Transforming Learning

A COMPENDIUM of Assessment Methods:

from Students' Perspectives

NTU TORR

TU DUBLIN
OLLSCOIL TEICNEOLAÍOCHTA BHAILE ÁTHA CLIATH
TECHNOLOGICAL UNIVERSITY DUBLIN

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About the Publication

This TU Dublin Compendium of Assessment Methods is designed to accompany our new Assessment Handbook and to provide the student voice within the assessment design process. Authored by NTUTORR student champions and edited by Dr. Jen Harvey, the resource includes a rich variety of valid alternatives to more traditional forms of assessment such as unseen examinations, essays and reports that can be used to support and evidence students' learning across our disciplinary programmes.

The strength of this publication is that it has been written by students who have researched each method and are presenting their perspective on the assessment process. Each method is described in turn, what it assesses, the benefits and the disadvantages from both the teaching and student perspectives as well as student opinions about the use of these techniques in practice. The TU Dublin methods were shortlisted by the student writing team who also decided it was important to include Universal Design for Learning, Equality Diversity and Inclusion, Academic Integrity and Employability ratings and implications of such with the assessment design process.

The resource utilises a framework employed by a similar more extensive project publication developed by students attending the University of Leeds in the UK. The TU Dublin authors were funded as student champions as part of the national NTUTORR project and we are grateful for their support in this process. It is hoped to continue to expand the range of assessment methods in the publication as an evolving resource to enhance the Assessment and Feedback processes in TU Dublin.

Professor Brian Bowe, Head of Academic Affairs, TU Dublin

As we joyfully commemorate the launch of "A Compendium of Assessment Methods: From Students' Perspectives," we find ourselves immersed in a journey that not only reflects on the teams' accomplishments but also pays homage to the enduring nature of student voices in shaping educational landscapes. In the realm of education, discussions often echo with the mention of the student voice, yet the translation of these sentiments into tangible policies and transformative change remains elusive. "A Compendium of Assessment Methods" stands as a beacon, offering a tangible example of how the student voice can be not only heard but also implemented into the very fabric of Higher Education Institutions (HEIs). This document, a permanent testament to student perspectives, serves as a timeless reference for those seeking to understand the intersection of assessment methodologies and student experiences.

The realization of this compendium owes much to the commendable efforts of the NTUTTOR student champions, whose dedication and insights have not only enriched their peers but have also elevated TU Dublin as a whole. The document, a collaborative effort, unveils a multitude of assessment methods through the eyes of students, providing educators with a nuanced understanding of the impact on motivation, comprehension, and overall academic growth. Embedded within these pages is a profound message—that meaningful change in education starts by listening to those who matter the most: the students. This document serves as an invitation to embark on meaningful conversations about diverse assessment methods and their implications, acknowledging students as the principal stakeholders in their own education.

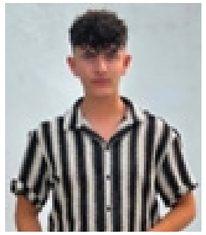
The efforts of Jen Harvey and the NTUTTOR team are deserving of commendation on behalf of the student's union executive. This research is poised to instigate fruitful conversations and catalyze change in how we perceive and approach assessment in HEIs, leaving an indelible mark on the trajectory of education from this moment onward.

Shauna O'Toole, TU Dublin Student Union Vice President for Academic Affairs

About the Authors

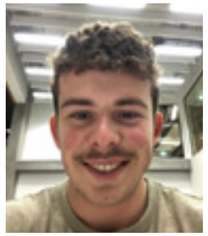
ROBERT BRENNAN BELL

I am a final year student studying Medicinal Chemistry and Pharmaceutical Sciences in TU Dublin – based in Grangegorman. I'm a Student Champion under the thematic area of Universal Design for Learning, a philosophy that I hope that this Assessment Handbook will help actualise within our university. I believe that the current systems of 'reasonable accommodations' in educational institutions is a manifestation of a systemic lack of consideration to the needs of disabled students in academia, so I am grateful to have been given this opportunity to reflect on the academic assessments used in our university through a UDL lens. I am hopeful that, someday, education will be truly accessible – no retrofitting required.



JAKE BUSHE

I am a second-year student studying the BSc (Hons) in Business and Law at the School of Business and the School of Social Science, Law and Education in the Technological University Dublin. I am an N-TUTORR Student Champion engaging in the thematic area of Equality, Diversity and Inclusion. With this in mind, the opportunity to work on this project has been both inspiring and thought-provoking. I enjoyed critiquing and exploring several assessment techniques within the higher education assessment structure. It is clear, while several assessment techniques are utilised, we must ensure this is rolled out through all discipline's to ensure fairness for all.

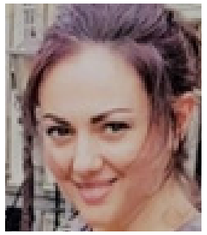


CHRISTOPHER KENNY

I am a fourth-year Product Design student at Technical University Dublin, and I am a Student Champion under the theme of Universal Design for Learning (UDL). As a dyslexic student, I've witnessed UDL's positive impact on my academic journey. My unique perspective have motivated me to aid in implementing UDL methods at TU Dublin. In addition to my time in product design and as a Student champion. I'm eager to leverage my experiences to positively impact TU Dublin, I am enthusiastic about contributing to the development and promotion of UDL principles in our institution. I believe the implementation of this assessment handbook will aid the university in forming assessments that prosper an enthusiasm for learning. It should lead to an equitable and fair method of assessing a diverse range of learners.

FATIMA KHAN

I am a fourth student studying BSc (Hons) Medical Science at Technological University Dublin. I am an N-TUTORR Student Champion engaging in the thematic area of Universal Design for Learning (UDL). I'm interested in creating awareness around the impact that UDL can have on the teaching and learning sphere of TU Dublin. I believe that the implementation of its principles within the institution would improve the educational experience of students. The development of this Compendium of Assessment Methods will support the university and cater for the diversity of learners through the introduction of more flexible methods of assessment. Providing the student voice for this resource has been a great opportunity to positively impact the student experience. I hope our work will aid in expanding the use of varied assessment methods in TU Dublin.

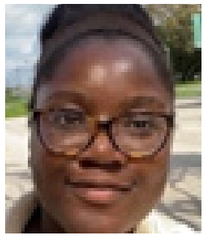


ANISSA MOKHTARI

I am a student studying BA (Hons) in Botanical Cuisine and am based in the TU Dublin Tallaght campus. I have represented the Uuniversity in a number of competitions and am proud to be the inaugural winner of the Student Award at the Irish Food Writers Awards in Autumn 2022. I am also a TU Dublin N-TUTORR Student Champion who is engaging in the area of Universal Design for Learning. In my role as a Student Champion, I hope to use this opportunity as a means to advocate and create awareness around this theme in order to transform the student experience. I am involved in activities including hosting thematic workshops, panel discussions and podcasts.

TENIOLA OGUNBADEJO

I am a fourth year Business and Law student in TU Dublin based in the Grangegorman and Aungier Street campuses. I became an N-TUTORR Student Champion because I enjoy engaging and being a part of the development in my Uuniversity. As I was already a TU Dublin Student Ambassador and an Access Student Leader two years in a row, I saw that being a Student Champion will be a great way to put the knowledge and vision I have for my Uuniversity into action. I am excited to be a part of the Assessment Handbook as I am passionate about contributing to the development and promotion of TU Dublin's Assessment methods. As a student in two different disciplines, I am able to get the full effect of how different lecturers assess their modules, the reasons for it and the potential issues that might arise. I am grateful to have been given the opportunity to contribute to the academic assessment methods from a student and employability perspective.



HANNAH RAHEEM

I am in my second year studying pharmaceutical healthcare in TUDublin on the Grangegorman campus. I became an NTUTORR student champion because of my desire to get involved and to impact my university environment in a unique and helpful way. This of course led me to the opportunity to participate in the curation of this University academic compendium. I was very enticed by the idea and possibility of being a part of document that it has the power to analyse and to change and to also bring forward innovative ideas when it comes to the way assessments are conducted in this establishment and I am so grateful for this opportunity that was given to me. As my thematic area is EDI (Equality, Diversity, and Inclusion) it is especially important for everybody to be given a chance to me heard and I am delighted to be able to introduce my individual student voice into this space and to also advocate for others in similar positions as me.

CORNELLIA SALAKO

My name is Cornellia, I am studying Economics & Finance Bachelor of Science (Honours) in the Technological University of Dublin, Aungier Street campus. I am an N-TUTTOR student champion who is engaging in the thematic area Academic Integrity. I hope to use this opportunity to bring awareness to new and safer ways of learning.

OYINDAMOLA (DAMOLA) SHEKONI

I am a 2nd year student of Advertising and Marketing Communication at TU Dublin. As a passionate and proactive student champion of NTUTORR, I am fully committed to enhancing the student experience at the university. The Assessment Handbook, which emphasises the importance of Academic Integrity, Universal Design for Learning (UDL), and Employability, is crucial not only for me but also for every TU Dublin student. UDL ensures that educational materials are accessible to everyone, promoting equality, honesty, fairness, respect, and inclusivity. I have chosen academic integrity as my focus area as an NTUTORR student champion, and I am determined to promote an inclusive, responsible, and equitable educational experience for all TU Dublin students.

Introduction

Excellent publications have documented and promoted different assessment methods that can be employed in higher education; however, you may have noticed that many are not designed with the student's perspective in mind. Our comprehensive Assessment Handbook is here to help. This compendium is one of the outcomes of the transforming e-learning project and aims to provide a handbook of Assessment methods from a student's perspective. It seeks to bridge the gap between educational objectives and learning aspirations, offering a seamless and effective learning experience for everyone.

The NTUTORR student champions reviewed each of the assessment methods. They focused on the skills evaluated, as well as the advantages and disadvantages of each method, from both a teaching and student experience perspective. The champions also provided their own opinions based on their experiences as students. Each technique presented has been carefully scrutinised for its effectiveness and relevance to the learning process, ensuring that students receive the best possible assessment experience. In the process of creating this compendium, we took into account TU Dublin's academic integrity policy as well as the assessment guidelines used in various disciplines across all TU Dublin programmes and locations. See to the right, the rankings used for each of our selected assessment methods.

This Handbook aims to be an invaluable and inclusive resource. It is designed to enhance the academic journey for both our lecturers and students. Say goodbye to routine assessments and embrace a more exciting and productive learning experience! Working together, this handbook is co-designed to create a cohesive and supportive learning assessment community, encouraging academic excellence in learning and teaching through clear guidance and a mutual understanding between lecturers and students.

Criteria	*	**	***	****	*****
Universal Design for Learning (UDL)					Method does not provide barriers that would impact the performance of some learners
Academic Integrity					Method provides very limited possibilities to access 'help' or inputs from external sources, peers, family. Likelihood of plagiarism or possible re-use of others materials/ commissioned work is very low.
Employability					Method provides different opportunities to develop professional skills, attributes and capabilities in preparation for your future career.
Equality, Diversity, Inclusion (EDI)					Method is accessible, non-discriminatory and inclusive for all students

Table one: NTUTORR rankings used for each of the Compendium assessment activities

ANISSA MOKHTARI

Description: An article is a written piece of content that explores, discusses, or analyses a specific topic, issue, or subject matter. It is typically created for publication in a periodical such as a newsletter, magazine, or academic journal. These often follow a structured format with a clear introduction, body, and conclusion, presenting information in a coherent and engaging manner and they can cover a wide range of topics, research and opinions.

What does it assess?

- Communicating skills e.g. presenting information, professional writing.
- Critical thinking and analytical skills.
- Writing for and educating the selected audience, considering different perspectives.
- Research skills contributing to the existing body of knowledge in a particular field.
- Independent working.

Benefits from a teaching perspective: This depends upon the programme level and the skills to be developed. Articles can be linked to real life events, research and the presentation of information for a different audience. Well-chosen articles can capture students' interest and engagement and be more interesting to mark. Articles often provide recent information, helping students keep up with trends, in their field of study. Reading student articles in class can promote discussion and debate.

Disadvantages from a teaching perspective: Students may be unfamiliar with the form of assessment and find the task challenging. Clear guidelines and assessment criteria should be provided. Students might have varied research and writing skills. Sensitivity should be given to topics that might be controversial and/or elicit strong opinions. Traditional articles may lack interactivity compared to multimedia or hands-on learning materials.

Positive aspects from a student's perspective: Articles provide an opportunity for students to delve deeply into a topic, gaining a comprehensive understanding beyond surface-level knowledge. Many articles can be based on real-world events, cases, or research, making the content more relevant and applicable to students' lives and future careers. Well-crafted articles also serve as models and standard bearers for students in their own academic writing.

Negative aspects from a student's perspective: Some articles, especially academic contributions, can be complex and challenging for students who might feel overwhelmed by the time required to research and write lengthy articles. Topics might be perceived as dull, uninteresting or not relevant. Students may struggle with writing in a complex language. If students are not advised to source a variety of articles on the subject matter, some articles might encourage students to develop biased perspectives or viewpoints.

Students' opinions on this choice of assessment technique: Recognising the real-world application and practical skills development, especially for those interested in enhancing writing abilities can encourage student engagement. Opportunities for creativity and expression can also motivate students with some appreciating the diverse assessment method as a refreshing alternative. However, some students may find this method time-consuming and there could be some anxiety in relation to writing skills.

Article for a Newsletter, Magazine or Journal

UDL implications (star rating low to high)	✳✳✳✳✳
Academic Integrity rating:	✳✳✳✳
Employability enhancement rating:	✳✳✳✳✳
EDI implications:	✳✳✳

ROBERT BRENNAN BELL

Description: Commonly referred to as 'placement' or 'internship', students take on a role in a real industry environment, entailing the challenges and dynamics of their future professions. This assessment method provides a hands-on evaluation of students' ability to apply theoretical knowledge in real-world scenarios, fostering skills development and professional readiness. These placements may sometimes follow a set internship programme established within a company, whereas in some other placements students may be undertaking work like any other employee within that company.

What does it assess?

- Application of theoretical knowledge in authentic work settings.
- Practical skills relevant to the discipline.
- Problem-solving and critical thinking in professional contexts.
- Effective communication within a workplace.
- Adherence to professional standards and ethics

Benefits from a teaching perspective: Direct observation of practical application enhances the evaluation process. Provides real-world context for theoretical concepts. Supports the development of skills essential for career success.

Disadvantages from a teaching perspective: co-ordination and oversight of work placements may be resource-intensive for academic staff. Assessment may require input from both on-site supervisors and academic staff. Ensuring fairness and consistency with such a diverse range of work settings can be challenging.

Positive aspects from a student's perspective: Application of knowledge in real-world scenarios enhances the understanding of course content. Creates opportunities for skill development and provides a hands-on learning environment. Exposure to professional environments allows students to create connections within the industry and can give unique insights into how the industry works. Students may receive continuous feedback and mentoring from supervisors. Students may be better prepared for the challenges of the professional workforce.

Negative aspects from a student's perspective: Work placement availability may vary, affecting equal opportunities. Some students may face challenges in securing relevant placements, disabled students especially may find it difficult to secure a placement that is willing to accommodate their needs. Diversity in placement experiences may result in inconsistent assessments with students having very limited control over the work environment. Students may incur an additional financial burden in undertaking placement, with many placements being unpaid. This also can lead to some students on placement being exploited purely as a source of free labour, with little concern given to educational opportunities within the industry.

Students' opinions on this choice of assessment technique: Some students appreciate the practical experience, whereas others may find it challenging due to varying work environments and expectations. It is considered demanding assessment method, but overall it is seen as a positive aspect of an undergraduate degree programme.

Assessment of Practice in Realistic Work Situations

UDL implications (star rating low to high)	**
Academic Integrity rating:	*****
Employability enhancement rating:	*****
EDI implications:	**

TENIOLA OGUNBADEJO

Description A bibliography is an assessment method that can be used in groups or individually. It is a separate assessment output usually consisting of a set of references with annotations which explain why each source has been selected. For example, a list of the books referred to in a scholarly work or on a specific subject. It may also be appropriate to ask students to explain how they went about finding each source.

What does it assess?

- Subject knowledge and understanding.
- Ability to research for relevant material.
- Ensuring information was retrieved from legal and relevant sources.
- That students know the reason for the research.
- Whether a student's work can be backed up or verified.
- Ways to obtain relevant sources.
- Organisation skills
- Research skills
- Ability to work in a team if completed as a group.

Benefits from a teaching perspective: Students' research and retrieval skills are developed as they expand their reading, identifying whose work they are using for their research and why they are using it. It is an interesting way to encourage students to get under the skin of relevant people in the discipline. Developing a bibliography can encourage students to uncover context and help them to relate what happens in their discipline to other things in the world. Lastly, it reduces plagiarism by helping students to reference and cite correctly.

Disadvantages from a teaching perspective: Can be time consuming to assess in detail. Students need guidance in relation to what needs to be included in each annotation. Can take marks away from the actual assignment.

Positive aspects from a student's perspective: Ownership of learning and background reading. Can be motivational and engaging for students to obtain a national and global perspective. Develops Academic Integrity skills.

Negative aspects from a student's perspective: Students might not understand the purpose for a bibliography: how to do it and the specific format for it. A good bibliography can be time consuming to create and the added workload might create stress for students.

Students' opinions on this choice of assessment technique: Developing a bibliography offers limited possibilities to access 'help' or inputs from others which could be a disincentive to cheat. Preparing a bibliography provides different opportunities to develop professional skills, attributes, and capabilities in preparation for your future career Sometimes inclusion of a bibliography is offered as an option and sometimes it is compulsory for the same percentage of marks.

'As a Law student who writes essays a lot, I see the purpose of it. However, some students might not see the benefits. It depends on different lecturer's preferences.'

Bibliography

UDL implications (star rating low to high)	✱✱✱✱✱
Academic Integrity rating:	✱✱✱✱✱
Employability enhancement rating:	✱✱✱✱✱
EDI implications:	✱✱✱

DAMOLA SHEKONI

Description A blog (abbreviation for web log) is like an online diary that is regularly updated either by an individual or group. The diary can be linked to activities, skills or competences and can be made visible to other students, lecturers or employers if used eg while a student in on a work placement. The emphasis is on the learning process rather than the final outcomes. Students might be asked to select a number of blog entries for a final assessment or to assess or comment on other blogs written by other students in their class.

What does it assess?

- Written and critical analysis skills
- Reflective skills on their learning experiences either as an individual or as a group.
- Skills development eg while on a work placement or on a group project.
- Application of theory to practice
- Self awareness

Benefits from a teaching perspective: Blogs are a useful way for staff to see and students to learn how to reflect on their personal or professional development over a period of time. They can used to regularly update and obtain feedback on their progress, successful completion of activities or achievement of competences outside of the classroom. Blogs can accompany a portfolio submission for professional body recognition.

Disadvantages from a teaching perspective: Students are likely to be unfamiliar with reflective writing and will need clear guidelines and support. It can be time-consuming to provide feedback on reflective writing, individual contributions and assess a range of different blog entries gathered over a period of time. Separating group work from solo work makes it easier to check for plagiarism and assign fair marks. Difficult to mark fairly. Students might write what they think you want to read.

Positive aspects from a student's perspective: Blogs record progress and personal development when it happens. This could a familiar format to students and can help develop written skills. On the job market, students have their own learning resources for future reference and revision. Can record individual contributions and personal thoughts.

Negative aspects from a student's perspective: Keeping a blog is time consuming and some students might feel this is a waste of time if this does not count towards a mark. They might struggle with reflective writing. It might not be clear what is expected.

Students' opinions on this choice of assessment technique: Students can feel a sense of development. Building your own learning resources is also an invaluable experience.

'It is a personal way of helping you to learn', 'This is a good way to develop reflective skills and record progress on a work placement.'

Blog or Online Reflection on Skills Development

UDL implications (star rating low to high)	✳✳✳
Academic Integrity rating:	✳✳✳✳✳
Employability enhancement rating:	✳✳✳✳✳
EDI implications:	✳✳✳

FATIMA KHAN

Description The student is provided with a case study to analyse or may be expected to research around the topic area and present this information in the form of a case study using a template provided by the lecturer.

What does it assess?

- Critical thinking, problem solving, research skills and the ability to analyse data
- Ability to apply knowledge gained from the course module to real-life scenarios and the presentation of information. Can help students to engage in reflective discussion.
- Demonstration of a range of skills such as academic writing, problem-solving and reflection

Benefits from a teaching perspective: The application of student knowledge to a real-world scenario or analysis of data can be observed through this assessment method. This enables academic staff to assess student understanding of the module content and the development of a range of different skills.

Disadvantages from a teaching perspective: Due to variation in between case studies, it may be time consuming and difficult to compare and moderate work obtained from students. Good case studies might be challenging to design and it could be difficult to compare student's work.

Positive aspects from a student's perspective: The application of prior knowledge to a case study is rewarding as it demonstrates how theory content can be applied to real-world scenarios. This increases the relevance of the task and the interest of the student. Case studies in examinations are more authentic and less stressful for students.

Negative aspects from a student's perspective: If choice is given, there may be pressure to select the 'perfect' case study topic. Lack of familiarity with this assessment methods could create stress. Choosing a poor case study may result in the student's work suffering.

Students' opinions on this choice of assessment technique: The assessment method provides students with the opportunity to apply their knowledge to real-life scenarios. Case studies also enable students to develop a number of skills such as analytical and critical thinking.

'Working on case studies is rewarding as it allows you to connect the dots between information we learn from lectures and real-world situations'.

Case Study Analysis

UDL implications (star rating low to high)	✱✱✱
Academic Integrity rating:	✱✱✱
Employability enhancement rating:	✱✱✱✱
EDI implications:	✱✱✱✱

DAMOLA SHEKONI

Description An essay is one of the most commonly used assessments for coursework and examinations. The method requires students to undertake a structured piece of writing that might take different forms eg the development of an argument or an exploration of a topic in greater depth. The essay question or brief might be presented in the form of a prompt including key words or phrases that define the task (e.g., 'compare', 'contrast', 'discuss', 'evaluate'). For more information about undertaking this assessment method, please see the Appendix p 60

What does it assess?

- Depth of knowledge and understanding of a topic.
- Written communication skills, academic writing.
- Research and referencing skills.
- Independent learning.
- Ability to structure an argument.

Benefits from a teaching perspective: It's a good way to assess student understanding of a topic. Students are likely to be familiar with the format and essays can help them to develop their writing skills and to learn how to develop an argument through a document.

Disadvantages from a teaching perspective: Can be time consuming to mark. Students need clear guidance e.g. on the approach /perspective lecturers would like the student to adopt while answering the essay question and how to improve their grades. There is no opportunity to ask questions about the writing process and the originality of the work. It can be easy to cheat.

Positive aspects from a student's perspective: As this is a familiar format to students, essays can be less stressful than an exam for students. Students can research and write about a topic with which they are interested. Helps to develop academic writing skills and learn how to reference correctly.

Negative aspects from a student's perspective: Number of hours spent, reading, researching and writing an assignment. Although commonly used in College, does not prepare for real-life experience. Quite subjective to mark.

Student' opinions on this choice of assessment technique: Students are familiar with this method and usually know what is expected. However, somestudents find essay writing difficult and essay topics not always interesting to write about.

'It can be easy to cheat and students with poor writing or language skills could be disadvantaged. Guidance in the use of AI should be provided and how to reference.'

Essay or structured writing

UDL implications (star rating low to high)	✳✳✳
Academic Integrity rating:	✳✳✳
Employability enhancement rating:	✳✳✳
EDI implications:	✳✳✳✳

ANISSA MOKHTARI

Description Event organisation or management as an assessment method typically refers to using the planning, execution, and evaluation of an event to assess various skills and competencies of individuals or groups. This method is often employed in educational settings, training programs, or professional development contexts to evaluate participants' abilities in areas such as project management, teamwork, communication, problem-solving, and organizational skills

What does it assess?

- Communication skills.
- Problem-Solving: pre-event and on the day.
- Organisation and attention to detail.
- Creativity.
- Leadership skills.
- Evaluation and reflection.
- Project management skills.
- Teamwork and collaboration.

Benefits from a teaching perspective: Using event organization or management as an assessment method in teaching promotes practical, experiential learning, and the development of a wide range of skills that are valuable in both academic and professional settings. It enhances students' readiness for the challenges they may face in their future careers

Disadvantages from a teaching perspective: Using event organization to grade students can be hard on resources and may not be fair if some students do more work than others in a group. Grading can also be tricky because different teachers might see success in different ways. Teachers need to think about these pros and cons and perhaps consider other ways to grade, making sure the rules are clear and fair.

Positive aspects from a student's perspective: Organising events can have many benefits. It helps students use what they learn in real-life situations, like working in teams and solving problems. This kind of learning is hands-on and makes what they study in class more relatable. Students get to be creative, can try out leadership roles, and develop skills that they may require in future jobs. It is a practical experience that gives them a sense of accomplishment and confidence. Additionally, it can be a chance to meet and connect with professionals in the field, opening opportunities for future networking.

Negative aspects from a student's perspective: Organising events for grades can also be tough for students. It takes a lot of time, and sometimes the work is not shared equally in groups. Unexpected things can happen, making it hard to predict how everything will go. Also, not everyone agrees on what makes an event successful, so grading can feel unfair. For students from more theoretical subjects, events might not seem very useful. Getting the required resources for events can also be tricky.

Event Organisation or Management

Some students might feel that the skills they learn in event planning don't really apply to other parts of their studies or future job paths. Overall, while events can be a dynamic experience, they come with challenges that students need to manage

Students' opinions on this choice of assessment technique: Some students might like the idea of using events for grades because they let them use what they have learned in real-life situations. But they can also be stressful and take up a lot of time. Some students might not see how planning events connects to what they're learning in their classes. So, students' opinions on using this method can differ based on how they like to learn and what they think is important.

'These are great hands-on activities that provide a chance tfor you to develop useful skills like teamwork and problem-solving.'

UDL implications (star rating low to high)	✳✳✳
Academic Integrity rating:	✳✳✳✳
Employability enhancement rating:	✳✳✳✳✳
EDI implications:	✳✳✳✳

JAKE BUSHE

Description: Group collaborative projects in an academic context refer to cooperative endeavours undertaken by a team of students to achieve common objectives that enhance their collective learning and problem-solving capabilities. In group work, you will typically be asked to form a small group or at times the membership will be pre-determined by your lecturer. As a team you complete a task i.e. a group assignment, presentation etc successfully within a given timeframe. Group work can allow for engagement with more complex and large-scale tasks.

What does it assess?

- Content knowledge.
- Creativity and critical thinking skills, problem-solving, research and innovation skills.
- Communication skills e.g. presentation and public speaking.
- Team working skills e.g. collaboration, accountability, adaptability.
- Time management, project management skills.
- Reflection and self-assessment skills.

Benefits from a teaching perspective: Collaborative projects simulate real-world activities structured to promote the synergy of diverse skills, knowledge and engagement with different perspectives that can foster a deeper understanding of the subject matter. Working collaboratively can help students to learn team working skills, approaches that support Inclusivity, Diversity, Ethical and moral considerations that are valued in the workplace and are useful in life more broadly. Multiple skills can be assessed.

Disadvantages from a teaching perspective: Collaborative projects are time consuming to design, organise and assess effectively. Some students will need additional guidance and support through the group project process. Individual contributions can be challenging to assess.

Positive aspects from a student's perspective: Groupwork lessens the workload generally speaking and students can make new connections within their course. Collaborative projects provide the opportunity to enhance and grow skills in preparation for future careers post College.

Negative aspects from a student's perspective: Time consuming workload can end up being left to certain individuals and this is not always reflected in their final grade, Unequal workload among group members, Individuals not meeting deadlines, not attending meetings, possible group conflicts, limited individual accountability, Stress and anxiety

Students' opinions on this choice of assessment technique: Group collaborative projects prepare for real life situations in the working world when you are held accountable your peers. They provide an opportunity for SEN students to work with peers in a controlled environment. If done well this can increase inclusivity however, with limited support, could result in certain SEN students feeling isolated.

'Group projects help me to develop my skills and help me feel independent especially students with special educational needs' 'Group projects can be difficult and stressful for people that struggle with public speaking as they tend to include a group presentation element' 'Group work is frustrating, it is inconvenient needing to rely on others to get their side of the work done' 'Highlights a person's work ethic' 'scares me as I am socially awkward' 'I love group projects, you don't feel so alone doing academic work.'

UDL implications (star rating low to high)	✳✳✳
Academic Integrity rating:	✳✳✳
Employability enhancement rating:	✳✳✳
EDI implications:	✳✳✳✳

FATIMA KHAN

Description: The student provides an oral response to questions asked by one or more examiners. During this assessment, the examiner is able to explore the knowledge and understanding of students in greater depth. Key points or identified gaps can be addressed by the students.

What does it assess?

- Knowledge and understanding of the subject area.
- Oral communication skills.
- Critical thinking skills.
- Problem-solving skills.
- Creative thinking.

Benefits from a teaching perspective: This format can be used to accurately assess student knowledge and understanding. Background thinking behind a paper or exam submission can be explored. Examiners can select questions at random from a pool of prepared questions or follow a structured series of the same questions with all interviewees.

Disadvantages from a teaching perspective: Preparing for and conducting interviews can be time-consuming, making them less suitable for a large class group. In contrast to a written exam, interviews lack anonymity which can lead to assessor bias. Clear marking schemes should be developed when there are several examiners involved. This ensures that the marking procedure is standardised.

Positive aspects from a student's perspective: Interviews enable students to develop a variety of skills, including problem-solving, effective communication and 'thinking on your feet'. As students have the opportunity to interact with an examiner, they may find it easier to explain concepts orally than in a written exam.

Negative aspects from a student's perspective: Interviews can act as a stressful environment for students. Even with a high level of knowledge and understanding on the subject, they may perform poorly due to stress, anxiety and a lack of confidence in their verbal communication skills.

Students' opinions on this choice of assessment technique: For many students, an interview may seem more stressful than a written exam. However, there are ways to reduce the stress associated with this type of assessment. For instance, understanding the structure of the interview can help students to plan their preparation.

'Anticipating possible questions and rehearsing your responses can help to build your self-confidence.'

Interview /Oral Examination

UDL implications (star rating low to high)	✳✳✳
Academic Integrity rating:	✳✳✳✳✳
Employability enhancement rating:	✳✳✳✳✳
EDI implications:	✳✳✳

JAKE BUSHE

Description: This style of assessment can be done in a written format in person or completed online. It requires the learner to select the correct answer from among one or more of options, complete statements or perform relatively simple calculations in a multiple-choice format. There is only one unambiguously correct answer.

Example. What is 6+10?

a) 4 b) 16 * c) 160 d) 610

*** Correct answer**

What does it assess?

- General knowledge and comprehension of a topic.
- Active recall of information.
- Application of theory.
- Analysing a topic.
- Problem solving.
- Decision making.

Benefits from a teaching perspective: Although not effective in assessing the full range of module learning outcomes, when used in conjunction with other methods, these can strike a fair and reasonable balance and are effective in gauging breadth of knowledge and factual information. Assessments can be easily marked as an answer is either right or wrong. Tests are generally efficient, easy and quick to administer. General standardisation of questions can be achieved and immediate feedback can be achieved if completed online.

Disadvantages from a teaching perspective: Good questions are time-consuming to design. Objective tests are not effective in examining higher cognitive skills such as critical thinking, creativity and evaluation. The assessment is open to guessing and can be judged on a 'luck pick' basis. Cheating may be easier.

Positive aspects from a student's perspective: This style limits the idea of rote learning. Unlike a traditional exam, having options should assist you in determining the correct answer, if you have a general understanding of a topic. This can remove some pressure for students. Feedback is received much faster and can be immediate if online.

Negative aspects from a student's perspective: Stress and test anxiety still can exist. It is in some regards easier to cheat with this style of assessment meaning skewed results. This assessment may be seen as the lazy way out.

Students' opinions on this choice of assessment technique: MCQs are the future of assessment in thedigitalworld. Ifweneededtoreturn online at any stage, this assessment is an ideal go to. In general, this assessment is fair providing all students have access to the necessary resources to partake in this style of assessment if held online for example. Students may be more likely to cheat using this style of assessment especially if held online.

'I love MCQ's, they are straight to the point' 'It is easier to cross out the wrong answers which will ultimately lead you to the correct one' 'Not easier but defiantly easier to revise for compared to a traditional exam' 'Less stressful and takes the pressure off.'

Objective/ Multiple-Choice Test

UDL implications (star rating low to high)	✳✳✳✳
Academic Integrity rating:	✳✳✳
Employability enhancement rating:	✳✳
EDI implications:	✳✳✳

JAKE BUSHE

Description: It is similar to short, focused real-life tasks where you show what you would do in different medical situations. it helps 'trainers' see how well your learning and if there are areas where you need more practice. They allow students to apply the theory to their practice. For example, the assessment may be: You enter a room, and there's an actor playing a patient. The patient has been experiencing chest pain. Your task is to ask the patient about their symptoms, show empathy, and explain what steps you might take.

What does it assess?

- Communication skills.
- Clinical reasoning.
- Procedural skills.
- Professionalism.
- Problem-solving.
- Teamwork and Collaboration.
- Clinical knowledge.

Benefits from a teaching perspective: This method provides a way of guiding and assessing student learning through focussed feedback on both knowledge and practical skills. This can simulate real world scenarios and a standardised approach to assessment. Academics can observe first-hand the breadth of knowledge the student has on a certain area of study as they apply theory to the problem scenario at hand.

Disadvantages from a teaching perspective: Clear guidelines and criteria need to be provided to address any grading subjectivity across a range of different assessment tasks. Thought will need to be given to simulate authentic tasks if transferred to other disciplines.

Positive aspects from a student's perspective: These provide students with the opportunity to apply their knowledge and skills in simulated real world scenarios. This increases the relevance of the assessments to students.

Negative aspects from a student's perspective: Given the time constraints, students could feel pressured. The method might not feel as relevant in all disciplines.

Students' opinions on this choice of assessment technique: OSCEs are the future of assessment. Applying one's knowledge to real life scenarios can only benefit students' future employability skills. As the assessment method is in person, one's response would feel more authentic and credible. This might also help level the playing field that little bit more. Being rolled out in more disciplines could offer students an opportunity that perhaps they would not otherwise have been able to experience due to their personal circumstances i.e. disadvantaged students who were not able to secure placements.

'I enjoy the opportunity to apply my skills and knowledge to real life scenarios that will aid my progression post college.'

Objective Structured (Clinical) Examination

UDL implications (star rating low to high)	✱✱✱✱
Academic Integrity rating:	✱✱✱✱✱
Employability enhancement rating:	✱✱✱✱✱
EDI implications:	✱✱✱✱

CORNELLIA SALAKO

Description: Open-book exams allow students to utilize their textbooks, course resources and notes to answer questions in a time limited assessment. This is effective way of measuring students' knowledge rather than them relying solely on recalling facts.

What does it assess?

- Knowledge and deeper understanding of module topics.
- Written communication.
- Information retrieval skills.
- Knowledge analysis, evaluation, and synthesis skills.

Benefits from a teaching perspective: An open book exam can be used to evaluate critical thinking and analytical abilities in addition to memorisation. Additionally, it might mimic the kinds of tasks that students could be required to complete in industry, like gathering, synthesising, and evaluating data from various sources

Disadvantages from a teaching perspective: : In an open book exam a student can spend too much time finding information instead of answering questions. Good questions can more difficult to design.

Positive aspects from a student's perspective: Students may prefer open-book tests to closed-book exams because they allow them to make more creative use of course content and they have a better sense of ownership over their personal learning. Students may also appear to equate open-book tests with less anxiety.

Negative aspects from a student's perspective: Students may think that they don't need to prepare or study for open-book exams, as the resource materials are available to you. However, copying information directly from a book or the internet, is considered as plagiarism. You are expected to do more than just reproduce content.

Students' opinions on this choice of assessment technique: The overall majority of students think this assessment technique is a sustainable way of learning. Students need to learn how to prepare for this type of exam. This method is less stressful and better reflects a task that might be experienced in a real-world situation.

'It is re-assuring to know that you can take in your notes', 'I liked the way you were able to refer to your study notes and use research papers in the exam.'

Open Book Examinations

UDL implications (star rating low to high)	✳✳✳
Academic Integrity rating:	✳✳✳✳
Employability enhancement rating:	✳✳✳✳
EDI implications:	✳✳✳

FATIMA KHAN

Description: A viva is an oral examination where a student's thesis is the main topic of discussion. The examination is normally conducted by an internal examiner and an external examiner. The structure of this exam may vary. Some involve closed questions prepared in advance whilst in others, the examiners build upon points raised during the examination.

What does it assess?

- Oral communication skills.
- Knowledge and understanding of their subject area.
- Research skills.
- Ability to think in a critical manner.
- Ability to reflect on their work.

Benefits from a teaching perspective: This type of oral examination prepares students for graduate-level positions where they must be able to articulate their thoughts and expertise clearly. Students are encouraged to think in-depth about their research, and where it fits, in comparison to publications of a similar nature. Held after an exam, this can reassure staff that a student has the relevant knowledge.

Disadvantages from a teaching perspective: Due to the unique nature of each student's thesis, there is a lot of preparation required by staff for this examination process. As there can be a vast range of topics, it may be difficult to grade students in a fair manner.

Positive aspects from a student's perspective: As they prepare for their viva, students extensively research their topic. Thus, enhancing their knowledge on the subject area and their ability to research effectively. Students are given the chance to discuss concepts of interest with academics working in that research area and/or expand upon their exam question responses.

Negative aspects from a student's perspective: Experts in the field questioning on the significance and reliability of their work may be intimidating to students. Even after preparation, students may struggle to communicate effectively due to high levels of stress.

Students' opinions on this choice of assessment technique: A viva is a great way for students to recognise both the strengths and weakness of their research'. Students can hone their oral communication and creative thinking skills during this process. When used after an examination, there is an opportunity to explain your background thinking and address any information gaps.

'Although I would find this examination style to be intimidating, I am aware of how beneficial it would be to discuss your research with experts in the field.'

Oral/viva after a dissertation or exam

UDL implications (star rating low to high)	✳✳✳
Academic Integrity rating:	✳✳✳✳✳
Employability enhancement rating:	✳✳✳✳✳
EDI implications:	✳✳✳

CHRISTOPHER KENNY

Description: A performance, exhibition or show demonstrates a synthesis of an individual or group's body of work. Commonly used in the creative subject disciplines, the final presentation of work could be assessed by one or more tutors, other students or the audience or visitors. The performance could be accompanied by supporting information in the form of a portfolio or logbook of work in progress.

What does it assess?

- Practical and organisational skills
- Ability to clearly and understandably communicate their work
- Independent thinking
- Presentation and artistic skills
- Showcasing of skills developed over time
- Reflective skills

Benefits from a teaching perspective: It provides teachers/academic assessors with a more holistic view on a group's or an individual's development and skill sets. It enables the assessment of the application of knowledge within an authentic setting. Organising and preparing for a performance or exhibition is done over a period of time and this allows for continuous feedback from the assessor/teacher. As a result, they can discuss the student intentions, how they can achieve and then clearly communicate the desired outcomes of their work.

Disadvantages from a teaching perspective: A module assessed solely through a final performance is high stakes and although a student might have done well throughout the preparation process, their grade could suffer if they do not perform well on the day. Final performances are time consuming to organise and an equivalent assessment is difficult to arrange if a student is sick or unable to attend. If this assessment method is being used with large classes, individuals may not receive the help or feedback that they require to prepare.

Positive aspects from a student's perspective: A final performance usually gives a student a level of creative freedom to display their understanding and work in their way. This can be liberating, and engaging for a student, it will also give more of a sense of ownership over their work. If undertaken as a group, this can take the pressure away from the individual student. Being able to select and exhibit examples of your best work is fairer and can mimic professional situations.

Negative aspects from a student's perspective: It can be stressful to students if everything is dependent on a final performance with their entire capability and skills are being judged on one piece of work. The assessment of artistic work is subjective and open to individual interpretation. The purpose of the assessment and what is being assessed should be clear in advance as some students might feel that their work was not fully understood.

Students' opinions on this choice of assessment technique: It is a very valid method of assessment. If an assessor is trying to get an idea of what an individual is capable of. However, it could also be very stressful or intimidating for a student. Students need to be provided with clear guidelines, adequate help and support.

'I think it prospers a strong sense of ownership over work outputs which is motivating.'

Performance/ Exhibition of Work

UDL implications (star rating low to high)	✳✳✳✳✳
Academic Integrity rating:	✳✳✳✳
Employability enhancement rating:	✳✳✳✳✳
EDI implications:	✳✳✳✳✳

CORNELLIA SALAKO

Description: Students produce a podcast, video or multi-media output of their learning. Podcast/video and media output are suitable for a short formative assignment. These can provide an alternative to written assessments.

What does it assess?

- Digital and communication skills.
- Creative and problem solving skills.
- Knowledge and understanding of module topic.

Benefits from a teaching perspective: These provide an alternative to written assignments. Students who might lack confidence in their written skills could find it easier to demonstrate their learning through the use of a video or recording. These might be more interesting to assess and if produced as a group task, could help cut down on the time spent marking individual submissions.

Disadvantages from a teaching perspective: It could be more challenging to assess the skills set outputs using traditional criteria. It is important to consider student's workload throughout the term, and the effort required to produce a podcast/ video and media outputs as well as complete other written assignments.

Positive aspects from a student's perspective: Podcasts or video format assignments could be beneficial to students who are hearing or visually impaired and/or help others to develop new skills. If individual students are unable to either come into College or to work together as a group they may be able to record sections separately at home and then mix them together.

Negative aspects from a student's perspective: Students might not be familiar in the use of videos or podcasts as an assessment and lack confidence, or feel uncomfortable in public speaking or being recorded.

Students' opinions on this choice of assessment technique: Students would enjoy this choice of assessment, as it would allow many students to get creative in their chosen course. However, the purpose of the assessment and what is being assessed needs to be clear to students. Guidance should be provided in how to plan, structure and produce their recordings. For example, which technologies are available? who can they ask for help,? how much time should be spent producing the final assignment? etc

'I learned a new set of skills', 'I enjoyed working as a group to produce a video rather than a written report.'

Podcast/ Video/Media output

UDL implications (star rating low to high)	✳✳✳
Academic Integrity rating:	✳✳✳✳✳
Employability enhancement rating:	✳✳✳✳✳
EDI implications:	✳✳✳

CHRISTOPHER KENNY

Description: A portfolio is a combined collection of an individual's body of work. It showcases the development of a mastery of skills, providing academic assessors with an organised overview of an individual's, skills. competences and abilities. A portfolio synthesis should include pieces of work like in-class projects and assignments and a narrative that displays the development in their craft over time.

What does it assess?

- Student ability to reflect on their own work.
- Communication skills including effective writing skills, an ability to clearly and understandably present their work.
- Problem solving, goal setting and process management to achieve said goal.
- Presentation skills, use of contents pages, visual aids, correct formatting and use of visual aids.

Benefits from a teaching perspective: It provides teachers/ academic assessors with a more holistic view of an individual's action planning, personal development and skill sets. It enables ongoing feedback on the development of competences and the application of knowledge. By its nature, a portfolio emphasizes the importance of continuous improvement as well as the showcasing of work and the reflection upon progress.

Disadvantages from a teaching perspective: The creation of a portfolio is very time consuming, and requires a lot of input and editing. If this assessment method is being used with large classes, individuals may not receive the help they require. Oftentimes portfolios especially one's in the artistic realms require physical submission which can be quite physically large. The infrastructure and storage of these submissions may not exist in an institution.

Positive aspects from a student's perspective: Instead of being judged on one piece of work eg an exam, a portfolio gives students the opportunity to more accurately evidence a range of learning outcomes. A portfolio allows a student to not only reflect upon their areas for development, but also to emphasise their strengths, which can be more encouraging. The nature of developing a portfolio usually gives a student a level of creative freedom to display their skills in their way. This can be liberating, and engaging and will also give students more of a sense of ownership over their work.

Negative aspects from a student's perspective: Due to the nature of a portfolio being such a large body of work over a such a long period of time, could lead to a student feeling intimidated and confused at the start of the process. This in turn, could lead to procrastination and stress (clear direction on deliverables is necessary). New students e.g 1st years, that have not yet developed time management and project management skills will need to be provided with adequate help and support.

Students' opinions on this choice of assessment technique: This assessment method requires deep critical thinking and display of learning, this paired with its requirement for large narrative formation, makes it a hard method for students to fabricate by use of generative AI tools. On the other hand, it could be very intimidating for a student to take on such a large body of work.

'It is a very valid method of assessment. If an assessor or employer is trying to get an idea of what an individual is capable of, there is probably no better assessment method out there to do that. It prospers an ethos of learning and skill development by virtue of how the assessment method is set up. 'At the core that is what university is all about', 'I think it prospers a strong sense of ownership over work outputs which is motivating.'

Portfolio – synthesis of learning over a period of time

UDL implications (star rating low to high)	✳✳✳✳✳
Academic Integrity rating:	✳✳✳✳
Employability enhancement rating:	✳✳✳✳✳
EDI implications:	✳✳✳✳✳

ANISSA MOKHTARI

Description: A poster presentation is a visual summary of a research project. People make posters to share their work at conferences or events. The poster usually includes an Introduction, Objectives or Hypotheses, Methods, Results, Discussion and a Conclusion. People use pictures, graphs, and charts to make the poster interesting. It is a way to show and explain their research to others. The goal is to make it interesting, easy for people to understand and to elicit questions about further learning from the viewer.

What does it assess?

- How well someone can share their research.
- Presentation and writing skills.
- Verbal communication skills: talking about their research and answering questions confidently.
- Thinking critically and displaying the ability to summarise information concisely.

Benefits from a teaching perspective: Poster presentations help students to communicate clearly about their ideas to different people and to think hard about their research and what it means. Students learn how to find and use information independently. Presenting a poster helps students improve their skills of speaking to a group, holding the attention of an audience, and answering questions in the moment.

Disadvantages from a teaching perspective: Posters have limited space. Students might not be able to go into a lot of detail on complex topics. Teachers might find it difficult to know how well students understand a topic based only on a poster if pieces of information are missing. Students might care more about making their posters look presentable than the quality of their research. Creating a good poster can be stressful on top of other work.

Positive aspects from a student's perspective: Making posters isa hands-on way for students to use what they learn in class for a real project. Students can develop their creative skills,giving students a sense of ownership over poster content and design. Making posters prepares students for future presentations they might have to do in school, university or at work. Talking about their posters helps students get better at explaining their ideas clearly, an important skill for jobs and in positions of leadership. Successfully presenting a poster boosts students' confidence in what they can do. Students can get feedback on their work, helping them to build foundations for consequent improvement.

Negative aspects from a student's perspective: Posters have limited space, so students might struggle to priotise all the important details of their research. If students aren't familiar with design software or do not have access to the right tools, making an aesthetically eye-catching poster can be hard. Some students might not have the same resources for making high-quality posters and might focus too much on making their posters look nice rather than produing good research. Creating a good poster in a short time can be stressful, especially with other coursework competing for time. Teachers might have different ways of grading posters, which can be confusing for students.

Students' opinions on this choice of assessment technique: Some students like making posters because it is a hands-on and interactive way to show what they know. They can show how theorylearned in class is useful in real life. This increases the perceived relevance of the task. Some students might feel stressed because thereis not enough time to make a good poster or they are unfamiliar with this type of assessment.

'I enjoy being creative, using colours and pictures to make my data look more interesting', 'Talking about a poster was easier.'

Poster Presentation of Work or Research

UDL implications (star rating low to high)	✳✳✳✳
Academic Integrity rating:	✳✳✳
Employability enhancement rating:	✳✳✳
EDI implications:	✳✳✳✳

HANNAH RAHEEM

Description: A report is a formal document that is written and presented in an organised manner to convey information, analyse data, and make recommendations. It is frequently utilised for presenting results and conclusions to a specific audience, such as lecturers, classmates, or people in the same field. Reports vary in length and format, but they often include an introduction, body, and conclusion.

What does it assess?

- Critical thinking skills
- Research skills, the quality of the research that was conducted and sources that were consulted.
- Communication skills: a student's ability to articulate their thoughts and to structure their statements to effectively communicate their findings.
- Writing proficiency: students' academic writing skills including grammar and referencing.
- Individual assessment of students understanding and learning growth independently

Benefits from a teaching perspective: University report writing evaluations attempt to build and evaluate a variety of abilities necessary for academic success and future professional endeavours. They provide a comprehensive view of students' abilities. They inspire students to interact critically with material, express their thoughts coherently, build their talents to successfully communicate complicated ideas and the application of their knowledge

Disadvantages from a teaching perspective: Individual detailed reports are time consuming to grade and to also provide personalised feedback. Evaluating reports can include subjective judgement, especially when examining factors such as writing style, argumentation, or information interpretation. It might be difficult to be consistent in grading among various assessors. Students from a variety of backgrounds may have

various levels of writing competence or knowledge of report writing patterns. Trying to ensure fairness in evaluation and to take this into consideration might be difficult.

Positive aspects from a student's perspective: Report writing improves students' communication abilities by allowing them to explain difficult ideas effectively and concisely. This process encourages the development of higher-order cognitive abilities which adds to their intellectual and academic improvement. This helps students to broaden their knowledge, think creatively, and build a deeper comprehension of the topic matter. Drafting a report often requires self-reflection on the learning process.

Negative aspects from a student's perspective: Report writing can be time-consuming because it requires significant research, data analysis, drafting, and rewriting. Some reports may be lengthy and complex or deal with complicated concepts which could result in students feeling overwhelmed or having problems in managing their workload, particularly when numerous assignments are due at the same time. New students need clear advice and timely feedback throughout the report writing process. There should be clarity around what is required and what is being assessed.

Students' opinions on this choice of assessment technique: While report writing can be difficult, students often recognise its importance in developing a wide range of academic, professional, and personal skills that are necessary for their educational journey and future endeavours.

'I understand as a student why it is necessary to compile a report on the practical work and research completed and I appreciate the further insight and abilities the assessment method gives me. However, I do sometimes find myself overwhelmed by the subject matters that were mentioned above and similar sentiments are shared by other students.'

Report of Practical Work or Research

UDL implications (star rating low to high)	✱✱✱
Academic Integrity rating:	✱✱✱✱✱
Employability enhancement rating:	✱✱✱✱✱
EDI implications:	✱✱✱✱

Description: Usually an invigilated, time-constrained, and in-person test of knowledge and understanding of module material through the answering a set of questions. Questions vary in length and style depending on the module content and learning outcomes. Typically, these papers will have a set structure with different sections and questions having a known number of marks available.

What does it assess?

- Knowledge and understanding of module learning objectives.
- Written communication.
- Ability to reproduce lecture material.
- Problem solving and logic.
- Possible demonstration of a deeper understanding of lecture material.

Benefits from a teaching perspective: Set exam structures can make the creation of new exam papers straightforward for academic staff. Predetermined marking schemes allow for quick, consistent, and fair gradings of completed exams. Academic staff can see the level of understanding of the course material and efficiently determine if the required learning outcomes are met.

Disadvantages from a teaching perspective: Academic staff often have short deadlines to have students' exam papers graded by, and similar time pressure may be applied to the creation of examination questions. They may also be grading multiple examinations from different modules during these periods, which can increase stress. Grading examinations can be very repetitive which can be monotonous and leave staff feeling drained

Positive aspects from a student's perspective: Fairness and consistency in grading exams due to pre-set marking schemes, strengthened by the strict prohibition of cheating and plagiarism. Students can engage in independent learning to deepen their knowledge of module material. Pressure of exams and the competitive environment that evokes can motivate or push a student to perform well. Good performance in exams can relieve stress. Students who underperformed in other assessments have an opportunity to demonstrate their true understanding of the course material.

Negative aspects from a student's perspective: Exam season places a huge amount of pressure on students, which puts massive strain on student wellbeing potentially having a devastating effect on the physical and mental health of some students. These examinations do not follow a universal design philosophy, with disabled students needing to be 'accommodated' rather than their needs being considered at every stage of development. The accommodations offered to these students are also limited and may not properly meet their needs. Many examinations have an overreliance on students' ability to memorise and recite information, which can leave students with memory issues (such as some neuro-divergent students) in a position where their deeper understanding cannot be demonstrated. Students for whom English is not their first language may be left at a disadvantage as they may need more time to ensure they understand the questions being asked. Students undergoing socio-economic issues may have less opportunities to prepare for the examination which can leave them at a disadvantage.

Students' opinions on this choice of assessment technique: This technique can be very polarising, some students will excel well under these conditions whereas for some other students the stress is too much to handle, but overall it is one of the least preferred assessment techniques.

Traditional Examinations

UDL implications (star rating low to high)	*
Academic Integrity rating:	*****
Employability enhancement rating:	***
EDI implications:	*

Appendices

A.NTUTORR Themes

Why are the following important to TU Dublin assessment and feedback processes and practices?

Academic Integrity – Damola Shekoni, Academic Integrity NTUTORR student champion

Academic integrity is a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility. Academic integrity is important to the assessment and feedback processes and practices because it's the essential component of a university's commitment to providing a high-quality education, and it is fundamental to students' educational experience and overall success. Supporting student success and maintaining its reputation. They play a pivotal role in shaping the learning experiences of students and the overall effectiveness of the educational institution. Here are several reasons why these processes are crucial:

1. Quality of Education
2. Student Learning
3. Motivation and Engagement
4. Personalized Learning
5. Accountability
6. Continuous Improvement
7. Legal and Ethical Obligations
8. Preparation for Future Careers

Equality Diversity and Inclusion (EDI) - Jake Bushe NTUTORR EDI Student Champion

EDI is about actively fostering an inclusive, diverse, safe and respectful TU Dublin culture. Without a doubt, college assessment should mirror the diversity present in the world that we find ourselves in. By cultivating an inclusive culture, educational institutions should also prepare students for the globalised and diverse world they face. EDI principles must be tangibly integrated into the many assessment methods employed by our university.

Utilising diverse assessment formats caters to different learning styles and preferences among the student body, recognising and accommodating diverse language backgrounds and diverse communication styles. In addition, assessments should not disadvantage students based on language proficiency but should focus on evaluating their understanding of the subject matter - offering alternatives such as oral presentations or practical demonstrations where appropriate. As a university we must implement regular training for assessors on unconscious bias to promote fair evaluation. These should further recognize that students may have diverse circumstances that can impact their ability to perform optimally in assessments. Offering flexible timelines or assessment conditions for students with disabilities, caregiving responsibilities, or other challenges can contribute to a more inclusive environment.

When incorporating group assessments, we should ensure that group dynamics are inclusive by encouraging diverse group compositions and providing guidelines and structures that promote equal participation. Assessments should evaluate both individual contributions and the overall effectiveness of the group. By integrating these principles into assessment methods, our university can contribute to a more equal, diverse and inclusive educational model, fostering a culture that values the differing strengths and experiences of all our students.

UDL Universal Design for Learning – Chris Kenny & Fatima Khan NTUTORR UDL Student Champions

UDL is a set of principles for curriculum development that give all individuals equal opportunities to learn, including Students with Disabilities. Implementing a universal design for learning structure into a learning environment ensures as many students as possible feel comfortable in that environment, and that they are able to reach their personal full potential. UDL aims to improve the educational experience of students by introducing more flexible methods of teaching, learning and assessment. Therefore, implementation of UDL principles within assessment and feedback practices will cater for the diversity of learners in the university. Incorporation of a variety of assessment methods, which take into consideration the range of learning styles, will also be beneficial to all students.

Utilising a range of assessment practices will provide students with the opportunity to succeed within the teaching and learning sphere. The provision of support to Students with Disabilities such as flexibility in assessment conditions enables this cohort of students to equally participate and benefit from educational opportunities within TU Dublin.

Employability Teniola Ogunbadejo NTUTORR Employability Student Champion

Employability is the unique mix of skills, abilities and personal qualities that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy. Implementing employability skills into learning and assessments methods is crucial. It is safe to say that many students in the University are looking to go into the workforce afterwards and will need to have acquired a set of skills and knowledge that will make them employable. Assessment methods should not only be focused on testing the student's memory or indicate if they were listening in class. It should be very practical and a test to what will be faced in the working world. This means fewer hypothetical situations that is highly unlikely to happen in the world today, and more real-life case studies applicable to businesses and companies.

Another massive employability skill will be the development of effective hyflex/ hybrid working skills. Since the Pandemic, many companies have resulted in a hybrid way of working, where it mainly either 50:50 or more online than in-person. As a result of this, TU Dublin should start implementing this hybrid way of working to prepare students for the workplace. This could include hybrid presentations, classes online, computerised exams and many more. For instance, a practical based project that highlights the skills of the student that will be needed in that field, as it can be a conversation starter at job interviews. Ultimately, TU Dublin's assessments methods should primarily aim to prepare students for the workplace.

B. Assessment and Feedback Guidance for students by students

Managing and responding to your Assessment Feedback - Jake Bushe
Managing and responding to assessment feedback is a crucial aspect of the learning process in higher education. Here are some pieces of advice and guidance from students to students!

1 **Review Feedback with an Open Mind:** Approach your assessment feedback with an open mind. You should understand that feedback is only provided to help you improve constructively, not to criticize your abilities.

2 **Take your time:** Give yourself some time not only when diving into the feedback but also time to digest what has been said.

3 **Give yourself some grace:** Lecturers are aware life gets in the way, perhaps your hand in was not your best effort but maybe personal circumstances are to blame for this, so allow yourself some grace!

4 **Talk:** Speak to peers, friends and family about your feedback whether it be positive or negative! These people are there to support you, as remember a problem shared is a problem halved.

5 **Seek Clarification:** If certain feedback points are unclear, don't hesitate to seek clarification from your lecturer (They hold office hours for a reason!). They are there to help you understand and improve. This proactive approach can also further show them your commitment to learning and willingness to improve!

6 **Identify Patterns and Trends:** Some people enjoy looking for patterns or recurring comments across different assessments. Identifying common areas for improvement can guide your focus when working on future assignments and can highlight an area were you can seek additional supports by the college.

7 **Celebrate Successes:** Acknowledge and celebrate the aspects where you performed well. It's not just about addressing weaknesses but also recognizing your strengths. Positive reinforcement is essential for motivation. Be proud!

8 **Create an Action Plan:** Based on the feedback, create a concrete action plan for improvement. Break down larger goals into smaller, manageable steps. This makes the process less overwhelming and more achievable for the next assignment you must tackle.

9 **Utilize Resources:** Take advantage of all the wonderful resources within our college. Whether it's additional readings, workshops, or tutoring services, TUD often will provide the support you need in order to help in the area you require.

10 **Reflect on the Learning Process:** Being able to constructively reflect on oneself is key. Consider the feedback as part of your ongoing learning process. Reflect on how you approached the assignment, what strategies worked well, and what could be improved in terms of time management, research, or writing skills.

11 **Peer Review:** Consider engaging with your peers. Getting feedback from classmates can provide additional perspectives and insights. It also fosters a collaborative learning environment.

Most importantly, remember, assessment feedback is a valuable resource for your academic development. By approaching it with a positive mindset and using it strategically, you can enhance your skills and achieve greater success in your academic journey. In the words of Bill Gates, put simply

> **"We all need people who will give us feedback. That's how we improve."**

Damola Shekoni

Components of an essay: 'Usually 'good essays - have an interesting beginning persuasive content, and a conclusion The word 'usually' was used above because good essays may take many forms. Here, however, we are attempting to formulate an approach or style that will help ensure a good result so we will start by concentrating on the best approach to follow.

1. Knowing the importance of understanding how an essay question is asked and how to answer an essay in an exam and assignment

- Understanding your question: It is important to first understand the essay question before proceeding with the writing process.
- Comprehend the Prompt: Carefully read the essay question or prompt to understand what is being asked.
- Define your position: Choose your position or main argument in response to the prompt.

2. Research and Gathering Information CA (Continuous Assessments) or preparing for the exam

- Conduct Research: Collect information from credible sources that support your argument. This could include academic journals, books, reputable websites,
- Take Notes: Make notes of important points, evidence, and counterarguments. Organise these notes logically

3. Planning and Structuring Your Essay in CA/assignment

- Create an Outline: Create a structure with an introduction, body paragraphs, and conclusion to guide your essay.
- Introduction: Start with a hook to engage the reader, provide background information, and end the introduction with a clear thesis statement outlining your main argument or opinion.
- Body Paragraphs: Each paragraph should focus on a single point supporting your argument. Start with a topic sentence, provide evidence or examples, analyse the evidence, and link it back to your thesis.
- Counterarguments: Consider addressing potential counterarguments to show the depth of your analysis. When constructing an argument, it is crucial to consider the potential counterarguments a reader might make. Acknowledging opposing views demonstrates that you are well-versed in the topic and are not simply disregarding different perspectives. Furthermore, addressing counterarguments provides an opportunity to clarify and strengthen your argument, highlighting how your argument is superior to other arguments. Although incorporating counterarguments into your writing might seem counterintuitive at first, some writers may be unsure how to do so. To help you integrate counterarguments into your argument, we recommend following four simple steps: (a) identify, (b) investigate, (c) address, and (d) refine.

4. Writing the Essay in the exam:

- Write clearly and concisely: Use plain language and avoid unnecessary jargon. Stated the aim of the essay and the point you will build your essay on. Ensure each paragraph logically flows into the next.
- Support Your Points: Use evidence from your lecture powerpoint and class notes to back up each point you make.
- Stay on Topic: Keep referring to your topic statement to ensure that your writing stays focused on your main argument.
- Conclusion: this can be a simple sentence from your point to close your essay

5. Concluding Your Essay in Exam /CA:

- Summarise Key Points: Briefly recap the main arguments presented in your essay and restate your thesis to reinforce how the body supported its Initial stance.
- Provide Closure: End with a final thought or call to action that leaves a lasting impression on the reader.

Undertaking Essays/ structured writing tasks

6. Reviewing and Refining:

- Revise for Content and Structure: Make sure your essay answers the question and follows a logical structure.
- Edit for Clarity and Style: Check for clarity, tone, and voice consistency. Ensure that your essay is engaging and easy to read.
- Proofread: Correct grammatical errors, spelling mistakes, and punctuation errors.

Crafting a good essay is a process that doesn't end after the first draft. It's the revisions that refine your writing and elevate your essay to its best version. Don't rush the revision process; give it the time it deserves to truly shine. Remember, a well-polished essay can make all the difference. Lecturers will be less irritated when marking student answer books!

Transforming Learning

A COMPENDIUM
of Assessment Methods:
from Students' Perspectives

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