

External Referencing of ELICOS Direct Entry Program Standards: UECA National Report 2019

UECA

UNIVERSITY ENGLISH CENTRES AUSTRALIA



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Foreword and Acknowledgement

University English Centres Australia (UECA) is a network of 31 member Centres and Colleges, which deliver English Language Intensive Courses to Overseas Students (ELICOS). One of the most important roles of these Centres is to provide ELICOS Direct Entry pathway programs that develop international students' language proficiency so these students can succeed in their chosen course of award study at an Australian university. The strength of the UECA association comes in part from the collaborative and supportive approach amongst members. Over the years, UECA has supported its members through a range of initiatives including Professional Development events and previous benchmarking projects where Centres shared and compared data on a range of operational aspects, such as, enrolment details, staffing profiles and marketing practices. In early 2018, the UECA Committee agreed to continue to facilitate mutual learning among member Centres through benchmarking, but this time with a focus on Centre policies, processes and assessment standards.

With this in mind, UECA commissioned the *External Referencing of the ELICOS Standards and International Education* [ERESIE] Project with Dr Sara Booth and Associate Professor Thomas Roche appointed as project leads. At an introductory project workshop at The University of Queensland, members agreed that the primary focus of the initial national benchmarking project would be the newly updated ELICOS (2018) *Standard P4: Assessment of ELICOS students* with a specific focus on written assessment. The project was then designed by the project leads with a view to seeking peer feedback on Centres' ELICOS Direct Entry program learning outcomes, giving peers a mechanism to provide an assessment of program standards, confirmation of good practice and suggested areas for improvement. Some eighteen months on and, although discussions on potential next stages have already begun, this project is drawing to a close, having met those initial aims.

This report reiterates and consolidates findings from the extensive *UECA National External Referencing Project Assessment Policies and Processes Report* submitted to UECA by Peer Solutions Pty Ltd. The current document includes additional discussion of those findings for a wider audience. UECA would like to formally acknowledge and thank the author of that original, comprehensive report, Dr Sara Booth. The UECA Committee would like to acknowledge the good faith with which participating Centres have engaged in this project as they reviewed the ELICOS Direct Entry programs of other Centres and responded to the feedback they received on their own. The project involved time commitment not only from Centre managers, but also program coordinators, lecturers, and teachers. We would like to thank them for their contribution to this project, the results of which are truly shared by all members. Finally, the Committee would like to acknowledge the leadership of Thomas Roche and Sara Booth who through the benchmarking project have lead innovation in the ELICOS and higher education pathway sectors in Australia, in creating a robust mechanism and rigorous processes for ensuring the comparability of the standards of our programs. The project has been widely recognised by participating Centres as contributing to program quality improvement and staff professional development. In doing so, it has not only benefited UECA Centres, but will ultimately benefit the vibrant Australian higher education sector and the students who access university education via our quality ELICOS Direct Entry pathways.

Executive Summary

The *External Referencing of the ELICOS Standards and International Education* [ERESIE] Project was designed to facilitate mutual learning, and promote quality improvement amongst participating UECA intuitions. It aimed to achieve this through reviewing Centres' assessment policies, processes and standards in five phases:

Phase 1:	Introduction: Establishing the Project Scope and Processes [May- July 2018]
Phase 2:	Review of Assessment Policy and Process [August- December 2018]
Phase 3:	Benchmarking of Direct Entry Program Unit/Subject [January-April 2019]
Phase 4:	Review, Reflection and Consolidation [May-June 2010].
Phase 5:	Final Review [June-Aug 2019]

Twenty member Centres participated in the project, with 28 separate units/subjects reviewed. Over sixty individual assessors and twenty Centre Directors were involved in the review process. The project not only drew on the expertise of these Centre staff to undertake the reviews, but also brought Centre staff together to share and further develop their knowledge of ELICOS Direct Entry program assessment policies, practices and standards. This was achieved at two workshops (The University of Queensland, Brisbane 13.07.18; and, Doltone House, Sydney, 08.05.19) and through regular on-line meetings organised with assessors from across the country.

Phase One saw the development of the external referencing review process, as well as the establishment of the project's three KPIs and their Key Performance Measures (KPMs, See *Methodology* section):

- KPI#1: Review of Assessment Processes and Policies
- KPI#2: Review of Monitoring and Tracking for Continual Improvement in Direct Entry Programs
- KPI#3: Benchmarking of Written Assessment and Outcomes across Direct Entry Programs

In Phase Two, each institution undertook a self-review of KPI#1 and KPI#2 to better understand and map the current assessment policies, processes and tracking activity of their Direct Entry ELICOS Programs. There were key strengths evident across the self-assessments:

Finding 1: *Internal processes and policies for moderating assessment (KPM1.1) are rigorous and in place across participating UECA institutions.*

Finding 2: *Monitoring and tracking for continual improvement processes (KPM2.1) are used effectively throughout students' enrolment period in ELICOS Direct Entry programs across participating UECA institutions.*

Participating institutions were also consistently favourably rated in their use of: external reference points (KPM1.2) with some variation in the frames of reference drawn on (e.g. CEFR, IELTS etc.); the range of formative and summative assessment tasks (KPM1.3) used to effectively assess learning outcomes; and, in the collection of data (e.g. student feedback) to ensure continuous course improvement (KPM2.2).

The most commonly identified area for improvement across institutions was:

Finding 3: *Practices to track student achievement post-completion of an ELICOS Direct Entry Program (KPM2.3) are not consistently used across participating Centres.*

In Phase Three, Centres submitted their review documentation via the Peer Review Portal including: course/unit outlines with learning outcomes mapped to assessment items, assessment task sheets and concomitant rubrics, as well as samples of student work at nominated proficiency levels. These were then reviewed at two institutions by a pair of assessors using consensus moderation as described in *The UECA National Guidance Document for External Referencing of ELICOS Direct Entry Program Standards (2018-2019)* (See Appendix A; Sadler 2013) against the *Common European Framework of Reference (CEFR; CoE 2018)* as a validated external point of reference. While variation was noted in the volume and range of written assessment types used across Centres, the external referencing in Phase Three confirmed the standards being used across Centres were appropriate¹:

Finding 4: *Participating Centres are delivering quality ELICOS Direct Entry Program pathways that are fit for purpose and producing graduates to expected English language proficiency standards. In fact, many participating Centres are producing graduates with academic language skills which are beyond the measure of standard proficiency tests. Their students can produce extended academic texts, such as essays and reports, and clearly distinguish their own ideas from those in source material through paraphrase and referencing.*

Participating Centres received a collated report of the external feedback on their unit(s) through the Peer Review Portal, in which expert assessors identified areas for improvement. Centres will respond to these through developing their own *Action Plan* to bring about policy, program design and delivery improvement. A sector-wide snapshot of participating Centres' strengths and areas for improvement is included in the *Results* and *Discussion* sections of this report. A further outcome of the project has been to further consolidate UECA's role in the sector through establishing a robust, formal mechanism for demonstrating the comparability of their ELICOS Direct Entry programs' standards with other criteria used for admission to tertiary study, a process of external review (See Appendix A), which was rigorously road-tested during this national project.

Participating assessors and Directors provided feedback on their experience of the ERESIE project, and this was largely positive. As one participant commented at the Peer Review Workshop, this was the first time UECA had undertaken a benchmarking project involving external referencing and that part of the project's value was in "doing this with staff who are in the classroom, rather than just Centre Managers... It is about understanding the CEFR [standards] and good assessment practices, developing a shared understanding across the sector whilst creating capacity in our academic teams". This widely shared view is the final broad finding of the ERESIE project:

Finding 5: *The external referencing project has brought about valuable professional learning for Centre staff and contributed to quality improvement amongst participating UECA Centres.*

Feedback from participants also points to the perceived value of repeating the external review process. UECA has learnt a great deal from this iteration of the project and we can draw on this to refine and improve UECA's approach to external referencing. This will further develop not only UECA's institutional capacity, but also our Centre staff's understanding of ELICOS Direct Entry programs' standards and best practice.

Recommendation: *The UECA Committee action the proposed UECA National Action Plan 2019-2020 (herein).*

¹ Specific information on each individual institution's course/unit and assessment standards are reflected in the institutional reports.

Introduction

Key Aims

The key aims of the *External Referencing of the ELICOS Standards and International Education* [ERESIE] Project were to:

1. Benchmark assessment policies and processes across UECA member Australian universities
2. Externally peer review assessment and student work samples in English Language courses to compare achievement standards
3. Build capacity for Australian English Language Centres to participate in external referencing and exchange activity to improve their own educational performance
4. Develop institutional and national actions and share good practice with other institutions

The ERESIE national external referencing project was a collaboration between UECA and Online Peer Solutions Pty Ltd (OPS), trading as the Peer Review Portal. TEQSA has approved the Portal as an online support mechanism for the comparison of Direct Entry standards. The project involved the participation of 20 UECA institutions (See Table 1 below).

Table 1. 20 Participating Australian University English Language Centres and Locations

1. *Australian Catholic University (ACU): ACU Centre for Languages (North Sydney, Brisbane, Melbourne)*
2. *Central Queensland University Australia (CQU): CQU English Language Centre (Rockhampton, Melbourne, Sydney, Brisbane)*
3. *Curtin University: Curtin English (Bentley)*
4. *Flinders University: Intensive English Language Institute (Adelaide)*
5. *Monash University: Monash University English Language Centre (MUELC) (Melbourne)*
6. *Queensland University of Technology (QUT): QUT International College (Brisbane)*
7. *RMIT University: RMIT English Worldwide (Melbourne)*
8. *Southern Cross University (SCU): SCU College (Lismore and the Gold Coast)*
9. *Swinburne University of Technology: Swinburne College (Melbourne)*
10. *The Australian National University (ANU): ANU College (Acton, Canberra)*
11. *The University of Adelaide: English Language Centre (Adelaide)*
12. *The University of Melbourne: Hawthorn-Melbourne (Melbourne)*
13. *The University of Newcastle (UoN): University of Newcastle Language Centre (Newcastle)*
14. *The University of Sydney (USyd): Centre for English Teaching (CET) (Sydney)*
15. *The University of Western Australia (UWA): Centre for English Language Teaching (Perth)*
16. *University of New England (UNE): English Language Centre (ELC) (Armidale)*
17. *University of Tasmania (UTAS): English Language Centre (ELC) (Hobart)*
18. *University of Wollongong (UOWCA): UOW College (Wollongong)*
19. *Victoria University (VU): VU English (Melbourne)*
20. *Western Sydney University: The College (Sydney)*

Key Outputs

The six key outputs from the national project include:

1. Introductory Workshop
2. 20 institutional self-review report on assessment policies and processes
3. Supporting Documents on the CEFR Framework and external review process
4. UECA Workshop website and resources
5. National Peer Review Workshop and Calibration Exercise
6. Final Report summarising findings: areas of good practice and areas for improvement

Methodology

The methodology for the ERESIE national external referencing project was underpinned by the Australasian Council on Online Distance and E-learning (ACODE) (2014) and Duck et al. (2011) (See Table 2). There were five project phases (See Table 3). Discipline expertise was provided by UECA Committee member A/Prof Thomas Roche, and higher education external referencing leadership was provided by Dr Sara Booth, Director, Academic at OPS. Project support included online zoom meetings, telephone meetings and emails so that each of the 20 institutions was supported throughout the five phases of the project.

Table 2. A roadmap for guiding assessment policy development (Adapted from Duck et al., 2011, p.13)

Phases	Phase 1: Policy Review	Phase 2: Policy Development	Phase 3: Policy Framework Development
Features	Review of literature, benchmarking template, stakeholder input, documents	Implementation activities Proposed recommendations	Policy Framework Development
Outcomes	20 HEIs reviewed their assessment policies/processes [Phase 2] External review of assessment [Phase 3]	UECA National Action Plan Institutional Actions	National Supporting Document using the CEFR

Table 3. UECA Project Phases

Phase 1: Introductory Phase May-July 2018	Phase 2: Project Management Phase Aug-Dec 2018	Phase 3: Self-Review Phase Jan 2019-April 2019	Phase 4: Review, Reflection and Consolidation Phase May-June 2019	Phase 5: Final Review Phase June-Aug 2019
Agreement on KPIs and KPMs for benchmarking template (incl. Introductory Workshop 13.07.18)	Collaboration Agreements Invoicing Institution Coordinators Supporting documentation Self-review of assessment policies and processes	Self-review of assessment policies and processes Self-review Reports External schedule of peer review of assessment Match Making with partners Undertake review of assessment Update on Supporting Documentation	Benchmarking of assessment policies and processes Calibration session Good Practice, Improvement/ Further Enhancement (incl. Peer Review Workshop 08.05. 19)	Final Report National and Institutional actions UECA Committee Endorsement

The ERESIE project involved the development and agreement of Key Performance Indicators (KPIs) and Key Performance Measures (KPMs) for the benchmarking template. The first two Key Performance Indicators (KPIs) were embedded in a template on the Peer Review Portal (<https://www.peerreviewportal.com>) which each institution accessed through an email invitation.

KP1#1: Embedding ELICOS Standards across English Language Centres and Courses

- KPM 1.1: What internal processes and policies are in place for moderating assessment in Direct Entry Programs? Are these effective?
- KPM 1.2: What external reference points are used to validate assessment in Direct Entry Programs? Are these effective?
- KPM 1.3: What formative and summative assessment tasks are used in Direct Entry Programs and how do these assessments map against the stated learning outcomes? Are these effective?

KPI#2: Monitoring and Tracking for Continual Improvement in Direct Entry Programs

- KPM 2.1: What processes are in place to monitor student progress and assist students at risk in Direct Entry Programs? Are these effective?
- KPM 2.2: What data is collected and analysed from students and stakeholders to ensure continual improvement in Direct Entry Programs? Is this effective?
- KPM 2.3: What strategies are in place to track student success after completing a Direct Entry Program? Are these effective?

KPI#3: Calibration of assessment and student work samples across English Language Centres and courses

The third KPI was assessed by each of the English Language Centres through external review of assessment using the Peer Review Portal in Phase Three. Detailed information on the External Referencing benchmarking process can be found in *UECA National Guidance Document for External Referencing of ELICOS Direct Entry Program Standards (2018-2019)* (See Appendix A). An overview of evidence submitted and review questions used in Phase Three follows here.

Evidence Required: participating Centres submitted the following evidence for each reviewed Unit/Program.

- ☐ A Unit/Program outline
- ☐ A context statement outlining Unit or Program Learning Outcomes (PLOs) and including a mapping of relevant written Assessment Tasks to these outcomes.
- ☐ Relevant Written Assessment Task Sheets (for students)
- ☐ Relevant Written Assessment Rubrics and Marking Guide (for teachers)
- ☐ De-identified Student Written Assessment Samples:
 - For each written in-course formative assessment item worth 20% or more, three samples each of a Pass and a (just) Fail with the accompanying marking rubric; and/or
 - For each written Exit or Capstone/summative assessment three samples each of up to three Grades (Exit Levels, see Table 1) with the marking rubrics
- ☐ A table detailing numbered samples with awarded grades and nominal CEFR level.

Review Questions: reviewers responded to the following questions in the *Peer Review Portal*:

1. Are the Unit Learning Outcomes for Program Level Outcomes (PLO's) clearly specified and appropriate?
2. Are the Unit Learning Outcomes appropriate at the Grade/Exit levels (as benchmarked against the appropriate CEFR levels)?
3. Does the assessment task/s design enable students to demonstrate attainment of the relevant ULO's and relevant PLO's?
4. Is the description of the performance standards or measures (e.g. marking guide, marking criteria, assessment rubric, annotated work samples) appropriate to the specified ULO's and PLO's?
5. Using the task rubric provided, do you agree that the grades awarded reflect the level of student attainment?
6. Using the CEFR rubric, do you agree that the grades awarded reflect the levels in the CEFR?
7. Do you have any comments on using the CEFR rubric?

Reviewers responded to each question with a discrete item response (*Yes, Yes but, No, No but*) followed by a justification provided in a text field where they could identify *good practice* and *areas for improvement*. Each institution nominated two reviewers to undertake the review using *consensus moderation* (see Appendix A for information on this process).

Results

KPI#1: Embedding ELICOS Standards across English Language Centres and Courses

KPM1.1 Internal processes and policies for moderating assessment

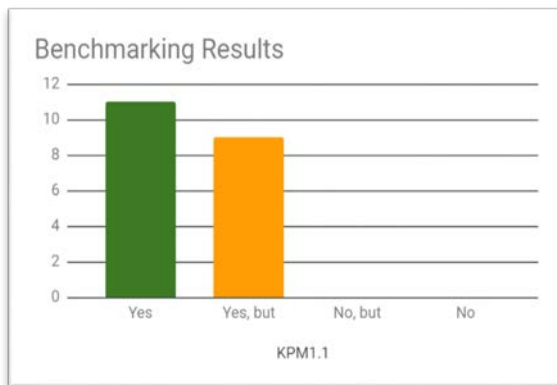


Figure 1. KPM 1.1 Benchmarking Results

Summary of Results

A comparison of 20 HE institutions' internal processes and policies for moderating assessment (Figure 1 above), found that 11 institutions had rated themselves 'Yes' and 9 institutions rated themselves 'Yes, but'.

Some of the good practice examples include:

- Online marking and scoring systems are in place and benefiting students
- Formal induction processes for new assessors and teachers are working well.
- A range of assessment validation approaches are used and documented across Centres including the NEAS Validation Checklist

Some areas for improvement in individual Centres include: improving moderation practices for speaking assessment; employing statistical moderation techniques (e.g. Rasch) for validating assessment tasks where appropriate; reviewing marking rubrics so they are consistent and transparent; as well as including more transparent links between assessment task rubrics and external frames of reference (e.g. CEFR) for assessors and students.

KPM 1.2 External reference points used to validate assessment in Direct Entry programs

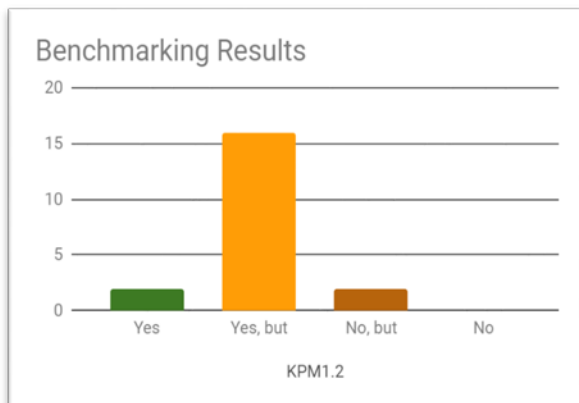


Figure 2. KPM 1.2 Benchmarking Results

Summary of Results

A comparison of 20 HE institutions' processes for external reference points used to validate assessment in Direct Entry programs identified in Figure 2, that 2 institutions rated themselves a 'Yes', 16 institutions rated themselves 'Yes, but' and 2 institutions rated themselves 'No, but'.

Some of the good practice examples identified include:

- Throughout the curriculum, external reference points provide clarity of assessment achievement standards for students and assessors: IELTS band scores are aligned to curriculum and assessment; CEFR; Pearson's Global Scale of English; Cambridge English Scale Score; TOEFL.
- Cohort tracking studies validate course learning outcomes are appropriate and further validate standards and program learning outcomes.
- Australian Curriculum, Assessment and Reporting Authority; QUT 7-Band Framework
- External Course Advisory Committees are used to good effect.
- External Peer Review/Benchmarking and External Peer Review of Assessment Guidelines are used to validate assessment.
- NEAS Quality Endorsement Process is widely used across the sector with feedback used to continuously improve assessment practices.

Some areas for improvement in individual Centres include: further work to be done mapping course learning outcomes to an external frame of reference (e.g. CEFR); some Centres had previously not used external peer review of assessment tasks, this should now be ongoing; some Centres expressed difficulties in mapping assessment to external high-stakes tests and should consider appropriacy of these external points of reference; and a number of Centres should explore formal mechanisms for tracking and reporting on student cohorts in further study.

KPM1.3 Formative and summative assessment tasks mapped against stated learning outcomes

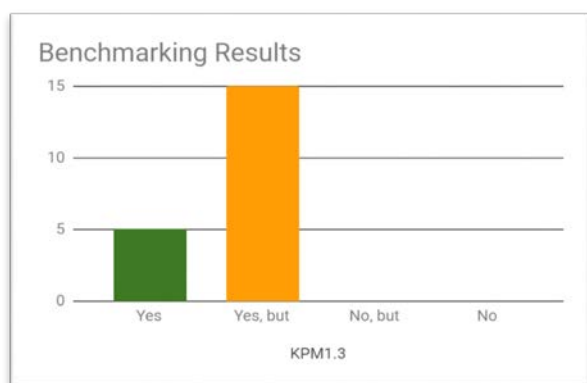


Figure 3. KPM 1.3 Benchmarking Results

Summary of Results

A comparison of 20 HE institutions' formative and summative assessment tasks mapped against the stated learning outcomes (Figure 3), found that 5 institutions had rated themselves 'Yes' and 15 institutions rated themselves 'Yes, but'.

Some of the good practice examples include:

- Both formative and summative assessment items are mapped against either learning outcomes and/or external frames of reference (e.g. CEFR; IELTS).

Some areas for improvement in individual Centres include: ensure all assessment task sheets are mapped to the learning outcomes/external reference points; review the assessment volume as some Centres had a large number of individual assessment items which could be reduced; determine a robust method for identifying cut scores (e.g. Rasch) for discrete-item listening and reading assessments; consider alternative assessment forms (e.g. open-book exams) to address academic integrity concerns; and explicitly embed information and digital literacy skills in both assessment and the curriculum better preparing ELICOS Direct Entry students for university study.

KPI#2: Monitoring and Tracking for Continual Improvement in Direct Entry Programs

KPM 2.1 Processes to monitor student progress and support students at risk

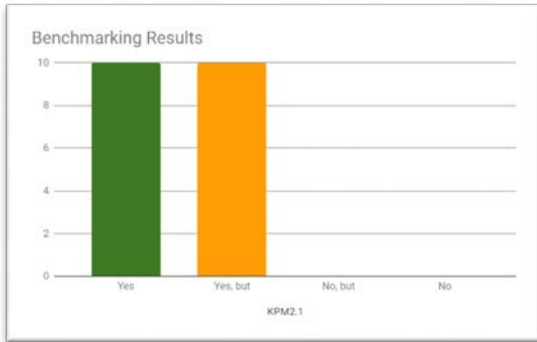


Figure 4. KPM 2.1 Benchmarking Results

Summary of Results

A comparison of 20 HE institutions' processes to monitor student progress and support students at risk (Figure 4), found that 10 institutions had rated themselves 'Yes' and 10 institutions rated themselves 'Yes, but'.

Some of the good practice examples include:

- Clear and actionable policy and procedure on student support and progress;
- Mechanisms in place to identify students at risk and then provide appropriate levels of support.

Some areas for improvement in individual Centres include: inconsistencies in the use of at risk procedures across classes and locations; formal mechanisms for measuring overall effectiveness of support intervention were absent at some institutions; some Centres can better leverage technology to provide a more tailored and better documented form of support.

KPM 2.2 Data collected and analysed to ensure continual improvement

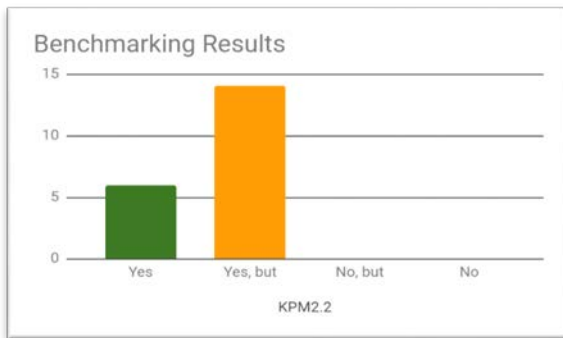


Figure 5. KPM 2.2 Benchmarking Results

Summary of Results

A comparison of 20 HE institutions' processes on data collected and analysed to ensure continual improvement (Figure 5), found that 6 institutions had rated themselves 'Yes' and 14 institutions rated themselves 'Yes, but'.

Some of the good practice examples include:

- Wide range of student performance, engagement and feedback data collected and analysed;
- Data analysis and feedback acknowledged as a strength in NEAS quality endorsement review;
- LMS used effectively to build student profiles; and robust statistical analysis of student performance data (e.g. Rasch measurement) provides valuable insight.

Some areas for improvement in individual Centres include: in a number of institutions with multiple campuses there is a clear need for better sharing of data across those locations; where absent, it is essential that institutions institute a formal and regular EAP program review mechanism; some Centres would benefit from reporting on and considering retention and attrition data; Item Response Analysis could be used to improve assessment tasks at a number of Centres; Centres could consider online marking where appropriate to better prepare students for higher education marking practices, this will also produce a readily accessible archive of student performance data; and, institute formal rather than ad hoc practices for collecting feedback from academic units where ELICOS Direct Entry program students go on to study, this will inform and ensure the relevance of course design and assessment practices.

KPM 2.3 Strategies to track student success after completing a Direct Entry Program

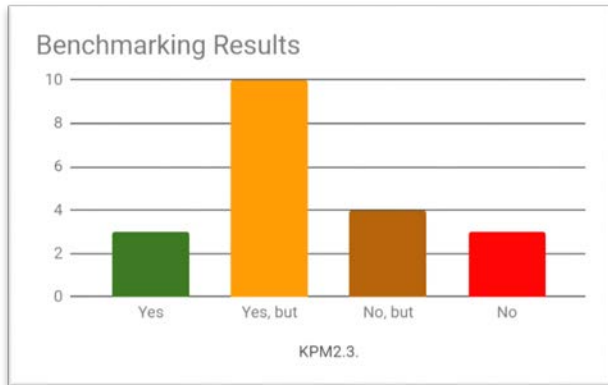


Figure 6. KPM 2.3 Benchmarking Results

Summary of Results

A comparison of 20 HE institutions' processes strategies to track student success after completing a Direct Entry Program (Figure 6), found that 3 institutions had rated themselves 'Yes', 10 institutions rated themselves 'Yes, but'; 4 institutions rated themselves 'No, but' and 3 institutions rated themselves 'No'.

Some of the good practice examples include:

- Clearly articulated strategies to track student success (in policy and procedure documents) including: student cohort tracking and analysis, tracking studies, feedback from course coordinators, student/staff surveys, performance reports, and alumni.

Some areas for improvement in individual Centres include: where possible, institute automated processes for ongoing tracking of ELICOS Direct Entry program students' success rates, retention rates and academic achievement in their award studies (under- or postgraduate) for analysis and reporting; allocate resources to data analysis and reporting; institute closer cooperation with destination programs to identify what data is to be collected and how frequently it should be analyzed; review university student data systems related to reporting English entry standards and where possible institute more accurate recording of English scores for students who have entered with other ELP results (IELTS, PTE, TOEFL, Pearson) providing for better understanding of student and ELICOS Direct Entry course performance.

KPI#3: External Review of Assessment

Phase 3 involved the external review of assessment tasks and samples of student work from the 20 participating English Language Centres. Each Centre was allocated between 2-3 partners, which included where possible one of their nominated benchmarking partners [See Table 4]. This phase included one-to-one Zoom meetings with each English Language Centre or College to support them setting up their review projects on the Peer Review Portal. Participants used earlier drafts of the Supporting Document to guide them in using the CEFR as part of the assessment process. Three drafts of the Supporting Document and a guide on how to use the Portal were developed during this phase. Further feedback from the national project was used to update the Supporting Document (Appendix A).

Table 4. UECA Phase Three: Review of Assessment Schedule

Institution	Writing Assessment Tasks Reviewed	Partners
Australian Catholic University	EAP2 Research Essay	CQU, UWA
ANU College	Body Paragraph (incl. Essay Plan), and (referenced) Final Essay	The University of Adelaide, Curtin, Hawthorn English
Central Queensland University (CQU)	EAP2 Research Essay and EAP3 Research Report	ACU, Flinders
Curtin University	Critical Response and Research Report	QUT, Newcastle
Flinders University	EAP 2 Critical Review	UNE, CQU
Hawthorn English	Critical Response Written Exam, Research Essay, Critical Response Written Exam	UOWCA, Flinders
Monash University	Two writing assessments (the Summary task, and the Report Writing task)	RMIT, USyd
Queensland University of Technology (QUT)	Mid-course Timed Essay, Final Timed Essay, Research Assignment: Report or Essay	Curtin, University of Newcastle
RMIT Training	Referenced Essay and Critical Response	Monash College, USyd
Southern Cross University	Final Report Exit Writing Exam and Final Report	UOWC, Newcastle
Swinburne University of Technology	Writing assessment done under exam conditions	VU, The University of Adelaide
The University of Adelaide	Two writing assessments at exit point: Final Integrated Reading and Writing Task (under exam conditions); Final Exam Essay	ANU, Swinburne
UOWCA	Final essay exam	SCU, Hawthorn Melbourne
UNE	Research Project and Essay	UTAS, SCU
University of Newcastle	Writing Assessment	UNE, QUT
University of Sydney	Comparative Summary and Critical Response Essay	Monash College, RMIT
University of Tasmania	Final Short Essay Writing Exam	UNE, VU
University of Western Australia (UWA)	Final writing exam	Western Sydney, ACU
Victoria University	Mid-Course and End of Course Writing Exam	Swinburne, UTAS
Western Sydney University, The College	Research Report and Research Essay	UWA, UOWCA

Phase Two Results Summary

In Phase Two of the ERESIE project, project leads at each institution undertook a self-review using KPI#1 and KPI#2 to better understand and map the current assessment policies, processes and tracking activity of their Direct Entry ELICOS Programs. The national findings from Phase Two are summarised in Figure 7. The figure indicates that broadly, Directors have confidence in the assessment policies and practices in their Centres, as well as in those practices associated with the collection and analysis of student feedback data to ensure continual program improvement.

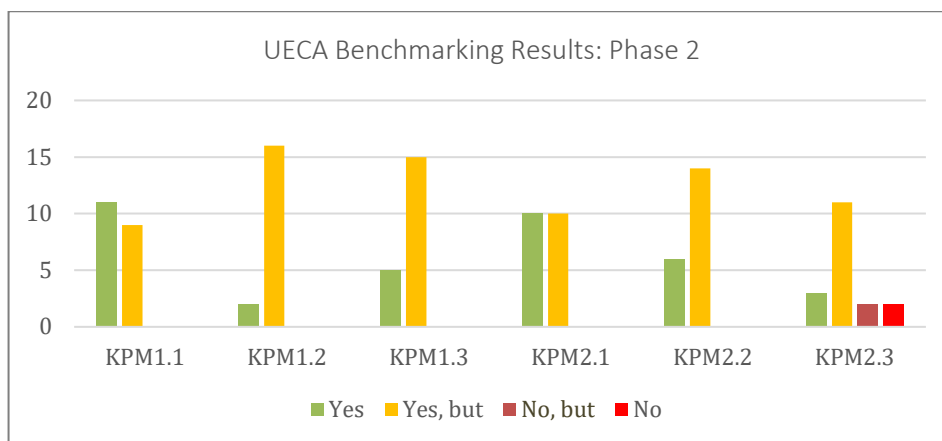


Figure 7. National findings on external review of assessment policies and processes

Across participating UECA institutions, two key strengths emerged in the data collected in Phase Two:

- 1) *internal processes and policies for moderating assessment (KPM1.1)* are rigorous and in place; and,
- 2) *monitoring and tracking for continual improvement (KPM2.1)* is used effectively throughout students' study period in UECA Centres.

Directors favourably rated their Centres in the use of: external reference points (KPM1.2) with various frames of reference employed (e.g. CEFR, Pearson's etc.). Similarly Directors positively rated their Centre's range of formative and summative assessment tasks (KPM1.3) used to effectively assess learning outcomes; and, in the collection of data (e.g. student feedback) to ensure continuous course improvement (KPM2.2).

The self-review exercise also identified areas for improvement. The most frequently identified area for improvement across participating Centres was the lack of formal mechanisms to:

- 1) *track student achievement (e.g. GPA, success rates, retention) after completing an ELICOS Direct Entry Program (KPM2.3).*

Phase Three Results Summary

Phase Three of the ERESIE national external referencing project involved over 60 assessors reviewing over 25 units from 20 UECA institutions. The resulting data is rich and varied. Individual institutions received access to a collated Report on their ELICOS Direct Entry program's external benchmarking feedback. While these institutional reports provide valuable insight into the assessment practices of individual Centres as benchmarked against their own rubrics and against the CEFR as an external point of reference, the exercise also confirmed that broadly, across participating Centres, that Unit Learning and Program Level Outcomes (PLO's) were clearly specified and appropriate and that these were mapped to assessment items. These findings reinforce observations by Centre Directors in Phase Two of the project. Across Centres, programs were found to be assessing to standards as referenced against the CEFR.

Phase Four Results Summary

The UECA Peer Review Workshop was held on the 8th May 2019 at Doltone House in Sydney and brought assessors together for a calibration exercise and to discuss their Centre's program feedback with external assessors. Percentage Agreement (PA) is a useful measure of agreement when external criteria are being employed in assessment (McHugh, 2012). Assessor agreement on student work samples presented at the Workshop was above 80%. These PA indices indicate that there is a shared interpretation of the scales for the levels used amongst participating raters in the exercise. As part of this reflection and consolidation phase, the ERESIE project included two project evaluation mechanisms: feedback gathered at the Peer Review Workshop and an online survey using the Portal after the Workshop where participants were asked to identify good practice themes and areas for further development for their Centre as a result of the national project. Table 5 (see Appendix B) provides a summary of these themes based on feedback from 15 institutions (i.e. 75% response rate).

In response to the survey, the majority of members agreed that participation in the Benchmarking Project had enabled their Centre to validate its policies, processes and assessment standards. One respondent noted the greatest value in the project was in receiving *"Confirmation from partner institutions that our assessments were well designed and appropriate."* While other respondents indicated the chief benefit of the project was in the professional development experienced by participating staff as *"it led to a consolidation of knowledge across Centre teams, and there is a stronger sense of professionalism emerging in participating staff"*. Participating institutions reported other benefits from the project including receiving feedback on areas for improvement *"such as making parts of rubrics clearer and providing training packages for teaching staff so as to understand more about marking."* When asked if Centres would be interested in undertaking further external referencing the majority of respondents were affirmative, though there was a sense more was to be done on writing before moving to other skills. Common feedback in the survey was on improved guidelines for reviewers on the quantity of feedback they should provide in the review would be helpful, as well as a more comprehensive Guidance Document being provided to assessors including annotated student work samples to help standardise CEFR level interpretation. Finally feedback from some participants noted their concern about students' use of language enhancement tools and ghost writers in their written submissions.

Discussion

The wide range of assessment policies and practices reviewed through this project are enabling participating Centres to provide quality higher education pathways for their students. The external referencing reviews from some 60 expert assessors confirm that the ELICOS Direct Entry programs assessed are not only producing graduates to expected English language proficiency standards, they are providing their students with quality learning outcomes that commonly-used English proficiency tests typically do not assess (e.g. the ability to synthesise source material and distinguish their own ideas from those of others through paraphrase and referencing). The ERESIE Project has resulted in the identification of a number of areas of good practice shared by the majority of participating institutions (see Appendix B). First and foremost is the transparency with which PLOs are routinely defined and linked across the curricula to Centres' assessment items. While to date there has been a diversity in approaches to reporting performance standards in marking guides and assessment rubrics across Centres (i.e. the CEFR, IELTS, Pearson's and Cambridge scales etc.), the ERESIE project has led to the consolidation of the use of the CEFR and the way it is interpreted by Centres. Documents submitted for review provided evidence of robust moderation/standardisation practices and validation of assessment tasks. For example, *Assessment Guides* are common in Centres and routine induction processes are used to good effect to standardise marking. There is a high degree of consistency across Centres in their use of highly specialised, experienced staff who teach into their ELICOS Direct Entry Programs. External Course Advisory Committees, consulting panels or external peer review were occasionally used by participating Centres to provide external feedback and validate assessment outcomes. Routine curriculum review and course monitoring practices are in place across the Centres, though these are operationalised differently at each institution. Across the Centres, policies and practices are in place to identify and support at-risk students to varying degrees. The value of these approaches is evidenced by some Centres' tracer studies showing the success of their ELICOS Direct Entry programs' students in subsequent award study; and, in student feedback commending the program's focus on study skills, often noted in feedback as new to those international students.

Importantly, the external review process also resulted in areas for improvement being identified for participating Centres. While individual Centres should now consider and respond to the specific feedback provided on their program, a number of issues emerged as being broadly shared across Centres and these are discussed here. The most commonly occurring issue requiring attention across Centres is the absence of routine tracking mechanisms for monitoring student achievement after successful completion of their ELICOS Direct Entry program. It is recommended that these Centres investigate methods for tracking their students in their first year of post ELICOS study and compare their success and retention rates with other international students entering on the basis of recognised proficiency test scores. This data will provide further validation of course learning outcomes and standards. Obtaining such data is not always straightforward or, in some instances possible. It requires Centres to work with a range of units across their parent institution and comes with a resource implication. Working with external stakeholders across the University can however, also be more formally embedded in some Centre processes to improve program delivery through allowing academic staff from university Schools and Faculties to have routine input into Centre course design and delivery, ensuring ongoing program relevance. A number of Centres could improve the relevance of their courses to university study by migrating more of their assessment tasks to online Learning Management Systems (LMS) and explicitly embedding additional learning outcomes relating to Academic literacies (including digital literacy) in their course design and assessment practices. This would enable staff teaching into ELICOS Direct Entry Programs to further develop international students' understandings of text authorship and ownership practices used in Australian universities and often discussed in terms of academic integrity practices. A number

of other areas were identified for improvement, but with less frequency, including processes associated with additional learning support, strategies for improving staff understanding of assessment principles and improving student response rates in student feedback surveys. There was quite a variety of assessment tasks and volumes used across Centres, while not necessarily concerning, there could be more consistency amongst Centres in the volume of assessment they use in ten week periods. Finally, the external reviews also noted that some institutions were in the process of mapping course learning outcomes and assessment rubrics against CEFR scales, which would improve comparability of learning tasks across Centres. More work could be done to consolidate Centre's shared interpretation of the CEFR, particularly with a view to developing a resource for novice teachers in ELICOS Direct Entry pathway programs. Further work in these areas will further strengthen the quality of participating Centres' programs.

Conclusion: UECA National Action Plan

The ERESIE project has resulted in Institutional Review documents, which provide detail on the extent to which participating Centres are delivering quality ELICOS Direct Entry Program pathways that are fit for purpose and producing graduates to expected English language proficiency standards. Using the CEFR as an external point of reference has confirmed that the participating Centres are producing graduates with academic language skills that are beyond the measure of standard proficiency tests. Students successfully completing these programs are able to produce extended academic texts, such as essays and reports, which demonstrate they can clearly distinguish their own ideas from those in source material through paraphrase and referencing in their writing (e.g. text mediation). Importantly, these peer reviews have also provided Centres with detailed, expert feedback, where areas for improvement were identified. These review documents can be used to design specific Action Plans for program improvement. These changes can then be implemented, and their impact monitored in future peer reviews or through the Centres' own quality processes.

During the project, many lessons have been learnt about using the CEFR as a validated framework across such a large group of participating institutions. The processes used here as described in Appendix A could be further improved and a proposed action plan is outlined in Table 5. Implementing the endorsed Action Plan below will result in consolidation of UECA Centre's interpretation of the CEFR scales, professional development for participants in the project and continuous quality improvement in their program offerings.

Table 5. UECA National Action Plan

Item Classification	Action Items
Endorsed Items	• Undertake a second round of cross-institutional benchmarking of assessment ○ Establish a UECA Working Group to consolidate the use of the CEFR as a benchmarking tool ○ Further develop the <i>UECA National Guidance Document for External Referencing of ELICOS Direct Entry Program Standards (2018-2019)</i>: reviewing the CEFR sub-scales used and produce annotated student writing samples at B2, B2+, and C1 levels. Include assessment good practice examples in an extended Guidance Document for UECA members ○ Standardise the approach to student work sampling ○ Standardise the quantity and quality of assessor feedback ○ Review the volumes of assessment used across Centres in 10 week study periods ○ Consider approaches for dealing with students' use of language enhancement tools and ghost writers in their written submissions ○ Undertake further National Calibration Exercises (including the recording and reporting of rater-reliability data such exercises) to professionally develop staff • Encourage centres to review how they track their students' performance in post-ELICOS Direct Entry university award study • Continue to disseminate knowledge developed in the ERESIE project

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- TEQSA Guidance Note (5 June 2019). ELICOS Direct Entry (Version 2.0) <https://www.teqsa.gov.au/latest-news/publications/guidance-note-elicos-direct-entry>

Appendix A

The UECA National Guidance Document for External Referencing of ELICOS Direct Entry Program Standards (2018-2019)²

1. Introduction

The UECA External Referencing of Direct Entry Program Standards project focuses on **Standard P4: Assessment of ELICOS students**. The external reference point identified for reviewing UECA centres' program outcomes is the *Common European Framework of Reference* (CEFR). The following document has been drafted to guide participating institutions and reviewers in the project's *Phase 3: Benchmarking of Direct Entry Program Unit/Subject outcomes*.

Phase Three focuses on *the assessment of students' written work samples* benchmarked against both individual Centre's own *assessment rubrics* and the *CEFR* (as supplied in Section 6 here). This review will enable Centres to achieve Key Performance Indicator #3: Benchmarking of written assessment and outcomes across Direct Entry Programs (KPM: 3.1. Are the samples of student work provided at the stated level and at the appropriate CEFR level?)

Each participating English Language Centre or College will submit the required review documentation (Section 3) for one Direct Entry Program Unit/Subject for external peer review. See the Phase 3 Checklist below for details of what will be submitted during this phase.

2. Defining Standards: CEFR Level Interpretation

The external reference point identified for reviewing UECA centres' program outcomes is the CEFR. The following document has been drafted to guide participating institutions in the interpretation of the CEFR, in order to clarify the proficiency levels used in the project and provide guidance in the process of consensus moderation used to assess student work samples.

2.1 Background to the CEFR: The CEFR is a reference framework originally developed as a tool for reflection and communication about threshold standards of language learning, teaching and assessment across Europe. The CEFR describes language proficiency in terms of three basic categories at six levels: *Basic user* (A1 & A2), *Independent user* (B1 & B2), and *Proficient user* (C1 & C2). It also defines 'plus' levels (e.g. B1+, B2+) to differentiate within levels (North, 2014). Despite concerns raised about the specificity of early versions of the framework (Fulcher, 2004; McNamara, Morton, Storch & Thompson, 2018), the CEFR is now widely used in university entrance language tests with B2 being the most commonly used level in that context (Deygers, Zeidler, Vilcu, & Carlsen, 2018). The Education Policy Division of the Council of Europe has released a [CEFR Companion Volume with New Descriptors](#) (2018, hereafter CV) with detailed descriptors of the levels relevant to university direct entry programs and information on how these scales were developed. The 2018 CV informs the UECA external standards project and participants are required to familiarise themselves with this document before proceeding with the project.

² This Appendix, authored by T.Roche, is also included in the *UECA National External Referencing Project Assessment Policies and Processes Report* (Peer Solutions, 2019).

2.2 CEFR Levels and IELTS Correspondence: While the CEFR may be new to many UECA Centres, the majority of Centres will be familiar with the IELTS scale as used to define entry standards into the majority of university courses in Australia. There is however, no one-to-one equivalence between IELTS scores and CEFR levels, though broad correspondences have been published based in IELTS-funded research (see Figure 1 IELTS n.d.). As such, it is important when using the CEFR as a benchmarking tool, that UECA institutions share consensus on their interpretation of the descriptors of the CEFR and corresponding IELTS levels.

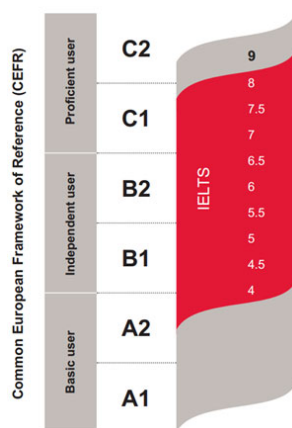


Figure 1: IELTS (n.d.) CEFR Levels and the IELTS Scale

UECA Direct Entry program outcomes must meet university English entrance requirements. As such, it is important that UECA centres have a high degree of confidence that their completing students are performing at the set proficiency level. With this in mind, the levels outlined in Table 1 below will guide benchmarking work-sample and program outcomes in the project's *Phase 3: Benchmarking of Direct Entry Program Unit/Subject*. This interpretation of the scales was developed by a panel of assessment experts including members of the UECA Committee. More importantly, information on how these levels are expressed in student work can be found in the *CEFR Companion Volume with New Descriptors* (2018) and participants in the project will need to be able to apply these to student work.

CEFR	IELTS
C1+	7.5
C1	7.0
B2+	6.5
B2	6.0
B2	5.5
B1+	5.0
B1	4.5

Table 1: CEFR and UECA proposed benchmark levels

Aligning language learners' test performance with CEFR proficiency descriptors requires judgements by assessors. To assist these judgements, participants in the UECA benchmarking project will use the attached adapted writing descriptors (Section 6) to assess written work samples in *Phase 3* of the project. It is worth acknowledging that all judgements are characterised by uncertainty (Kahneman, Slovic, & Tversky, 1982). Studies of judgments of student language proficiency, using previous CEFR descriptors versions, found that individuals often vary in their interpretation of the CEFR scales (Harsch & Hartig, 2015). In order to reduce uncertainty and calibrate judgements (Figueras, North, Takala, Verhelst, & Van Avermaet, 2005), all external

reviewers in Phase 3 of the benchmarking will be familiar with the Council of Europe's CV (2018), particularly the section *The CEFR common reference levels* (pp.34-43) and (Section 6 as annotated from Written assessment grid pp.173-235; and written reports and essays p.77). This scale was identified and agreed to by a panel of assessment experts including members of the UECA Committee. As part of this project, UECA will also provide a calibration session.

3. Phase 3 Checklist of Evidence Required

The following evidence will be collated by participating Centres for their Unit/Program and submitted for review.

- ☐ A Unit/Program outline
- ☐ A context statement outlining Unit or Program Learning Outcomes (PLOs) and including a mapping of relevant written Assessment Tasks to these outcomes.
- ☐ Relevant Written Assessment Task Sheets (for students)
- ☐ Relevant Written Assessment Rubrics and Marking Guide (for teachers)
- ☐ De-identified Student Written Assessment Samples³:
 - ☐ For each written in-course formative assessment item worth 20% or more, three samples each of a Pass and a (just) Fail with the accompanying marking rubric⁴; and/or
 - ☐ For each written Exit or Capstone/summative assessment three samples each of up to three Grades (Exit Levels, see Table 1) with the marking rubrics
- ☐ Table detailing numbered samples with awarded grades and awarded CEFR level.

Assessment item	Item number	Centre marks	CEFR level
Report	#1	20/30	B2+
Report	#1	24/30	B2+

4. Review Questions

In response to the submitted documents, reviewers will answer the following questions in the *Peer Review Portal*:

- Are the Unit Learning Outcomes for Program Level Outcomes (PLO's) clearly specified and appropriate?
- Are the Unit Learning Outcomes appropriate at the Grade/Exit levels (as benchmarked against the appropriate CEFR levels)?

³ University English Centre members vary greatly in how they describe their English and Direct Entry programs (e.g. as units/programs/courses) and their assessment tasks (e.g. as essays, extended writing, reports). In choosing samples, the guiding principle for Centres is to present evidence of their program graduates meeting the English Language Standards they claim to meet; and, showing these standards are in keeping with those across the sector. Centres may deviate from the guideline above, and institutions have the opportunity to justify their assessment selection in the *Context Statement* in the portal. These work samples will be assessed against: (1) Centre marking rubrics; and, (2) the CEFR to determine if marking is consistent with Centre Marking Practices AND comparable to standards used across the sector respectively. Reviewers will then have the opportunity to comment on the standard of marking and the validity/appropriacy of these assessment tasks in the review.

⁴ A (just) Fail as used here refers to a piece of student work, which narrowly misses out on passing. This means the student has attempted the assessment but has narrowly failed to meet the requirements to be awarded a Pass. *Centres will not submit partial attempts or incomplete assessment items.*

5. Does the assessment task/s design enable students to demonstrate attainment of the relevant ULO's and relevant PLO's?⁵
6. Is the description of the performance standards or measures (e.g. marking guide, marking criteria, assessment rubric, annotated work samples) appropriate to the specified ULO's and PLO's?
7. Using the task rubric provided, do you agree that the grades awarded reflect the level of student attainment?
8. Using the CEFR rubric, do you agree that the grades awarded reflect the levels in the CEFR?
9. Do you have any comments on using the CEFR rubric?

Reviewers will be able to respond to each question with a discrete item response (*Yes, Yes but, No, No but*) followed by a justification and explanation for this response in a text field. There, reviewers can enter a response identifying both *good practice* and *areas for improvement*.

When responding to review questions, participants should always keep in mind the benchmarking project's underlying principles (Morgan & Taylor, 2012). The UECA project principles are outlined in the undersigned *Collaboration Agreement* (p.2): Mutual respect; a willingness to share and learn from each other; and a shared commitment to quality improvement and quality enhancement.

The assessment tasks and the work samples are to be treated as confidential documents. Participating institutions have agreed that the intellectual property rights of the review support material in the Peer Review Portal remain owned by the submitting Collaborating Institution.

As examples, two assessor reports from previous benchmarking projects are attached here for participating institutions. Please note that these are from other Higher Education disciplines (i.e. non-ELICOS/pathway programs), but they should provide reviewers with a template for how to assess.

5. Consensus Moderation Process in External Peer Review

In order to undertake the external referencing of standards, institutional groupings will be formed. Centres will nominate the universities and/or university groupings (up to a maximum of three other institutions) they would like to benchmark with and where a conflict is perceived, institutions they would prefer to not work with. Two reviewing universities will be nominated for each review project, as two reviewers will add more rigour and confidence to outcome of the review. The project leads will oversee the matching of this confidential dataset of reviewers across all participating institutions to consider any potential conflict of interests and/or strategic alliances.

Each institution will then nominate two reviewers per project to undertake the review and *consensus moderation* will be used⁶. Consensus moderation is 'a process for assuring that an assessment outcome is valid, fair and reliable and that marking criteria have been applied consistently' Bloxham et al (2009). This is established practiced in Higher Education external reviews, aligning judgments made by assessors in terms of criteria and standards (Booth, 2017). Higher Education reviews in Australia have found consensus

⁵ In question 3, reviewers analyse the extent to which the tasks call for responses that require students to demonstrate achievement of the course objectives; whereas in question 4 the reviewers are considering the adequacy of task specifications, (how the tasks are communicated to markers and students). (Sadler, 2010)

⁶ Nulty (2017) describes consensus moderation as: "Any process broadly defined as peer review that results in 'calibration' and 'conference' being achieved. The 'moderation' bit is the change in the views of participants that is needed to reach the consensus. The 'consensus' bit is peer agreement. This is more than a mere accommodation like 'agree to disagree', it's genuine change to a common position (i.e. calibration!)".

moderation to improve inter-rater reliability and increase rater confidence (O’Connel et al, 2016). Calibrating rater judgements through such a process has been used with CEFR external benchmarking of writing in other Higher Education contexts (Harsch & Martin, 2012).

5.1 Using Consensus Moderation: The project will employ consensus moderation practices identified by Sadler (2013).

- o At each institution, the two individual assessors will individually trial mark the submitted sample of student work against both the sending institution’s rubric and the CEFR writing rubric (Section 6) then record their grades with notes on the justification for these grades.
- o The assessors then meet and compare with each other provisionally allocated grades. They engage in evidence-based discussion (citing examples in the student samples) about how they reached their grades.
- o The two assessors then reach agreement on an appropriate overall academic achievement standard of each piece of work (first a grade against the sending Centre’s rubric and then a CEFR level). This will allow a consensus CEFR level to emerge for each submitted item, based on the evidence present in the submitted work (Harsch & Hartig, 2015; Nulty, 2017).
- o The assessors then compare their consensus grades with grades awarded by the institution. This then informs the reviewing institution’s responses to questions 5 and 6.

5.2 Considerations when using the CEFR to rate student samples:

Identify examples in the sample: Grading entails non-quantitative assessments of students’ achievements against rubrics and draws on raters’ professional expertise. Sound rating practices lie in realising that both subjective and objective knowledge is involved in judgement (Kahneman, Slovic, & Tversky, 1982) and that raters will differ in their assessment at times (Harsch & Hartig, 2015). In the consensus discussions, refer to the rubric and examples of evidence at those levels in each sample to reach agreement on the best possible assessment of the work provided.

Samples will vary in levels across the descriptors: At each of the overall CEFR levels, work samples may display some characteristics of a lower or higher level. It is the overall level which emerges as a result of consensus moderation which is of importance.

Genre-specific text features: The CEFR is intentionally underspecified and does not contain the level of detail many assessors will be familiar with in Centre rubrics. The 2018 CV CEFR writing rubric used here (Section 6) includes reference to text features of *essays* and *reports*. Where Centres submit other extended forms of writing (e.g. annotated bibliography), these should be considered against the rubric without reference to the generic features of essays and reports.

Gaps in the rubric: The CEFR is not without shortcomings (Fulcher, 2004; McNamara et al 2018). Despite improvements in the 2018 CV descriptors, gaps remain (e.g., Range B2+). UECA Centres should use the CEFR rubric as below (Section 6) inclusive of those lacunae. Avoid reducing your assessment to a narrow “measurement”. Rather, think broadly across the level descriptors in your consensus moderation session.

How to treat errors in writing? In B2+ you will read of “systemic” and “non- systematic” errors. Systematic errors are reproduced inaccuracies that show some consistency or repetition throughout the assessment (e.g. misuse of a past tense). Non-systematic errors (or mistakes) are present when the writer has made the

error (e.g. with past-tense) in only one or two instances but typically manages the form throughout.

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Acknowledgement: The project leads would like to thank UECA Committee Members and Dr Phuong H. Tran for her feedback on drafts of this document.

Appendix B

Summary of Themes across Participating Centres

<i>Good Practice Themes</i>	<i>Further Development Themes</i>
▪ Courses were aligned to learning outcomes, assessment mapped to learning outcomes across Centres ▪ Moderation, standardisation and validation of assessment tasks were employed widely across Centres ▪ Combination of formative and summative assessment employed effectively to assess student learning outcomes ▪ Strategic interventions widely used for students at risk ▪ Research and pedagogy explicitly and widely used to inform course design and assessment tasks ▪ Study Skills/broader academic skills/ academic literacies component included across the majority of Centres ▪ Teachers are well trained, experienced and have access to professional development across Centres ▪ Roles and responsibilities of Course Coordinator used to manage courses across locations at many Centres ▪ Formal and regular curriculum review and course monitoring used widely ▪ Wide use of data analytics and external reference points ▪ Online assessment widely used to prepare students' for university study ▪ Implementing novel teaching strategies which incorporate blended learning in many Centres ▪ Student exit survey and resulting action plans in many Centres ▪ External benchmarking of direct entry writing learning outcomes already used in some Centres ▪ External peer review already employed in some Centres ▪ External Course Advisory Committees/ Consulting Panels for Direct Entry Programs for reviews at some Centres ▪ Action research projects used in some Centres to good effect ▪ Tracking of student performance at some Centres used to further validate course learning outcomes and standards	▪ Comprehensive tracking of students post DEEAP: including comparisons of first term success rates of University students with those entering from a recognised proficiency tests ▪ Academic literacy (including digital) practices to be formally embedded at some institutions ▪ Monitoring and review of course to be made more formal and regular in some institutions ▪ Explicitly map learning outcomes to CEFR in some institutions ▪ Development of assessment rubrics in line with the CEFR ▪ Review appropriateness of student learning support in some institutions ▪ Working with external stakeholders and working more closely with the University ▪ Review and formalise academic integrity policy and procedures in some institutions ▪ Retention and professionalization of quality of staff in casualised workforce ▪ Improved understanding of assessment principles of novice staff ▪ Standardise Centre Assessment Policy in some institutions ▪ Consider strategies to increase student response rates on DEEAP feedback surveys