

Assessment choice in a PGCert in Academic Practice.
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Discipline / subject: Education development / academic practice

Academic level / students: Level 7 / postgraduate

What we did:

Multimodal assessment has been introduced for the first time this academic year as part of the PGert in Academic Practice at Queen Mary. The module is 'Curriculum Design' and participants now have the choice of either submitting a written curriculum design report or recording a presentation of their design. Participants on the course are academics and other teaching staff. Our team advises academics on assessment design including inclusive design and we wanted to offer our participants the opportunity to experience this as students and to model good practice through showing what is possible.

How we measured efficacy:

End of module student evaluation results indicate participants found the module assessment criteria were clear (mean score of 3.6 out of 4, where 1=strongly disagree and 4 = strongly agree), and that assessments allowed them to demonstrate what they had learned (mean 3.2). A targeted evaluation survey asked participants to reflect specifically on assessment choice. Within this small (n=5) group of respondents, 100% agreed or strongly agreed that the choice made assessment a more positive experience, made the process less stressful, enabled them to demonstrate abilities more effectively and made the assessment process more inclusive. Participant comments include: 'felt very inclusive and supportive,' 'having the choice was surprisingly empowering'. 100% of respondents indicated they are planning to offer choice of assessment to their own students.



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