

Assessing Re-assessment

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Approach

Why assess re-assessment?

Regulatory variations

The Re-assessed Level 4 students project

Why assess re-assessment?

Why assess re-assessment?

Justice, equity and fairness

Impact on retention and student success, and academic standards

Relatively invisible aspect of academic practice

Institutional variations in regulations

Significant institutional resource costs

Implications for teaching excellence

Progression regulation project - Method

Analysis of 34 institutional regulations for first year Honours degrees

12 follow-up interviews

SACWG experience

Statistical modelling of impact of different regulations on student success rates

Progression regulation project - Key research questions

How do regulations for 'passing' year 1 of an Honours degree vary?

In what ways do regulatory practices determine the criteria for student 'success' (progression)?

What are the rationales for different regulatory practices?

How do different regulatory practices impact on student 'success' rates?

Regulatory variations

Key variations in module/ progression requirements

Passing a module

- On aggregate/
Pass each
assessment/
*Minimum mark
for each
assessment*

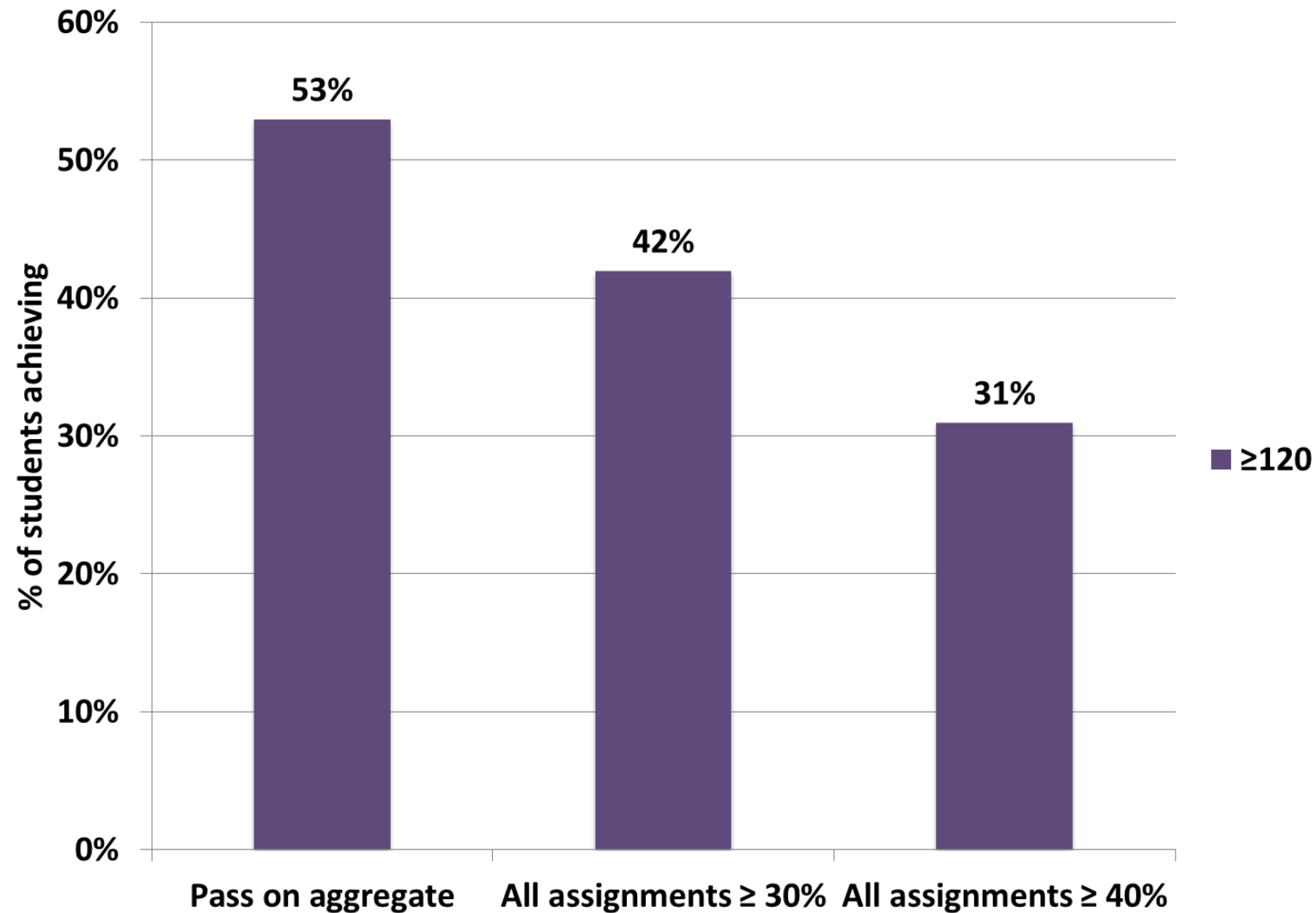
Re-assessment

- Automatic/
Qualified
- Credit limited/
unlimited
- Re-assessment
of assignment/
module

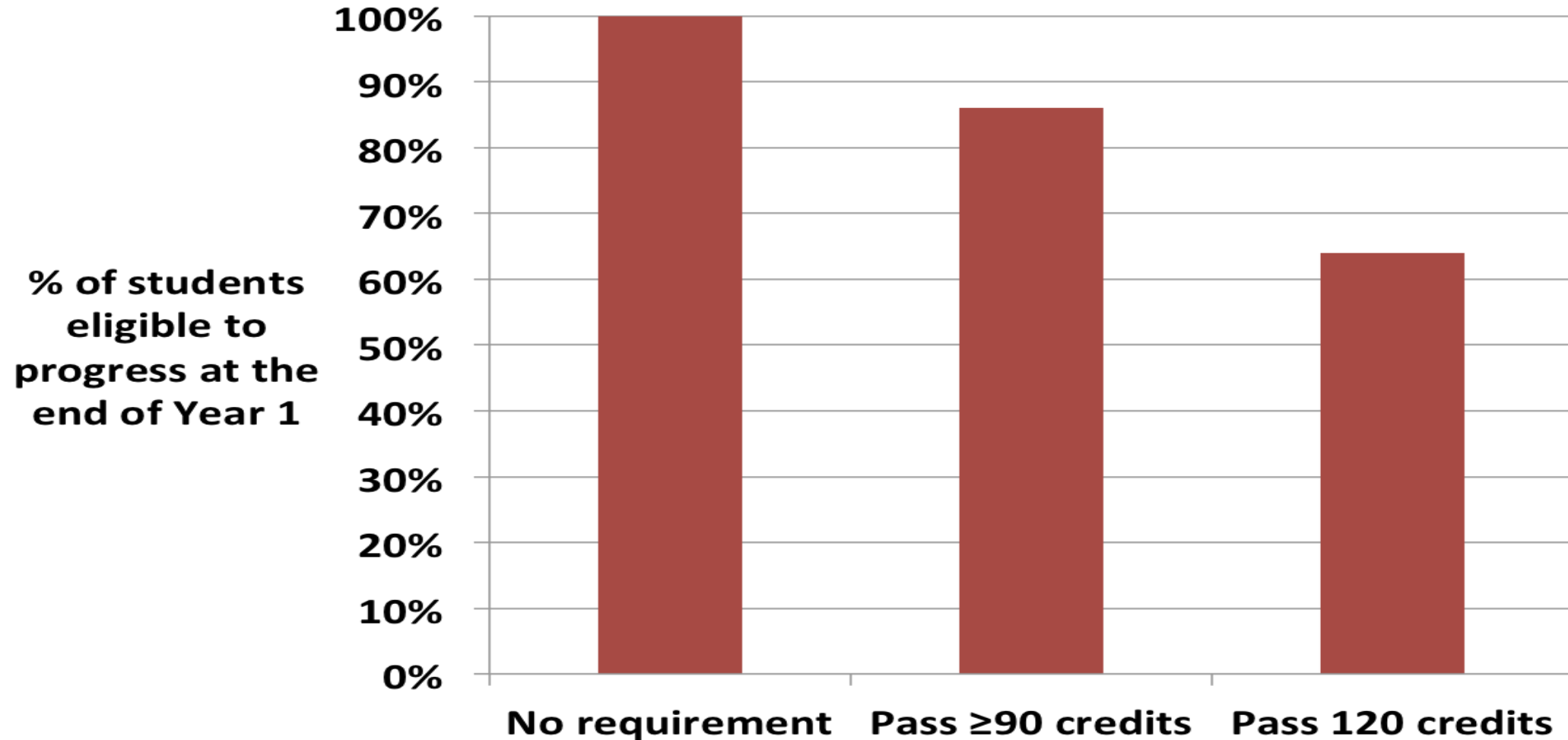
Requirements for progression

- Conditional/
Unconditional
- *Compensated
credits
included/
excluded*

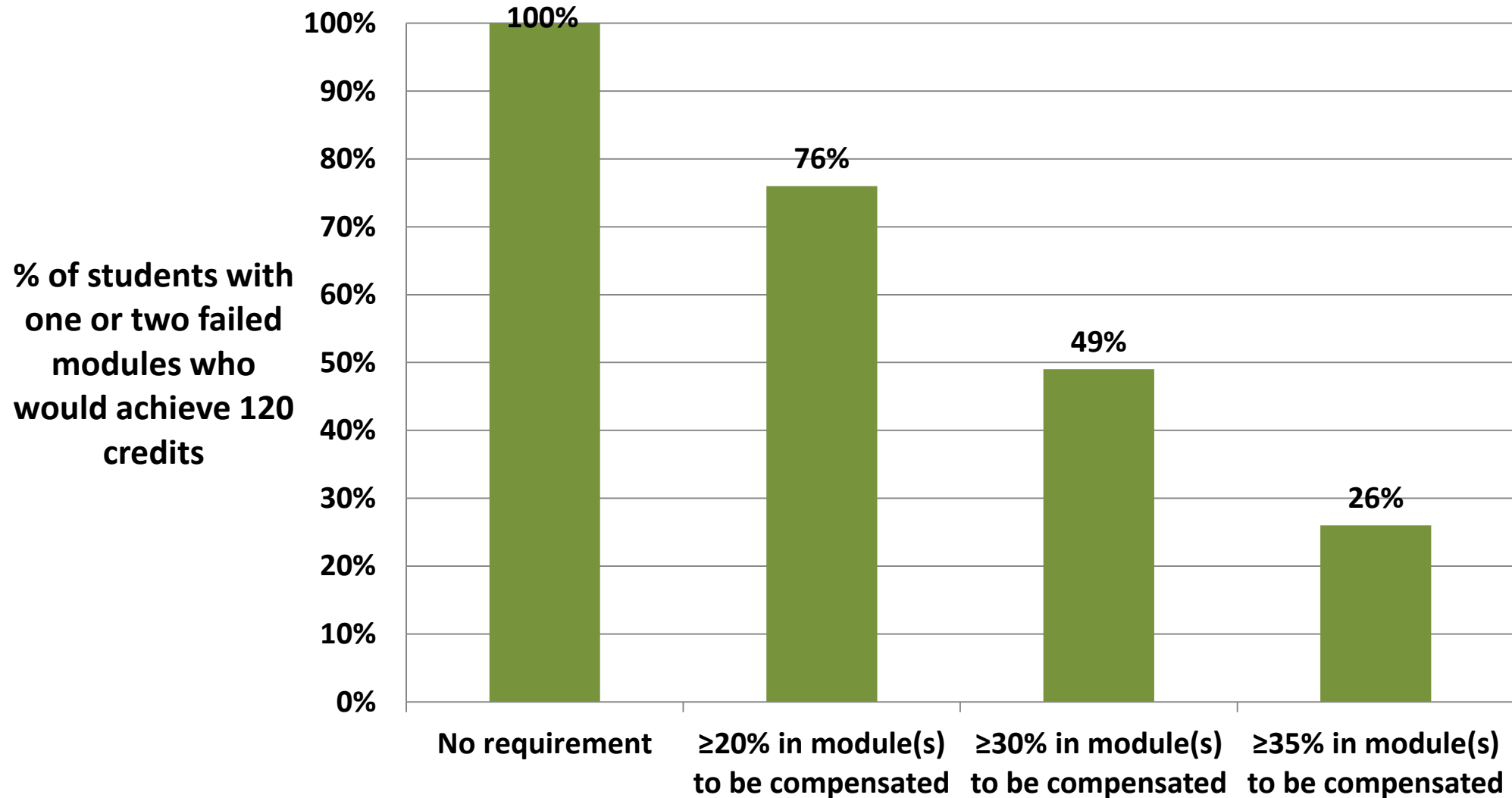
Impact of different rules for passing modules



Impact of different rules for progression



Impact of different rules for compensation



The SACWG-NUCCAT Re-assessed Level 4 students project

What happens to re-assessed Level 4 students?

The project:

- compares the award outcomes of students who were re-assessed at Level 4 with those who passed first time
- is confined to 3 years Honours courses
- adopts four progression categories

Progression Categories

First timers: Students who passed all L4 modules at the first attempt

Re-assessed: Students who passed all L4 modules following re-assessment

Compensated: Students whose progression from L4 to L5 was not contingent on re-assessment following failure

Trailing: Students whose progression from L4 to L5 comprises a further attempt at assessment following failure at L4

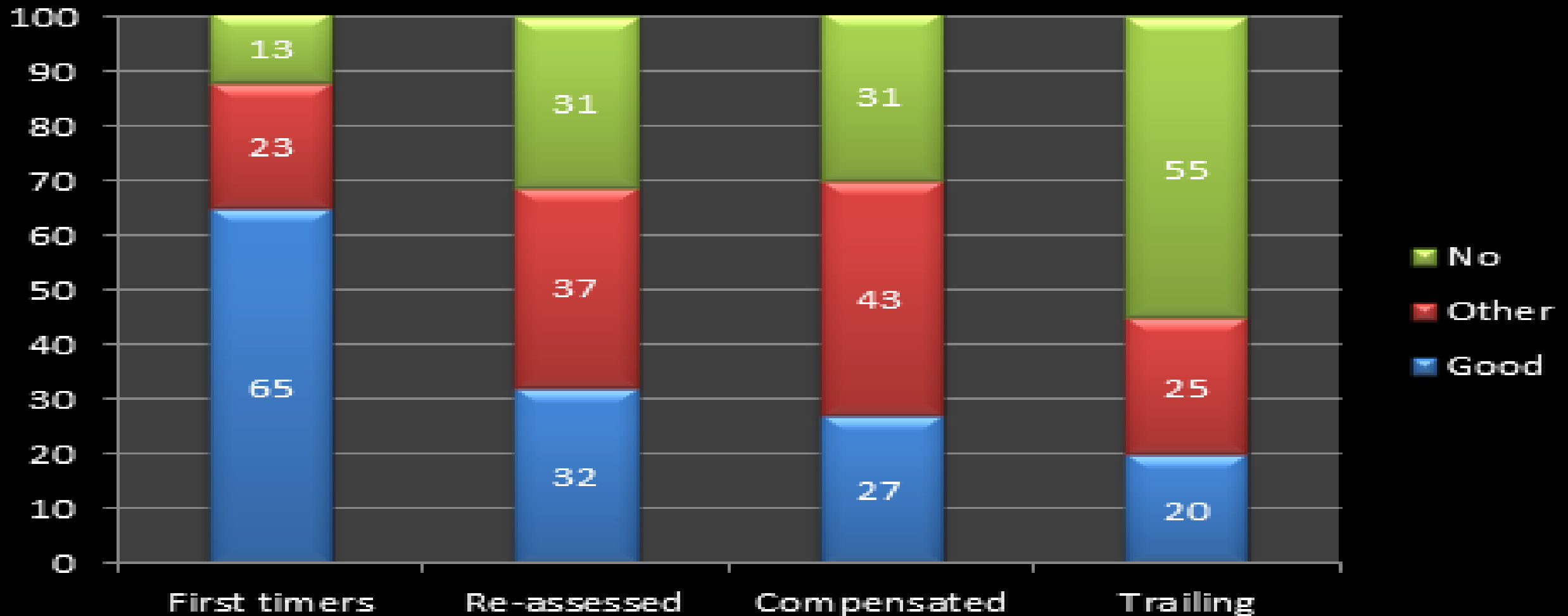
The Data

c20,000 results across 9 institutions

Census points A & B

The institutions' regulations reflect the regulatory variations found in previous SACWG and NUCCAT studies

Honours attainment by progression category at census point B



Key findings 1

First timers most likely to achieve a Good degree and **least** likely not to be completers

Almost **1 in 3** of both **Re-assessed** and **Compensated** likely not to be timely completers but **Re-assessed** more likely to achieve a Good degree than **Compensated**

Trailing most likely not to be timely completers and **least** likely to achieve a Good degree

Key findings 2

Despite the range of complicating factors (e.g., curriculum mix, mandatory and optional modules, intra-module compensation, student support systems), **patterns of performance** across the institutions are **broadly similar**.

Some questions for consideration

- a) What are the justifications, including educational rationales, for
 - 1 Automatic re-assessment
 - 2 Compensation/condonement
 - 3 Trailing of failed modules
- b) What are the relative merits of each of these strategies in supporting student retention and success?
- c) How important in assessing the relative merits of each of these strategies does their impact on completion time and degree class matter?
- d) To what extent should decisions about the progression of individual students be rule-based or dependent on 'professional judgement' (discretionary)?
- e) Is there a 'best' strategy for dealing with academic failure that maximises student retention and success?

References

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