7 May 2025: 07:00AM UTC

Lessons from implementing programmatic assessment

Joint with

AHE Network
Leading the development of assessment for learning in higher education

Hosted by
University of CUMBRIA

Webinar Hosts
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SHAPING THE FUTURE OF TERTIARY EDUCATION

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AHE: Leading Assessment for Learning in Higher Education

AHE Network – ahenetwork.org

AHE is an independent network focused on developing research-informed practice in assessment and feedback in HE.

International Executive Committee hosted by the LED Research Centre at the University of Cumbria in England.

AHE network and events across full range of subject disciplines and professional fields - evaluating, researching and developing theory, research, policy and practice in assessment and feedback.

AHE: Leading Assessment for Learning in Higher Education

AHE Conference 2025

Forum for critical debate of research and innovative focused assessment and feedback practice and policy.

Keynotes, peer-reviewed presentations, master classes from leading experts.

19 June – 20 June 2025   Manchester, England

Early bird until 21 May 2025 - ahenetwork.org

AHE: Leading Assessment for Learning in Higher Education

AHE Network Presentations

Jayne Pearson and Ayesha Ahmed (King's College London, UK)
Lessons learned from a programmatic assessment development project

Bas Agricola, Kitty Meijer, Lieke Ceelen and Liesbeth Baartman (Hogeschool Utrecht / University of Applied Sciences Utrecht, Netherlands)
Alignment between e-portfolio design and programmatic assessment curricula

Each presentation 15mins + 5mins for quick questions
followed by plenary debate in the second half of the session

Please post comments and questions in the chat.

AHE: Leading Assessment for Learning in Higher Education

Lessons learned from a programmatic assessment development project

Dr Jayne Pearson and Ayesha Ahmed
King's College London

With Professor Simon Walker and Anette Schroeder-Rossell

TASK (Transforming Assessment for Students at King's)

- **Assessment and Feedback framework**
- **Digital tools and AI**
- **Programmatic assessment pilot**

Transforming Assessment for Students at King's (TASK) | King's College London (kcl.ac.uk)
https://www.kcl.ac.uk/about/strategy/learning-and-teaching/task

Seeing assessment through the lens of the module does not accurately reflect the lived assessment experience of students'
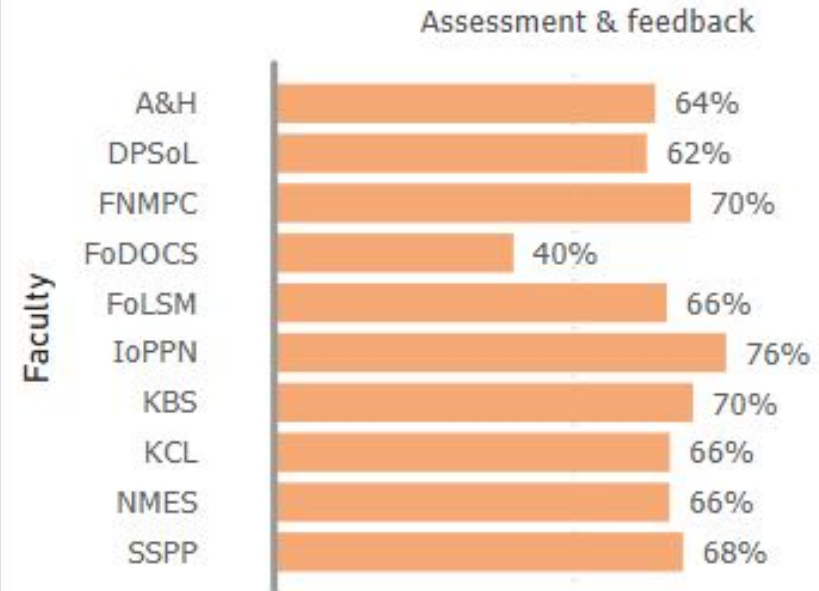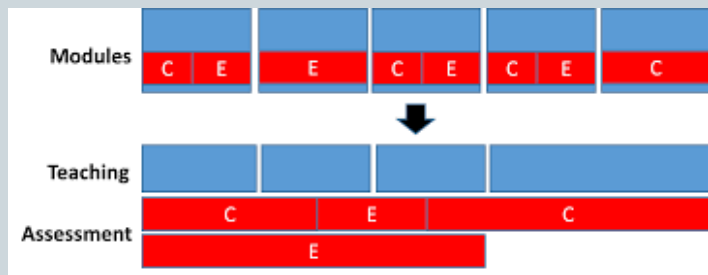(Jessop and Tomas, 2016 p8)

Catalysts

Research:

-Slow scholarship (Harland et al, 2015)

-Assessment for learning (Baartman and Quinlan, 2023)

-Employability and competency standards (van der Vleuten et al, 2010)

-GenAI and assessment security (Dawson, 2024)

Bar themes: Positivity by Faculty & Theme

Assessment & feedback

Faculty	Positivity
A&H	64%
DPSoL	62%
FNMPC	70%
FoDOCS	40%
FoLSM	66%
IoPPN	76%
KBS	70%
KCL	66%
NMES	66%
SSPP	68%

1. Learning from others in the sector

QAA

UNIVERSITY OF LEEDS

Modules

C E E E C E C E C

Teaching

Assessment

C E C

E

INTEGRATED PROGRAMMATIC ASSESSMENT NETWORK UK (IPAN UK)

Online Conference
17th September
Hosted by University of Leeds
Please register for link below
to join on the day

OUR FIRST HALF DAY ONLINE CONFERENCE

Join us online for the launch of the Integrated Programmatic Assessment Network UK (IPAN UK) – a network for academics and professionals specialising in assessment across the UK and beyond. This is an all day event to problematise, collaborate, and enjoy hearing all about integrated and programmatic assessment!
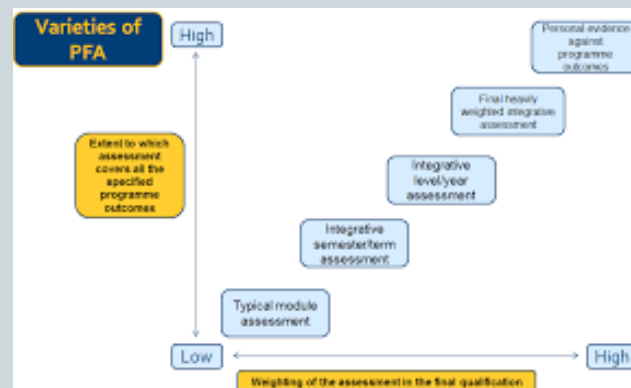
Our speakers:

Prof. Peter Hartley
University of Bradford

Dr Pam Birtill
University of Leeds

Dr David Tree
Brunel university

DISCUSSION & INSIGHT

SHARE PRACTICE   COLLABORATION

RESEARCH   NETWORKING

17 September 2024
Start From 10:00AM – 1:00PM
GMT+1
Register for ZOOM link

Register & call for contributors:

To register please complete this form:

If you are interested in speaking at this event please indicate on the form - in particular, we are looking for case studies of current practice.

Varieties of PFA

High

Personal evidence against programme outcomes

Final heavily weighted integrative assessment

Extent to which assessment covers all the specified programme outcomes

Integrative level/year assessment

Integrative semester/term assessment

Typical module assessment

Low

Low   High

Weighting of the assessment in the final qualification

Terminology? (Charlton, Weir and Newsham-West, 2022)

Programmatic assessment?

Programme-focussed assessment?

Synoptic assessment?

Systemic assessment

Programme level assessment?

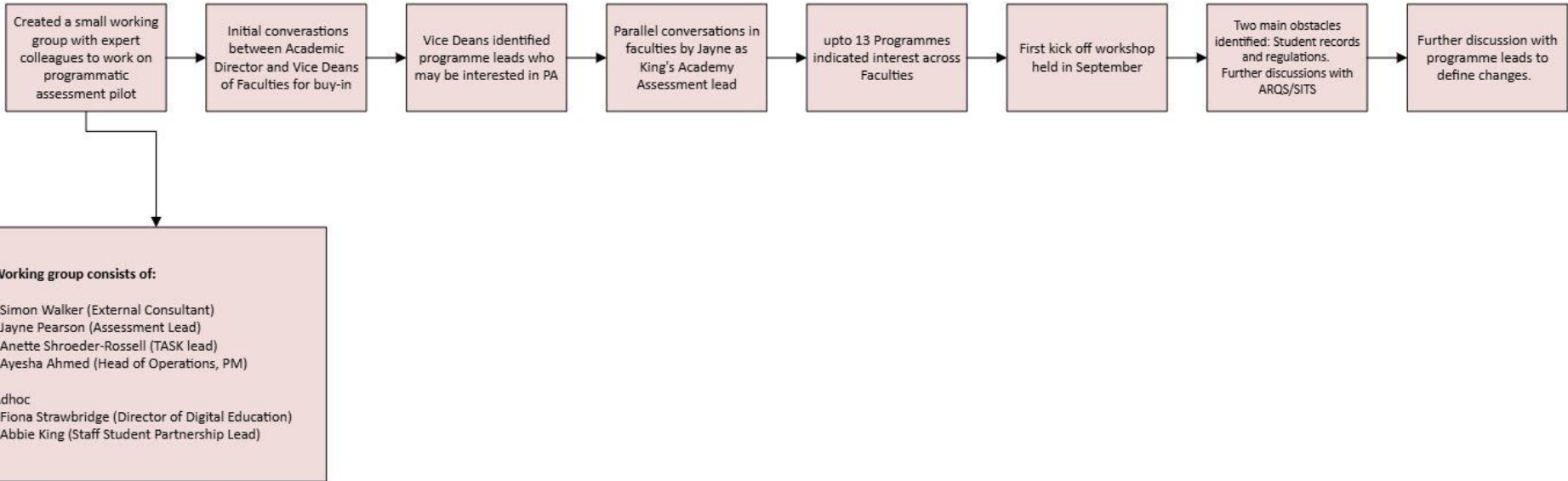Integrated Programme Assessment?

Capstone assessment?

2. Identifying and working with key stakeholders

The process of our development project

Created a small working group with expert colleagues to work on programmatic assessment pilot

→ Initial converastions between Academic Director and Vice Deans of Faculties for buy-in

→ Vice Deans identified programme leads who may be interested in PA

→ Parallel conversations in faculties by Jayne as King's Academy Assessment lead

→ upto 13 Programmes indicated interest across Faculties

→ First kick off workshop held in September

→ Two main obstacles identified: Student records and regulations. Further discussions with ARQS/SITS

→ Further discussion with programme leads to define changes.

Working group consists of:

- Simon Walker (External Consultant)
- Jayne Pearson (Assessment Lead)
- Anette Shroeder-Rossell (TASK lead)
- Ayesha Ahmed (Head of Operations, PM)

Adhoc
- Fiona Strawbridge (Director of Digital Education)
- Abbie King (Staff Student Partnership Lead)

3. Top-down championship and investment

- Investment and funding from senior management

- Having a single source of truth when it comes to programmes/modules that is already established

- Need for technology which supports programmatic assessment?

4. Bottom-up buy-in and culture shift

- Champions and allies through socialisation

- Conversations may need to be tailored, or flexibility required to meet 1:1 where needed.

- Constant sense check on language and definitions

- Obtaining a student perspective

- Community buy-in

5. Managing our expectations

- Managing losing momentum

- Expect that this will be a slow-moving process

- Small-scale pilots

- Being mindful of timelines

Next steps

Next steps

1.Receiving one proposal with more detailed articulation of change within programme: MSc Forensic Science

2.Aim to use this and work with ARQS/SITs in workshops to map this out further... and think of timelines and resource implications

3.Working with students to refine this and get buy in

4.Working with staff to refine and CPD

References

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- Charlton, N., Weir, K. & Newsham-West, R. (2022) Assessment planning at the program-level: a higher education policy review in Australia, *Assessment &Evaluation in Higher Education,* 47:8, 1475-1488

- Harland, T & Wald, N. (2021). The assessment arms race and the evolution of a university's assessment practices, *Assessment & Evaluation in Higher Education,* 46:1, 105-117

- Jessop, T. & C. Tomas. (2016). The Implications of Programme Assessment Patterns for Student Learning. *Assessment & Evaluation in Higher Education* 42: 6: 990–999.

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- UCL- CHART CHART   https://studentengagement.org.uk/

Alignment between e-portfolio design and programmatic assessment curricula

Lessons from implementing programmatic assessment: Preview of the Assessment in Higher Education Conference 2025

May 7, 2025

Bas Agricola, Kitty Meijer, Lieke Ceelen, Liesbeth Baartman

UNIVERSITY OF APPLIED SCIENCES UTRECHT

IMPACT YOUR FUTURE

Introduction

- Introduction HU University of Applied Sciences Utrecht, The Netherlands
- Concept of programmatic assessment
- Monitoring and Assessing e-Portfolio project
- Discussion

Lieke Ceelen

Liesbeth Baartman

Kitty Meijer

Bas Agricola

HU University of applied sciences Utrecht

- 37.495 students
- 3022 employees
- 103 programmes

Padualaan 97, Utrecht (PL97)

Padualaan 99, Utrecht (PL99)

Padualaan 101, Utrecht (PL101)

Heidelberglaan 7, Utrecht (HL7)

Heidelberglaan 9, Utrecht (HL9)

Heidelberglaan 15, Utrecht (HL15)

Bolognalaan 101, Utrecht (BL101)

Koningsbergerstraat 9, Utrecht

De Nieuwe Poort 21, Amersfoort

Studies on formative feedback

Assessment and Classroom Learning

PAUL BLACK & DYLAN WILIAM
School of Education, King's College London, Cornwall House, Waterloo Road, London SE1 8WA, UK

Formative assessment and self-regulated learning: a model and seven principles of good feedback practice

David J. Nicol & Debra Macfarlane-Dick

Focus on Formative Feedback

Valerie J. Shute
Florida State University

The Power of Feedback

John Hattie and Helen Timperley
University of Auckland

Many Higher Education curricula filled with assessments that

- Focus on fail/pass decisions

- Stimulate learning for the test

- Create high marking workload

- Divide teaching and assessment
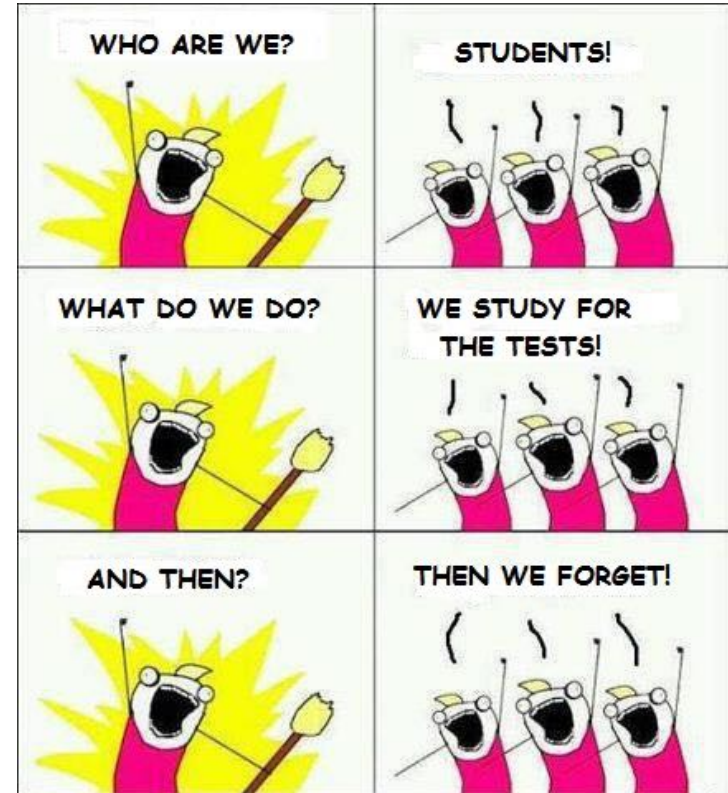
Studies with focus on assessment of/as learning

Assessment & Evaluation in Higher Education

ISSN: (Print) (Online) Journal homepage: https://www.tandfonline.com/loi/caeh20

Exploring students' feedback seeking behavior in the context of programmatic assessment

Liesbeth Baartman, Hanneke Baukema & Frans Prins

'This form could give me the courage to address otherwise undiscussed topics': student reasons for (not) impacting their feedback environment

Lieselotte Postmes, Renske de Kleijn, Rianne Bouwmeester & Marieke van der Schaaf

Measuring what learners do in feedback: the feedback literacy behaviour scale

Phillip Dawson, Zi Yan, Anastasiya Lipnevich, Joanna Tai, David Boud & Paige Mahoney
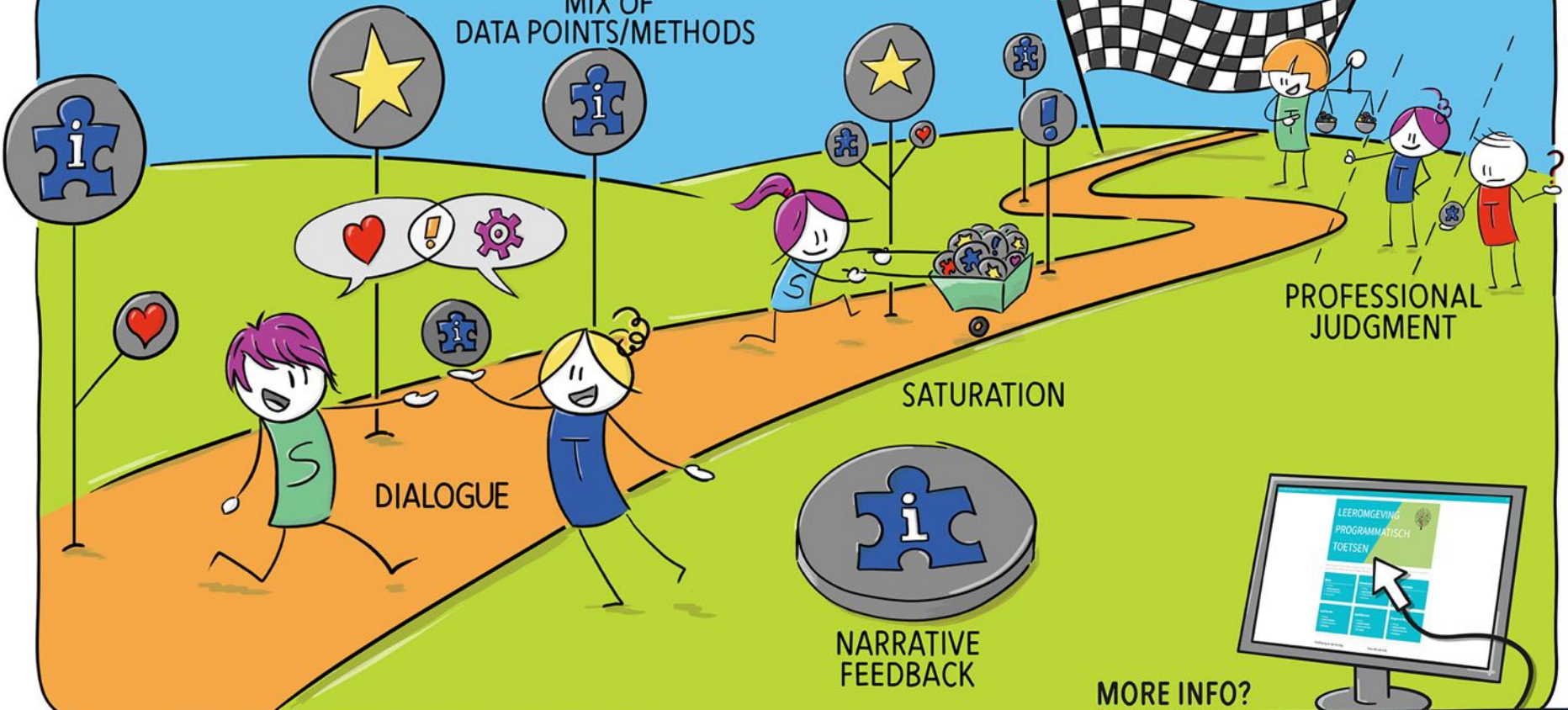
Programmatic assessment focuses on students' learning process

Low stakes

1 data point

Focus on feedback

Medium stakes

Multiple data points

Focus on diagnosis, new
learning goals

High stakes

Many data points
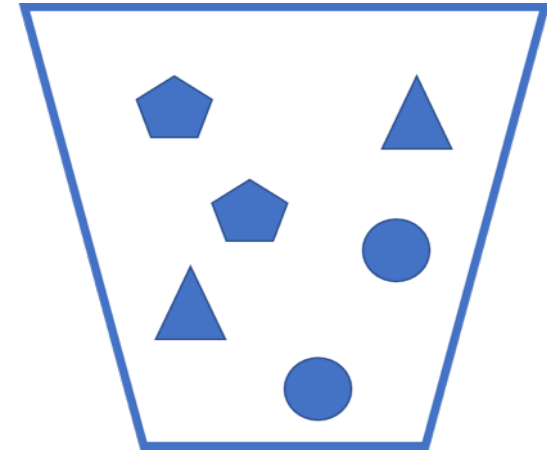
Focus on decisions
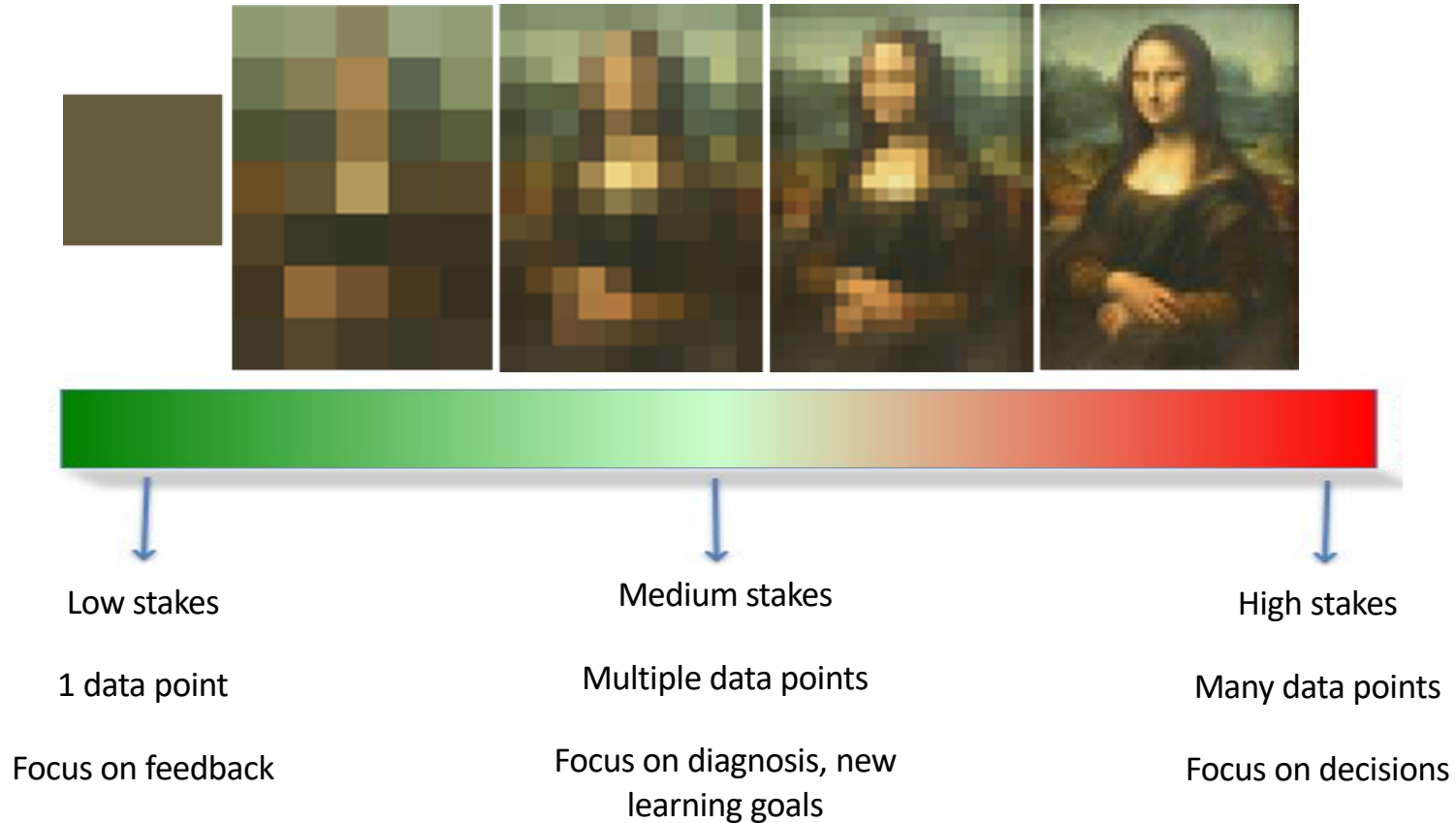
e-Portfolio to collect all datapoints and to assess the learning outcomes at stake but also to monitor the learning path of the student
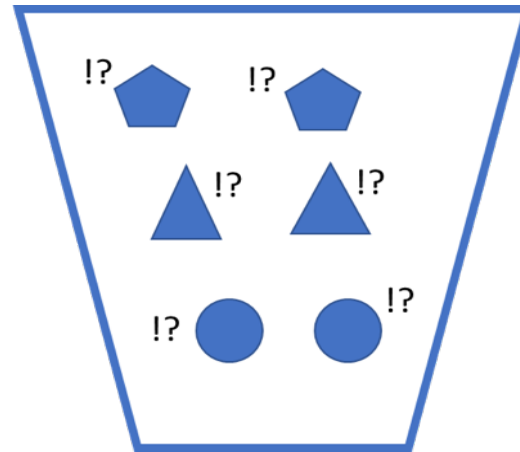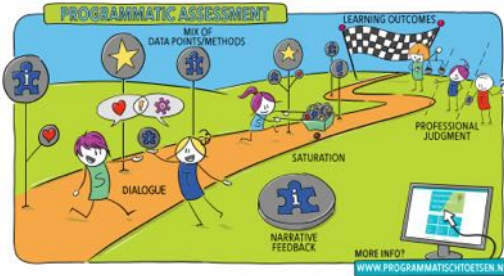
Monitoring and Assessment Portfolio for programmatic assessment

Traditional assessment portfolio

How are the programmatic design choices in the curriculum aligned with the configurations in the e-portfolio?

Method

- Design: explorative study

- Participants: ten programmes investigated, five in follow up.

- Instruments: semi structured interview protocols

- Measures: design choices in curriculum (study A), configurations in e-portfolio (study B), and student experiences with the e-portfolio (study C)

- Analysis: deductive thematic analysis

Study A: Design choices in curriculum

1. There are only fixed data points / there is an opportunity for free data points.
2. **All feedback perspectives are prescribed / students can choose feedback perspectives themselves.**
3. **The submission opportunities for feedback are fixed / have been left free.**
4. The programme does / does not have self-assessment as a data point.
5. Knowledge tests are /are not programmed as data points.
6. There is an assessment instrument that differs per data point / is the same for all data points.
7. A medium stakes decision has been set up to map out students' learning progress   only / to make a decision (e.g. about remediation and/or admission to high stake decision).
8. During the high stakes decision, *each* learning outcome is assessed at a satisfactory level / learning outcomes are assessed *holistically*.
9. During the high stakes decision, in addition to the portfolio, a performance of the student (criterion oriented interview and/or presentation) is / is not taken into account in the high stakes decision.
10. The teacher who supervises the learning process does / does not play a role in the high stakes decision.
11. The high stakes decisions take place every teaching term (quarterly) / every semester or year.

Source: Agricola, B.T., De Vos, M., Baartman, L., & Van Schilt-Mol, T. (2023). Towards a new balance in functions of assessment: shifting from formative and summative to a continuum of stakes. Eleven design choices in programmatic assessment [Factsheet]. HU University of Applied Sciences, Utrecht, The Netherlands. Doi: http://dx.doi.org/10.13140/RG.2.2.27443.20004

Study A Main findings: considerations cross cases

- Student Development as Focus
   Shifts emphasis from summative assessment to student development.

- Positioning Knowledge Tests
   Validating knowledge without becoming summative

- Structure vs. Student Autonomy
   Balancing program guidance with space for student choice.

Study A: Design choice of feedback perspectives

- Several programmes give students freedom to choose their feedback perspectives, sometimes also in the amount that can be used

Quote:

"If a student uses a lot of feedback moments, that shows me something about how a student has the need to demonstrate that he can do something. Or rather, already masters it" (Bachelor programme of Physiotherapy).

Study A: Design choice of submission opportunities

- Leaving feedback moments completely free is also seen by programmes as a risk for increasing the workload of teachers

Quote:

"You have to make trade-offs between putting the student in the lead as much as possible and organizing education well preventing high workloads for teachers" (Bachelor programme of Communication).

Study B: e-Portfolio components

Personal and educational information	Help and support
Learning objectives/ backbone	Evidence/ datapoints/ artefacts
Communication/ feedback	Reflection/ self assessment
Overview	Judgement/ decision

Alexiou & Paraskeva (2010)

Collins & O'Brien (2018)

De Jong et al. (2022)

Govaerts et al. (2020)

Oudkerk Pool et al. (2020)

Fallowfield et al. (2019)

Hunt et al. (2021)

Lu (2021)

Rich et al. (2019)

Scholz et al. (2017)

Tighelaar et al. (2005)

van der Schaaf (2019)

Leeruitkomst C1. Ontwerpcyclus
Het niveau per feedbackgever

Je toont aan dat je een krachtige leeromgeving voor een specifieke doelgroep in de onderwijspraktijk realiseert; dat je daarbij recht doet aan verschillen tussen leerlingen en aan actuele inzichten in vakinhoud en vakdidactiek; dat je daarbij de volledige ontwerpcyclus doorloopt, vorm geeft aan leerlijnen en leerarrangementen en vernieuwende en geschikte onderwijsmaterialen ontwikkelt.
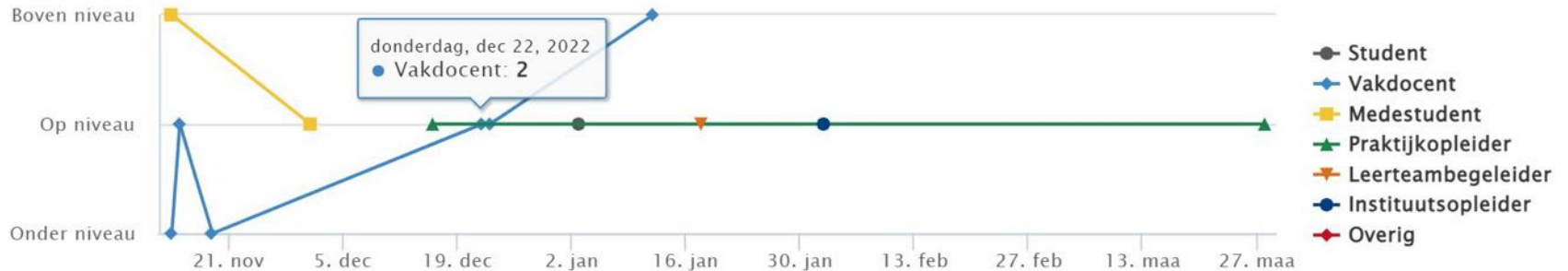
- Consideration for almost all the design choices = student in the lead results in information overload (Mechanical engineering)

Study C student experiences with the e-portfolio

- Design: focusgroup interviews

- Participants: students of five programmes in follow-up.

- Instruments: semi structured interview protocol

- Analysis: deductive thematic analysis
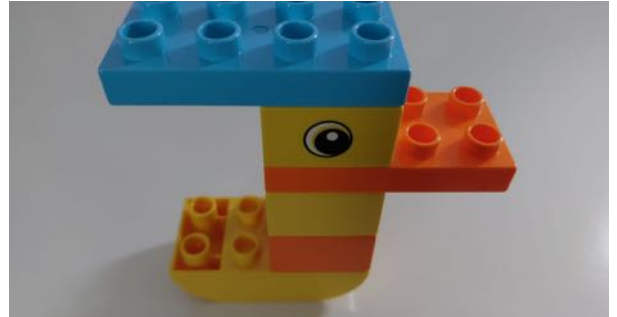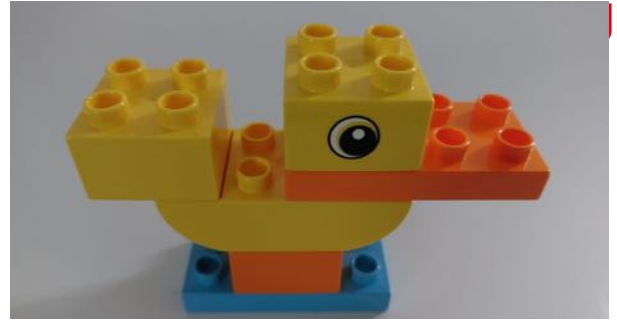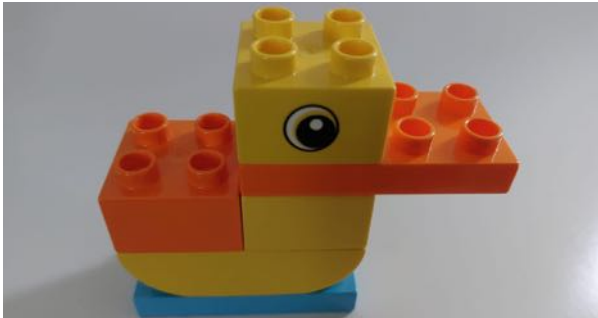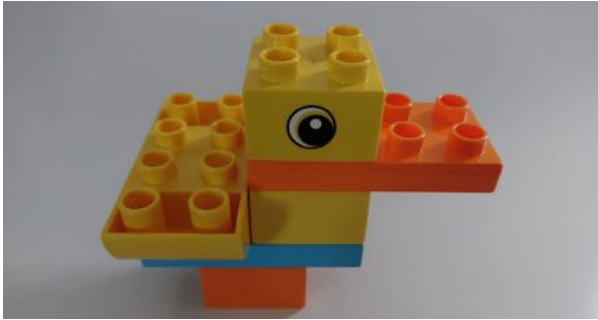
Programmatic assessment is a concept!

Set of design principles + deliberate design choices based on the vision on assessment = creating own curriculum

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Questions?   bas.agricola@hu.nl

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Principles of programmatic assessment (Heeneman et al., 2021)

Table 2. Final Ottawa 2020 consensus principles of programmatic assessment after input of the expert group and Ottawa attendees, changes as compared to Table 1 are indicated in bold.

1	Every (part of an) assessment is but a data-point
2	Every data-point is optimised for learning by giving meaningful feedback to the learner
3	Pass/fail decisions are not given on a single data-point
4	There is a mix of methods of assessment
5	**The method chosen should depend on the educational justification for using that method**
6	The distinction between summative and formative is replaced by a continuum of stakes
7	**Decision-making on learner progress is proportionally related to the stake**
8	Assessment information is triangulated across data-points towards **an appropriate** framework
9	High-stakes decisions (promotion, graduation) **are made by in a credible and transparent manner, using a holistic approach**
10	**Intermediate review is made to discuss and decide with the learner on their progression**
11	Learners have recurrent learning meetings with (faculty) mentors/**coaches** using a self-analysis of all assessment data
12	**Programmatic assessment seeks to gradually increase the learner's agency and accountability for their own learning through the learning being tailored to support individual learning priorities**

Webinar Series

Webinar Session feedback

With thanks from your hosts

Professor Geoff Crisp,
Retired Deputy Vice-Chancellor & Vice-President Academic
University of Canberra
g.crisp[at]canberra.edu.au

Dr Mathew Hillier,
Adjunct A/Prof University of Canberra (ex - Macquarie University)
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