

UNIVERSITY COLLEGE **GHENT**
MEMBER OF GHENT UNIVERSITY ASSOCIATION

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SASSO

A System To Assess And Score
A Trainees Performance

Method And Possibilities

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**INTRODUCTION
PROCEDURE
ECTS
FEATURES**

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INTRODUCTION and TERMS

- For our (speech therapy) students a trainee period lasts approximately three months in four different settings; two days weekly
- Profile of the profession
- Our reference: the “starting professional”:
 - Known by most professionals
 - Realizable for the student

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INTRODUCTION and TERMS

- Partners involved :
 - the STUDENT (home and/or international)
 - the SUPERVISORS/coaches/tutors/...
 - the RESPONSIBLE (health care) worker of the trainee post in different professional settings
 - the LECTOR/supervisor from Hogeschool Gent, member of the board of examiners

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Our overall objective is ...

- to assess ...
- consistently ...
- the observed achievements of a student ...
- compared to the expectations based on the profession profile of a starter.

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OBJECTIVES

- ... for the student
 - to facilitate and objectify his self assessment
 - to be informed by professionals about his skills
- ... for the supervisors
 - to have a consistent, objective and complete assessment system
 - to preserve the autonomy of the lector-supervisor.

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We compare

The observed competences of the student

Profile of the profession

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The challenges are ...

- ... to determine how close a student's achievements approach the profile of a starting professional
- ... and clear reporting of the findings to our assessment partners:
 - the STUDENT
 - the RESPONSIBLE person of the trainee post
 - the LECTOR/supervisor
 - our international partner.

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INTRODUCTION

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INFORMING THE STUDENT

- Before starting a study placement students attend introductory sessions concerning:
 - Regulations in relation to the University College
 - Regulations in relation to the trainee place
 - Arrangements concerning their portfolio
 - The assessment.

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STEP ①②③④⑤
QUANTIFICATION and
CLASSIFICATION

- The calculation results in scores on two levels:
 - One expressing the result of each section
 - One for the total result (a raw score)

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STEP ①②③④⑤
QUANTIFICATION and
CLASSIFICATION

- **The results of the student can be printed: the «skills / competences profile»**
- **Available versions:**
 - The one for the lector contains scores
 - The version for the student and the responsible of the trainee place without scores.

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STEP ①②③④⑤
QUANTIFICATION and
CLASSIFICATION

- The evaluation of the achievements on section level is expressed in four categories:
 - A / B: good , "sufficient"
 - C: fail, "not sufficient, small improvements are necessary"
 - D: fail, "not sufficient, strong improvements are necessary"

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STEP ①②③④⑤
QUANTIFICATION and
CLASSIFICATION

- The raw score is filed in a database and a percentile score is generated (« rank »), marks between 0 and 20 are proposed
- The ECTS grade may be deduced
- In a meeting preparing the « deliberation » the lector-supervisors may adjust the marks if needed (strong evidence or earlier made agreements are necessary)
- The lectors/supervisors confirm and present the student's marks to the board of examiners

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STEP ①②③④⑤
SCORING and GRADING

- Based on the proposed marks the board of examiners deliberates and awards marks and grades

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**INTRODUCTION
PROCEDURE
ECTS
FEATURES**

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ECTS

- The **European Credit Transfer and Accumulation System** is a student-centred system based on the student workload required to achieve the objectives of a programme, objectives preferably specified in terms of learning outcomes and competences to be acquired.

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ECTS-GRADES

- The raw scores of the students are filed every semester
- 2000-2005 (n = 758)
- Scores are automatically converted into ECTS grades

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ECTS-GRADES

- No extra conversion needed
- ECTS grading is competence based

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INTRODUCTION PROCEDURE ECTS FEATURES

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FEATURES

- Individualized
- Objective
- Complete
- Transparent
- Faultless calculation
- Flexible
- International

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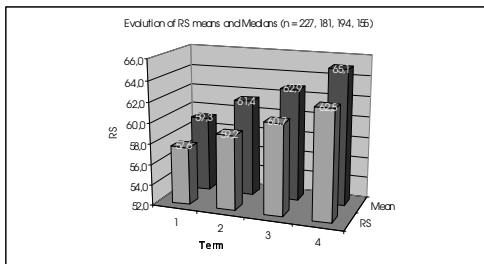
FEATURES INDIVIDUALIZED

- Easy-reference and immediate feedback
- Individual results are compared with the results of other students
- Evolution of the achievements reveals

Period	2-1(3)	2-2(4)	3-1(3)	3-2(4)
m (dispersion: 21-69)	57,6	59,2	60,7	62,5

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Medians and Means of RS



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FEATURES OBJECTIVE

- Consistency: all students are equally assessed
- Grading and scoring can hardly be affected by the lector or the coach
- Students can reply

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FEATURES COMPLETE

- The Evaluation Form contains all assessed topics
- If a new task emerges it may be easily added

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FEATURES TRANSPARENT

- The student has an overview of the evaluated tasks and competences
- Self assessment is possible allowing the student to correct his performances

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FEATURES FAULTLESS CALCULATION

- Using a spreadsheet prevents miscalculations
- Additional information due to tasks out of the traineeship cannot be incorporated without agreement

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ADVANTAGES FLEXIBLE

- The spreadsheet makes it easy
 - to add necessary items
 - facilitates simulations and new combinations of tasks
 - to compute a variety of relations between the results

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ADVANTAGES
INTERNATIONALLY USABLE

- ECTS-conversion included
- Students get a description of their performances
- On line available

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MATCHING THE EUROPEAN
GUIDELINES

- **Standard:**
"Students should be assessed using published criteria, regulations and procedures which are applied consistently."

2005, European Association for Quality Assurance in Higher Education, STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA

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MATCHING THE EUROPEAN
GUIDELINES

" ... It is therefore important that assessment is carried out professionally at all times and takes into account the extensive knowledge which exists about testing and examination processes. "

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MATCHING THE EUROPEAN
GUIDELINES

"Student assessment procedures are expected to:

- be designed to measure the achievement of the intended learning outcomes and other programme objectives;
- be appropriate for their purpose, whether diagnostic, formative or summative;
- have clear and published criteria for marking;

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MATCHING THE EUROPEAN
GUIDELINES

- be undertaken by people who understand the role of assessment in the progression of students towards the achievement of the knowledge and skills associated with their intended qualification;
- where possible, not rely on the judgements of single examiners;
- take account of all the possible consequences of examination regulations;

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MATCHING THE EUROPEAN
GUIDELINES

- have clear regulations covering student absence, illness and other mitigating circumstances;
- ensure that assessments are conducted securely in accordance with the institution's stated procedures;
- be subject to administrative verification checks to ensure the accuracy of the procedures."

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MATCHING THE EUROPEAN GUIDELINES

“ In addition, students should be clearly informed about the assessment strategy being used for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance.”

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IMPROVEMENT POSSIBLE?

- **Always ... as it is our permanent goal to refine the system, complete it where necessary and exploit its possibilities**
 - 2005-07: implementing SASSO in other subjects
 - 2006-08: Connecting competences to the evaluation form.

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CONCLUDING ...

- **The system**
 - ... results in informative discussions with the students
 - optimises the training of our (health care) students
 - leading to a better patient/client care

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THANK YOU FOR YOUR ATTENTION

- **Questions ... ?**
- **Luc.Simoens@hogent.be**

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