

# Assessment banking - Student experiences and outcomes

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*I'm having a crisis - what can I do?*

## Background

On the 15J presentation 2995 students opted to assessment bank from 162 modules, 1.8% the undergraduate registrations. 52% of those students returned and completed the examinable component on the 16J presentation. Of those who completed 89% obtained a pass result. The most common reason (78%) students gave for opting to assessment bank was “personal reasons”, whilst only 2 students (0.07%) cited difficulties with academic progress as the key factor.

In summary, just over half the students returned, with the majority of returners being successful in their studies.

There has been a 70% increase in the number of students assessment banking between 15J and 16J presentations. Across the OU, 5118 students opted to assessment bank from the 16J presentation of 155 undergraduate modules. This is 3.8% of our student cohort.

## Project overview

Part-time students often face particular challenges from factors outside of study (illness, work and family pressures being common) which impact on their ability to complete modules.

One “crisis management” option we offer at the Open University is Assessment Banking, allowing students to defer to the next presentation of a module and take their continuous assessment scores with them. Students can assessment bank from just one to all the elements of the OCAS for a module.

But is assessment banking useful?

This project will look at the outcomes for students who assessment bank by asking questions including:

- Do students return from assessment banking?
- Do students feel it was useful to assessment bank?
- Does assessment banking impact module outcomes?
- Does timing of assessment banking affect outcomes?

## Research plan

This project will be carried out with the support of colleagues in the Engineering and Innovation Student support team.

### Phase 1: Quantative data collection and analysis 16J

Statistical analysis will be carried out of the number of students assessment banking, return rates and final outcomes for students who assessment banked from the 15J presentation. This phase will provide baseline data from across the university.

### Phase 2: Quantative data collection for 17J

The E&I SST are implementing telephone interventions for assessment banked students due to return 17J modules. These students will be tracked to evaluate the effect of the intervention on student return and completion rates, throughout the 17J presentation.

### Phase 3: Qualitative data collection 17J

A sample of E&I students due for return in 17J to be interviewed to produce case studies of student experiences and reflections.