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Inclusion at the heart of work-based assessment and feedback

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Work-based assessment and feedback (A&F): what do we mean?



- A&F that has the practice or work context at its heart
- It may be A&F that is carried out **in the work / practice setting**
- It may be A&F that requires students to **apply WBL to an assessment**

Assessment of competencies in practice settings by a supervisor or mentor working in the practice setting

Case study report based on an experience in a placement / internship, applying theory to practice

The hidden curriculum and unconscious bias

The value of stepping back, rising above...

- Hidden curriculum is the tacit, unspoken and maybe unplanned learning (positive or negative) in education settings
- Unconscious bias refers to unwittingly making judgements and having stereotypes that inform how we interact with others



Why is inclusivity a concern in WBL assessment and feedback?

- Inclusivity helps to avoid the hidden curriculum and unconscious bias
- Evidence from literature (Ackerman-Barger et al., 2020; Bejerano & Bartosh, 2015)
- Cultural and professional influences and expectations
- Potentially less awareness of inclusivity and A&F

Providing feedback that avoids jargon and colloquialisms.

Framing an essay question so that it is not focused on the developed world but is open and equitably framed for students from developing countries



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Over to you...

You now have 20 minutes in breakout rooms to discuss:

- What is the impact of the hidden curriculum and unconscious bias on work-based assessment and feedback?
- What are the barriers and enablers to inclusive work-based assessment and feedback?
- Padlet link for feedback, incorporating the Kingston Framework

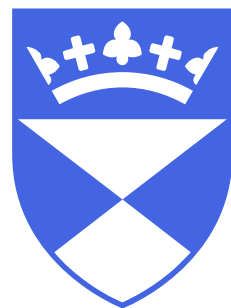




References

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