
SUB-REPORT:

A selection of compulsory indicators for assessing psycho-social outcomes: An example



Penny Morrell
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THIS SUB-REPORT

This report is one of the products of a two-year research project which set out to discover what difference bursary support providers (BSPs) may make to student success at universities – and what their (unique) contributions to this might be.

Funded by the DG Murray Trust and commissioned by the Rural Education Access Programme (REAP), the project was carried out in active close collaboration with members of the National Bursary Support Providers Forum (NBSPF), a network of about 25 organisations which support university students in South Africa.

Working on measuring psycho-social outcomes was the most innovative part of this research. As the claim has historically been that psycho-social support is what this sector can uniquely offer, finding out the extent of the difference they make – and which bits are the most effective – was a key question, but also the most evasive.

Nonetheless the research undertook to identify psycho-social competencies / outcomes that would both support academic success and be an outcome in their own right inasmuch as they contribute to employability. Eight outcomes were eventually agreed to following a review of international workplace competencies – and 28 indicators with rating tools were developed. These are being piloted by two organisations and a third which is piloting their own set of outcomes, will be participating in the conversations about what is possible.

Given that 28 indicators are too many to assess for each student each year, the proposal is that each organisation selects those that are compulsory at different phases of university life – to which they add electives suitable to each student's profile and needs.

This is an example of one organisation's selection of compulsory indicators.

Other psycho-social sub-reports are:

Towards measuring psycho-social outcomes in the bursary support provider sector	Nov 2020
Eight psycho-social outcomes and their indicators	May 2021
Matrices for assessing the psycho-social outcomes and indicators	May 2021
Measuring psycho-social outcomes and indicators: A Guide	May 2021

ACCESS TO THE REPORTS

These sub-reports, along with the full research report and a shorter version comprising the executive summary and findings, are posted on the REAP and NBSPF websites at

<https://www.reap.org.za/pages/reports.html>

<https://nationalbursaryforum.org.za/resource-portal/>

ONE ORGANISATION'S SELECTION OF COMPULSORY INDICATORS FOR ASSESSING PSYCHO-SOCIAL OUTCOMES

There are 28 indicators attached to eight psycho-social outcomes.

As this is too many to assess for each student each year, the proposal is that each organisation selects those they think should be compulsory at different phases of university life.

Then when they meet with each student they can add electives suitable to that student's profile and needs.

Those that are compulsory are given under each student phase – in the form of a target rating (out of 4)

- First year = 16 indicators
- Senior students = 18 indicators
- Final year students = 16 indicators

		First year	Senior	Final year
1	Communication – oral and written and including emotional intelligence			
1.1	The student produces error-free well-structured written communication in English.	2	3	4
1.2	The student's verbal communications in English are clear, confident and to the point.	2	3	3
1.3	The student conveys their messages in ways that are suitable for the intended audience.	2	3	3
1.4	The student participates meaningfully in group sessions.	2	3	3
2	Teamwork/collaboration / co-ordinating with others			
2.1	The student participates actively and confidently in a group, while being aware of others.	2		
2.2	The student can interrogate an idea with others.		3	
2.3	The student contributes to achieving team goals.	2		
2.4	The student manages conflict in ways that build relationships and ideas and accommodates difference, where possible.		3	

		First year	Senior	Final year
3	Social and cultural awareness – including service orientation / purpose			
3.1	The student actively learns about people who are different from themselves.		3	
3.2	The student accepts that people have different values and views to them.		3	
3.3	The student intentionally contributes to the wellbeing of other people and communities.	2	3	3
4	Critical thinking / (complex) problem solving, judgement & decision making			
4.1	The student discerns which information and resources are relevant to address an issue or situation.			
4.2	The student assesses situations or information without simply accepting things at face value.			
4.3	The student weighs up alternatives and interrogates options before deciding on an action.			
4.4	The student exercises critical thinking and judgement, and employs creative and adaptable approaches where necessary.			
4.5	The student assesses their actions with a view to improving where necessary.			
5	Initiative			
5.1	The student takes considered action without being prompted to do so.			
5.2	The student seeks assistance proactively.			
6	Persistence / grit			
6.1	The student persists in the face of <u>contextual</u> difficulty, and remains focussed on their goals.	2	3	4
6.2	The student persists in the face of <u>personal</u> difficulty, and remains focussed on their goals.	3	3	4
6.3	The student draws on their personal characteristics as well as on external resources to enable them to manage difficulty.	2	3	4
6.4	The student tries multiple methods of overcoming a problem until an outcome is reached.	3	3	4

		First year	Senior	Final year
7	Work ethic / professionalism			
7.1	The student manages time well, including responding within agreed timeframes.	2	3	4
7.2	The student's physical presentation is suitable to the occasion / people.			3
7.3	The student demonstrates integrity and ethical standards in their behaviour and choices.			3
8	Personal management			
8.1	The student sets personal development goals and actively works towards achieving them.	3	3	4
8.2	The student retains a sense of self while engaging with personal change and in the face of competing demands from others.	2	3	4
8.3	The student has an understanding of their personality type and uses this information to make positive decisions and choices.	3	3	4
8.4	The student extends themselves, including undertaking unfamiliar tasks despite anxiety/fear.	2	3	3