

Using the
Assessment Experience Questionnaire
to engage
Course Teams
in the revision of
Programme-level Assessment Regimes

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Programme

- The AEQ
- The TESTA methodology that uses the AEQ
- Case study: TESTA data, interpretation, and change in a degree programme
- Discussion: working with course teams

Who we are...

- TESTA project, University of Winchester
- Transforming the Experience of Students Through Assessment
- Yaz: Project Director
- Graham: Consultant
- Tansy Jessop: Project Director & Lead Researcher
- 'Lead Researcher' in each institution
- Using the AEQ as part of evidence-based R&D with nine degree programmes across four universities
- ...spreading rapidly

Why a questionnaire about assessment?

- Poor NSS scores, but lack of diagnosis
- Many efforts to change assessment, but seldom driven by evidence or evaluated
- The most influential lever available
- FDTL funded 'FAST' project
- HEA funded research project

The AEQ

- Designed to measure the extent to which ‘conditions under which assessment supports learning’ are met
- Not about satisfaction and not just psychometrics (like the SEEQ)
- Based on theory and evidence + selected CEQ scales
- **Handout p2-4**
- Robust enough factor structure and scale coherence
- Good enough at distinguishing degree programmes (despite variations between modules)

Auditing assessment regimes

- No. of summative assessments
- No. of formative-only assessments
- % marks from exams
- % marks from coursework
- Variety of types of assessment
- Timeliness of feedback (days after submission)
- Quantity of written feedback (words)
- Quantity of oral feedback (hours)
- Handout p5

Focus group interviews

- To understand AEQ scores in relation to known pattern of assessment
- e.g. *Why do students say (on the AEQ) that they receive little useful feedback when the volume of written feedback is very high?*
- Transcribed, coded, and presented in ‘themes’ and ‘headlines’ to course teams

Relationships between assessment provision and AEQ scores

- Handout p5-6
- Criteria for a degree programme's assessment 'working'
- Assessment features associated with 'working'
- Assessment features associated with 'not working'
- Crucial difference from NSS: AEQ scores give strong clues about what might be causing the problems as there are relationships between educational provision and student experience
- Clear implications for direction of change to assessment regimes

Case Study

- Audit, AEQ and focus group data from one degree programme
- Handout p 7-14
- How the data is discussed with course teams
- Why they find it convincing and act on it
- The kinds of changes they make

Sustainability

- 3 year funded project, what happens next?
- Examples from Reading, UK and Curtin, AUS - through validation or re-approval process – EQUIP.
- Data is relatively easy and quick to collect but *slightly longer* to analyse, interpret and feedback.
- What is happening at Winchester to embed this work.
- Data alone is not enough.

TESTA web site

- <http://www.testa.ac.uk/>
- 'Manual' for using AEQ (free for use), undertaking audits, undertaking focus groups etc
- Much supporting material, including video lecture on pedagogic underpinnings, case material, 'norms' etc