

In praise of zero credit modules: An opportunity to design a lean and agile module that provides added relational value, real-time developmental feedback and undergraduate ownership of the learning and assessment process

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An avalanche is coming...



Hats on...

- **Personalisation Project:** Academic Mentor on the Personal and Professional Development Module @ Level 1 (**Pass/Fail Zero Credit Module**) for **BA Business Management (in-company)**
- HE Educational Design Consultant: The Success Habit (a behavioural approach to sustainable employability and personal growth) plus Digital Capabilities and Leadership agenda on **BA Business Management (in-company)**

What it says on the box...

Opportunities offered by zero credit modules to do things differently so that one can achieve very desirable learning outcomes that include:

- **Added 'relational' value**
- **Undergraduate ownership of the assessment and learning process**
- **Real-time developmental feedback**

PPD Level 1: Zero Credit Module

	Standard Model within NBS	BABM Non-Standard Model
Assessment	<ul style="list-style-type: none">• ePortfolio, 3 elements, related to personal and professional development• Element 2 mini essay	<ul style="list-style-type: none">• ePortfolio, 3 elements, related to personal and professional development• Element 2 tweaked
Delivery	<ul style="list-style-type: none">• lectures, seminars, tutorials and 2 * 10 minute one-to-one catch-ups	<ul style="list-style-type: none">• seminars, workshops and 3 * 20/30 minute one-to-one catch-ups

PPD on BABM: Same Specified Learning Outcomes Different Learning Journey plus Additional Benefits

- **3 * 20/30 minute one-to-one catch ups**
- *How do you create extra one-to-one time without increasing resources?*

PPD on BABM: Same Specified Learning Outcomes Different Learning Journey plus Additional Benefits

- How do you create extra one-to-one time without increasing resources ?
- **Shift your marking from outside your delivery process to inside your delivery process**
- **This generated 3 * 20/30 minute one-to-one catch ups**

PPD on BABM: The One-to-One Assessment Process

- The undergraduates presented and justified to me why they had passed each of the 3 assessed elements, which we reviewed jointly via a presentation curated in their ePortfolio
- They came with their marking grid signed off by themselves as a pass seeking my countersignature
- A discussion regarding the quality of their work ensued which generated real-time feedback and understanding of expectations
- This resulted in the marking grid either being:
 - Countersigned by me as a pass
 - NOT countersigned by me...Not Yet!

Impact

- 100% pass (important as a pass is required for undergraduates to move to the next level of their degree)
- Completed in advance of the standard assessment time line
- Module learning outcomes met

- Added 'relational' value
- Undergraduate ownership of the assessment and learning process
- Real-time developmental feedback

Unintended Consequences?

- Not all undergraduates can keep appointment meetings!
- A few had to have follow up meetings...Not yet!
- This issue diminished over time...a change in behaviour!
- Created opportunity to run an intervention seminar around professional practice and expectation

- One-to-One meetings incorporated engagement with student dashboard and opportunity to enter action and learning points into the notes section

- Enhanced engagement with degree administrator

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<https://youtu.be/VxvrSTr32XM>

<http://www.ippr.org/publications/an-avalanche-is-coming-higher-education-and-the-revolution-ahead>

<https://www.heacademy.ac.uk/sites/default/files/downloads/strategic-plan-2012-16.pdf>

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'If you always do what you have always done you will always get what you have always got.'