

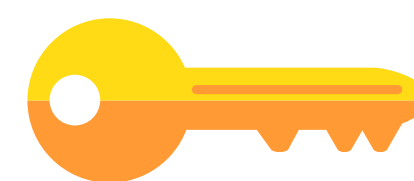
Authentic Assessment

What is Authentic Assessment?

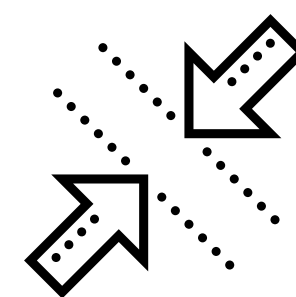
A transformation from traditional assessment to evaluating relevant knowledge, skills and competencies for practical application in the real world. (JISC, 2020)

Why is it important?

Develops **key** skills and graduate attributes not typically explored in traditional assessment.



Helps to **motivate** and **prepare** students for the kinds of activities they are likely to undertake as citizens and workers



Closes **competency gaps** between education and graduate jobs.

How do we achieve it?

What are your module aims and learning outcomes?



Identifying what you want students to learn from the module and how it fits into the wider course structure.

What skills and competencies do employers look for?



Discuss with employers the core skills and experience they would like their employees to have. Look at embedding these in your teaching and assessment.

How do current assessments methods reflect reality?



Critique your current assessment methods to establish whether they mimic situations that students may find themselves in.

How can we assess these skills and meet the learning outcomes?

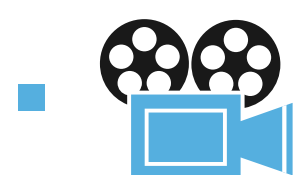


Develop authentic assessment that meets the learning outcomes and allows students to showcase application of knowledge and skills to real world scenarios.

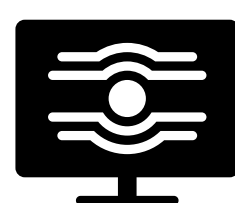
Authentic Assessment Methods



A group debate and supporting infographic



Short video advertisement



Create a virtual reality model



Conduct an experiment



A prototype product and marketing flyer

An Inclusive Curriculum

What does an inclusive curriculum entail?

An inclusive curriculum provides **the setting** for all students to **reach their full potential**. All students will feel part of, and contribute to the learning community, enabling **a greater emotional impact** benefiting their engagement, academic performance and motivation.

Why is this important?

67%

Socioeconomic status: 67% of undergraduates **living in or near poverty** in 2016^[1]

13%

Ethnicity: 13% **attainment gap** between BAME students and their white peers^[3]

42%

Care leavers: 42% of care leavers are **in higher education**^[5]

14%

Disability: 14% of HE students reported **having a disability**, 2018/19^[2]

0.13%

Mature students: 0.25% - 0.13% **entry rate** of mature students over the last decade^[4]

Benefits to students, staff and the organisational body:^[6]

Brand & Reputation

Staff & Student Satisfaction

Better Professional Development

Improved Recruitment & Retention

Assurance & Accountability

Cost & Time Efficiency

Improved Teaching & Learning

Increased Employment Outcomes

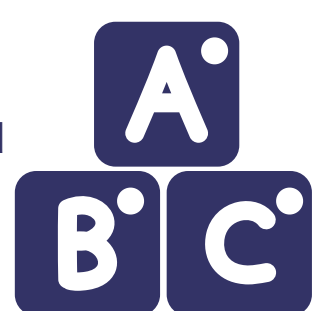
Quality & Engagement

How do we Integrate and Embed this?

Representing Diversity



Representing a wide range of perspectives, through student reps and supportive staff



Using plain English and providing glossaries



Using non-discriminatory language

Equity of Attainment



Using course data to identify the different groups of the student body...

...to compare attainment and - if there is a gap - take steps to eliminate



Accessibility



Universal design for learning enables access for all...

Captions, transcripts, alt text, clear fonts and contrasting colours



Choice of assessments

Choice of online, flipped learning or blended



Sense of Belonging

Student personas are represented and peer relations are strengthened



Encourage a shared identity to create cohesive learning environment

Provide a diverse range of sports and societies to inspire community



References:

[1] <https://tinyurl.com/undergrads-from-poverty>

[2] <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>

[3] <https://tinyurl.com/bame-student-attainment-uk>

[4] <https://www.ucas.com/file/175936/download?token=UVSBJLVD>

[5] <https://tinyurl.com/nnecl-moving-on-up>

[6] <https://tinyurl.com/inclusive-teaching-learning>

For more information:

Contact the Curriculum 2025 Team (curriculum2025@coventry.ac.uk)

Visit the [Talent Team website](#) or contact them by email (talentteam@coventry.ac.uk)

Curriculum Co-creation

What is Curriculum Co-creation?

Students, employers and other relevant stakeholders will be involved as partners in the co-production of the design, delivery and ongoing evaluation of courses.

Why is it important?



- Creates a sense of community amongst students and staff
- Students can collaborate with academics on research and curriculum design and content
- It can stimulate new and creative ideas and ensure courses are authentic and relevant
- Opportunities to work with employers and industry
- Ensure inclusivity and diversity with representatives from groups

How do we achieve it?

Work with Students

- To co-create assessments
- To provide feedback
- To involve students in course development
- To provide insight into diverse student needs



Collaborate with Employers

- To co-design authentic assessments
- To provide real world case studies
- To act as guest speakers
- Offer placements, internships, field trips or collaborative projects



Co-design with Alumni

- To return as guest speakers to share their personal journey
- To open up industry links
- To act as role models/mentors
- To ensure curriculum is relevant and contemporary



Co-create with university staff

- To provide insights from library staff, learning technologists, careers, international office
- To provide insights from support staff such as student unions, spirituality and faith, mental health, societies etc.



For more information:

Co-creating Welfare (2019). *Exercises and Welfare* [online] available from

Flexible and Personalised Learning

WHAT IS FLEXIBLE LEARNING?

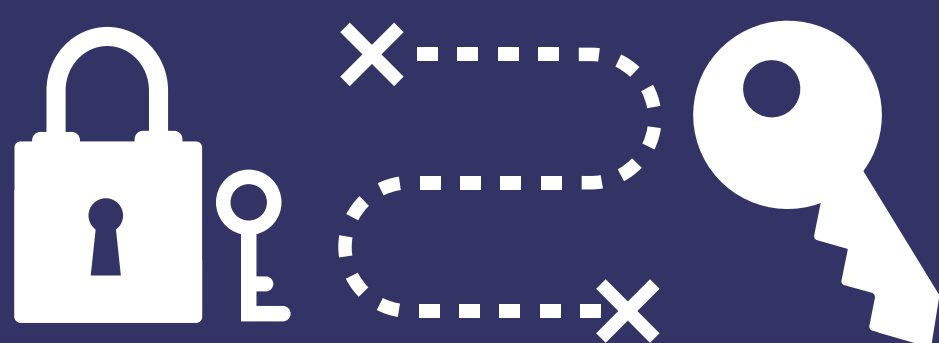
Empowering students by offering them choices in how, what, when and where they learn: the pace, place and mode of delivery
(Advance HE, 2020)

WHAT IS PERSONALISED LEARNING?

Using a range of teaching strategies which aim to address the differing learning needs, interests, and the diverse backgrounds of learners. It is a student centred approach which tailors the curriculum according to need.
(Advance HE, 2016)

Why is it important?

ACCESSIBILITY



Unlocks access to higher education by reducing the obstructive nature of individual differences & variations in background, upbringing or socio-economic status.

BALANCE



Enables students to better fit studying around their other responsibilities, such as part-time work or caring responsibilities.

SUCCESS



Accessible education, paired with a good work-life balance, increases the attainment levels of students, leading to successful outcomes.

What do we do to achieve it?

NIKOLOV ET AL TRIPARTE CONCEPTUALISATION OF LEARNING: ELEMENTS TO ADJUST



HOW CAN THESE CHANGES BE IMPLEMENTED?

Online/ Virtual Learning



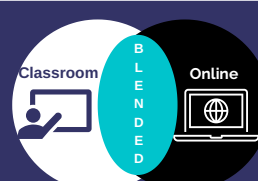
Transferring the content online enables students to fit studying around their other responsibilities

Flipped Learning



Transitioning the lecture stage online frees up the capacity of dedicated contact hours to provide personalised support.

Blended Learning



Incorporating face-to-face interaction with the benefits of online delivery.

References:

Advance HE. (2016). The framework for flexible learning in higher education. (). Advance HE. https://www.heacademy.ac.uk/system/files/downloads/Framework%20for%20Flexible%20Learning%20in%20Higher%20Education_0.pdf

Advance HE 'Personalised Learning' (2020) <https://www.advance-he.ac.uk/knowledge-hub/personalised-learning>

Nikolov, R., Lai, K.-W., Sendova, E., & Jonker, H. (2018) 'Flexible and distance learning in the 21st century' In J. Voogt, G. Knezek, R. Christensen, & K.-W. Lai(Eds.), International handbook of information technology in primary and secondary education (2nded.). New York: Springer.

Decolonisation

**What is
decolonising
the curriculum?**

Providing all students learning materials and experiences that engage and support students to understand the social and cultural underpinnings of their discipline.

Why is it important?

- Redress potential biases in traditional course content
- Enhance co-creation
- Reduce the differences in retention and progression of BAME & other students and staff
- Develop intercultural competence
- Learn to value diversity
- Aid critical thinking
- New collaborations can facilitate scientific progress
- Social justice by promoting inclusion
- Prepare students for working cultures
- Broaden intellectual vision



How do we achieve it?

Who we read?

Does our reading list reflect learning from other cultures and the experiences of our diverse student culture (i.e., multiple views for the same topic)?



#knowtheauthors

What we read about?

Why are some topics and perspectives researched and others are not? Students should be included in deciding what research informs teaching.



#knowthecontent

How we teach?

Does the teaching show diversity of thought? Inclusive teaching results in greater sense of belonging and engagement.



#knowthethod

How we contribute to the public good?

How do we prepare students to work in environments that need change? Are they ready to respond to discrimination and injustice?



#knowthebenefits

For more information:

1. Leask, B. (2015). Internationalizing the Curriculum. Taylor and Francis.
2. Moncrieffe, M., Asare, Y., Dunford, R., Youssef, H., Burdsey, D., & Mapondera, D. et al. (2020). Decolonising the Curriculum: Teaching and Learning about Race Equality. The University of Brighton. [online] available from <<https://cpb-eu-w2.wpmucdn.com/blogs.brighton.ac.uk/dist/f/80/files/2020/07/Decolonising-the-Curriculum-Issue-3-Teaching-and-Learning-about-Race-Equality-July-2020.pdf>>

Mental Health & Wellbeing

What is Mental Health in the Curriculum?

Creating a positive environment and community of learning, enabling staff and students to learn and thrive

Why is it important?

Mental wellbeing impacts:

- Motivation
- Engagement
- Productivity
- Experience
- Retention

400%

more students report a mental health condition when arriving at university, compared to ten years ago*

Including Mental Health in the curriculum, means universities can **Protect** and **Improve** mental health and wellbeing in the UK

Top tips for Mental Health in the classroom:

Social connectivity



Co-creation



Environment



Self care



For more information:

www.studentminds.org.uk

www.mind.org.uk

www.mentalhealth.org.uk

www.savethestudent.org

Graduate Skills

What are
graduate
skills?

Graduate skills can be divided into two categories:



Soft, or transferable, skills: those that students develop, and can be applicable across all subject areas.



Hard skills: discipline-specific which are prevalent in the curriculum. Examples of these are technical skill or competencies aligned with the subject area, such as lab skills.

Why are they important?

Graduate skills cover a range of topics to help students become more employable once they graduate.



Graduates are expected to be 'workplace ready' to be able to contribute fully to their future workplace



Graduates will be able to compete in the job market and stand out against other applicants

A third of jobs of the future do not exist now, therefore graduates need to be equipped with transferable skills for lifelong learning



Embedding Graduate Skills into the Curriculum

What Graduate Skills are

Here are the top 10 employer-rated skills:^[1]



Effective problem-solving



Time management



Leadership skills



Team working



Communication skills



Resilience



Creativity



Adaptability



Interpersonal skills



Analysis

Co-creating with Employers

Understanding employers' needs are essential. Work with local organisations & industry to...

- operate collaboratively to ensure authentic assessment
- contribute real life case studies, which can be used in the classroom
- invite guest lecturers from industry to share personal experiences from the 'working world'
- bring in a diversity of guest speakers to connect with a wider audience
- record virtual tours of the workplace or industry setting to provide digital field trips



Reference:

[1] <https://tinyurl.com/coventry-skills-framework>

For more information:

Jisc (2020) What Is Digital Capability? [online]available from <<https://digitalcapability.jisc.ac.uk/what-is-digital-capability/>> [29 September 2020]

Matsouka, K. and Mihail, D.M. (2016) "Graduates' Employability: What Do Graduates and Employers Think?" Industry and Higher Education.[online]30 (5), 321–326. available from <<https://journals.sagepub.com/doi/pdf/10.1177/0950422216663719>> [29 September 2020]

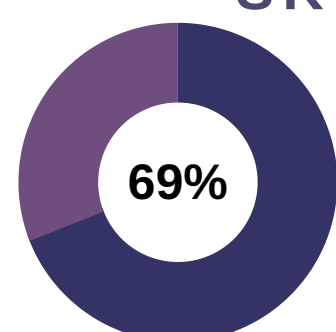
Sustainability and Social Responsibility

WHAT ARE THE SUSTAINABLE DEVELOPMENT GOALS?

The United Nations Sustainable Development Goals are a 'blueprint to achieve a better and more sustainable future for all' (United Nations, 2015). There are 17 goals and 169 targets to be achieved by 2030.

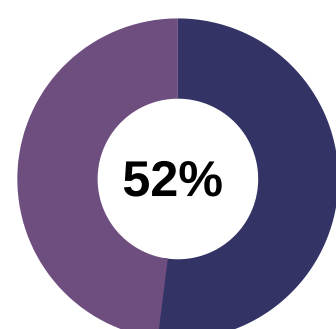
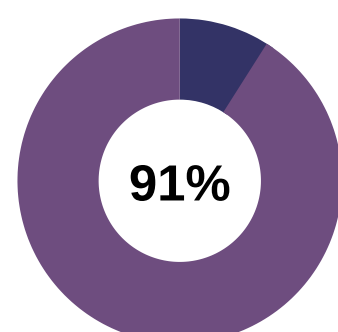
Why is it important?

2019-20 SUSTAINABILITY SKILLS SURVEY



69% OF STUDENTS SAID THAT SUSTAINABLE DEVELOPMENT IS SOMETHING THEY WANT TO LEARN MORE ABOUT
2019-20 SUSTAINABILITY SKILLS SURVEY

91% OF STUDENT SAY THEY AGREE THAT THEIR PLACE OF STUDY SHOULD ACTIVELY INCORPORATE AND PROMOTE SUSTAINABLE DEVELOPMENT
2019-20 SUSTAINABILITY SKILLS SURVEY

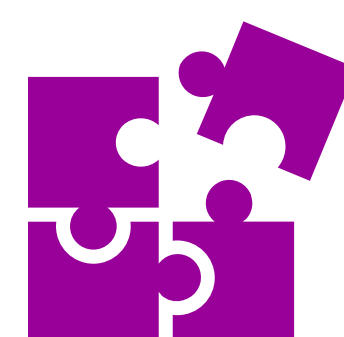


52% OF STUDENTS SAID THAT HOW SERIOUSLY A UNIVERSITY TAKES GLOBAL DEVELOPMENT INFLUENCES THEIR CHOICE OF PLACE TO STUDY
2019-20 SUSTAINABILITY SKILLS SURVEY

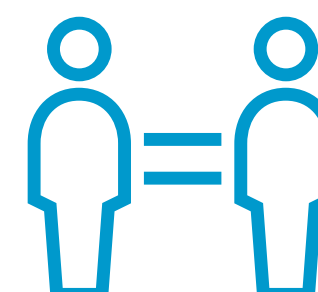
Teaches Students...



CREATIVE THINKING



PROBLEM SOLVING



HOW TO REDUCE INEQUALITIES



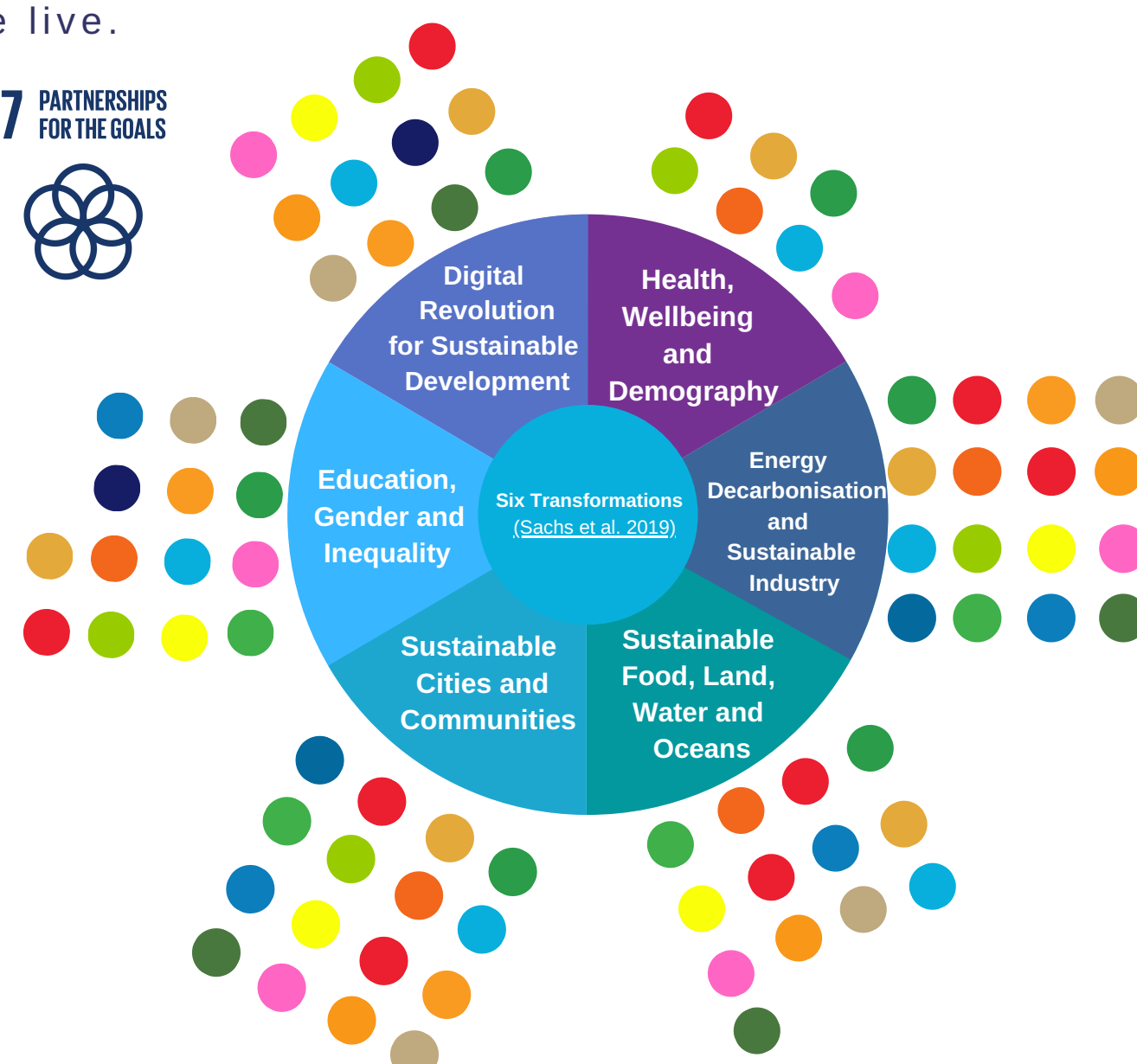
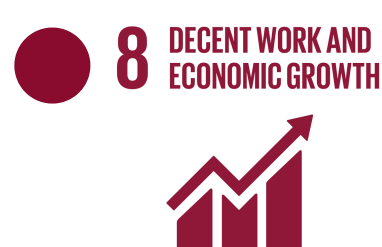
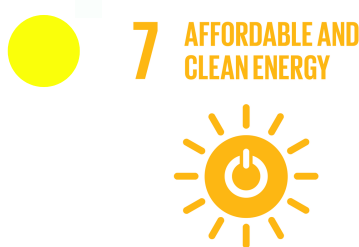
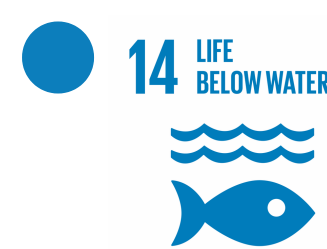
CRITICAL EVALUATION

SOCIAL & GLOBAL AWARENESS



What do we do to achieve it?

A course which is designed with social responsibility in mind engages students to think critically about how they can have a positive impact on the major challenges facing society. This is encapsulated by the United Nations' Sustainable Development Goals, and can be adhered to through curriculum enhancements. One method of achieving this is to adopt a transformational approach, which focuses on the **six fundamental shifts** (Sachs et al, 2019) that need to be made to the way we live.



References:

'Sustainable Development Goals' *United Nations Development Program* (2020) <https://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

Sachs, J.D., Schmidt-Traub, G., Mazzucato, M. et al. 'Six Transformations to achieve the Sustainable Development Goals.' *Nat Sustain* 2, 805–814 (2019). <https://doi.org/10.1038/s41893-019-0352-9>