

Multimodal, nested assessment on the PGCert course
Virna Rossi, Ravensbourne University, England**Discipline / subject:** PGCert (staff development)**Academic level / students:** Postgraduate**What we did:**

The PGCert course's 'Curriculum Design' module provides a good example of nested, multimodal assessment, integrating various modes of learning and evaluation. This approach includes digital collaboration (annotated bibliography on platforms like Padlet or Miro), interactive peer reviews, and diverse presentations (in-person or video). While evidencing learning, it provides participants with opportunities to develop (collaborative) writing abilities but also digital proficiency, oral communication, 'making' and visual creativity (through poster design). By incorporating a range of assessment methods, it provides each participant a chance to 'shine' at one point or another. It is also a living example of UDL approaches: providing multiple means of action and expression, the principle that focuses on providing learners with various ways to express what they know.

How we measured efficacy:

The final reflective writing that the students produce and the other module evaluation tools (students' groups; course redesign workshops and mentoring feedback) all ask the questions:

How effective was the assessment design to prompt and evaluate learning on this module?

The feedback consistently points to the fact that having a variety of multimodal ways of expressing and evidencing learning supports all types of learners, including the many neurodivergent participants.

PGC16103 Curriculum Design

In a nutshell... This is an action-based project brief that invites you to **(re)design** a 'curriculum' of your choice for a course at Ravensbourne. You will also **teach (part of)** that curriculum and **reflect** on the design process.

This module has three phases, represented by the three circles in this image:



The final output: a reflective writing

Timeline of the module:





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