
Collaboration, shared grades and group accountability in midwifery education

Institutions: Manchester Metropolitan University, Keele University

Primary Contacts: Dr Christopher Little (Manchester Metropolitan University), Jodie Preston (Keele University), Julia Farrington (Keele University)

Discipline / subject: Midwifery

Academic level: Second year undergraduate

Our innovation:

A 2-part assessment which required both a group submission and individual submission was designed as part of the year 2 midwifery programme at Keele. Students were tasked with creating a website focussing on a fetal/neonatal condition in small groups, for which they would receive a shared grade. Individually, they were required to reflect on the collaboration, and expand discussion on the chosen condition. For this element, students could choose to submit in whichever format they chose and an individual grade was awarded. Both grades were combined to arrive at the final grade.

How we measured efficacy:

Attainment data compared to previous more traditional assessments demonstrated the potential for this type of assessment, one which prioritizes accountability and student choice, to offer a more inclusive and successful route for students.

Co-creating standardised assessment briefs

Institution: Kingston University

Primary Contacts: Lindsay Gillman and Jo Gregory

Discipline / subject: Education

Academic level: Undergraduate and Postgraduate

Our innovation:

The first standardised assessment brief was co-created with students in spring 2021, in response to feedback that there was a lack of consistent information and transparent assessment criteria. Students reported that they often had difficulty understanding assessment requirements, which had an impact on their perception of fairness, motivation, and attainment. A cross-School working group was formed which included students, lecturers and academic support staff.

An iterative approach began with an assessment brief used within one department. Students wanted clearer information regarding the purpose and expectations of the assessment task, including exemplars. The first iteration of the co-created standardised brief was designed and implemented across the two Schools in September 2021. Further refinement and evaluation continued during the academic year and the second version of the standardised assessment brief was created and embedded into the university's virtual learning environment platform in all courses in September 2022.

How we measured efficacy:

The efficacy of the introduction of the standardised assessment brief was (and continues to be) measured by student satisfaction scores and assessment attainment metrics such as the pass at first attempt rate and average module mark.

Inclusive assessment to develop andragogy in Physiotherapy using co-creation

Institutions: University of Bradford

Primary Contact: Heidi Boyd

Discipline / subject: Physiotherapy

Academic level: Second year undergraduate

Our innovation:

Principles of andragogy include problem-solving, active engagement and using student experience within teaching, learning and assessment.

As a formative exercise, students are given 3 shorter versions of the summative MCQ examination spread over a 9-week period at intervals (week 3, week 6 and week 9). Students are asked to provide their own example of a MCQ and uploaded it to our Virtual Learning Environment. These are used by students to check understanding and learning, and novel questions are added by staff to the question bank that is used to generate the summative exam for the following cohort. This activity promotes active engagement with module content, as students need to familiarise themselves with the structure of the formative MCQ and the content of the module. It also serves to develop principles of autonomy of learning as it removes the emphasis from the teacher to provide study materials and the 'right answer'.

How we measured efficacy:

The engagement of the students measures the efficacy, and approximately 70% of enrolled students upload their own questions to the discussion board.

Mock Family Law case to develop employability skills

Institution: University of Reading

Primary Contact: Amanda Millmore

Discipline / subject: Law

Academic level: Final year undergraduate

Our innovation:

Students work in groups representing the different parties in our mock case, conducting negotiations and building employability skills in the process. They use fictional mock case papers released in quasi-real time to simulate a real-life family law case. The authentic assessment is a report with 3 elements - legal analysis of the case and their strategy as it relates to their own client, a reflective piece about the preparation, practice & future implications of this project and a letter written to their client in appropriate language.

Whilst the work is all conducted in groups, students are assessed individually.

How we measured efficacy:

Student satisfaction levels are very high in this module (higher than for any other final year option). Student grades are above average. We equip students for postgraduate employment and have testimonials from students who have used this assessment in interviews and applications to successfully secure jobs (legal and non-legal), as well as from employers who are impressed with the students' confidence, understanding and skills.

Additional links or resources:

- + Millmore, A (2021) 'Hand over the reins... a case study for student-staff partnership in designing module assessments'. *International Journal for Students as Partners*, 5 (1). ISSN 2560-7367 doi: <https://doi.org/10.15173/ij sap.v5i1.4382>
- + Millmore, A, Newnham, A, Bennett, M, Chew, T, Davies, J and Fuller, T (2020) 'Reflections on a student-staff partnership: collaborative design of module assessments'. *Teaching and Learning Together in Higher Education*, 1 (31). 4. ISSN 2381-4268
- + Millmore, A and Newnham, A (2024) 'Embedding employability and authenticity into assessment by running a mock case'. In: Millmore, A (ed.) *How to Include Employability in the Law School*. Edward Elgar. (In Press)

Using Socrative to promote inclusivity in assessment

Institution: University College Cork

Primary Contact: Marie Ryan

Discipline / subject: Economics

Academic level: Undergraduate

Our innovation:

In my undergraduate economics modules, I embrace co-creation and digital tools to make assessments inclusive and diverse. Using Socrative I promote democratic discussions, moving beyond traditional assessment, to a combination of MCQs, newspaper article critiques, and WhatsApp video projects.

This method boosts student engagement and ownership, ensuring inclusivity and recognising diverse intellectual capacities (Gardner's theory). It aligns with the UDL framework, offering flexible ways of representation, engagement, and expression suiting diverse learning preferences. Assessments are designed to evaluate diverse competencies, reflecting a student-focused and technology-enhanced approach to education.

How we measured efficacy:

I use in-class polls via Socrative for real-time feedback on student engagement and understanding. Turnitin ensures originality and adherence to academic standards. This has improved engagement, evident in University LMS analytics. Clear rubrics set transparent expectations, enhancing submission quality. The diversity of assessments effectively evaluates analytical, critical thinking, and creative skills, supporting the educational goals of honesty, authentic learning, and skill development.

Two Minute Talks: Short video co-creation of accessible revision resources**Institution: Liverpool John Moores University****Primary Contact: Alex Wilshaw****Discipline / subject: Biological and Environmental Sciences****Academic level: Undergraduate****Our innovation:**

Two Minute Talks are short talking-head videos (vodcasts), used to tackle specific topics in engaging and memorable ways that present information in bite-size chunks e.g. “How to side a Humerus”, or “What is an Osteoblast?”. As students develop their own ideas, they can make their own talks, using a smartphone camera, that can be shared on the VLE alongside teacher-led talks. They directly relate to knowledge that will be assessed and are great for targeted revision, offering a ‘Youtube Generation’ approach to information delivery which makes them more accessible and inclusive.

How we measured efficacy:

The talks are consistently mentioned by students in module feedback as an improvement in their learning experience and as a valued impactful resource which is engaging, effective, time-efficient, and accessible. Students have requested talks to be introduced more widely. Additionally, learning analytics indicate increased student engagement compared to more traditional resources and better assessment performance, particularly in hard-to-reach students.

Further information can be found in a 5-minute lightening talk [here](#).

Or a 10-minute animated video [here](#).



Contact us

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