

TLC Project Assessment Case Study

Assessment Strategy	Practically Assessed Structured Scenarios
Subject and module	HND and BA (Hons) Events Management courses. Combined assignment across 3 modules: Operations and Project Management; Event Production and Management of Human Resources.
Useful for students who are:	
Keywords	Practical Assessment Structured Scenarios, OSCE, events management
Assessment activity	<p>The Practical Assessment Structured Scenarios PASS, concept was introduced in 2004-5 with a degree of success based on Objective Structured Clinical Examination (OSCEs) used in both medical and veterinary assessments.</p> <p>Insufficient research was completed at the time of the first assessment in 2004/5 for us to be fully confident of its validity and reliability as a form of assessment therefore this year the project for ourselves will be threefold. Firstly we will research the validity and reliability of the assessment technique and will explore the management requirements to support the student experience and will determine if it has relevance for events management disciplines.</p> <p>In 2004-5 120 students attended the 2.5 hour assessment period in pre-allocated groups of 6. 50% attended in the morning and 50% in the afternoon. There were 5 rooms/stations, which were duplicated, and each group of 6 students visited 5 different rooms for a 20 minute assessment exercise, and within the 30 minutes moved onto the next room for another exercise. The exercises in the rooms are mapped from the learning outcomes for three modules.</p> <p>Last year the operations management strand had the students imagining that they had won the contract for a major supermarket chain's Annual Family Fun Day for 20,000 people and they were given a sheet on which they completed questions regarding stakeholder analysis; capacity planning for the caterers at the event; costs which they would incur if certain scenarios happened and how they would use a quality control cycle to minimise/eliminate problems. This year (2006) will involve the students working in voting type booths re-arranging pre-cut words of event planning models into order, and interviewing a supplier, represented by another member of staff, as to how they evaluated their performance at a 10K mass participation road race.</p>

	<p>The IT station focused on data analysis using computer software. Laptops were set up with SNAP installed and a data file containing 200 cases. They had to do 3 exercises including a cross tabulation and chi-squared analysis to detect whether there was a statistically significant link in the data presented.</p> <p>The health and safety and law structured scenarios 'revolved' around a dance club at a venue on two floors. The students were given large photos of each room and line drawings. The first part of the exercise was group based and required them to discuss in 5 mins what steps they should take following the comments received from an unannounced visit by an EHO. They had 5 mins to put the results of their discussions and any sketched solutions onto a flip chart and then they had 5 mins to defend their proposals to the assessor. The final 5 mins was to answer individually on paper questions related to major electrical components for a music production in a theatre. Whilst this was being completed the tutor-recorded marks for the first element of PASS.</p> <p>The event production and risk assessment scenario was based on video footage taken previously at a live music event and students were asked to watch this and make comments.</p> <p>The fifth scenario asked them to assume they were an event planning company contracted to produce a live televised concert by Kaiser Chiefs to an audience of 92,000 fans. They were given pictures of the park space and OS plans of the site. They were also given 21 'fuzzy felt' items to place onto the site plan and they had to justify the positioning to the tutor. Digital photographs were taken of their decisions prior to its being reset for the next group. The 21 items included crush barriers, firework firing points, LED screens, generators, monitor speakers, FOH lighting desk and chain motor hoists for the lighting and sound on stage. They also had to outline the order in which the site would be built up.</p>
<p>How does this assessment improve student learning?</p>	<p>The results and answers to this section will be clearer following the forthcoming PASS day.</p> <p>The students are generally very motivated by this style of assessment, although on early review a few students said they like exams and essays!</p>
<p>Underpinning assessment theory links</p>	<p>Validity of OSCE: Wilkinson, Newble, Wilson, Carter and Helms (2000); Mapping and matching learning outcomes to content: Harden and Gleeson, (1979; Selby, Osman, Davis and Lee (1995); Content validity: Newble, Dawson, Dauphinee, MacDonald, Mulholland, Page, Swanson and Thomson (1994); Fairness and reliability of assessments: Wilkinson, Newble, Wilson, Carter and Helms (2000), Wakeford (1999); assessing large groups of students:</p>

	<p>Harden and Gleeson (1979), Newble and Swanson (1998); The validity of OSCEs : Wilkinson, Newble, Wilson, Carter and Helms (2000), Hamann et al (2002); Newble (2004). Importance of modules being fairly represented and weighted and content validity: Newble, Dawson, Dauphinee, MacDonald, Mulholland, Page, Swanson and Thomson (1994). Boursicot and Roberts (2005) testify to the value and impact of OSCE assessments</p>
<p>What went well</p>	<p>Staff feedback We had anticipated a successful day since all of the team had been highly motivated and innovative and we had planned the day for Friday 13 May 2005 without fear or doubt. Much of the success was down to the vast amount of planning and logistic management. All marks were standardised on the day and were entered by an administrator by 10.00 am the next working day. We considered that the results are reliable, consistent and accurate and that the actual scenarios used and the responses required were valid and they represented core issues in the two modules and could be applied practically in a work based situation. It showed that OSCE can be successfully transferred from one academic discipline to another.</p> <p>Student feedback was obtained by focus groups.</p> <ul style="list-style-type: none"> • Good balance between individual and group work • Enjoyed the fact that it covered different subjects areas • Felt it covered all aspect of the year well • Made good use of skills • Realistic to working environment • Unhappy at marks being awarded for group work when some groups felt that they were carrying members • Time allowance for some activities needs to be reviewed....both more and less • One diagram was not clear enough • Learnt lots more in anticipation than was needed on the day. <p>In 2006 a much more in depth statistical analysis will be undertaken to compare the marks across the range of modules for this cohort, and intra station.</p>
<p>What could be improved</p>	<p>Some of the objectives to be considered in 2006 PASS assessment</p> <ol style="list-style-type: none"> 1. Construct an examinable problem list for developing 'structured scenarios' 2. Evaluate validity by correlating station scores with the total PASS score. 3. Test inter-station reliability or internal consistency and measure station scoring and standard setting. 4. Consider the inter-examiner reliability by assessing the coefficient of correlation.

	<ol style="list-style-type: none"> 5. Provide data on student performance and station performance as well as providing feedback on how the logistics and process could be improved. 6. Examine student experience, student expectation and student achievement by conducting research into previous results from traditional methods of assessment 7. Explore the teaching and learning requirements to support the student experience, motivation and resulting success 8. Identify if students with special needs are disadvantaged and what additional support they may require 9. Measure if this form of assessment impacts on student learning, knowledge transfer and progression 10. Evaluate the impact that this method of assessment has on the staff involved and the process of assessment 11. Collate the findings, reporting and dissemination – to present the results of the study 12. Recommend ideas for new scenarios based on research and experience <p>Construct and test a blueprint to establish whether this mode of assessment has relevance for other vocational disciplines</p>
<p>What support for staff is needed to implement this method of assessment?</p>	<p>A staff training session on the theory behind OSCE and how it can be transferred to a different discipline. Advice/guidance on how to create a blue print of learning outcomes and how to map across scenarios, which assess the learning outcomes. There is a great deal of planning for the day, for room layout, scheduling the students; preparing the stations/rooms; training the buddies so that there is internal consistency between examiners. Booking and training of the stewards to guide the students to the correct rooms. Consideration of student disabilities and how these can be managed. Consideration of part time students. Ideally use video footage of previous day, and rehearsal with students for timing of exercises for staff information..</p>
<p>What support for students is needed to implement this method of assessment?</p>	<p>Some mock element/video footage is needed in order to show students what to expect.</p>
<p>What are the time implications?</p>	<p>There is a fairly large amount of preparatory work involved in setting up the stations, staff training, and preparing scenario material. However, this is compensated by the reduction in time spent marking exams, and the speed with which the marks can be moderated and entered into the University record base. Like many novel assessments it should be emphasized that this is ‘up front’ work, the</p>

	benefits of which accrued in subsequent years. It does need organisation, discipline and a team of staff to tackle large student cohorts in one day.
Other resource implications?	A sample of the assessment is videoed for external moderation purposes.
What are the risks?	Not planning sufficiently and therefore having problems on the day. The scenarios being too long and complicated to finish within 20 minutes. There must be a match with what has been taught, what the learning outcomes are and what is assessed.
How can these be minimised?	Meticulous planning. Sufficient involvement of all staff so that the advantages can be accrued. Motivating the staff. Reassuring the students.
Implications for dyslexic students?	The steward who is guiding the students around was on hand to either read out the questions where they were written and to write the answers for the student where written answers were required.
Institution where this was trialed	UK Centre for Events management, Leeds Metropolitan University.
Lecturer	Julia Tum j.tum@leedsmet.ac.uk
CATS	
Level	2
Compulsory/optional	Compulsory
Relationship to other modules	Equal to each other. However different assessment methods make up the remaining assessments within each module which undertook the PASS assessment.
Delivery pattern	Lecture/ tutorial/workshop
Student profile Year 2004/5	
Learning outcomes assessed in 2005	<p>Event Production</p> <ul style="list-style-type: none"> • Create set designs and make safe and effective use of lighting, sound and other multi media technology for a range of events • Appreciate the hazards presented by event production media and technology • Show an understanding of the means to ensure competence within the production crew and be able to implement structures for the effective operational management of the production team. <p>Operations and Project Management</p> <ul style="list-style-type: none"> • Identify and apply operation management tools and techniques • Recognise the importance and relevance of contracts, the procurement process and outsourcing • Apply project management tools to develop and manage an event <p>Evaluate the effectiveness of an event</p>

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Assignment Brief and assessment criteria to be attached
