
short
on line

ideally

- qms: what will
a doctor be
in 10 years
time?

changed
every
year
a variety
of
simulations
needed

- most of the time, you're
on phone / iPad → thinking of changing assessments
to reflect that

diff. format for early years

early years medical

school assessment

Clinical science

Current
assessment

uni wide

practical exams

case studies

short answer qms

uni wide
helps to
set a
breadth of
qms

all students
have iPads for
exams

Students
want invigilation

feels
good
to meet
other
students

who has had
the same experiences
as you

pharmists
intend to AR
use VR
to teach
anatomy
allows for
remote
patient
interaction



Co-design and the 'Learning Lab'

<u>Feedback</u> <ul style="list-style-type: none">- grades ≠ feedback- personalised comments to improve	<u>Assessment</u> <ul style="list-style-type: none">- CHART- formative assessments- no 200% exams
<u>Transferability</u> <ul style="list-style-type: none">- test work-place skills- presentations, digital assessments, minor essays	<u>Portfolio</u> <ul style="list-style-type: none">- pass/fail that contributes to final grade- help with engagement to keep students on track



#Content

+ 11 Assessment Design
Student Partners

Request a 'Programme design' workshop

Request ABC Learning Design Workshop



Programme Design workshop

Request a bespoke Programme Design workshop to facilitate discussion about the vision for the programme, the educational methods used to meet the vision, the programme level outcomes and the types of students, structure and assessment patterns across the programme.



Planning programmes and modules

How to design programmes that combine research-based education, learning and assessment in a logical, coherent structure.



Module design using 'ABC' curriculum design

Designing modules for coherent programmes using the Arena Blended Connected (ABC) Curriculum design approach.