

UCL Education Conference  
6<sup>th</sup> 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

- Educational development of programme

PMAP

- *Formal approval given*

Post-PMAP

- Module design (activities and assessment)

# Pre-PMAP stages

1

- Initial contact made using request form

2

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

3

- **Programme Design Workshops** - vision, learning outcomes, modules, **assessment**

4

- **Student Quality Reviewers** workshop (optional)

5

- **Follow-up Workshops (optional)** e.g. **assessment visualisation**, programme structure

6

- PMAP document - Arena signature confirming engagement.

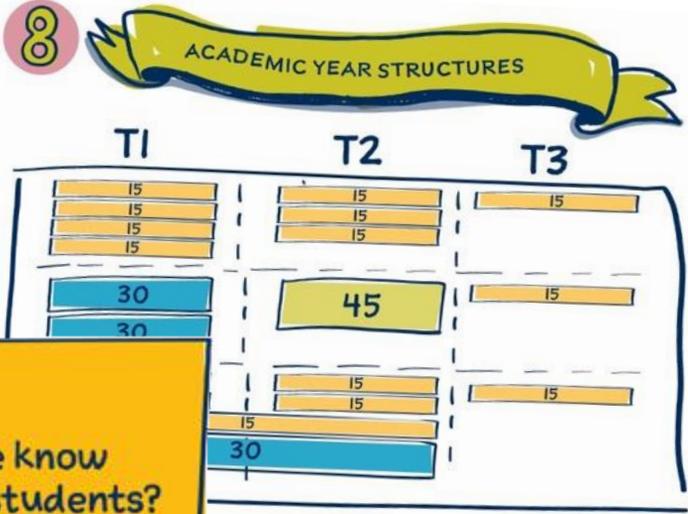
# Example programme design workshop activities

Summarise your programme in 50 words

Our vision!  
Our priorities

THE LOOK AND FEEL  
THE FEATURES

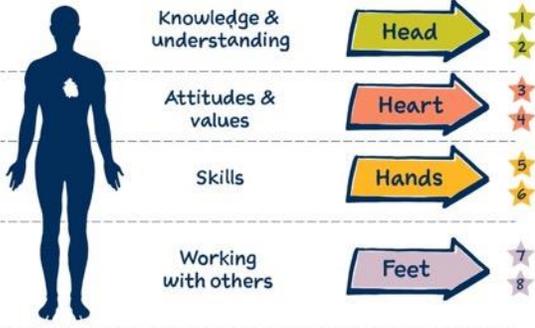
4  
What do we know about our students?



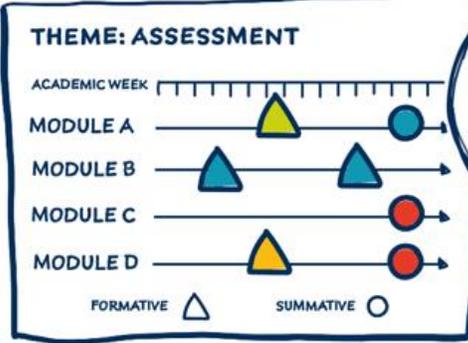
STUDENT REVIEW

What's distinctive about our programme compared with others?

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

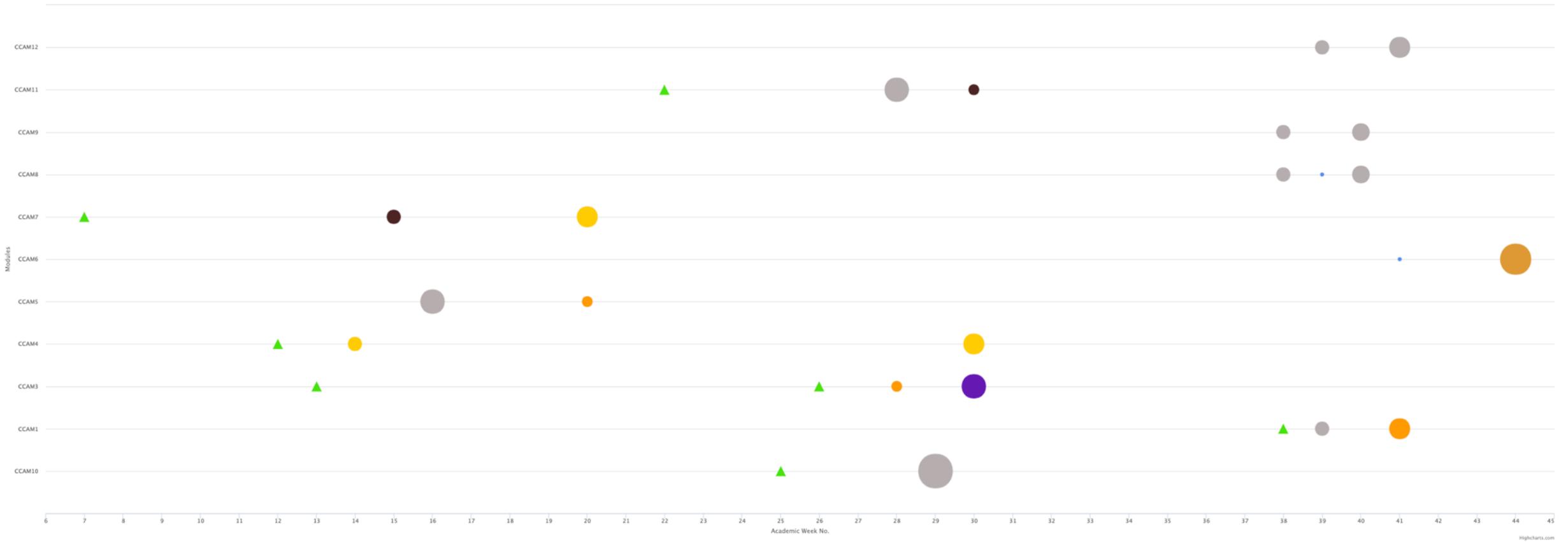


CHART (CONNECTED CURRICULUM - DIMENSION 5)

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

MASc CCA&M – Conservation of Contemporary Art and Media

Export



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 REPORT
- IN-CLASS TEST
- LAB REPORT
- LITERATURE REVIEW
- LOGBOOK
- MCQ TEST
- MCQ TEST/ESSAY
- ONLINE TASK
- OSCE
- PEER-TO-PEER FEEDBACK
- PERFORMANCE
- PORTFOLIO
- POSTER PRESENTATION
- PRACTICAL
- PRESENTATION - GROUP
- PRESENTATION/ORAL
- PRESENTATION/ORAL WRITTEN COURSEWORK
- PRESENTATION/ORAL WRITTEN REPORT
- PROFESSIONAL/PROGRAMME REQUIREMENTS
- PROJECT
- PROJECT/DISSERTATION
- QUIZ
- REFLECTION / PEER EVALUATION
- SUMMATIVE ASSESSMENT
- SUPERVISOR ASSESSMENT
- TAKE-HOME EXAM
- TIMED ESSAY QUESTION
- TIMED SBA PAPER
- VIDEO LOG (VLOG)
- WRITTEN COURSEWORK
- WRITTEN REPORT

# Post-PMAP stages

1

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

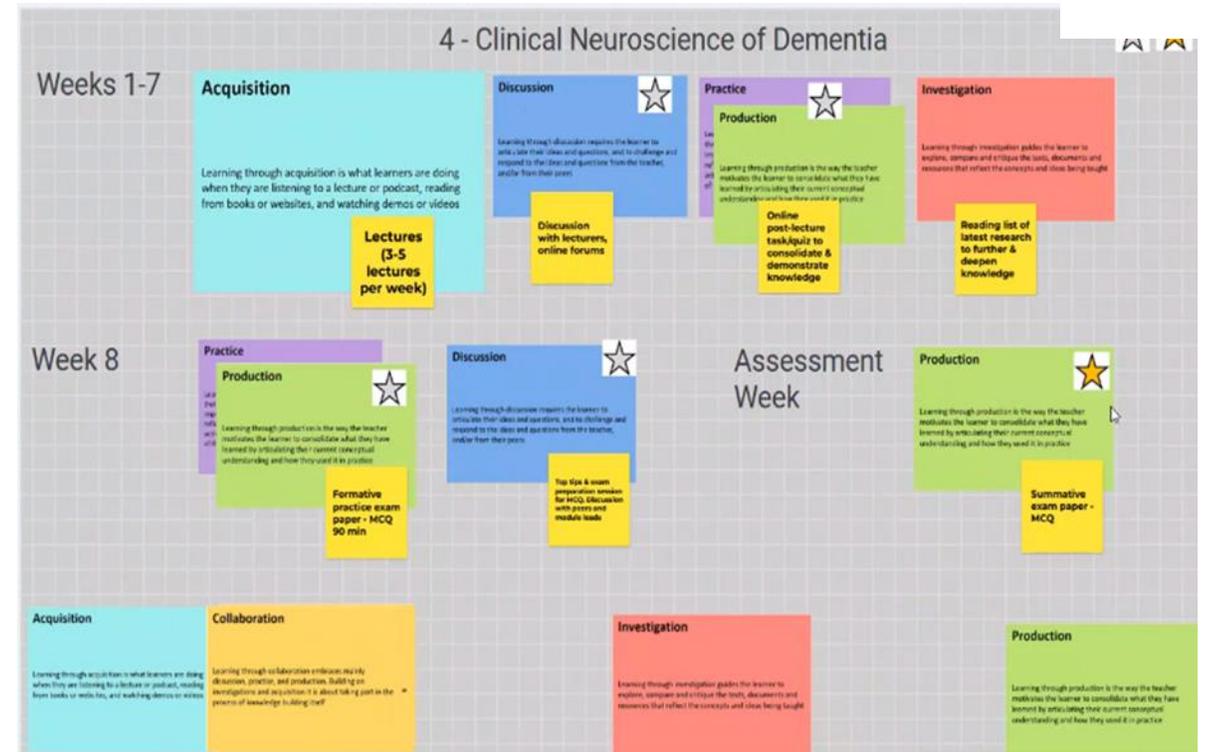
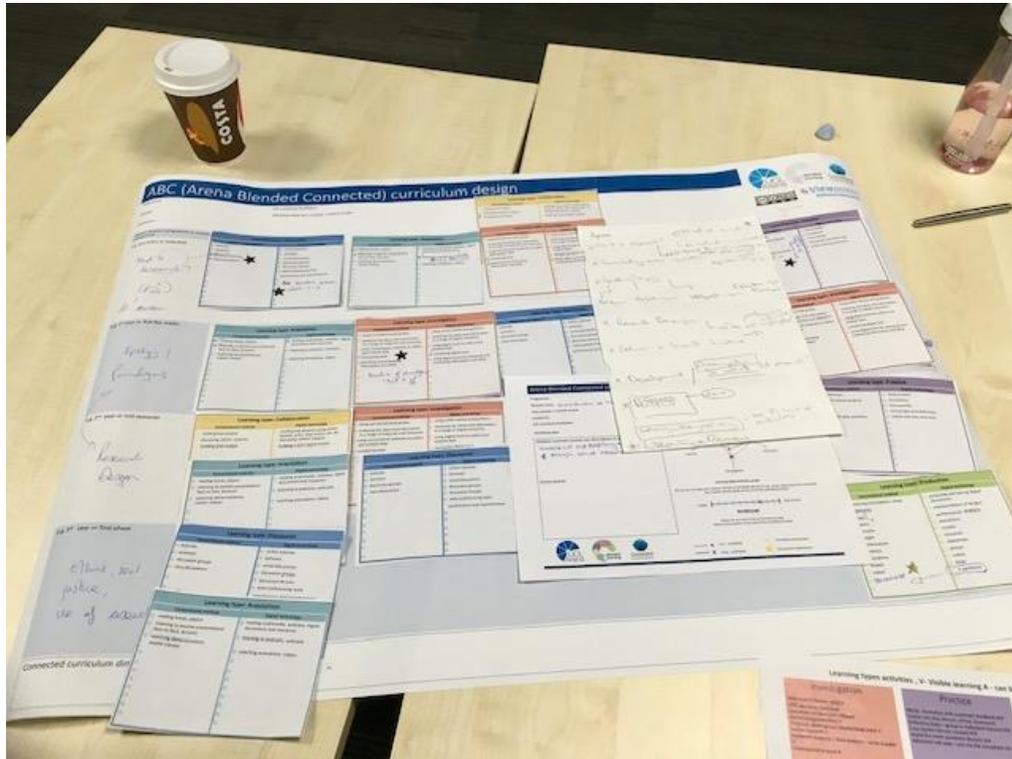
2

- **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 is a navigation bar with 'Home', 'Browser', and 'Designer' tabs. The 'Designer' tab is active, and the 'Timeline' and 'Analysis' sub-tabs are visible. The main area contains several form fields for creating a new design:

- Name:** ABC LD Luxembourg session
- Topic:** Topic
- Learning time:** 3 hours 20 minutes
- Designed learning ti...:** 2 hours 59 minutes
- Size of class:** 20
- Description:** Description
- Mode of delivery:** Wholly online
- Aims:** Introduce ABC LD method
- Outcomes:** Use, Produce, Evaluate

On the right side, there is a pie chart with four segments labeled 'Pro', 'Ana', 'Da', and 'Inq'. Below the form fields, there are buttons for '+ Add TLA', 'Expand notes', 'New design', 'Import design', 'Export design', 'Share', and 'Save'. At the bottom, there is a timeline view with three parts:

- Part 1 - ABC:** Read Watch Lister (5 minutes), intro, Produce (10 minutes), 10' Activity: Tweet your course - chat window or @abc\_ld
- Part 2 - Learning Designs:** Discuss (10 minutes), 10' Activity: Look at online alternatives on ABC Activity Map, discuss, Practice (10 minutes), 10' Activity: Review your pedagogical design needs/changes
- Part 3 - Learning Design Changes:** Discuss (5 minutes), 5' Discuss where do changes go/what changes did you do?, Produce (10 minutes), 10' Activity: Add/review changes in Learning Designer



# ASSESSMENT HACKATHON

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 exam.

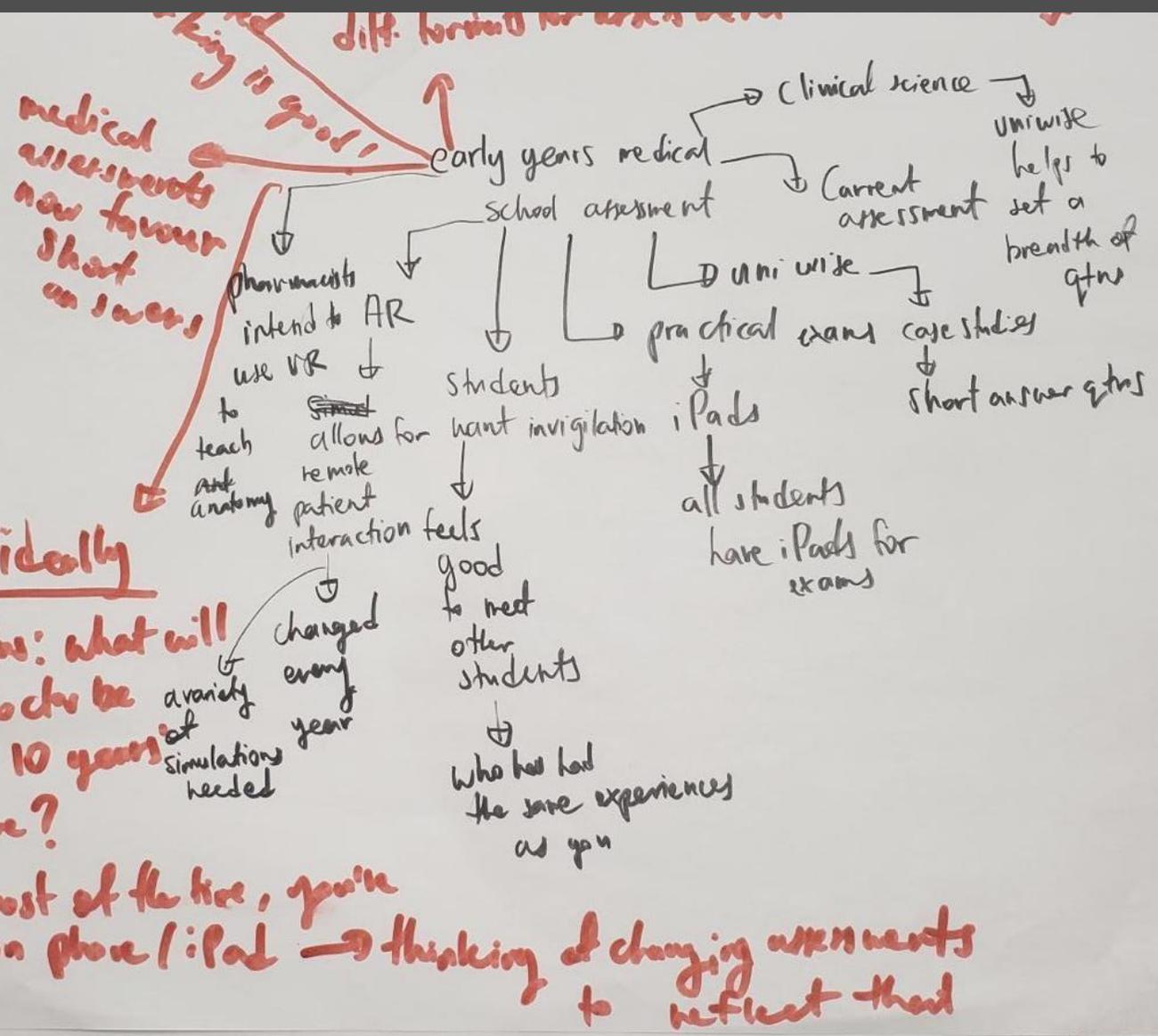
central resources

NatSci - learn from other programmes

Foundational skills in curriculum.

Support

each is relatively simple - Moodle or Wise



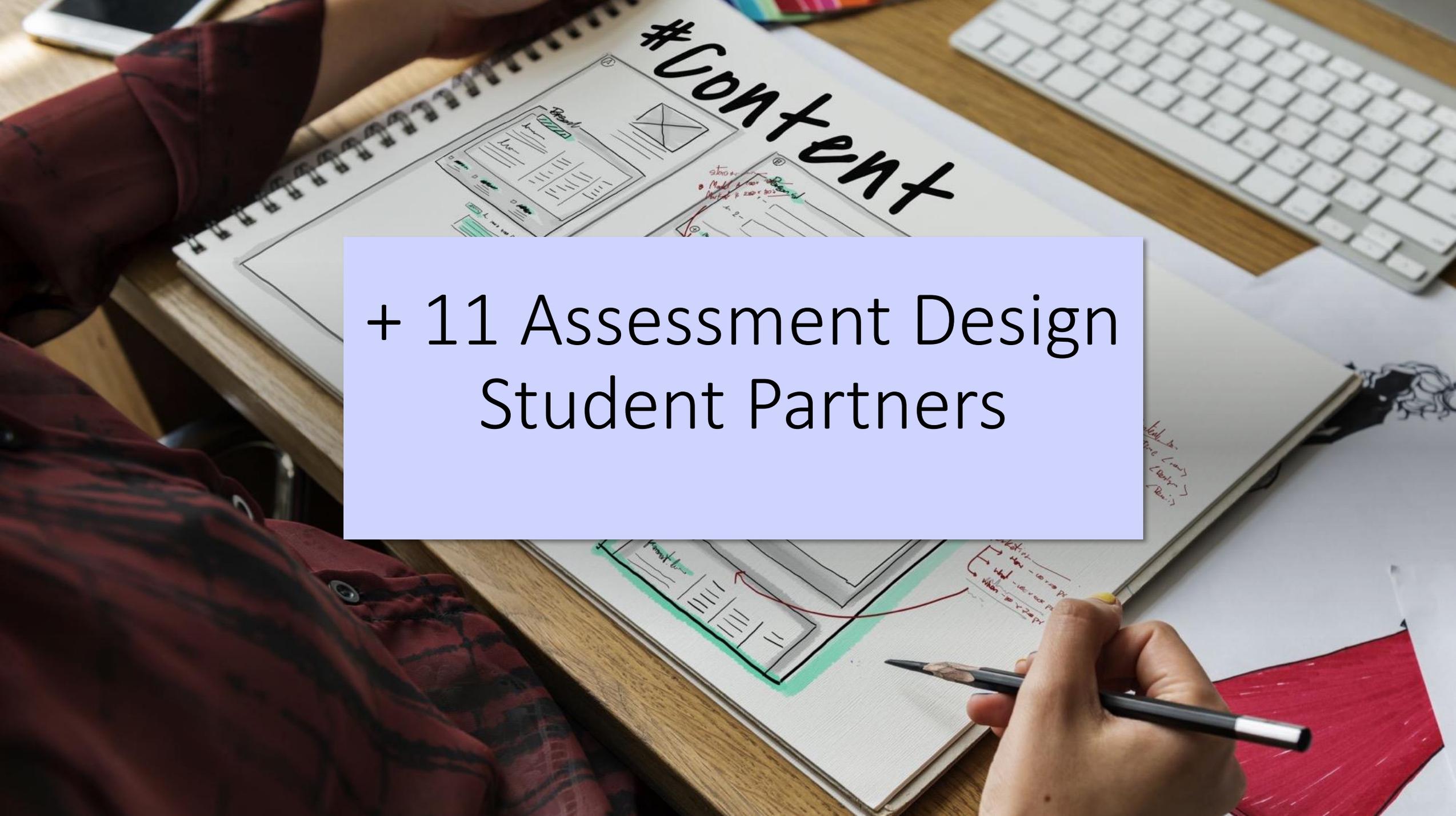


# Co-design and the 'Learning Lab'

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

#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.