

# Block Model Results

Barrier Addressed

Increase in Pass-rate

Strategies Employed

Pre-Block 2017 ● ● Post-Block 2018

Pre Block Mode, almost as many students failed their studies as achieved a credit. (Smallridge 2019). One of the key aims of Block design was to dismantle unintentional hurdles to passing assessment tasks.



We introduced clarity about the required standards (aligned to the Australian Qualification Framework), scaffolded assessment, and self-assessment and peer assessment strategies before submitting work.

Non-English-Speaking Background (NESB) students' language barrier.



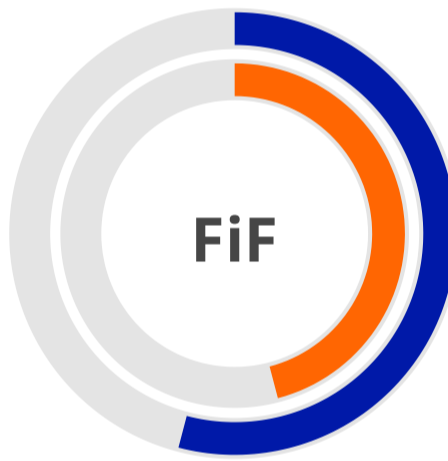
Clear instructions for assessment tasks and learning activities, Small group in-class discussions which allow private clarification of tasks; Pre and post-class resources that allow self-paced progress.

Low socioeconomic status (SES) students are often time-poor with multiple caring responsibilities (Devlin, 2010)



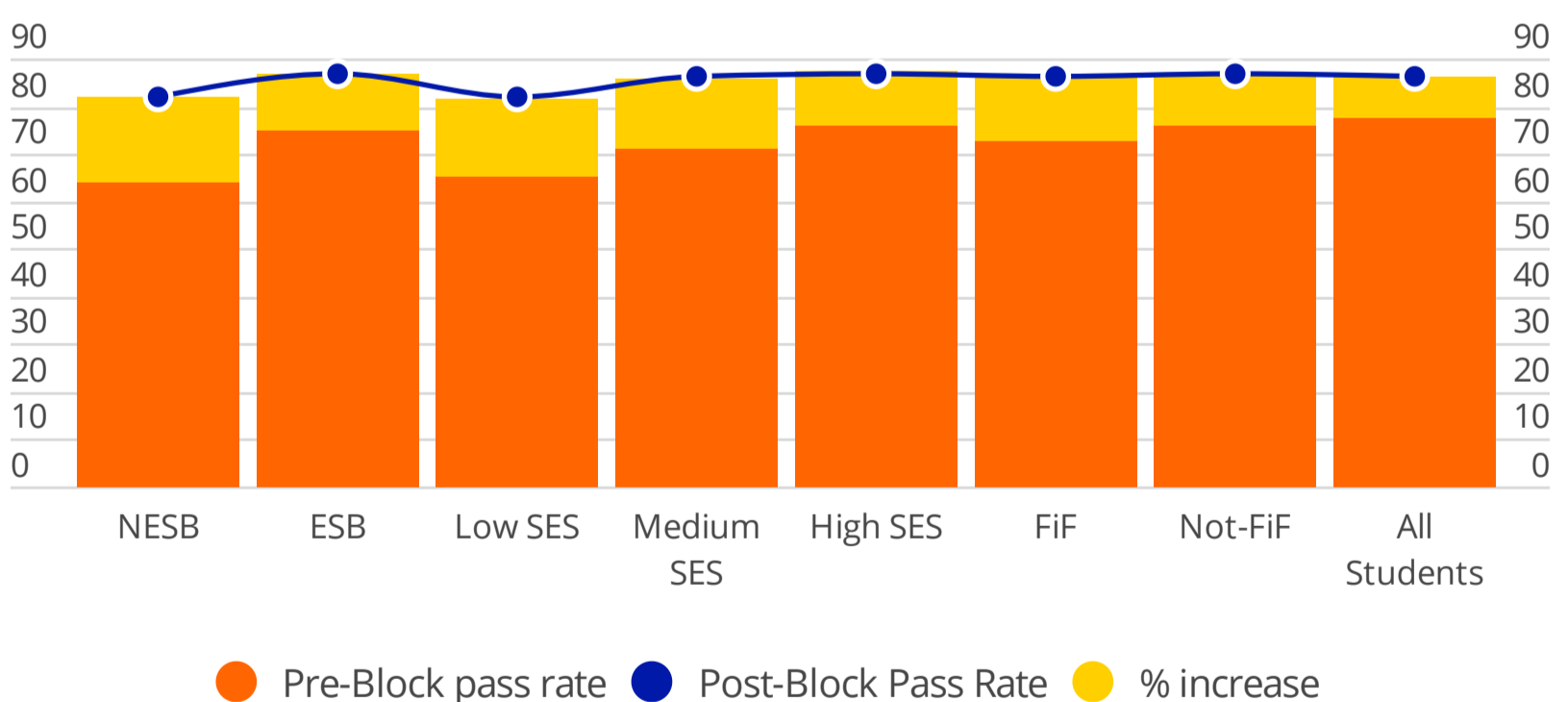
Strategies to help students manage their time, such as focused out-of-class study activities with estimations of time-to-spend. Predictable 2-days free from class both reduces the need for childcare arrangements and helps with employment commitments

First-in-Family (FiF) students find it difficult to anticipate what is required to navigating the 'new' landscape, and often feel out of place (O'Shea & Delahunty, 2018)



Early feedback combined with increased clarity about assessment tasks cannot be underestimated in reducing the risks for first-in-family students who have significantly reduced opportunities to know the standards required for tertiary-level assessment responses.

Overwhelmingly, The Block Model closed the gap between traditional and non-traditional students



Data from: Smallridge, A. (2019). First Year College - Report to Academic Board. Victoria University, Melbourne

References:

Devlin, M. (2010). Non-traditional university student achievement: Theory, policy and practice in Australia . *13th Pacific Rim First Year in Higher Education Conference*, 2010. 27th June - 30th June. Available from [http://fyhe.com.au/past\\_papers/papers10/content/pdf/Marcia\\_Devlin\\_keynote\\_4.pdf](http://fyhe.com.au/past_papers/papers10/content/pdf/Marcia_Devlin_keynote_4.pdf)

McCluskey, T., Weldon, J., & Smallridge, A. (2019). Rebuilding the first year experience, one block at a time. *A Practice Report. Student Success*, 10(1), 1-15. doi: 10.5204/ssj.v10i1.1048 <https://studentsuccessjournal.org/article/download/1148/728>

O'Shea, S., & Delahunty, J. (2018). Getting through the day and still having a smile on my face! How do students define success in the university learning environment? *Higher Education Research & Development*, 37(5), 1062-1075

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