

Adding Student Choice to the Assessment Tariff

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Discipline / subject: Assessment & Curriculum

Academic level / students: Level 3, level 5 and level 7 modules piloted student choice as an element of summative assessment.

What we did:

As part of the 2030 strategy, USW is working towards all curricula being designed for inclusivity, learner literacy and competence whilst operating within appropriate equality and accessibility legislation. During a review of the assessment tariff at USW and in line with the assessment for learning principles and framework a new type of assessment was created, Student Choice. As part of this project, three modules at different levels were piloted and reviewed. Each module offered a choice of submission with emphasis on less traditional modes of assessment. For example, MSc Psychology offered a podcast, poster or web resource.

How we measured efficacy:

Quantitative and qualitative data were collected from registry, academic staff and students to review the success of this new mode of assessment, lessons learnt, and to identify improved learner achievement. Feedback collected from students was positive and the project hopes to encourage early adopters to share good practice.

STUDENT FEEDBACK

DO YOU HAVE ANY OTHER FEEDBACK ON THE STUDENT CHOICE ASSESSMENT THAT YOU'D LIKE TO SHARE?

The choice of elements was tricky at first and it took a while to mull over the options and piece together a way forward. As the student choice element led to a larger piece of work you really had to formulate a bigger plan of action considering which option would work best for you. I also thought that is a really worthwhile way of allowing students to showcase different skill sets other than more formulaic report writing. Particularly for the neurodiverse..

It added variety to the course and doing something different to the more traditional methods of assessment increased motivation.



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