



Figure 4. Grade Bands for 2011 – 2012 Cohort

This chart indicates the range of grades for each module during 2011 – 2012. Similar results were seen for the second program when comparing year on year module statistics. A better picture of the impact on progression and grades will become clearer as additional year on year data becomes available.

6. Conclusions

The style of assessment appears to have been well received by both staff and students. Students indicate that this model has a positive impact on their learning and the staff indicated that the assessment becomes more contained within the taught sessions.

Initial findings indicate a positive impact on NSS results, student progression and achievement along with some interesting insights into usage patterns of the software.

The students' voice indicates that they wanted more of the same type of assessment, more one to one contact longer time spent in lab based study.

Tutors suggested that it may be wise to provide more explicit instruction (via on-line video) as to the mechanics of the process. By providing a printed log book there is now a document that becomes a central focus of the dialogue and a record of the assessment process. Strengthening the team based elements of the assessment process has both served to strengthen

the underlying pedagogy and make better use of the time spent in dialogue. It is the conclusion of the author that this project is worthy of further research and development.

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8. References

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