

Pseudo-synoptic assessment as a way to aid the student re-assessment journey.

Russell Crawford, Falmouth University, England

Discipline / subject: Education, Learning and Teaching

Academic level / students: Level 4 undergraduates

What we did:

Students who do not engage in deep learning often struggle with the narrow requirements of re-assessment, adopting a surface-learning approach which does not help them prepare for more advanced levels of study. Our main rationale in developing a pseudo-synoptic assessment mode was to help referral students demonstrate deep learning in an approach designed to be inclusive and aid students rigorously meet re-assessment learning outcomes while demonstrating the deep learning associated with a synoptic-like approach to assessment. Our work looked at a way to implement this approach including the associated guidance to operationalise in a cross-disciplinary way.

The pedagogy underpinning our approach focuses on learning outcome demonstration which takes on different meanings depending on whether skills-based or knowledge-based and the nature of the discipline, preserving the educational level of challenge whilst remaining equitable for all students.

How we measured efficacy:

We ran a small-scale pilot (c.24) student who were in poor academic standing across several Level 4 courses. These students were offered a pseudo-synoptic assessment mode as a way they could retrieve their academic position and demonstrate meeting several course-level learning outcomes *via* one bespoke synoptic-like assessment. Our metric of success was their continuation following assessment. Our pilot had a success rate of 22/24 students continued to the next level of study.



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All enquiries:

Email: communications@advance-he.ac.uk

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